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BROMLEY CIVIC CENTRE, STOCKWELL CLOSE, BROMLEY BRI 3UH

TELEPHONE: 020 8464 3333

CONTACT: Kerry Nicholls  
*kerry.nicholls@bromley.gov.uk*

DIRECT LINE: 020 8313 4602

FAX: 020 8290 0608

DATE: 21 January 2014

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  
Jo Brinkley, (Head Teacher Representative)  
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 **THURSDAY 30 JANUARY 2014 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 12TH NOVEMBER 2013 AND MATTERS OUTSTANDING FROM PREVIOUS MEETINGS**  
(Pages 5 - 24)

- 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 Friday 24<sup>th</sup> January 2014 and to respond. Questions must relate to the work of the scrutiny committee.

- 5 **NOT IN EDUCATION EMPLOYMENT OR TRAINING - STRATEGIES FOR IMPROVING PARTICIPATION** (Pages 25 - 42)

## **PORTFOLIO PRESENTATIONS AND DECISIONS**

- 6 **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 Friday 24<sup>th</sup> January 2014 and to respond. Questions must relate to the work of the Portfolio.

- 7 **PORTFOLIO HOLDER UPDATE**

- a **OFSTED REPORTS AND FOLLOW-UP ITEMS ON UNDERPERFORMING SCHOOLS** (Pages 43 - 52)

Proposal to create an Education Sub-Committee on School Performance and Monitoring

- 8 **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 **DAY NURSERY PROVISION: OPTIONS FOR FUTURE DELIVERY** (Pages 53 - 66)

- b UPDATE ON PROPOSED SCHOOL EXPANSIONS (Pages 67 - 124)**
- c REVISED INSTRUMENT OF GOVERNANCE - JAMES DIXON PRIMARY SCHOOL (Pages 125 - 130)**
- d 2014-15 DEDICATED SCHOOLS GRANT (Pages 131 - 144)**
- e GOVERNMENT PROPOSAL FOR FREE SCHOOL LUNCHES FOR KEY STAGE 1- IMPLICATIONS FOR THE LOCAL AUTHORITY AND SCHOOLS (Pages 145 - 148)**

## **9 EDUCATION INFORMATION ITEMS**

The items comprise:

- Minutes of the Education Budget Sub-Committee held on 7<sup>th</sup> January 2014
- Update from Member Officer Working Group for Special Educational Needs
- Annual Report from the Bromley Adult Education College
- ECS Contract Monitoring Report - Education Contracts
- Bromley Academy Programme Update

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=2014&CId=559>

## **POLICY DEVELOPMENT AND OTHER ITEMS**

- 10 DRAFT 2014/15 BUDGET (Pages 149 - 164)**
- 11 ATTAINMENT OF BROMLEY LOOKED AFTER CHILDREN (Pages 165 - 178)**
- 12 UPDATE ON THE SEN PATHFINDER PROJECT AND CHILDREN AND FAMILIES BILL (Pages 179 - 198)**
- 13 ROLE OF THE LOCAL AUTHORITY WITH ACADEMIES (Pages 199 - 202)**
- 14 EDUCATION PROGRAMME 2013/14 (Pages 203 - 210)**  
Proposal to reconvene School Governance Working Group

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

- 15 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**

- |   |  |
|---|--|
| <p><b>16</b>    <b>EXEMPT MINUTES OF THE EDUCATION PDS COMMITTEE MEETING HELD ON 12TH NOVEMBER 2013</b> (Pages 211 - 212)</p> | <p>Information relating to the financial or business affairs of any particular person (including the authority holding that information)</p> |
| <p><b>17</b>    <b>PORTFOLIO HOLDER PROPOSED PART 2 (EXEMPT) DECISIONS</b></p>  |  |
| <p><b>a</b>     <b>VARIATION AND EXTENSION OF CONTRACT FOR CONSULTANT HEAD TEACHER OF THE PUPIL REFERRAL UNIT'</b></p>        | <p>Information relating to the financial or business affairs of any particular person (including the authority holding that information)</p> |
| <p>To Follow</p>  |  |

**DATES OF FUTURE EDUCATION PDS COMMITTEE MEETINGS**

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 12 November 2013

### Present:

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

Father Owen Higgs, Janet Latinwo, Joan McConnell, Jo  
Brinkley, Rachel Opadiran and Alison Regester

### Also Present:

Councillor Stephen Wells, Portfolio Holder for Education

## 31 CO-OPTION TO THE EDUCATION PDS COMMITTEE 2013/14

### Report RES13184

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

**RESOLVED that Mrs Jo Brinkley be appointed as Head Teacher Representative to the Education PDS Committee for 2013/14 without voting rights.**

## 32 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Councillor Peter Fortune. Apologies for absence were also received from Dolores Bray-Ash and Darren Jenkins.

Apologies for lateness were received from Janet Latinwo.

The Chairman was pleased to welcome Jo Brinkley, Head Teacher Representative and Jane Bailey, the new Interim Assistant Director: Education to the Education PDS Committee.

The Chairman thanked Dee Simpson who was acting as Sign Language Interpreter for the meeting.

**33 DECLARATIONS OF INTEREST**

The Chairman reminded the Committee that the Declarations of Interest made at the meeting on 2<sup>nd</sup> July 2013 and 17<sup>th</sup> September 2013 were taken as read.

**34 MINUTES OF THE EDUCATION PDS COMMITTEE MEETING HELD ON 17TH SEPTEMBER 2013 AND MATTERS OUTSTANDING FROM PREVIOUS MEETINGS**

The minutes were agreed subject to the third sentence of the first paragraph of Item 22c: Bromley Academy Programme and Free School Update being amended to read:

*“Four free school applications had received approval from the Secretary of State to open in the Borough in the academic year 2013/14 or 2014/15 comprising Harris Primary Free School Beckenham, Harris Aspire, Harris Primary Free School Bromley and the Bromley Bilingual Primary School.”*

In considering matters outstanding from previous meetings, a Member requested that a list of external market providers contacted as part of soft market testing undertaken within the commissioning review of Education Services be provided to Members.

The Portfolio Holder for Education was pleased to confirm that a School Improvement Advisor had now been recruited to fill the 0.5 FTE vacancy for primary mathematics support and would start in post before the end of the Autumn term.

**RESOLVED that the minutes of the meeting held on 17<sup>th</sup> September 2013 be agreed and that matters outstanding be noted.**

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

No questions had been received.

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

Nine oral questions were received from Ms Sam Aldridge, Campaigns Assistant, the National Deaf Children’s Society, Mrs Nicola Ward, Regional Director – London, the National Deaf Children’s Society and Rosalind Luff, Chair – Parent Bromley Voice and are attached at **Appendix A**.

**37 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. The Bromley Bilingual Primary School now had full approval and the Education Funding Agency would support the conversion of the existing building at 1 Westmoreland Road, Bromley for the use of the 3 form of entry bilingual primary school which would open in September 2014. The Department for Education had approved the conversion of seven of the eight Catholic Primary Schools in the Borough to academy status in Spring 2014 as part of a multi academy trust. Work to identify primary schools suitable for expansion in the Borough was ongoing, and the Chairman highlighted recent media coverage on moves to better manage traffic and parking around schools which could support future school expansions.

Additional secondary school places would also be needed in the Borough from 2015/16 and the School Place Planning Working Group would be meeting shortly to consider this. A number of secondary schools were considering whether to develop a primary phase with the potential to become 'all through' academies, and work with the Archdiocese of Southwark continued around the feasibility of establishing a new Catholic secondary school in the Borough.

An interim Executive Board had been put in place to support the Grovelands and Kingswood Pupil Referral Units. Work was being undertaken with the Department for Education and Local Authority to support the conversion of the units to academy status, with Bromley College of Further and Higher Education as the sponsor. The potential to develop a primary provision for pupils with social, emotional and behavioural difficulties separate to the Grovelands Pupil Referral Unit was also being considered as a priority issue.

Burwood School had recently been inspected by Ofsted and had been judged as 'requires improvement', however the Ofsted Inspector had also written to the Head Teacher to commend him on his leadership of the school, and an action plan had been put in place to respond to the areas identified for improvement as part of the inspection.

A Co-opted Member was concerned at a recent reduction in staffing of the Early Years Team and underlined the importance of ensuring that this team was able to continue to provide excellent levels of support to early years providers, particularly around recent changes such as funding for two year olds.

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

**A) DRAFT 2014 EDUCATION PORTFOLIO PLAN INCLUDING  
EDUCATION COMMITMENTS**

**Report ED13118**

The Portfolio Holder introduced a report that outlined the draft Education Portfolio Plan for 2014. The draft priority outcomes within the Education

Portfolio Plan for 2014 focused on seven key activities in support of the Education Covenant and Education Commitments, and were underpinned by supporting aims for 2014.

In considering the Education Portfolio Plan for 2014, a Co-opted Member requested that a greater emphasis be placed on Early Years provision. Aim 1c sought to undertake a programme of support and challenge for Early Years providers (including child minders), in line with revised statutory requirements. A Member noted that planned courses on how to establish a home-based child care service for prospective child minders should be held at convenient times, such as at weekends. A Co-opted Member also highlighted the need for additional actions around developing a programme of support and challenge for Early Years Providers who were not child minders under this aim. It was important to support Early Years providers in maintaining an appropriate level of continuous professional development.

In considering Aim 1d, the Portfolio Holder for Education confirmed that a proposed advertising campaign on public transport formed part of the strategy to increase the proportion of online school admissions to 85% and reduce the costs associated with paper school admissions. The cost of advertising on 30 buses for a five week period was approximately £3.5k. A Co-opted Member suggested that Bromley schools were well placed to promote the use of online school admissions as part of their open days for prospective pupils.

A Co-opted Member queried the proposal to undertake a process of market testing for Governor and Early Years Services under Aim 2a, and underlined the need to ensure that any consultation on this process was undertaken during term time to allow Early Years providers to respond fully. In considering Aim 6a which sought to undertake a process of market testing for SEN Inclusion Support, the Co-opted Member was concerned at the level of support provided to children with special educational needs in Early Years settings. The Head of SEN and Disability confirmed that the support being given to Early Years Settings for children with special educational needs was currently being reviewed to ensure both value for money and that children with special educational needs were receiving the levels of support they needed. This would include consideration of how Special Educational Needs Coordinators (SENCOs) were deployed, and Early Years Providers would be consulted as part of the review.

A Member requested that the general support and awareness provided to children and young people with Autism Spectrum Disorder who were attending mainstream schools be built into the Education Portfolio Plan. The Portfolio Holder for Education highlighted the excellent unit at Langley Park Boys School which supported pupils with Autism Spectrum Disorder and queried whether this success could be replicated in other schools across the Borough.

**RESOLVED that the Portfolio Holder be recommended to agree the draft Education Portfolio Plan for 2014.**



**B) OFSTED REPORTS AND FOLLOW UP ITEMS ON UNDER PERFORMING SCHOOLS**

**Report ED13115**

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 17<sup>th</sup> September 2013, there had been three Ofsted Inspections and one Ofsted monitoring visit. Burnt Ash Primary School and Oak Lodge Primary School had been judged as 'Good' in their Ofsted Inspections, as had Unicorn Primary School following an Ofsted Inspection in July 2013. The reports of the Ofsted Inspection of Holy Innocents Catholic Primary School and the first monitoring visit of St Mary Cray Primary School had not yet been published.

In considering the first monitoring visit of St Mary Cray Primary School, a Member noted that the need for more support from the Local Authority had been identified. The Interim Assistant Director: Education confirmed that there had been a number of organisational changes to the School Improvement Team in recent months, however the Head of Schools and Early Years Quality Assurance and Commissioning was now in post and the Team was working to strengthen support for schools. A conference had been arranged for mid-November 2013 for Head Teachers and Chairs of Governing Bodies of Local Authority Maintained Schools to identify areas of concern and to look at a range of key areas of school leadership such as Human Resources and Finance. Future events would also include academy schools. A Co-opted Member underlined the potential for 'Good' and 'Outstanding' schools and academies to support improving schools and emphasised the importance of developing best practice processes in governance. The Interim Assistant Director: Education confirmed that there was a National Leader of Governance at Hayes Secondary School who was able to offer support to Governing Bodies.

St John's C.E. Primary School had received its third Ofsted monitoring visit on 9<sup>th</sup> October 2013. An Executive Head from the Pioneer Academy was currently supporting the school, which now had a new Head of School, and the school was felt to be making good progress. A Member was pleased to announce that the results of Charles Darwin School's recent Ofsted Inspection had just been published and the school continued to be rated as 'Good'.

It was important to act proactively where there were concerns about a school. The Portfolio Holder for Education confirmed that the role of Local Authority Governor helped to build good communications between the Local Authority and schools and academies, and that academy schools had recently been contacted to promote the value that Local Authority Governors could bring to their Governing Bodies.

The Chairman requested that a report on support for underperforming schools, which included data on risk, be provided to the next meeting of the

Education PDS Committee, and that more detailed information be provided on any school where concerns had been identified to outline areas for improvement. The Chairman also requested that a further report be provided which outlined the Local Authority's role with academy schools and that an updated structure chart for the Education, Health and Care Services Department be provided to the Education PDS Committee.

**RESOLVED that recent Ofsted and school improvement activity across the Borough be noted.**

**C) BROMLEY ADULT EDUCATION COLLEGE AND LIFELONG  
LEARNING: UPDATE ON COMMISSIONING PLANS**

**Report ED13119**

The Portfolio Holder introduced a report that provided an update on plans to commission market testing for the Adult Education service in Bromley.

A report exploring the broader role of adult education and outlining 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 had been considered at the meeting of Education PDS Committee on 2<sup>nd</sup> July 2013. Following this meeting, the Portfolio Holder for Education had resolved that market testing of the existing adult education service be undertaken. Following an initial piece of work, which considered a range of direct and associated issues linked to the market testing of the adult education service, it had become apparent that further detailed work was required before a preferred model of delivery could be presented for Members consideration.

A report on the outcomes of the options appraisal exercise would be considered by the Education PDS Committee in March 2014. The Gateway Review would then be presented to the Council's Executive for decision in April 2014. Should it be agreed to go forward with market testing, the market testing process would be carried out from May 2014 to January 2015, which adhered to the Council's Contract Procedure Rules and EU Procurement Regulations. A further report on the outcome of the full market testing exercise, together with best value analysis, would then be provided to Education PDS Committee in March 2015 and presented to the Council's Executive for decision.

In response to a question from a Member around the level of charges or recharges to the Bromley Adult Education Service, the Chairman noted that a working group had recently been established by the Executive and Resources PDS Committee to examine whether the cost of services for which the Council made a charge or recharge covered the full cost of the provision of services and confirmed that this review could include the Bromley Adult Education Service.

**RESOLVED that the update be noted.**

**38 PORTFOLIO HOLDER PROPOSED DECISIONS**

**A) SCHOOL GOVERNANCE WORKING PARTY:  
IMPLEMENTATION OF RECOMMENDATIONS**

**Report ED13082**

The Portfolio Holder introduced an updated report providing details of the outcomes and recommendations of the School Governance Working Group which had met on 12<sup>th</sup> March 2013. The objective of the Working Group had been agreed as ensuring that the Local Authority had a pool of well-trained governors able to play an effective role in ensuring that schools were well governed, that they were aware of their role and responsibilities and that they worked closely with the Local Authority with the support they needed to undertake their role.

Following consideration, the Working Group had developed a number of proposals to support the role of Local Authority Governor into the future, including recruitment, selection and training processes for Local Authority Governors, the development of best practice, and work to promote the benefits of Local Authority Governors to Academy Schools.

In considering the proposals, a Member noted that the Working Party had recommended that each school agree a constitution for their governing body. This was different to an Instrument of Governance and the Lead Officer for School Governance confirmed that a model constitution and Terms of Reference document had recently been circulated to schools and were available via Fronter.

The Chairman was concerned at the proposed cost to fund a Local Authority Governor open day at intu Bromley and the Walnuts Shopping Centres and highlighted a number of alternate ways to promote the opportunity. A Member stated that there was not currently a shortfall in Local Authority Governors and queried whether there was a need to attract more volunteers at this time. The Chairman confirmed that it was important to ensure there was a wide-range of people with different skills sets available for the Local Authority and schools to consider for nomination when a Local Authority Governor vacancy arose.

Work was also underway to encourage Local Authority Officers to apply to become Local Authority Governors and a Member noted that Officers should be supported in accessing their entitlement for public sector leave to fulfil their role as Governors. Another Member suggested that the role of Community Governor might be useful in place of the Local Authority Governor role. Community Governors were typically appointed by Governing Bodies to represent community interests, which could include developing good communication processes between the Local Authority and the Governing Body.

A Member requested that information be provided to the Education PDS Committee confirming if Local Authority Governor posts on academy governing bodies were filled or if there were a number of current vacancies.

The Chairman requested that a further report be provided on progress in implementing the School Governance Working Party recommendations to the next meeting of the Education PDS Committee.

**RESOLVED that the Portfolio Holder be recommended to request that a review is undertaken on how school governors, and in particular Local Authority Governors, are recruited and appointed.**

**B) SPEECH AND LANGUAGE THERAPY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS - GATEWAY REVIEW**

**Report ED13120**

The Portfolio Holder introduced a report providing an update on a Gateway Review undertaken of Speech and Language Therapy for Children with Special Educational Needs.

The Local Authority had, for a number of years, commissioned Bromley Healthcare to provide an element of the speech and language therapy and occupational therapy provision for pupils in special schools and schools with unit provision. The main contract for this therapy was held by Bromley Clinical Commissioning Group with the Local Authority holding a separate, smaller value contract. The existing Local Authority contract with Bromley Healthcare would expire on 31<sup>st</sup> August 2014, having previously been awarded by contract extension and exemption. Work had been undertaken to attempt to align the contracts held by Bromley Clinical Commissioning Group and the Local Authority, but as this had not been possible, it was proposed to pass the Local Authority funding directly to the relevant schools to enable them to commission services directly.

In response to a question from a Member, the Service Manager (Joint Commissioning) confirmed that it was proposed to contract with relevant schools to ensure that delegated funding was utilised for Speech and Language Therapy provision. A Member was concerned that schools would not benefit from economies of scale realised through a larger contract and underlined the need to ensure that schools received value for money in commissioning Speech and Language Therapy provision. Another Member also noted that schools should be provided with an appropriate level of support in commissioning Speech and Language Therapy services for their schools.

A Member queried how the funding would be apportioned between schools and how this would be reviewed as the number of children receiving Speech and Language Therapy provision at each school varied over time. The Service Manager (Joint Commissioning) advised Members that work was being undertaken with Finance Officers around how to apportion funding fairly

and how the amount of funding per school could be varied over time to ensure that the therapy needs of children continued to be met. It was intended to review the level of funding apportioned to each school on an annual basis.

**RESOLVED that:**

- 1) **A further report giving an update to Members on provision of Speech and Language Therapy be provided to Education PDS Committee in November 2014; and,**
- 2) **The Portfolio Holder be recommended to agree that funding for the commissioning of speech and language therapy and occupational therapy provision for pupils in special schools and schools with unit provision be provided directly to relevant schools with effect from 1st September 2014.**

**39 EDUCATION INFORMATION ITEMS**

The Information Briefing comprised seven reports:

- Minutes of the Education Budget Sub-Committee held on 2<sup>nd</sup> October 2013
- Literacy in the Early Years
- Changes to Requirements for Secretary of State Consent for Development of School Land
- SALT Information Briefing
- Follow Up Actions from Joint Education and Care Services PDS Committee meeting
- ECHS Contract Reports - Education Contracts
- Academies' Update

In considering the report on 'Follow Up Actions from Joint Education and Care Services PDS Committee meeting', the Chairman emphasised the importance of the Local Authority's role in safeguarding children, and noted that additional joint meetings with Care Services PDS Committee would be held where appropriate to consider further aspects of Child Safeguarding

**RESOLVED that the Information Briefing be noted.**

**40 ATTAINMENT OF LOOKED AFTER CHILDREN**

**Report ED13126**

The Committee considered a report outlining education outcomes for London Borough of Bromley children in care in the 2012/13 academic year. 283 children and young people were in care in the Borough as at 12<sup>th</sup> November 2013 and their progress in school was closely monitored by the Local Authority, however the reporting cohort for education outcomes for London Borough of Bromley children in care was limited to those who had been

looked after continuously for a period of one year between April 2012 and March 2013.

At Key Stage 1, 5 children had been continuously looked after for at least 12 months and formed the reporting cohort. Of these children, 3 had achieved Level 2 in Reading, Writing and Maths and the remaining 2 children both had Statement of Special Educational Needs and were working below the level of assessment. At Key Stage 2, 9 children formed the reporting cohort, and all but one of these children had made two or more levels of progress in English and Maths. The child who had not made this progress was a severely disabled child who was making progress below national curriculum levels. At Key Stage 4, 19 children formed the reporting cohort. Of these, 16% of pupils had achieved 5 GCSEs at A\*-C including English and Maths. 78% of pupils in the reporting cohort had identified Special Educational Needs, 3 had Statements of Special Educational Needs and 6 were at School Action Plus.

Overall children in care education performance at Key Stages 1 and 2 were as expected, given the very small reporting cohort. Performance at Key Stage 4 was slightly lower than predicted because as well as the relatively small number of children and young people within the reporting cohort, a higher than average proportion of this year's cohort had been moderately or completely disengaged during Year 11, the range and quality of alternative provision had been limited and the removal of GCSE Equivalence had meant that other qualifications were not recognised.

In considering the report, a Member queried the use of percentages on such a small cohort and suggested that progress be reported by number of children in future. A Co-opted Member also suggested that anonymised case studies would be useful in assisting Members in recognising the progress made by each child in future.

The Chairman requested that a further report on attainment of looked after children with anonymised case studies be provided to the next meeting of the Education PDS Committee.

**RESOLVED that the report be noted.**

#### **41 EDUCATION PROGRAMME 2013/14**

##### **Report ED13123**

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.

In considering the work programme for 2012/13, the Chairman requested that a number of additional reports be considered at the next meeting of the Education PDS Committee to be held on 30<sup>th</sup> January 2014.

- Support for underperforming schools, including data on risk

- The Local Authority's role with academy schools.
- Progress in implementing the School Governance Working Party recommendations
- Attainment of looked after children with anonymised case studies

The Chairman also requested that a further report giving an update to Members on provision of Speech and Language Therapy be provided to Education PDS Committee in November 2014.

The Chairman reminded all Members of the Council and Co-opted Members of the Education PDS Committee that they were all invited to attend the Education Seminar on 27<sup>th</sup> November 2013. This seminar would explore a range of themes and issues that were key to the Education Portfolio including a young person's perception of education opportunities in Bromley, Ofsted accountabilities and new opportunities in Bromley.

The Portfolio Holder noted that Worsley Bridge Primary School had now expanded and encouraged Members and Co-opted Members to join a forthcoming visit to the school to view the new modular buildings. A visit to the Glebe School would also be held in mid-November 2013 and Members and Co-opted Members were invited to attend.

**RESOLVED that the Education Programme 2013/14 be noted.**

**42 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.**

**43 EXEMPT MINUTES OF THE EDUCATION PDS COMMITTEE MEETING HELD ON 17TH SEPTEMBER 2013**

**RESOLVED that the exempt minutes of the Education PDS meeting held on 17<sup>th</sup> September 2013 be agreed.**

The Meeting ended at 9.55 pm

Chairman

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QUESTIONS TO THE EDUCATION PORTFOLIO HOLDER

**Oral Questions for the Education Portfolio Holder received from Sam Aldridge, Campaigns Assistant, the National Deaf Children's Society**

1. Under the new SEN Code of Practice it will become law to engage parents and young people in the development of services, how will the service specifications for the peripatetic hearing support service and the Resource Provisions link with the Bromley Local Offer to ensure this happens?

**Reply:**

*The SEN Code of Practice referred to is currently a draft for consultation only. The draft guidance itself relates to the Children and Families Bill which is not expected to come into statute until September 2014.*

*The Council will ensure that the development of specifications for the SEN Inclusion Support service, as part of the market testing process for education services, is aligned with and informed by on-going reviews of education services and the local offer. Officers responsible for the development and review of the local offer will be directly involved in drafting specifications.*

**Supplementary question:**

What is the timeframe for development of the service specification for the peripatetic hearing support service and when parents be consulted?

**Reply:**

*Arrangements have been made to convene an initial workshop to inform the development of the specification of the SEN Inclusion Support service, to take place this month (November 2013). The initial meeting will consider the timeframe by which it is expected that the work can be completed. Arrangements for engagement, as appropriate, with key stakeholders will be considered as part of the specification development process, informed by the service teams.*

2. What arrangements will be in place to ensure the chosen service provider delivers a hearing support service in accordance with a service specification which follows good practice?

**Reply:**

*Appropriate contract monitoring and enforcement mechanisms will be developed as part of the detailed planning of the market testing process. Approval of the proposal to commence market testing was finalised by Members on the 28<sup>th</sup> October 2013 and therefore the detailed planning is still to take place.*

**Supplementary question:**

Will the preferred service specification follow good practice and how will high quality standards be assured?

**Reply:**

*Highly experienced officers will ensure the necessary specifications are put in place for the market testing exercise. Very specific monitoring and enforcement processes will be built into this to ensure that the highest quality standards are maintained.*

3. How and when will parents be involved in monitoring that the service is meeting the needs of deaf children and also in contract management?

**Reply:**

*The service currently engages with parents in a variety of ways, primarily through its day to day activities but also more formally, such as seeking parent feedback through service evaluation questionnaires. It is expected that the current arrangements for parental involvement will continue as normal regardless of who may be delivering the service in future, informed as they are by best practice and advice and guidance from organisations such as the National Deaf Children's Society.*

**Supplementary question:**

No supplementary question was asked.

**Oral Questions for the Education Portfolio Holder received from Nicola Ward, Regional Director – London, the National Deaf Children's Society**

1. A deaf child needs speech and language therapy in order to develop their language and communication skills. Considering the change indicated in the SALT SEN Gateway Review, what process will be put in place to ensure all deaf children's needs will be met in Bromley?

**Reply:**

*There is no proposed change in the provision of Speech and Language Therapy for deaf and hearing impaired children.*

*Appendix One of the report specifically identifies that Speech and Language Therapy provision commissioned by the Council at Darrick Wood Primary, Darrick Wood Secondary and Darrick Wood Pre School for Deaf Children is excluded from this proposal.*

**Supplementary question:**

In practice can you reassure parents, carers and professionals that Speech and Language Therapy needs stated in Education, Health and Care Plans will be met and not changed?

**Reply:**

*There is no proposed change in the provision of Speech and Language Therapy for deaf and hearing impaired children. It is specifically excluded.*

2. How will parents and deaf children and young people be consulted and will there be an Equality Impact Assessment if the model of service delivery changes for Speech and Language Therapy?

**Reply:**

*See the response to Question 1. There is no proposed change to the model of service delivery for deaf and hearing impaired children.*

**Supplementary question:**

No supplementary question was asked.

3. Will the new service delivery model include specialist Speech and Language Therapists for deaf children? Specialist speech and language therapists for deaf children are very important. If children don't have the appropriate language skills it will have a significant impact on their development emotionally, socially and intellectually.

**Reply:**

*See the response to Question 1. There is no proposed change to the model of service delivery for deaf and hearing impaired children.*

**Supplementary question:**

No supplementary question was asked.

**Oral Questions for the Education Portfolio Holder received from Rosalind Luff, Chair - Bromley Parent Voice**

1. Children currently in receipt of a Statement may not receive an EHC plan post Sept 2014. This means there will be no statutory rights for SALT provision and no right to appeal if schools fail to deliver. How will LA ensure these children's needs are met?

**Reply:**

*The draft SEN Code of Practice is currently open for consultation. The issue of which cohort of children will or will not receive an Education, Health and Care plan is therefore not currently defined. However, Bromley Clinical Commissioning Group commissions the majority of Speech and Language*

*Therapy across Bromley, including some provided within schools. This provision is based on the Clinical Commissioning Groups needs assessment and is not directly linked to children with Statements or Education, Health and Care plans.*

**Supplementary question:**

How will the Local Authority ensure all children's needs are met as some children do not have Education, Health and Care Plans?

**Reply:**

*The use of Pupil Resource Agreements will be extended and will form part of the local offer with top-up funding provided for children where appropriate. Pupil Resource Agreements can include therapy provision where a need is identified.*

2. Bromley Parent Voice are concerned that the budget is not going up in line with the demand for the service. We would like to know if Bromley has undertaken a Joint Strategic Needs Assessment and what are the needs highlighted for this group of children and young people.

**Reply:**

*The Council has recently restructured its contract with Bromley Health Care which has resulted in greater efficiencies meaning that from September 2013 more schools are receiving more therapy support. This includes Speech and Language Therapy and Occupational Therapy.*

*The current level of Speech and Language Therapy at the Glebe and Riverside schools is under review to establish future need.*

*The Joint Strategic Needs Assessment is presently being refreshed and the particular needs of children will be considered as part of that process*

**Supplementary question:**

No supplementary question was asked.

3. Ref. Para 3.12 &4 of report ED13120. Many of Bromley's schools are academies with the Local Authority have little or no influence in the running of those schools. BPV would like to know how this monitoring of SEN provision will occur in practice.

**Reply:**

*Paragraph 3.25 reflects that delegation of this funding into schools has been considered but the preferred option is to pass funding to schools under contract in a way which enables the Council to ensure funding is used for its intended purpose. The contract will set out the service required and this will be monitored.*

**Supplementary question:**

How frequently will monitoring of SEN provision be undertaken?

***Reply:***

*It is expected that monitoring will be undertaken on an annual basis.*

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## Matters Outstanding from Previous Meetings

Minute Number/Title	Decision	Update	Action	Completion Date
<b>11<sup>th</sup> September 2012</b>				
<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.	Progress by London Councils would be reported to a future meeting of the Committee.	Assistant Director: Education	January
<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 reported to a future meeting of the Committee.	Assistant Director: Education	January
<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	January
<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	Underway
<b>17<sup>th</sup> September 2013</b>				
<b>18 Minutes of the Education PDS Committee held on 2<sup>nd</sup> July 2013 and Matters Outstanding from Previous Meetings</b>	That the issues faced by young people classified as 'Not in Education, Employment or Training' (NEET) be added to Matters Outstanding as a future item for consideration.	A report on 'Not in Education, Employment or Training – Strategies for Engagement' would be reported to the meeting of Education PDS Committee on 30 <sup>th</sup> January 2014.	Assistant Director: Education/ Head of Youth Support Services	January
<b>12<sup>th</sup> November 2013</b>				
<b>37 (c) Bromley Adult Education College and Lifelong Learning: Update on Commissioning Plans</b>	That the Costs, Charges and Recharges Working Group, which had recently been established by the Executive and Resources PDS Committee, be requested to include Bromley Adult Education College as part of its review	An update would be reported to a future meeting of the Committee	Assistant Director: Education	March

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# Agenda Item 5

Report No.  
ED14016

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** Education Policy Development and Scrutiny Committee

**Date:** 30 January 2014

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

**Title:** Not in Education, Employment or Training (NEET) – Strategies for improving the participation of young people in (EET)

**Contact Officer:** Paul King, Head of Bromley Youth Support Programme  
Tel: 020 8461 7572 E-mail: [paul.king@bromley.gov.uk](mailto:paul.king@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 To provide background on the statutory context and performance reporting arrangements for the participation and non-participation in Education, Employment or Training (EET) of young people in Bromley.
- 1.2 To outline (a) the Borough's performance relating to the identification of, and to the provision of support for young people at risk of not participating in EET and those who are not participating in EET and (b) the Borough's strategies for improving the participation of young people in EET.

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2. **RECOMMENDATION(S)**

- 2.1 The Members of the Education and Public Protection PDS Committees are asked to consider and comment on the contents of this report.

### Corporate Policy

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

### Financial

1. Cost of proposal: No cost
  2. Ongoing costs: Not applicable
  3. Budget head/performance centre: Bromley Youth Support Programme
  4. Total current budget for this head: £1,484,620
  5. Source of funding: ECS Approved Budget for 2013/14
- 

### Staff

1. Number of staff (current and additional): 73
  2. If from existing staff resources, number of staff hours: 40.47 FTE
- 

### Legal

1. Legal Requirement: Statutory Requirement
  2. Call-in: Not applicable
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected): Approximately 11, 450 young people (Bromley population of 16-18 year olds)
- 

### Ward Councillor Views

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

### **3. COMMENTARY**

#### **3.1 Background**

The Education and Skills Act 2008 introduced a duty on all young people to participate in education, employment or training (EET) until their 18<sup>th</sup> birthday. This is being implemented in two phases. From September 2013, young people are required to continue in education or training until the end of the academic year in which they turn 17. From 2015, they will be required to continue until their 18th birthday. This means that all young people in Year 11 in the 2012/13 academic year will have to continue in education or training until at least the end of the academic year in which they turn 17. If they are in Year 10 or below, they will have to continue until at least their 18th birthday.

This does not necessarily mean that young people stay in school beyond the age of 16. They will be able to choose from one of the following options:

- full-time education, such as school, college or home education
- work-based learning with training, such as an apprenticeship, part-time education or training if they are employed, self-employed or volunteering for more than 20 hours a week.

The Education and Skills Act 2008 introduced the following duties on Local Authorities (LAs):

- To promote the effective participation in education, employment or training (EET) of young people in their area
- To make arrangements to identify young people not participating in education, employment or training (NEET) – i.e. maintaining a comprehensive tracking system.

These complement existing duties to:

- secure sufficient suitable education and training provision for all 16-19 year olds;
- have processes in place to deliver the September Guarantee
- track young people's participation. LAs will be supported by duties on learning providers to notify them when a young person leaves learning

#### **3.2 Defining the NEET in Bromley**

The participation of young people in EET is recorded on a national database called the Client Case Load Information System (CCIS) (refer to report ED12010). Statistical returns on Local Authority 16 – 18 yrs NEET and on the number of young people whose participation is 'Not known' are made to the Department for Education (DfE) on a monthly basis, with Local Authorities held accountable for performance on these.

The participation of 16 to 18 year olds in EET is measured by academic age and reporting is based on young people in the Yr 12, 13 and 14 academic age group and therefore includes young people aged 16 to 18 and will also include some 19 year olds. The cohort is based on residency rather than place of education or training.

The total NEET group is made up of young people who are not participating in EET but who are available to the labour market and also those young people who are not currently available to the labour market (because of illness, caring responsibilities, pregnancy or parenting responsibilities, for example).

The DfE apply a formula to calculate an adjusted 16-18 NEET performance which assumes that 8% of young people whose participation in EET (their destination) is 'Not Known' and whose previous destination was EET are counted as NEET. This constitutes the '**Adjusted NEET**' figure that is reported to the DfE.

The most reliable indication of the current NEET and Not Known performance in Bromley is that of August 2013. From 1<sup>st</sup> September each year the destination recorded on the CCIS of all young people lapses and they enter the Not Known category until their status is tracked and confirmed. In September 2013, the destinations of 9500 young people lapsed requiring intensive tracking activity to take place from September to January. Consequently the numbers of 'Not Knowns' increase significantly from September to December and therefore the adjusted NEET percentages increase. As a result, the NEET figures for September through to December do not provide a reliable indicator of the actual NEET position. Reliable data only becomes available again from February 2013 once the exercise of updating is completed and validated by the DfE.

### **3.3 Summary of NEET performance - August 2013**

The total 16-18yr cohort for August 2013 was 10890 (this includes 3679 19 year olds).

9386 young people were recorded in EET, 581 (5.3%) recorded as NEET and 923 (8.5%) whose participation was Not Known.

The local authority monthly adjusted NEET performance for Bromley for August 2013 was 609 (5.9%)

There are more males within the NEET Group than females with totals of 330 (56.8%) and 251 (43.2%) respectively.

Young people aged 19 make up the majority of the NEET group with 323 (55.6%). No young people aged 16 were within the NEET group in this month.

485 (83.5%) of young people within the NEET had a recorded ethnicity of White.

Of the total NEET group recorded on CCIS in August:

5.7% (33) were LDD (Stamented)

5.3% (31) were teenage mothers

4.8% (28) supervised by YOT

3.6% (21) were pregnant

3.4% (20) were Looked After/In Care

12.9% (75) of the total young people within the NEET group were unavailable to the labour market. Young people who were Teenage Parents and had illness made up the largest proportion of the unavailable group in August with 30 (40%) and 27 (36%) young people respectively.

18 young people joined the NEET group in August 2013, with 67.4% (12) coming from EET activities and 33.3% (6) coming from other activities.

16 young people left the NEET group in August 2013, with 81.4% (13) going into EET activities.

The largest totals of young people described as being NEET were from the Bromley wards of Cray Valley West and Cray Valley East with 80 (13.8%) and 61 (10.5%) young people respectively.

The smallest total of young people described as being NEET was from the Bromley ward of Shortlands with 1 (0.2%) young person.

Young people in Yr 14 academic age group were the largest group within the Not Known in August 2013 with 539 (58.4%) young people. The challenges associated with tracking this group are referred to later in this report

Please see **Appendix 1** for Bromley Local Authority NEET Performance and Cohort Analysis August 2013

### **3.4 Bromley's Strategic Response to the Management of NEET and Not Known**

In May 2009, the Borough's Portfolio Holder for Children and Young People Services commissioned a review of the Borough's strategy to reduce the numbers of young people not in Education, Employment or Training.

The report :

- (a) acknowledged a wealth of provision of good quality learning opportunities that existed within the Borough and
- (b) recognised a need to improve the co-ordination and promotion of support for young people to enable them to access these opportunities.

Building on that review and accompanying the introduction of the Raising Participation Age (RPA) the areas for development and improvement that are of highest priority are:

- **Tracking and identification of young people's participation in EET** with particular focus on identifying the needs of and to track young people within the Not Known cohort.
- **Support to enable access to education, employment and training**, particularly for the vulnerable (e.g. those leaving care and young offenders)
- **Commissioning of suitable training provision** and making sure that young people in Bromley are able to participate.

### **3.5 Increasing Participation in EET in Bromley**

In order to maintain a strategic focus on participation the Borough has a Raising Participation (RPA) Plan as part of the Education Portfolio Plan approved by Members in March 2013. Members of the Children and Young People Policy, Development and Scrutiny (PDS) Committee were briefed on this development at their meeting on 19 March 2013 (report ED 13031). The purpose of the RPA plan is to enable young people in Bromley to participate in Employment, Education or Training (EET) and, for those who are not participating, to support them into EET.

The plan has 3 strands:

#### **3.5.1 Tracking and identification of young people's participation in EET**

The Borough uses the CCIS to track the participation of young people which enables the identification of young people who are at risk of not participating in EET or who are NEET.

A Tracking Officer is employed within The Bromley Youth Support programme to work with a wide range of stakeholders (e.g. schools, colleges, Job Centre Plus) to collect data to track the participation of young people in EET. The tracking process enables the identification of

young people who are NEET and also those school leavers who are at risk of becoming NEET with the intention of ensuring that those requiring targeted support to participate are able to receive it.

The Education and Skills Act 2008 places a duty on schools, colleges and training providers to share information with the Local Authority about student participation. The following tracking schedule has been established in Bromley:

**In May** – schools are asked to identify Yr 11 & Yr 12 students with no offers of a 6th Form place. The College is asked to identify students in Yr 12 with no offer of a place for the following year. This identifies young people who are at risk of not participating and enables the LA to offer targeted support. This process is known as the September Guarantee.

**In September** – schools and colleges are asked to provide Yr 12 and Yr 13 enrolment lists. This forms part of the on-going recording of young people's participation in learning and supports the gathering of information about student destinations. By identifying in September those students who have successfully enrolled in to Yrs 12- 13 the LA is able to effectively target tracking activity and additional support to those students who have not enrolled and may be at risk of not participating in post -16 education or training.

**September – December** – the LA works with schools and colleges to establish the destinations of Yr 11, Yr 12 and Yr 13 leavers

**On-going – From September 2013** all post 16 providers are required to inform the local authority on a regular basis about 16 & 17 yr olds who have dropped out of learning to enable early intervention and support

As highlighted by the August 2013 performance the largest proportion of Not Known is within the Year 14 academic year group. Historically this has always been the most challenging group to track effectively as this group have less contact with support services for young people and in many instances the contact details held on CCIS are out of date. This issue will be exacerbated this year as UCAS will not be providing information on Higher Education places. Consequently there will need to be additional tracking done with this age group to ascertain their activities. This is a national issue and not particular to Bromley. To counteract the impact of this issue the LA has asked schools to provide destination information (where known) on students who were in Year 13 last year.

### **3.5.2 Support to enable access to education, employment and training**

#### ***Targeted Youth Support Programme (TYSP)***

Since the beginning of April 2013 the TYSP has provided targeted support through the 4 local Hubs in Penge, Mottingham, St Mary Cray and the mobile service to 1,600 young people.

#### Working with the NEET and Not known

TYSP have a responsibility for contacting NEET young people and providing them with support into EET. 13 TYSP staff are case loaded with referrals from the tracking team and from key partners in order to provide additional 1-1 and group work support. The involvement of young people is entirely voluntary and so a key skill requirement for all staff working within the TYSP is the ability to engage and motivate young people who may typically have a history of non-engagement with education and other professionals.

The purpose of one to one work (which in many respects resembles coaching) is to assist a young person to a) plan what they need to do in order to participate in EET and b) to help

them implement their plan and achieve their goals. Typically it will help them to identify what work they would like to do and then research into what education and training is required to access that area of work, as well as preparation for job and college applications and interviews. The work will also examine any barriers that are preventing individuals to participate and help them to work with other sources of support to overcome these (for example, social workers, counsellors, Job Centre Plus adviser, school/college tutor, parents). Typical barriers can include housing, finance, relationship, health issues together with low motivation to learn and behaviour problems. Group work is often used to address areas such as anger management, consequential thinking and improving self-confidence.

A particular focus for the TYSP is to address the support needs of young people who are in or leaving care, known to the YOT or have a disability to enable them to successfully participate in EET (groups whose participation in EET is disproportionately lower than other young people).

Where the participation of the young person is Not Known and they are not responding to letters and telephone calls, a home visit is carried out to ascertain if they are still living at the address or have moved out of the area.

#### Support for young people at risk of becoming NEET

In 2013 an analysis across a range of factors for 51 young people who had become long-term NEET was undertaken. The findings indicate that the cohort had significantly higher rates of a) fixed term exclusions; b) permanent exclusions; c) persistent absenteeism; These factors have been identified as the Risk of NEET indicators (RONIs) and are now used by the TYSP and partners to identify, at an early stage, those young people in schools who may require targeted support to participate in EET at the end of Year 11.

TYSP works with education providers and community partners to enable the early identification of young people who are at risk of NEET. Last year schools and partners referred 39 young people in year 11 for one to one preventative support where they considered the young person to be at risk of becoming NEET on leaving Year 11. Of these 39 young people who received one to one support 30 (77%) are now in some form of EET.

TYSP also provides tailored group work packages to schools e.g. 'Power to Progress' a programme for young people identified in year 11 as being at risk of becoming NEET. In the last academic year 28 young people were supported through this programme across 3 schools. When these young people were followed up in Year 12 of the original 28, 27 (96%) are in some form of Education Employment or Training.

Tracking and support mechanisms have developed over the last year to the extent where the Borough produced its best ever September Guarantee performance. Only 68 young people at the end of Year 11 did not have a confirmed Education, Employment or Training destination. This compares to 447 in the previous year.

#### Drop in Sessions

Each week TYSP provides 7 Information, Advice and Guidance drop in sessions for young people who are NEET across the borough. These are delivered at each of the 4 Hubs, Bromley College (at both Orpington and Bromley Campus) and the Central Library. Last year 543 young people attended the sessions, receiving advice and support in finding training, college courses or work.

#### Support for young people at risk of entering the criminal justice system and at risk of exclusion.

TYSP provides one to one support for young people from Year 6 upwards. This ranges from primary to secondary transition support, anger management, access to positive activities or

support to access other voluntary sector providers. In the last year there were 262 referrals from other services for this type of support which has resulted in positive outcomes such as making a successful transition from primary to secondary school or young people being better able to deal with their anger in school. Of the 262 referrals 223 are in EET.

#### LAC NEET Support

The Targeted Youth Support Programme Manager and Head of Service work with key managers in LAC, Leaving Care and the Virtual Head to scrutinise participation levels and to identify the support needs of LAC and Leaving Care young people who are at risk of becoming or who are NEET. In the last year TYSP has worked intensively with 17 LAC/Leaving Care young people who were referred to the service by social care. Of these 4 (23%) are currently NEET. LAC young people face multiple barriers to participation in EET. For a young person living independently, managing issues such as accommodation, budgeting and food planning often takes priority over active engagement in EET. For many the issues that led them to becoming LAC are complex and have an impact on education attainment and subsequent ability to engage in EET. In some cases the young person may also be facing additional challenges such as teenage pregnancy or drug and alcohol issues.

#### YOT NEET Support

TYSP has provided 2.5 days a week of IAG support to the YOT with the result that all 16 of the post-16 young people in the YOT are either in EET or have the offer of an education or training placement. TYSP also holds monthly YOT NEET panel meetings. These review all the current post 16 YOT NEET to ensure they are being effectively supported and that where blockages are occurring concerns are escalated to other services to see if additional support can be provided.

### ***Bromley Education and Business Partnership***

The Bromley Education Business Partnership (BEBP) provides the following range of tailored support programmes and enterprise/ employability activities for young people:

#### Enterprise & Employability events

BEBP deliver a range of events, with the help from local and national business to support young people with employability skills. So far 595 young people have been involved in this academic year. In addition Career Taster Conferences supported by industry for students on Health & Social Care Courses and those interested in a career in Chemistry have been delivered to 337 students.

#### N-Gage

This project supports students who are at risk of NEET to keep them engaged in education. The main focus is employability workshops and careers information, advice and guidance. The first programme running 2011 – 2013 supported 257 students. A follow on project has been confirmed with capacity to support a similar number of potential NEETs.

#### Pre-Apprenticeship Programme

Targeted at young people aged 16 -18 who are NEET or at risk of becoming NEET and who want to find an apprenticeship but need support to do so. Between January 2013 and July 2013 BEBP worked intensively with 9 young people, providing multiple work experience placements, running CV, Interview, and Employer Expectation work-shops, finding them vacancies to apply for, maintaining a relationship with them and keeping them on track. 2 of these found apprenticeships through the programme, 3 returned to further education in September and 4 wanted to look for work/apprenticeships independently. BEBP is currently supporting 7 young people in apprenticeships it has helped them to find and apply for.



### Work Experience for LAC

BEBP is currently providing work experience for 4 young people who are LAC. 1 pre-16 and 3 post 16.

### BEBP Mentoring programme

Currently 74 young people are supported by Mentors with 11 LAC young people and 7 young people from Leaving Care 16+ team benefiting from the support of a mentor on a weekly basis. Since September 2013 the Bromley YOT has had 1:1 mentoring support for 6 young people and Mentors have supported 13 intervention workshops (for approximately 65 young offenders) with topics including healthy lifestyle, prison visits, boxing training sessions and YOT reparation activities.

The programme is funded by MOPAC secured through the Public Protection and Safety Portfolio

### SkillsXtra

This is a programme of extended work experience for pre-16 and post 16 students for 1 or 2 days a week over a period of time ranging from half a term to two academic years. It is used as a way of re-engaging those who are NEET or at risk of NEET. In this academic year BEBP has provided extended placements for 6 pre-16 students and 1 post-16 student.

### Youth Contract

The London Borough of Bromley holds a contract to deliver the National Youth Contract in Bromley. The aim of this DfE sponsored programme is to provide a tailored package of support for vulnerable young people to enable them to access EET and then help them to sustain their EET status for the following six months. The Youth Contract enables the Council to enhance and extend the support that it already provides for young people through its statutory duties and established intervention programmes. Eligible young people must be 16 or 17 years old, be "NEET" and satisfy one of the following:

- Have no more than one GCSE at A\* to C
- Be LAC/Leaving Care
- Be under a Community Order or released from custody

Since October 2013, 5 young people have been referred onto this programme.

### ***Bromley Youth Support Programme - Universal Services***

BYSP provides a range of services, activities and programmes for young people across the borough. In the last year 8,000 individual young people attended BYSP programmes with attendance in activities totalling 32,000 (footfall).

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 provided 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.

### **3.5.3 Commissioning suitable training provision and making sure that young people in Bromley are able to participate**

The Borough is using the **City of London Corporation's Youth Offer Grant** to commission Jus B (a Third Sector organisation with a track record in supporting NEET young people) to employ an Education and Employment Participation Worker on a full time basis. This worker will be tasked with following up on those young people who are proving the most difficult to locate, track and support.

Working in collaboration with the Borough's Bromley Youth Support Programme and Education Business Partnership the EET Participation Worker will be required to deliver the following programme of activities:

- **Identification and Triage:** a year round programme of community based identification and follow up work (including home visits) to reduce the numbers of young people whose participation in education, employment and training is not known with signposting and handholding towards the EET services available in the Borough.
- **General Support:** a year round schedule of community based EET Participation surgeries and events to target young people identified as at risk of becoming NEET and those who have recently become NEET and who are seeking urgent assistance to return to EET (with particular focus on the LAC and YOT groups).
- **Targeted Support:** intensive 1-1 and group work support in order to facilitate access to the most appropriate type of provision for each individual young person on caseload.

Evidence of impact from the use of this grant to purchase provision from a CVS partner will be used to inform future decisions about the commissioning of support services for young people.

Under the **Flexible Learning Programme** the BEBP facilitates placements for pre-16 students who are unable to attend mainstream school for a range of reasons e.g. on roll at a school but cannot attend because of behavioural issues and need alternative provision. Vocational provision is commissioned from a range of providers e.g. construction, child care, hair and beauty. Placements range from 1 – 5 days a week with students working towards accredited qualifications. BEBP is currently working with 40 young people with more referrals in the pipeline.

**The Bromley Youth Employment Programme** – Elected Members allocated £500k as part of a member priority initiative to tackle youth unemployment through supporting the creation of sustainable job opportunities. Earlier in 2013, Bromley College of Further and Higher Education were awarded a contract to deliver a project that would support 198 unemployed 18-24 year old residents to access sustainable employment by way of the creation of apprenticeship and internship opportunities across a 3 year period. The contract ensures that the Council's investment is protected as the College are only paid on the delivery of specified and evidenced outputs and outcomes.

The College incentivise employers to create paid apprenticeships or internships through offering a staged grant to the employer.

Delivery of the project began in July 2013. Although initially behind their tendered profile, the College and Council continue to work together to ensure that performance is improved and young residents have access to sustainable employment opportunities. (see Report DRR13/133)

As part of the borough's Participation strategy young people are also **supported to access non-LBB resources** that help to increase participation in EET. Examples of these include Princes Trust and ESF funded employability programmes.

#### 4. LEGAL IMPLICATIONS

There are no legal implications arising directly from this report. The Authority has a Raising Participation Plan as part of the 2013 Education Portfolio Plan. Any legal implications arising from the implementation of the various activities contained within this report and the RPA Action Plan will be reported to the PDS committee separately.

## 5. FINANCIAL IMPLICATIONS

There are no direct financial implications arising from this report.

## 6. POLICY IMPLICATIONS

The various activities contained within this report and within the Raising Participation Action Plan reflect the Building a Better Bromley 2020 vision and both the local and national policy direction for Education Services.

<b>Non-Applicable Sections:</b>	<b>Personnel Implications</b>
Background Documents: (Access via Contact Officer)	DRR13/133 Bromley Youth Employment project Update - 1 November 2013 ES13032 Bromley Mentoring Initiative Update - 26 March 2013 ED13031 Raising the participation Age - 19 March 2013 ED12010 Post-16 Learner Participation tracking and Transition Support services-Contract award 12 June 2012

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## Bromley Local Authority NEET Performance and Cohort Analysis August 2013

The data contained within this report has been compiled from the South London Client Caseload Information System (CCIS) Management Information return for August 2013.

This provides the monthly Local authority 16-18 NEET and Not Known performance for August 2013.

The Report provides an analysis of young people of academic age 16-18 (Years 12, 13, 14) within the NEET group, detailed by the following categories:

- Gender, Actual Age, Level of Need, Ethnic Origin
- Vulnerable Group Characteristics
- Comparison to 2012-13
- Ward Map Analysis for NEET totals , adjusted NEET and other characteristics

The 16-18 NEET Group has also been analysed to show the following :

- Availability & Non Availability to the Labour Market
- NEET Joiners & leavers
- NEET Duration & Statutory Schools

An enhanced analysis of the 16-18 Not Known Group has also been provided, including an examination of those young people within lapsed activities, ward analysis, and other characteristics.

**NEET Academic Age 16-18 (Years 12,13 & 14)**

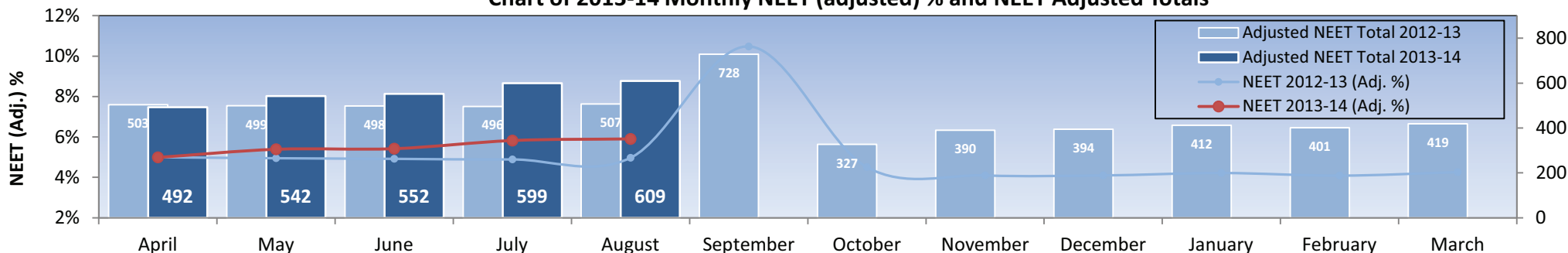
**Monthly NEET Headlines Summary**

	<b>Aug</b>	<b>Jul</b>	<b>Monthly Change</b>
<b>Adjusted NEET %</b>	<b>5.9%</b>	<b>5.8%</b>	<b>+0.1%</b> ▲
<b>Adjusted NEET total</b>	<b>609</b>	<b>599</b>	<b>+10</b> ▲

<b>Aug 2012</b>	<b>Yearly Change</b>
<b>5.0%</b>	<b>+0.9%</b>
<b>507</b>	<b>+102</b>

The local authority monthly NEET performance for Bromley for August 2013 was 5.9%. There is a small decrease in performance on last month's NEET adjusted percentage by 0.1% which also showed an increase in the adjusted NEET total by 10 young people. This increase is partly due to the tracking of NEET activities from the Not Known in August 2013.

**Chart of 2013-14 Monthly NEET (adjusted) % and NEET Adjusted Totals**



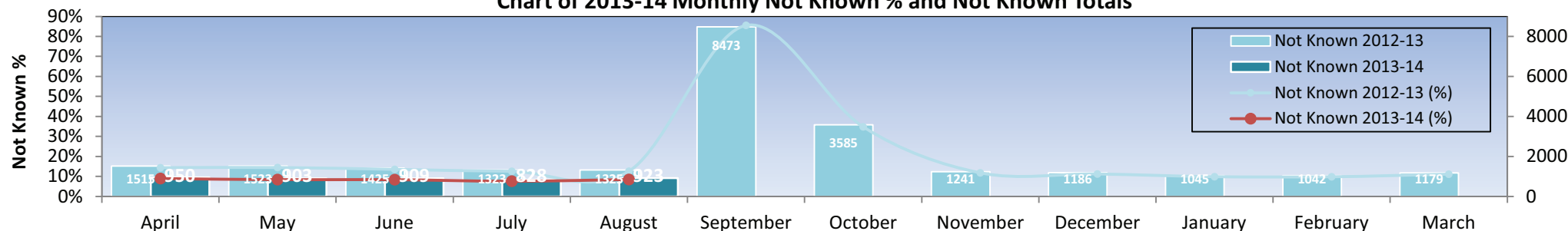
**Monthly Not Known Headlines Summary**

	<b>Aug</b>	<b>Jul</b>	<b>Monthly Change</b>
<b>Not Known %</b>	<b>8.5%</b>	<b>7.6%</b>	<b>+0.9%</b> ▲
<b>Actual Numbers of Not Known</b>	<b>923</b>	<b>828</b>	<b>+95</b> ▲

<b>Aug 2012</b>	<b>Yearly Change</b>
<b>12.6%</b>	<b>-4.1%</b>
<b>1325</b>	<b>-402</b>

The local authority monthly Not Known performance for Bromley for August 2013 was 8.5% which is a total of 923 young people. This total showed an increase in the number of young people from July 2013, where 7.6% (828) of the 16-18 group were Not Known. The increase in Not Known this month are partly due to the high number of lapsing employment activities in August 2013.

**Chart of 2013-14 Monthly Not Known % and Not Known Totals**

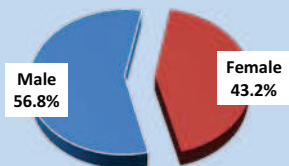


### NEET Academic Age 16-18 (Years 12,13 & 14)

Actual number of NEET young people **581**

#### Gender Analysis

Male **330** (56.8%)  
 Female **251** (43.2%)

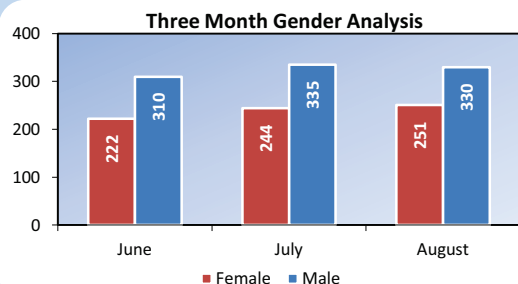


#### Monthly Change

-1.1% ▼  
 +1.1% ▲

#### Yearly Change

-11.2% ▼  
 +11.2% ▲



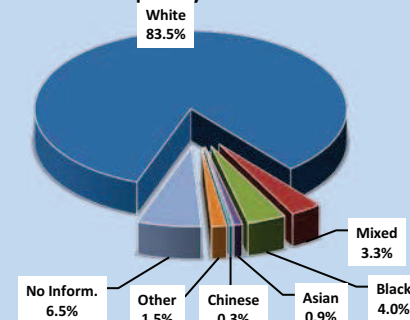
#### Ethnicity Analysis

White **485** (83.5%)  
 Mixed **19** (3.3%)  
 Black **23** (4.0%)  
 Asian **5** (0.9%)  
 Chinese **2** (0.3%)  
 Other **9** (1.6%)  
 No Inform. **38** (6.5%)

#### Monthly Change

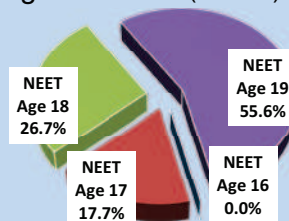
+0.1% ▲  
 -0.4% ▼  
 -0.2% ▼  
 +0.3% ▲  
 -0% ▼  
 0% ◆  
 +0.2% ▲

#### Ethnic Group Analysis of 16-18 NEET



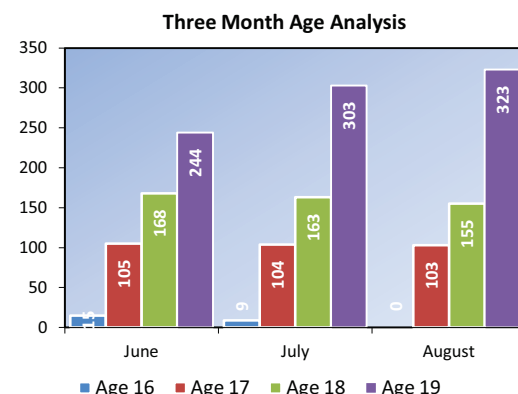
#### Actual Age Analysis

Age 16 **0** (0.0%)  
 Age 17 **103** (17.7%)  
 Age 18 **155** (26.7%)  
 Age 19 **323** (55.6%)



#### Monthly Change

-1.6% ▼  
 -0.2% ▼  
 -1.5% ▼  
 +3.3% ▲



#### Vulnerable Group Characteristics

LDD (Stated) **33** 5.7%  
 Teenage Mother **31** 5.3%  
 Parent **1** 0.2%  
 Pregnancy **21** 3.6%  
 Supervised by YOTS **28** 4.8%  
 Care Leaver **2** 0.3%  
 Substance misuse **4** 0.7%  
 Young Carer **2** 0.3%  
 Refugee/Asyl Seeker **0** 0.0%  
 Teenage Father **1** 0.2%  
 Looked After/InCare **20** 3.4%

#### Monthly Change

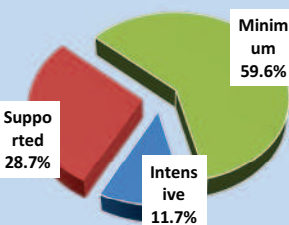
+0.3% ▲  
 +0.2% ▲  
 0% ◆  
 -0% ▼  
 -0% ▼  
 -0% ▼  
 0% ◆  
 -0% ▼  
 0% ◆  
 0% ◆  
 +0.3% ▲

#### Yearly Change

-3.1% ▼  
 +2.7% ▲  
 +0.2% ▲  
 +2.6% ▲  
 +2.2% ▲  
 +0.3% ▲  
 +0.4% ▲  
 +0% ◆  
 +0% ◆  
 +0.2% ▲  
 +2.8% ▲

#### Level of Need Analysis

Minimum **346** (59.6%)  
 Supported **167** (28.7%)  
 Intensive **68** (11.7%)

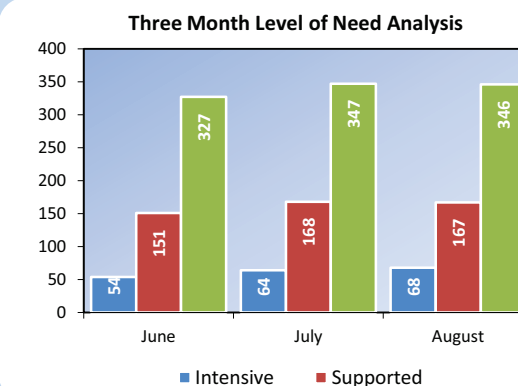


#### Monthly Change

-0.4% ▲  
 -0.3% ▼  
 +0.7% ▼

#### Yearly Change

+1.1% ▲  
 -3.3% ▼  
 +2.2% ▲



The total of male young people within the NEET Group is much higher than their female counterparts with totals of 330 (56.8%) and 251 (43.2%) respectively.

Young people aged 19 make up the majority of the NEET group with 323 (55.6%). No young people were aged 16 within the NEET group this month.

The majority of the young people within the NEET group in August 2013 required a level of need of "Minimum" with 59.6% (346).

The largest number of young people within the NEET had an ethnicity of White with 485 (83.5%). The significant totals of vulnerable groups were Teenage Mothers and those stated LDD with 5.3% (31) and 5.7% (33) of the total NEET group respectively.

**NEET Academic Age 16-18 (Years 12,13 & 14)**

Actual number of NEET young people **581**

**NEET Availability**

87.1% (506) of the NEET group are available to the labour market.

11	Working not for reward	2.2%
15	Not yet ready for work or learning	3.0%
14	Start Date agreed	2.8%
466	Seeking employment, education or training	92.1%

**Monthly Change**

0%	◆
+0%	▲
-0.4%	▼
+0.4%	▲

87.1% (506) of the total young people within NEET group were available to the labour market in August 2013. Other than those defined as simply Seeking EET, the largest totals were from those young people described as NEET start date agreed and NEET Not yet ready for work with 2.8% (14) and 3.0% (15) this month.

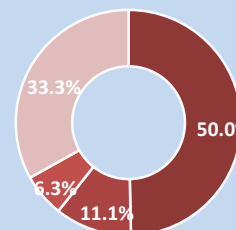
**NEET Joiners this Month**

18 young people joined the NEET group in August

9	From Education	50.0%
2	From Employment	11.1%
1	From Government supported training	6.3%
0	From NEET in other area	0.0%
6	From Other (inc custodial sentence)	33.3%

**Monthly Change**

+22%	▲
+5.8%	▲
+4.9%	▲
0%	◆
-32%	▼



**16-18 NEET Joiners Analysis**

- Education
- Employment
- Government supported training
- NEET in other area
- Other (inc custodial sentence)

**NEET Unavailability**

12.9% (75) are not available to the labour market.

1	Young carers	1.3%
30	Teenage parents	40.0%
27	Illness	36.0%
16	Pregnancy	21.3%
1	Religious grounds	1.3%
0	Unlikely to be economically active	0.0%
0	Other reason	0.0%

**Monthly Change**

-0.1%	▼
-0.8%	▼
+0.8%	▲
+0.2%	▲
-0.1%	▼
0%	◆
0%	◆

12.9% (75) of the total young people within the NEET group were unavailable to the labour market. Young people who were Teenage Parents and had illness made up the largest proportion of unavailable group in August with 30 (40%) and 27 (36%) young people respectively.

18 young people joined the NEET group in August 2013, with 33.3% (6) coming from Other activities and 50% (9) coming from Educational activities.

16 young people left the NEET group in August 2013, with 68.8% (11) going into Employment activities.

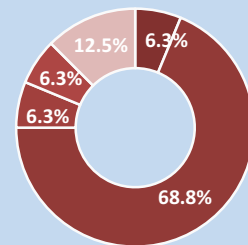
**NEET Leavers this Month**

16 young people left the NEET group in August

1	Into Education	6.3%
11	Into Employment	68.8%
1	Into Government Supported Training	6.3%
1	Into NEET in other area	6.3%
0	Into Custodial Sentence	0.0%
0	Into Moved Away	0.0%
0	Into Cannot Be Contacted	0.0%
0	Into Refused to disclose activity	0.0%
2	Into Unknown Activity	12.5%
0	Into Other Reason	0.0%

**Monthly Change**

-4.5%	▼
+15.2%	▲
+2.7%	◆
+6.3%	◆
0%	◆
-17.9%	▲
0%	◆
0%	▼
-1.8%	◆
0%	◆



**16-18 NEET Leavers Analysis**

- Education
- Employment
- Government Supported Training
- NEET in other area
- Custodial Sentence
- Moved Away
- Cannot Be Contacted
- Refused to disclose activity
- Unknown Activity
- Other Reason

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**NEET Academic Age 16-18 (Years 12,13 & 14)**

Actual number of NEET young people **581**

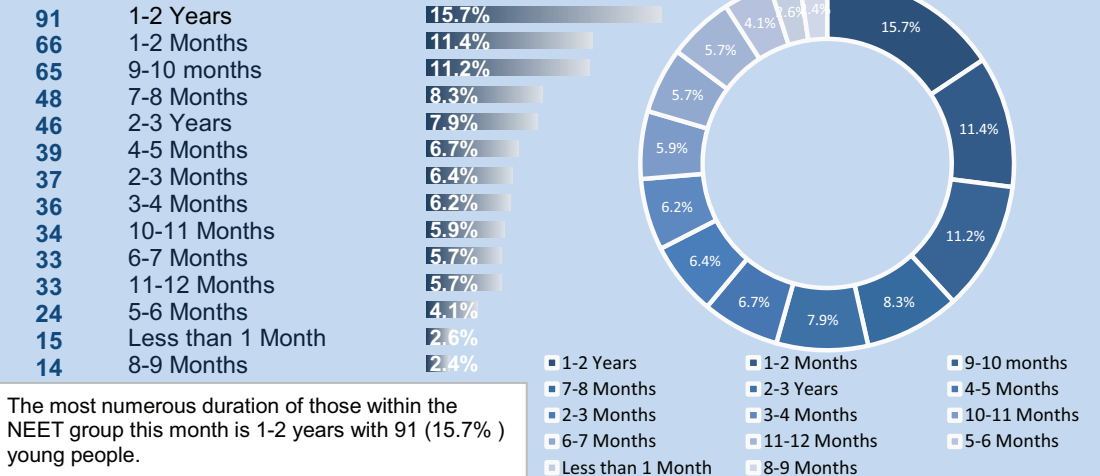
**NEET Ward Analysis (Totals)**

Rank	Ward	Percentage	Monthly Change
80	BRO - Cray Valley West	13.8%	+1% ▲
61	BRO - Cray Valley East	10.5%	-0.7% ▼
43	BRO - Penge and Cator	7.4%	+0.5% ▲
38	BRO - Mottingham and Chislehurst North	6.5%	-0% ▼
38	BRO - Orpington	6.5%	+0.2% ▲
32	BRO - Bromley Town	5.5%	-0.2% ▼
32	BRO - Bromley Common and Keston	5.5%	-0% ▼
27	BRO - Plaistow and Sundridge	4.6%	+0.2% ▲
25	BRO - Kelsey and Eden Park	4.3%	-0% ▼
23	BRO - Clock House	4.0%	-0% ▼
21	BRO - Crystal Palace	3.6%	-0% ▼
20	BRO - Hayes and Coney Hall	3.4%	-0% ▼
19	BRO - Farnborough and Crofton	3.3%	-0% ▼
19	BRO - Biggin Hill	3.3%	-0.2% ▼
18	BRO - West Wickham	3.1%	-0% ▼
18	BRO - Chelsfield and Pratts Bottom	3.1%	-0% ▼
17	BRO - Bickley	2.9%	-0% ▼
15	BRO - Petts Wood and Knoll	2.6%	+0.2% ▲
14	BRO - Copers Cope	2.4%	-0.2% ▼
14	BRO - Chislehurst	2.4%	-0.2% ▼
6	BRO - Darwin	1.0%	-0.4% ▼
1	BRO - Shortlands	0.2%	0% ▼

**NEET Ward Analysis (Adjusted Totals & Adjusted %)**

Rank	Ward	Adjusted Percentage
83	BRO - Cray Valley West	11.7%
62	BRO - Cray Valley East	11.1%
39	BRO - Mottingham and Chislehurst North	10.1%
44	BRO - Penge and Cator	7.9%
39	BRO - Orpington	7.3%
21	BRO - Crystal Palace	7.3%
33	BRO - Bromley Town	7.1%
33	BRO - Bromley Common and Keston	6.5%
29	BRO - Plaistow and Sundridge	6.2%
24	BRO - Clock House	6.1%
15	BRO - Copers Cope	5.8%
21	BRO - Biggin Hill	5.5%
6	BRO - Darwin	4.3%
26	BRO - Kelsey and Eden Park	4.2%
18	BRO - Bickley	4.0%
20	BRO - Chelsfield and Pratts Bottom	3.8%
16	BRO - Petts Wood and Knoll	3.8%
15	BRO - Chislehurst	3.7%
20	BRO - Farnborough and Crofton	3.4%
21	BRO - Hayes and Coney Hall	3.2%
20	BRO - West Wickham	2.9%
2	BRO - Shortlands	0.6%

**NEET Duration Analysis**



**Top 15 Statutory Schools**

Rank	School	Percentage
91	None Recorded	15.7%
57	BRO - The Priory School (Bromley)	9.8%
52	BRO - Coopers Technology College	9.0%
29	BRO - The Ravensbourne School	5.0%
29	BRO - Darrick Wood School	5.0%
27	BRO - Cator Park School For Girls	4.6%
25	BRO - Hayes School	4.3%
23	BRO - Bullers Wood School for Girls	4.0%
22	BRO - Bishop Justus (CofE)	3.8%
21	BRO - Langley Park School For Boys	3.6%
20	BRO - Ravens Wood School for Boys	3.4%
19	BRO - Kelsey Park School For Boys	3.3%
19	BRO - Kingswood Centre	3.3%
16	BRO - Charles Darwin School	2.8%
15	BRO - Kemnal Technology College	2.6%

In August 2013, the largest totals of Bromley 16-18 NEET who had a statutory school recorded, previously attended the Priory school with 57 (9.8%) young people.

**Ward Analysis**

The largest totals of those young people described as being NEET were from the Bromley wards of Cray Valley West and Cray Valley East with 80 (13.8%) and 61 (10.5%) young people within the 16-18 group respectively.

Cray Valley West also has the highest NEET adjusted percentage with 11.7% (83) when the statistical calculation of NEET is applied, which takes into account the contribution from the lapsed EET & NEET group.



Report No.  
ED14008

London Borough of Bromley

PART ONE - PUBLIC

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

**Date:** 30<sup>th</sup> January 2014

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

**Title:** OFSTED REPORTS AND FOLLOW-UP ITEMS ON UNDER PERFORMING SCHOOLS (INC DATA ON RISK)

**Contact Officer:** Nina Newell, Interim Head of Schools and Early Years Quality Assurance and Commissioning  
Tel: 0208 8313 4038 E-mail: [nina.newell@bromley.gov.uk](mailto:nina.newell@bromley.gov.uk)

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

**Ward:** Boroughwide

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1. Reason for report

- 1.1 This report provides the latest update on the schools identified as underperforming since the last briefing report dated October 2013. It also provides an updated list of Ofsted gradings and details from recent Ofsted visits plus any recent inspection activity if relevant, and finally for the first time it also provides a Red Amber and Green (RAG) rating of risk.
- 

2. RECOMMENDATION(S)

- 2.1 The Portfolio Holder and members of the Education PDS Committee are asked to note and comment on the updated information provided in this report.

### 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:
  4. Total current budget for this head: £
  5. Source of funding:
- 

### Staff

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

### 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:

### 3. COMMENTARY

#### 3.1 Ofsted Inspections

3.1.1 Since the last report in October 2013 there have been five further Ofsted Inspections and three Ofsted monitoring inspection visits. The report for Holy Innocents RC Primary School inspected in September 2013 has now been published and is listed below. The judgements are as follows:-

School	Recent Judgement	Previous Judgement
Churchfields Primary	requires improvement	previously satisfactory
St Anthony's RC Primary	requires improvement	previously satisfactory
Holy Innocents RC Primary School	requires improvement	previously satisfactory
St Pauls Cray CofE	requires improvement	previously satisfactory
St Peter and St Paul RC Primary	requires improvement	previously satisfactory
Wickham Common Primary	good	previously good

3.1.2 Detail of Ofsted gradings for all Bromley maintained schools is attached at **Appendix 1**.

#### 3.2 Monitoring Visits

3.2.1 There have been Ofsted monitoring visits at :- Scott's Park Primary, St John's CoE Primary, Holy Innocents RC Primary and Edgebury Primary

3.2.2 Key Issues for Special Measures and Requires Improvement Schools, along with outcomes of HMI monitoring visits, are included at **Appendix 2**.

3.2.3 Ofsted Inspection Outcomes of Academy Schools are included at **Appendix 3**.

#### 3.3. Concerns at schools judged good by Ofsted

3.3.1 Two schools who have a good Ofsted grading are causing concern due to their data and are receiving targeted support. These are Princes Plain Primary and Southborough Primary. A further 10 primaries will receive a review in the New Year due to anomalies in their data. Should the review indicate underlying issues, then targeted support will be provided.

3.3.2 Pupil Referral Unit (PRU) - An Interim Executive Board (IEB) has been established to govern the PRU, (Grovelands Primary PRU and Kingswood Secondary PRU ). An Interim Headteacher has been appointed, and an external review is being undertaken at Grovelands. Targeted support is being provided at Grovelands.

<b>Non-Applicable Sections:</b>	<b>POLICY IMPLICATIONS FINANCIAL IMPLICATIONS LEGAL IMPLICATIONS PERSONNEL IMPLICATIONS</b>
Background Documents: (Access via Contact Officer)	[Title of document and date]

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<b>Bromley LA maintained schools - Ofsted Inspection Outcomes – December 2013</b>				
<b>School</b>	<b>Current Judgement</b>	<b>Date</b>	<b>Previous Inspection</b>	<b>Date</b>
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	Good	Sep-13	Satisfactory	Jan-12
Castlecombe Primary	Good	Nov-11	Good	May-09
Chelsfield Primary	Good	Sep-12	Good	Nov-07
Chislehurst Primary	Good	Mar-09	Good	Nov-05
<b>Churchfields Primary</b>	<b>Requires improvement</b>	<b>Nov-13</b>	<b>Satisfactory</b>	<b>Oct-11</b>
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
Hawes Down Infant	Good	Feb-09	Good	Oct-05
Hawes Down Junior	Requires improvement	Jan-13	Good	Jul-08
Holy Innocents	Requires Improvement	Sep-13	Satisfactory	Nov-11
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
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	Good	Sep-13	Satisfactory	Nov-11
Oaklands Primary	Good	Dec-10	Infant – Outstanding Junior – Sp Measures	Feb-07 Mar-07
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
Red Hill Primary	Good	Sep-11	Satisfactory	Jul-09
Scotts Park Primary	Requires Improvement	Jun-13	Good	May-09
Southborough Primary	Good	Jul-11	Satisfactory	Mar-08
<b>St Anthony's RC Primary</b>	<b>Requires Improvement</b>	<b>Oct-13</b>	<b>Satisfactory</b>	<b>Feb-12</b>
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
St Mary Cray Primary	Requires Improvement	Jun-13	Satisfactory	Jul-11
St Mary's RC Primary	Good	Sep-08	Good	Sep-05
<b>St Paul's Cray CE Primary</b>	<b>Requires Improvement</b>	<b>Nov-13</b>	<b>Satisfactory</b>	<b>Feb-12</b>
<b>St Peter and St Paul Catholic</b>	<b>Requires Improvement</b>	<b>Oct-13</b>	<b>Satisfactory</b>	<b>Nov-11</b>
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
Unicorn Primary	Good	Jul-13	Good	Sep-09
<b>Wickham Common Primary</b>	<b>Good</b>	<b>Nov-13</b>	<b>Good</b>	<b>Oct-08</b>
Worsley Bridge Primary	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
Burwood	Requires Improvement	Jun-13	Satisfactory	May-11
Glebe	Outstanding	May-10	Outstanding	Jun-07
Marjorie McClure	Good	May-11	Outstanding	Jun-08
Riverside	Good	Nov-11	Outstanding	Feb-09

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**LA Maintained Schools**  
**Key Issues of Schools with Ofsted Judgements of Requires Improvement**  
**and Special Measures for PDS January 2014**

School / Date of Ofsted Inspection	Ofsted Judgement	Ofsted Monitoring Visit Outcome	
<b>Full Inspections October, November and December 2013</b>			
<b>October 2013 Inspections</b>			
Holy Innocents Catholic Primary School Inspected 24 September 2013 – published 16 October 2013	Requires Improvement	<b>Key Issues</b> <ul style="list-style-type: none"> <li>• Improve the quality of teaching to ensure that pupils make rapid progress across all year groups</li> <li>• Improve leadership and governance</li> </ul>	<b>R</b>
St Anthony's RC Primary School Inspected 10 October 2013	Requires Improvement	<b>Key Issues</b> <ul style="list-style-type: none"> <li>• Improve teaching so that it is consistently good or better, especially in lower KS2</li> <li>• Improve leadership and management.</li> </ul>	<b>R</b>
St Peter & St Paul Catholic Primary School Inspected 16 October 2013	Requires Improvement	<b>Key Issues</b> <ul style="list-style-type: none"> <li>• Improve teaching across the school so that pupils' progress is consistently good</li> <li>• Raise standards and strengthen achievement, so that more pupils make accelerated progress</li> <li>• Improve the leadership and management of the school, including the ability of governors to provide challenge</li> </ul>	<b>R</b>
<b>November 2013 Inspections</b>			
St Paul's Cray CE Primary School Inspected 13 November 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 or better;</li> <li>• Raise standards and ensure that all pupils make rapid progress to catch up</li> <li>• Ensure that leaders and managers build imaginative, inspiring and motivating teaching and learning experiences into the curriculum; provide more opportunities for teachers to share good practice; set tight deadlines for checking on the impact of actions to accelerate the pace of improvement.</li> </ul>	<b>A</b>
Churchfields Primary School Inspected 21 November 2013	Requires Improvement	<b>Key Issues</b> <ul style="list-style-type: none"> <li>• Improve teaching so that all is at least good;</li> <li>• Raise attainment and increase the rate of progress, particularly in mathematics</li> </ul>	<b>A</b>
<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.	<b>A</b>
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.	<b>A</b>
Edgebury Primary School Inspected 23 April 2013	Requires Improvement	<b>1<sup>st</sup> Monitoring Visit – 8 July 2013</b> Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.	<b>A</b>

School / Date of Ofsted Inspection	Ofsted Judgement	Ofsted Monitoring Visit Outcome	
		<b>2<sup>nd</sup> Monitoring Visit – 12 December 2013</b> Not yet published	
Hawes Down Junior School Inspected 10 January 2013	Requires Improvement.	<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.	G
Holy Innocents Catholic Primary School	Requires Improvement	<b>1<sup>st</sup> Monitoring Visit – 10 December 2013</b> Report not yet published	R
Poverest Primary School Inspected 17 January 2013	Requires Improvement.	<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.	A
St George's Bickley CofE Primary School Inspected 26 February 2013	Requires Improvement.	<b>1<sup>st</sup> Monitoring Visit – 23 May 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.	G
St John's CE Primary School Inspected 12 December 2012	Special Measures	<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.  <b>2<sup>nd</sup> Monitoring Visit – 24 May 2013</b> The school is not making enough progress towards the removal of special measures.  <b>3<sup>rd</sup> Monitoring Visit – 9/10 October 2013</b> The school is making reasonable progress towards the removal of special measures.	A
St Mary Cray Primary School Inspected 26 June 2013	Requires Improvement	<b>1<sup>st</sup> Monitoring Visit – 27 September 2013</b> Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection and plans are not sharply focused on rapidly bringing about improvement.	R
Scotts Park Primary School Inspected 17 June 2013	Requires Improvement	<b>1<sup>st</sup> Monitoring Visit – 16 October 2013</b> Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.	A

## Key

Red = Significant support required – considered to be a very high priority

Amber = Still requires targeted support – considered high priority

Green = Satisfactory progress is being made – light touch support required

## Ofsted Inspection Outcomes for Bromley Academy Schools –13 December 2013

Name of School	Last school inspection before conversion	Date	Inspection post academy conversion	Date
<b>Primary Schools</b>				
Alexandra Infant School	Outstanding	May-11		
Alexandra Junior School	Good	Nov-12		
Balgowan Primary School	Good	Jan '08	Good	Mar '13
Biggin Hill Primary School	Satisfactory	Feb '09	Inadequate	May '13
Crofton Infant School	Good	Oct '10		
Crofton Junior School	Good	Nov '08		
Darrick Wood Infant School	Outstanding	Nov '09		
Farnborough Primary School	Outstanding	Nov-12		
Grays Farm Primary School	Special Measures	Jun '12		
Green St Green Primary	Outstanding	May '09		
Harris Primary Academy, Crystal Palace (Malcolm)	Special Measures	Oct '12		
Harris Primary Academy, Kent House (Royston)	Special Measures	Mar '12		
Hayes Primary School	Good	July '08	Good	Mar '13
Highfield Infant School	Outstanding	Jan '08		
Highfield Junior School	Outstanding	Jan-09		
Hillside Primary School	Satisfactory	Jun '12		
Manor Oak Primary School	Good	Feb-13		
Parish Primary School	Outstanding	Nov '11		
Perry Hall Primary School	Outstanding	Nov-11		
Pickhurst Infant School	Outstanding	Nov '07		
Pickhurst Junior School	Outstanding	Jul '11		
Raglan Primary School	Good	Jun'10		
Stewart Fleming Primary (The Pioneer Academy)	Good	Jun '11		
St James RC Primary	Outstanding	Sep '07		
Tubbenden Primary School	Satisfactory	Jan '11	Good	Mar '13
Valley Primary School	Outstanding	Dec '08		
Warren Road Primary School	Outstanding	Mar '08		
<b>Secondary Schools</b>				
Beaverwood School	Good	Nov '07	Good	Feb '13
Bishop Justus School	Good	Jan '09	Good	May '12
Bullers Wood School	Outstanding	May '11		
Charles Darwin School	Good	Sept '08	Good	Oct '13
Coopers Technology College	Good	Dec '09		
Darrick Wood School	Outstanding	Apr '09		
Harris Academy Beckenham (Kelsey Park)	Satisfactory	Dec '10		
Harris Academy Bromley (Cator Park)	Satisfactory	Feb '09	Satisfactory	Nov '11
Hayes School	Outstanding	Mar '11	Outstanding	Jun '13
Kemnal Technology College	Outstanding	Feb '09	Good	Jun '13
Langley Park School for Boys	Outstanding	Oct '06		
Langley Park School for Girls	Outstanding	Feb '09	Good	Apr '12
Newstead Wood School	Outstanding	May '10		
Ravens Wood School	Outstanding	Nov '07	Requires Improvement	Jun '13

### Appendix 3

<b>Name of School</b>	<b>Last school inspection before conversion</b>	<b>Date</b>	<b>Inspection post academy conversion</b>	<b>Date</b>
The Priory School	Good	Jan '12		
The Ravensbourne School	Good	Jan '10		

Report No.  
ED14009

London Borough of Bromley

Agenda  
Item No.

PART 1 - PUBLIC

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**Decision Maker:** Education Portfolio Holder

**Date:** 22 January 2014 Care Services Policy & Development Scrutiny Committee  
30 January 2014 Education Policy & Development Scrutiny Committee

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

**Title:** DAY NURSERY PROVISION: OPTIONS FOR FUTURE DELIVERY

**Contact Officer:** Nina Newell, Head of Schools, Early Years Commissioning & Quality Assurance

Tel: 020 8313 4038 E-mail: nina.newell@bromley.gov.uk

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

**Ward:** Penge and Cator; Orpington

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## 1. Reason for report

The Education Policy & Development Scrutiny Committee considered a report in March 2013 (Report ED13045) in relation to nursery provision directly run by the Council, located within the Blenheim and Community Vision Children & Family Centres. The report undertook to move day nursery provision to a trading account basis and to undertake an options appraisal for the future delivery of the nurseries. This report summarises the outcome of the options appraisal and identifies further work to develop the business case for the recommended option.

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## 2. RECOMMENDATION

- 2.1 The Care Services PDS committee are asked to comment on the proposals contained within this report;
- 2.2 The Education PDS committee are asked to comment on the proposals contained within this report;
- 2.3 The Education Portfolio Holder is asked to:
  - i. Note the outcome of the options appraisal;
  - ii. Consider the recommendation that Option 1 (Do Nothing) and Option 2 (Closure of the Day Nursery Provision) are rejected;
  - iii. Consider the recommendation to further develop the Business Case for Option 3 (Market Testing of Nursery Provision), the outcomes of which will be presented to the Portfolio Holder at a future PDS meeting for a final decision.

### Corporate Policy

1. Policy Status: Existing policy. Childcare Act 2006
  2. BBB Priority: Children and Young People. Excellent Council.
- 

### Financial

1. Cost of proposal: Estimated cost To be Confirmed
  2. Ongoing costs: N/A. Ongoing staffing costs, and associated long-term expenditure such as pension liabilities, are likely to be reduced in the event of staff transferring to another organisation
  3. Budget head/performance centre:

Community Vision Nursery	121602
Blenheim Nursery	121601
  4. Total current budget for this head: £0 (controllable)/ £156k (total cost of service)
  5. Source of funding: Revenue Support Grant
- 

### Staff

1. Number of staff (current and additional):

Blenheim	9.15 FTE
Community Vision	14.55 FTE
  2. If from existing staff resources, number of staff hours: n/a
- 

### Legal

1. Legal Requirement: <please select>
  2. Call-in: Call-in is applicable
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected):  
Registered places available per day total 75 across both nurseries (42 at Community Vision and 33 at Blenheim).  
Around 130 children currently attend, of whom around 50 are funded through social care purchased places.
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? Yes.
2. Summary of Ward Councillors comments:

### 3. COMMENTARY

#### Background

- 3.1 A paper was considered by the Education Policy Development and Scrutiny Committee on 19<sup>th</sup> March 2013 (Report ED13045) in relation to day nursery provision directly run by the Council, located within the Blenheim and Community Vision Children & Family Centres.
- 3.2 The paper proposed that both nurseries be placed on a trading account basis to gain a better understanding of the operating costs to the Council of the direct provision of nursery places and the extent to which this was offset by income generation.
- 3.3 Concurrent with operating on a trading account basis, the service undertook to complete an options appraisal for the future delivery of the nursery provision, focusing on the following options:
- Closure of both nurseries;
  - Market testing of the nursery provision;
  - Market testing of the nursery provision retaining a guarantee of purchased places for referrals from Children's Social Care.
- 3.4 The two nurseries provide full day care for children aged 0-5 and are open for 51 weeks a year. They are located in Orpington (Blenheim) and Penge (Community Vision), with the majority of users residing in wards considered areas of deprivation on national measures. They are situated within the Blenheim and Community Vision Children and Family Centres – many of the families using the nurseries also access provision offered by the Centres. Places are funded through a combination of the Department of Education Free Early Education (FEE) grant which funds 15 hours per week during term time for all three and four year olds and eligible two year olds, together with income generation from fees charged to families for the balance of their childcare needs. From September 2014, the eligibility criteria for free early years education for two year olds will increase with 40% of the cohort estimated to be eligible, up from the current 20%.
- 3.5 In addition, the two nurseries provide an estimated equivalent of 20 full time (or 48 part time) places for children referred, and funded, by Children's Social Care. The Children's Social Care Team provide early intervention support to prevent family breakdown (and the risk of children entering care) by arranging and funding nursery places primarily through the Blenheim and Community Vision nurseries. Children's Social Care fund the additional cost of hours required above the 15 hours free entitlement and provision outside of term time.
- 3.6 The places provided by the nurseries for Children's Social Care referrals are, essentially, a block contract arrangement. The nurseries have, to date, been allocated a specific budget (now recharged to Social Care) to fund referrals from Children's Social Care. The basis of the budget allocation appears to be historical (i.e. there is no clear correlation between the budget amount, the volume of referrals made and the cost of the provision) and the nurseries accommodate referrals as flexibly as possible. A higher level of support is provided by the day nursery for Social Care referrals, including breakfast or lunches, hands on family support and involvement in Social Work case work meetings.
- 3.7 The nurseries currently provide an overall total of 75 full time places (baby places, two year olds places and three/four year old places) with the profile of use detailed in Table 1. A further nine baby places could be provided at the Community Vision nursery (by making use of a room currently not utilised). The capacity is based on staffing ratios (based on Ofsted guidelines) with the capacity affected by the relative volumes of the different age ranges that access the

nurseries. Capacity could therefore be increased through staffing adjustments although this will still be limited by physical space at the nurseries. Under the previous guidelines for capacity, based on floor space, Blenheim had capacity for 33 and Community Vision had capacity for 55. Both nurseries are rated as Good by Ofsted with the Blenheim nursery graded as having outstanding elements.

**Table 1: Nursery Profile of Use October 2013**

	<b>Blenheim, Orpington</b>	<b>Community Vision, Penge</b>
Full Time places available at the nursery per day	33	42
Total number of children who use the nursery	57	73
Children who access Funded Early Education (FEE)	29 (51%)	55 (75%)
Number of Social Care funded children (may also be FEE eligible)	18 (32%)	30 (41%)

3.8 Duties on the Local Authority in relation to nursery and early years provision are as follows:

- Duty to provide sufficient childcare for working parents (Childcare Act 2006);
- Duty to secure prescribed early years provision free of charge (Childcare Act 2006, amended by Education Act 2011);
- Duty to assess childcare provision (Childcare Act 2006);
- General duties to improve the well-being of children under 5 and reduce inequalities (Childcare Act 2006), ensuring early years' services are accessible to all families.

3.9 Specifically, the Childcare Act 2006, Section 8 states that the local authority may not provide childcare unless satisfied 'that no other person is willing to provide childcare' or that 'in the circumstances it is considered appropriate for the local authority to provide childcare'. However, this clause does not apply for children in need who are covered by the Children Act 1989, Section 18, which states that 'the local authority shall provide day care for children in need...aged five and under...as is appropriate'. However, this does not mean that the local authority must directly provide such provision.

3.10 In the first phase of the national children and family centre programme from 2004, emphasis was given on ensuring access to full day care in areas of deprivation linked to children and family centre provision which was one of the main reasons why council run nurseries were attached to these children and family centres. Subsequent guidance, together with the Childcare Act 2006, has relaxed this requirement.



## Trading Account Operation

3.11 The two nurseries were moved on to a trading account basis from April 2013 with separate budgets established (elements of the nursery budgets were previously contained within the overall Children & Family Centre budget). The latest trading account position is shown as Table 2:

**Table 2: Trading Account Position 2013/14**

	Blenheim		Community Vision		Total	
	2013/14 Budget	2013/14 Projected Outturn	2013/14 Budget	2013/14 Projected Outturn	2013/14 Budget	2013/14 Projected Outturn
	£	£	£	£	£	£
<b>Direct Costs</b>						
Employees	213,140	232,080	325,310	287,150	538,450	519,230
Running expenses	64,020	65,080	53,010	64,170	117,030	129,250
	<b>277,160</b>	<b>297,160</b>	<b>378,320</b>	<b>351,320</b>	<b>655,480</b>	<b>648,480</b>
<b>Income</b>						
FEE & Private	-152,450	-235,020	-254,960	-274,960	-407,410	-509,980
<b>Recharge Social Care Purchasing Budget*</b>						
Children's Social Care	-124,710	-124,710	-123,360	-123,360	-248,070	-248,070
	<b>-277,160</b>	<b>-359,730</b>	<b>-378,320</b>	<b>-398,320</b>	<b>-655,480</b>	<b>-758,050</b>
<b>Surplus(-)/deficit(+) before Non-Controllable Costs</b>	<b>0</b>	<b>-62,570</b>	<b>0</b>	<b>-47,000</b>	<b>0</b>	<b>-109,570</b>
Non-Controllable Costs	56,950	56,950	98,750	98,750	155,700	155,700
<b>Trading Account Surplus/Deficit</b>	<b>56,950</b>	<b>-5,620</b>	<b>98,750</b>	<b>51,750</b>	<b>155,700</b>	<b>46,130</b>

\* The total recharge of £248,070 relates to the purchasing budget of the Children's Social Care Team for the purchase of nursery places. See paragraph 3.13.

3.12 The move to a trading account indicates that nursery provision covers its controllable costs and operates at a surplus, based on income from FEE and private fees together with the recharges from the Social Care purchasing budget for the provision of nursery places for Social Care referrals. The surplus in turn covers the majority of non-controllable corporate recharges which would be present regardless of the provision being in place (i.e. if the provision was not in place the non-controllable costs would still be present but applied to other cost centres).

- 3.13 Approximately a third of the overall income for the nurseries is a fixed contribution via a recharge from the Children’s Social Care Purchasing budgets, i.e. Local Authority funded. The Children’s Social Care Purchasing Budget is a cost to the LA regardless of whether it is recharged to the Nurseries or whether places were to be purchased elsewhere. However, the surplus generated by the nurseries effectively reduces this cost to the LA.
- 3.14 In order to establish the true full cost recovery position of the provision, it is necessary to understand how the fixed contribution from the Purchasing Budget for Social Care referrals compares to the rates charged for all other referrals (taking into account the higher level of support provided to Social Care referrals). If the Social Care Purchasing Budget funds places at a higher rate the Local Authority is potentially subsidising the provision and the surplus level may be exaggerated. If the Social Care Purchasing Budget funds places at a lower rate, then the day nursery income potentially subsidises the Local Authority in providing for Social Care referrals – but at the same time, this impacts on the ability of the nursery provision to maximise its income potential. There are waiting lists for places at both nurseries which suggests the private and FEE income could increase if places were not blocked out for Social Care referrals.
- 3.15 Both nurseries charge the same rates – the nursery rates compared to the national FEE rates are shown in Table 3 below:

**Table 3: Hourly and Daily Rates**

	<b>Blenheim/Community Vision Rates</b>	<b>National FEE Rates</b>
Hourly Rate 0-2 Year Olds	£5.15	N/A
Hourly Rate 2-3 Year Olds	£4.65	£6
Hourly Rate 3-4 Year Olds	£4.15	£4 *
Daily Rate 0-2 Year Olds	£51.50	N/A
Daily Rate 2-3 Year Olds	£46.60	N/A
Daily Rate 3-4 Year Olds	£41.50	N/A

\*average, the base rate is £3.66 but is normally topped up by supplements

- 3.16 The table indicates that the Local Authority provision is charged at a similar rate to the national rate for three and four year olds, but is charged at 23% below the national rate for two to three year olds.
- 3.17 Users are not charged at an hourly rate. Days are sub-divided into morning and afternoon sessions of five hours each. If a user accesses a session wholly contained within the morning or afternoon session, then they will be charged the set rate for the session (equivalent to the relevant hourly rate for five hours). However, if the hours accessed cut across both sessions, then a full day rate will be charged.
- 3.18 Providers of day care can charge any rate they wish for provision delivered over and above the fifteen hours free entitlement, based on what the local market will bear. The daily rate for provision across Bromley is estimated at between £40 to £60 pounds per day. The daily rates for the two Bromley nurseries (following a rates review and an increase in charges over the past three years to bring them more in line with market rates) range from £41.50 to £51.50 which indicates that Bromley is possibly towards the lower end of the price range. It is not possible to

confirm this as no formal benchmarking exercise has been undertaken recently to establish the range of fees charged across the borough and the relative position of Bromley nursery rates compared to these.

- 3.19 It may be possible to adjust prices still further and remain competitive within the market rates in Bromley and further reviews should be conducted to examine this. However, consideration will need to be given to the local communities that the provision supports – half of all current users of the nursery provision reside in neighbourhoods that are ranked as within the 20% most deprived nationally.
- 3.20 There are no specific rates charged for referrals from Children’s Social Care as the nurseries work to a fixed budget allocation (based on a historical allocation of budget as opposed to a budget determined on planned demand and set rates) without a clearly defined agreed volume of referrals and type of referrals. As a result, the equivalent actual rates charged will be variable depending on the volume and age categories of referrals and the number of vacancies held at any one time.
- 3.21 Detailed analysis needs to take place to establish the cost of funding Social Care referrals and whether it is at an appropriate level, based on the volume of referrals, the type of referrals, the level of support offered and the vacancy rates for this provision. This would need to take place regardless of which option is taken forward.

### **Sufficiency**

- 3.22 There are around 850 Ofsted Registered Childcare providers in Bromley, of which the two nurseries are the only settings directly run by LBB as full time day care nurseries (the Local Authority also provides nursery provision attached to the Bromley Adult Education College, but these are primarily for the use of students, acting more in a crèche capacity, and do not operate on a full time basis). The Private, Voluntary and Independent (PVI) childcare market in Bromley is of a good standard with 83% of PVI providers rated as outstanding or good at their most recent Ofsted inspection. Funding for Free Early Years Education is only available to providers rated as Good or above for two year olds.
- 3.23 The Bromley Childcare Sufficiency Assessment (2011) states that there is only one day nursery available in Orpington – the Blenheim Centre itself. Other childcare options are mainly through child minders and pre-schools – child minder options are likely to be limited as only child minders rated good or outstanding are eligible for FEE contributions for two year olds; and there are no places for babies or two years olds at pre-schools. There are no other day nurseries within a mile and the closest day nurseries rated as good are located some distance away. While the nearest day nurseries have (currently) available places to accommodate the occupancy at the Blenheim, access to those places is likely to be restricted due to travelling distance. The Blenheim nursery currently operates a waiting list indicating demand for this provision.
- 3.24 There were 8 day care nurseries, including Community Vision, identified within the Sufficiency Assessment available in Penge. However only five others are currently rated as Good by OfSTED and therefore eligible for free early years funding. The other five nurseries do not have sufficient capacity to accommodate the volumes currently accessing the Community Vision nursery (each nursery was contacted to confirm their current occupancy and capacity). There is demand for provision at Community Vision with a waiting list for places.

## **Options Appraisal**

3.25 The options to be considered, as indicated in the March PDS paper, have been amended to reflect a wider range of options that should be considered. The options considered for the future delivery of the Blenheim and Community Vision day nursery provision are as follows:

### ***Option 1: Do Nothing***

- 3.26 With the services now operating on a trading account, the initial data establishes that the income generated from service users and from places commissioned by the Children's Social Care Team fully covers the controllable costs of delivering the provision and provides a surplus which offsets a proportion of the fixed budget contribution by Social Care. The income also contributes to the premises and running costs of the Children and Family Centres, the costs of which would have to be fully borne by the Centres if the nursery provision was not in place.
- 3.27 The nursery provision supports our duty to ensure sufficient and accessible early years places for families and is currently the main resource in the borough in meeting our responsibilities for day care for children in need.
- 3.28 The option to continue direct delivery of the day nursery provision appears viable. However, this is based on less than one year's worth of trading account information. Should income decrease or costs increase, to an extent that full cost recovery is not achieved, the Local Authority would need to subsidise the delivery of day care provision from within its own budgets. The Local Authority is also subject to other costs relating to staffing, such as pensions and related on-costs. Although the current trading data is positive, it cannot be said with certainty that the full cost recovery position is sustainable in the long term. As stated in 3.13, further analysis of the cost of Social Care referrals needs to be undertaken to establish whether this budget subsidises, or is subsidised by, the nursery provision.
- 3.29 The Local Authority is not necessarily the best provider of such provision. The responsiveness of the provision, to increased demand for example, and its ability to maximise income may be limited by Local Authority procedures in relation to staffing and budget controls.
- 3.30 In considering this option the overriding factor is that the policy is clear. The Local Authority is not expected to provide such provision unless it is satisfied that no other person or body is willing to do so. There is no evidence that another body would not be willing to provide such provision and therefore the Local Authority is obliged to test the market to establish whether there are other willing providers. The obligation on the Local Authority to ensure day care for children in need as appropriate does not affect this approach as this requirement can still be met without the Local Authority being the direct provider of this provision.
- 3.31 Table 4A outlines the overall financial position of the option of doing nothing (Option 1):

**Table 4A: This table outlines the overall financial implications of ‘doing nothing’**

	Current Projected Budget Position	Notes
<b>Nursery Direct Costs</b>		
Employees	519,230	
Running Expenses	129,250	
<b>Nursery Income</b>		
FEE & Private	-509,980	
<b>Social Care Purchasing Budget</b>		
Recharge to Nurseries	-248,070	The Social Care purchasing budget is recharged to the nurseries as income.
<b>Controllable Budget</b>	<b>-109,570</b>	This surplus effectively subsidises the cost of the Social Care Purchasing Budget.
<b>Cost Implications to the LA</b>	<b>£0 - no additional cost to current position</b>	

3.32 Officers do not recommend this option to the Portfolio Holder for Education as the relevant policy obliges the Local Authority to satisfy itself either that another person or body is not willing to provide the provision or that in the circumstances it is appropriate for the LA to provide the provision directly. Further investigation of Option 3 will provide evidence to establish both.

**Option 2: Closure of Both Nurseries**

3.33 The Local Authority meets its duty to ensure sufficiency for childcare provision mainly through supporting the market of local private, voluntary and independent childcare providers in the borough. The exceptions are the two nurseries run by the Local Authority itself (together with the nursery provision attached to Bromley Adult Education College). Therefore it may be feasible for the Local Authority to withdraw its day care nursery provision entirely and allow the local market to meet the need.

3.34 As outlined in paragraphs 3.21 to 3.23 above, the Early Years team do not believe there is sufficient capacity in the areas of Penge and Orpington (within reasonable travelling distance) to meet our sufficiency requirements should the 75 places available via the Blenheim and Community Vision nurseries be withdrawn immediately. To prematurely withdraw this provision without taking steps to work with, and develop, the local market to make up the shortfall of places could mean the Local Authority would be at risk of not meeting its sufficiency duties and therefore potentially open to challenge in such a decision. Market development of this kind is likely to be a long term approach.

3.35 As the two day care nurseries run by the Local Authority are the main referral route for Children’s Social Care, the Local Authority would also be at risk of not meeting its obligations to ensure sufficient day care provision for children in need. The Children’s Social Care Team report that there are risks in managing referrals wholly through a market approach as their need for childcare places is mainly reactive, rather than planned, due to the nature of the client group they are working with. They report that places in childcare providers are often already allocated as most families will plan accordingly and book places in advance. As a result, they have

expressed concern that they may have difficulties in obtaining timely childcare places as required for the families they are working with without the facility to block book places as per their current arrangements with the Blenheim and Community Vision nurseries.

3.36 The option to immediately close the nurseries would also have financial implications. The trading account data indicates that the income generated by the nurseries, together with the recharge from the Social Care Purchasing Budget, fully recovers controllable costs, and delivers a surplus. To cease delivery would remove income that contributes to the cost of the Social Care Purchasing budget. There would be financial implications for the Children and Family Centres which would be required to cover all premises costs from within their budgets, whereas currently the day care nursery provision contributes to the overall premises costs through income generation. These premises costs may be mitigated by considering alternative uses for the space vacated by the day nursery provision, such as through rental income – however, it is not currently clear what rental options are available (there are restrictions on the use of the site, see paragraph 5.6) and further investigation would need to be undertaken. Finally, there will be immediate costs to the Local Authority in terms of redundancy costs for the staff involved, although this would be one off cost.

3.37 Table 4B outlines the overall financial position of closure of the nurseries (Option 2), using current and equivalent financial information:

**Table 4B: This table outlines the overall financial implications of closure of both nurseries**

	Current Projected Budget Position	Equivalent Closure Position	Notes
<b>Direct Costs</b>			
Employees	519,230	0	
Running Expenses	129,250	53,000	Residual Premises Costs, now charged to Children & Family Centre budgets – this may be mitigated by income derived from alternative use of premises
Redundancy Costs	0	tbc	Closure will incur one off redundancy costs
<b>Income</b>			
FEE & Private	-509,980	0	
<b>Social Care Purchasing Budget</b>			The cost of the Purchasing Budget could potentially rise or fall by purchasing through the open market.
Recharge to Nurseries	-248,070	0	
<b>Controllable Budget</b>	<b>-109,570</b>	<b>53,000</b>	
<b>Cost Implications to the LA      £162,570 per annum - additional cost to current position. In addition there will be one off redundancy costs. The additional cost may reduce if income is derived from alternative use of premises.</b>			

3.38 Therefore, officers do not recommend this option to the Portfolio Holder for Education because of the potential negative financial and sufficiency implications.

### **Option 3: Market Testing of Nursery Provision**

- 3.39 The local market of private, voluntary and independent providers of day care is well developed and of a good standard. Given that the day nursery provision at Blenheim and Community Vision is well established and indications are that it is operating at full cost recovery, it is feasible that alternative providers will be willing and capable to take over the operation and management of this provision. This could be established by inviting providers to submit bids for the delivery of the provision through a tendering process. This would meet the requirements of the legislation in relation to childcare by ensuring that the Local Authority is not the provider of childcare if it is established that there are other willing parties to meet the service need.
- 3.40 The proposed outcome of a tendering process would be to enter into a concession agreement for the delivery of services. Concession agreements mean that:
- The contractor must bear the cost of service provision;
  - The contractor must receive fees paid by third parties for using the service; and
  - The contractor must bear a level of market risk for use of the service.
- 3.41 The characteristics of a concession agreement apply to the day nursery provision. As a concession agreement it would be subject to a 'lighter' procurement process. A concession agreement would typically be a long-term contract arrangement and therefore it is recommended that any such arrangement should be entered into for a minimum of five years.
- 3.42 A tendering process to enter into a contract for services to deliver the provision is not recommended through this option as this would mean that the Local Authority remains as the direct provider of the provision, albeit through a third party, based on a contract price (with additional third party overheads) for the delivery of the service.
- 3.43 In entering into a concession agreement, the Local Authority will be inviting providers to submit a price for awarding the concession to the third party. In addition, arrangements for use of the premises would need to be finalised including agreed rental charges. At present utilities at the premises are shared between the nurseries and the Children and Family Centres inside which they sit. A decision about the equitable division of these costs and setting rent charges for the nurseries will need to be established as part of the market testing process. The estimated total rental value for the two nurseries is £40k pa (Community Vision £22,500, Blenheim £17,800).
- 3.44 In transferring the operation of the service via a concession agreement, TUPE may apply to staff currently employed by the Local Authority in the delivery of this service. In the event of the transfer of staff, the Local Authority would also transfer the associated liabilities and risks, such as pension liabilities.
- 3.45 The Children's Social Care team recommend that arrangements for a block contract, or appropriate equivalent arrangement, to accommodate Social Care referrals is included within any option for the future delivery of the day care provision at the two nurseries, funded from the Children's Social Care Purchasing Budget. The price for a block contract arrangement can be included within the concession price for the delivery of the nursery provision. As indicated in 3.20, detailed modelling on the level of service, the cost of the provision and the volume (to minimise vacancies) will need to be undertaken as part of the market testing process to establish whether there are any potential for savings against this current budget.

3.46 The current data on the trading account for the nursery provision shows that it is operating at a surplus of £110k. The surplus therefore effectively contributes to the £248K Purchasing Budget for Children’s Social Care places. The financial risk to the Local Authority is whether the income generated from a concession agreement will be sufficient to match the current surplus currently made by income generation from the nurseries.

3.47 The potential net price of the concession agreement will include the price received for the operation of the concession (i.e. based on the ability to generate income), the price paid for the delivery of a block arrangement for Social Care referrals and the rental charge. This is illustrated in Table 4C below based on like for like assumptions against the current trading account data.

**Table 4C: This table outlines the overall financial implications of a concession arrangement**

	Current Projected Budget Position	Equivalent Concession Position	Notes
<b>Direct Costs</b>			
Employees	519,230	0	The provider will bear employee costs
Running Expenses	129,250	-40,000	The provider will bear running costs, will be recharged for premises costs and will pay rent
<b>Income</b>			
FEE & Private	-509980	0	The provider would receive the income.
Concession Fee	0	tbc	The potential concession fee will be established through tendering based on the income potential of the provision
<b>Social Care Purchasing Budget</b>			The cost of a block contract for Social Care referrals will be reviewed.
Recharge to Nurseries	-248,070	0	
<b>Controllable Budget</b>	<b>-109,570</b>	<b>-40,000</b>	
<b>Cost Implications to the LA      £69,570 per annum - additional cost to current position. The additional cost may be reduced by concession fee, if any.</b>			

3.48 A concession arrangement, assuming that the cost of the block contract for Social Care referrals is unchanged and assuming a zero value for the concession price, will result in an additional cost to the Local Authority of £69,570. However, this may reduce dependent upon the price agreed for the delivery of a block contract; and the price agreed for the delivery of the concession based upon its potential to increase income above current levels.

3.49 This option is recommended to the Portfolio Holder for Education as it meets the requirement of the Local Authority to satisfy itself as to whether there are alternative providers of this provision. However, the Business Case for the option is not proven and further work needs to be undertaken to establish the appropriate cost of a block contract arrangement for Social Care referrals and to establish the income generating potential of the nursery provision for an external provider which would establish the potential value of a concession arrangement.



## **Recommendations**

- 3.50 Option 1 (do nothing) and Option 2 (closure) are not recommended to the Education Portfolio Holder. Option 1 does not meet the provisions of the Childcare Act in that the Local Authority should not provide nursery provision unless it is satisfied that it is appropriate to do so (as set out in paragraphs 3.9 and 3.32). Option 2 will have financial and sufficiency implications for the Council and so it not recommended.
- 3.51 Option 3 is recommended as it meets the requirements of the Childcare Act in establishing whether alternative persons or body's are willing to provide the provision. However, this option potentially incurs additional cost to the LA and the Business Case is not proven.
- 3.52 It is recommended to the Education Portfolio Holder that officers conduct further work to establish the Business Case for option 3 (focusing on the commissioning costs of Social Care nursery referrals and the income potential, and therefore potential concession price, of the nursery provision) with the outcome of presenting a final report on the viability of Option 3 at a future PDS meeting.

## **4. POLICY IMPLICATIONS**

- 4.1 The proposed plan reflects the Building a Better Bromley 2020 vision, and both the local and national policy direction for Education Services.

## **5. FINANCIAL IMPLICATIONS**

- 5.1 The nurseries moved on to a Trading Account from 2013/14. The costs of running the nurseries have been separated out from those of running the Children and Family Centres. Since April, occupancy has increased, and income has increased accordingly. The trading account budgets and projected outturn for 2013/14 are shown in Table 2 above
- 5.2 The 2013/14 budgets were not set up as full cost recovery trading accounts, so the recharges (overheads) are not covered by the income. The projected outturn figures reflects that before recharges the nurseries are expected to generate a total surplus of £110k, and are running at a projected cost of £46k once overheads are taken into account.
- 5.3 At present utilities are shared between the nurseries and the Children and Family Centres inside which they sit. A decision about the equitable division of these costs and setting rent charges for the nurseries will be taken as part of the market testing process. The estimated total rental value for the two nurseries is £40k pa (Community Vision £22,500, Blenheim £17,800).
- 5.4 Assuming the full rental value can be realised, with £40k rental income across the two sites, the council would potentially lose £70k of the surplus income currently being generated if the service was delivered by an external provider at current costs.
- 5.5 The recharge from Children's Social Care totalling £248k provides for 48 part-time nursery places per year. If the service was provided externally then the budget would be available to purchase these places in the wider external market. It is likely that Social Care would continue to purchase places in advance at the two nurseries for the most vulnerable children, with the option to spot purchase additional places according to demand, either at the two nurseries or elsewhere. This increased flexibility may result in savings for Social Care, depending on the pricing of places. At the same time, spot purchasing places with other providers may prove

more expensive. Further modelling needs to take place to establish the appropriate price and arrangements for a block contract as part of a concession agreement.

5.6 There are restrictions on the use of the Children and Family sites in which both nurseries are based, as they were built using funding from the Department for Education’s Sure Start programme. Use of these sites for anything other than the provision of services for children aged 0-5 and their parents and carers could result in a potential liability to repay some or all of the Sure Start grant used to build the centres (approximately £910k for Blenheim and £1,075k for Community Vision).

**6. LEGAL IMPLICATIONS**

6.1 The Council is required to comply with Section 6 of the Childcare Act 2006 to secure sufficient childcare within the area for parents who are in education, work or training. No changes to this duty are proposed in the Children and Families Bill currently awaiting Royal Assent.

6.2 The nurseries are Part B Services for the purposes of Schedule 1 to the Public Contract Regulations 2006. This means that it is not essential to follow the OJEU processes, although in the interests of good practice they will be shadowed.

**7. PERSONNEL IMPLICATIONS**

7.1 If Members agree the recommendation to market test, 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. The potential implications of this proposal were communicated to staff via an early warning letter on October 15<sup>th</sup>. There will also be engagement with service users and representatives who might be affected by the proposals.

7.2 Any subsequent 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. 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. Additional HR support will also be considered to minimise the impact on affected staff.

<b>Non-Applicable Sections:</b>	[List non-applicable sections here]
Background Documents: (Access via Contact Officer)	[Title of document and date]  (Appendices to be Included) (Version 1.3July09)

Report No.  
ED14010

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** EDUCATION PORTFOLIO HOLDER

**For Pre-Decision Scrutiny by the Education Policy  
Development and Scrutiny Committee on 30<sup>th</sup> January 2014**

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

**Title:** UPDATE ON PROPOSED SCHOOL EXPANSIONS

**Contact Officer:** Jane Bailey, Interim Assistant Director: Education  
Tel: 020 8313 4146 E-mail: jane.bailey2@bromley.gov.uk

Robert Bollen, Head of Strategic Place Planning  
Tel: 020 8313 4697 E-mail: robert.bollen@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 asks Members to consider the Council's approach to pupil place planning at secondary age as described in the document Planning For Growth: Review of Secondary Education and to consider the comments and recommendations of the School Places Working Group on 25 November 2013.

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2. **RECOMMENDATION(S)**

2.1 **That Members of the Education PDS Committee are requested to consider and comment on the document Planning For Growth: Review Of Secondary Education appendix 1a**

2.2 **That Members of the Education PDS Committee are requested to consider the comments of the School Places Working Group following the review of the document Planning For Growth: Review Of Secondary Education at its meeting on 25 November 2014 appendix 1**

2.3 **That the Education Portfolio Holder is recommended to endorse the recommendations of the School Places Working Group, taking into account the views of the Education PDS Committee that comprise:**

1) **The review be accepted as the basis for secondary place planning;**

- 2) The higher Greater London Authority (GLA) alternate roll projection methodology be adopted as the basis of forecasting for 2014/15 and beyond;**
  - 3) A margin of 5% be considered above projection to provide for parental choice in order to improve the rate of first choice allocations;**
  - 4) A new Catholic secondary school provision in the Borough be supported in principle;**
  - 5) Further reviews of existing secondary capacity be carried out using the Department for Education's revised space standards to validate options for growth at existing schools as the basis for capital bid applications.**
- 2.4 That Members note the additional £42,302,064 allocation of DfE Basic Need Capital Grant allocated to Bromley to fund additional school places in 2015-16 and 2016-17.**

### Corporate Policy

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

### Financial

1. Cost of proposal: Estimated Cost
  2. Ongoing costs: Non-Recurring Cost
  3. Budget head/performance centre: Basic Need Capital Grant, DSG (revenue costs)
  4. Total current budget for this head: £62,040,005
  5. Source of funding: DfE Basic Need Capital Grant, DSG (£231m)
- 

### Staff

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

### Legal

1. Legal Requirement: Statutory Requirement 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 careers of some 3,473 new admissions to secondary school at Year 7 each year, rising from 2015-16 as set out in this report.
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? Ward Councillors will be consulted on proposed school expansions.
2. Summary of Ward Councillors comments: n/a

### **3. COMMENTARY**

- 3.1 The local authority has statutory responsibility for ensuring that there are sufficient school places in the borough.
- 3.2 To date pupil place planning has concentrated on ensuring sufficient supply of primary places. However, demand for secondary places is forecast to increase from 2015-16 and the Council is now setting out its strategic approach to meeting this need.
- 3.3 The number of pupils at year 7 is projected to increase from 3,473 in 2013/14 to a peak of 4,100 in 2021/22. This is equivalent to 21 additional year 7 classes.
- 3.4 Considering the proposed future growth in demand for school places at secondary age an officer review was undertaken during summer and autumn 2013, including consultation with secondary head teachers to identify the principles underpinning future secondary school expansion.
- 3.5 At its meeting on 2 September 2013 the Primary School Development Plan Working Party agreed to extend its work to cover secondary age. The review *Planning for Growth: Review of Secondary Education* was considered by the first meeting of the School Places Working Group held on 25 November 2013. Its comments and recommendations are included in Appendix 1, 1a -1d..
- 3.6 The School Places Working Group accepted the main recommendations of the review and accepted *Planning for Growth: Review of Secondary Education* as the basis for pupil place planning at secondary age. It also recommended that a further review of the existing secondary school estate be undertaken, in line with the Department for Education's current funding and space standards, in order to validate the options for growth at existing schools.
- 3.7 On 18 December 2013 the Department for Education announced £2.05 billion additional Basic Need funding for local authorities for the period 2015-17. Bromley has been awarded £42,302,064 to fund additional school places in 2015-16 and 2016-17, bringing the Council's total Basic Need Capital Grant allocation received to date to £62,040,005. A Basic Need Update report will be brought to the Education PDS Committee in March 2014 that will set out provisional allocation of this grant.

### **4. POLICY IMPLICATIONS**

- 4.1 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".

### **5. FINANCIAL IMPLICATIONS**

- 5.1 The Council has been allocated £62,040,005 in 100% capital grant for the financial years 2011-17 to meet the basic need provision in schools. This report makes no changes to the allocations set out in Basic Need Programme Update Report 6 considered by the Education PDS Committee on 17 September 2013. The next Basic Need update report will be considered by the Education PDS Committee on 18 March 2014.

## 6 LEGAL IMPLICATIONS

- 6.1 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.
- 6.2 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 available to meet the needs of pupils in its area.

## 7 PERSONNEL IMPLICATIONS

- 7.1 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)	UPDATE ON PROPOSED SCHOOL EXPANSIONS FOR 2014/15 considered by Education PDS Committee on 17 September 2013  BASIC NEED PROGRAMME UPDATE REPORT 6 considered by Education PDS Committee on 17 September 2013

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## **SCHOOL PLACES WORKING GROUP**

Minutes of the meeting held at 5.00 pm on 25 November 2013

### **Present:**

Councillor Sarah Phillips (Chairman)  
Councillors Neil Reddin FCCA

### **Also Present:**

Councillor Nicholas Bennett J.P., Chairman, Education PDS Committee  
Councillor Stephen Wells, Portfolio Holder for Education  
Jane Bailey, Interim Assistant Director: Education  
Robert Bollen, Education Strategic Capital Manager  
Iain Johncock, Interim Head of Strategic Pupil Place Planning  
Kerry Nicholls, Democratic Services Officer  
Gill Slater, Planner (Planning Strategy)  
Max Winters, Principal Research and Statistics Officer (ECHS)

### **1 APOLOGIES FOR ABSENCE**

There were no apologies for absence.

### **2 MINUTES OF PREVIOUS MEETING HELD ON 2ND SEPTEMBER 2013**

Members considered the minutes of the previous meeting held on 2<sup>nd</sup> September 2013.

**RESOLVED that the minutes of the previous meeting held on 2<sup>nd</sup> September 2013 be agreed.**

### **3 PLANNING FOR GROWTH: REVIEW OF SECONDARY EDUCATION**

Members considered projected demand for secondary school places across the Borough. Over recent years there had been a significant increase in the number of primary school places required to ensure that every on-time applicant received a valid offer. As these pupils moved into the secondary phase, there was a need to consider how the increase in demand for places would be met, as well as how a range of other changes would impact demand for secondary places, including raising the participation age to 17 and 18 years, and new education options such as University Technical Colleges and Career Colleges.

A comprehensive range of secondary provision was currently delivered across the Borough which offered single sex, faith and selective options in addition to mainstream academies. Whilst some schools still had capacity, initial projections indicated a need for up to 30 additional forms of entry in the years to 2025 and beyond. Although there was scope for existing secondary providers to expand, there was a need for the Local Authority to consider where enlargement would

best meet increasing demand for places as well as assess whether there was a need for one or more new schools. The Catholic Archdiocese had also proposed that a new Catholic secondary provision be established in the Borough, as Bromley was the only borough in south London without a Catholic secondary school.

With regard to the potential for secondary schools to expand, Members were advised that the Government space standards in secondary schools had recently been reduced by 15%, and all applications to build and extend schools would be funded on this basis. Some Local Authorities were working to reassess space standards of secondary schools in their Boroughs, as this reduction in space standards would create additional capacity in existing school buildings and impact the size of any extension or new school building. The reduction in space standards applied only to school buildings and not to outside space, such as playing fields.

In considering the review, the Portfolio Holder for Education noted that the increase in demand for secondary places was expected to become more significant from 2016-17. A number of Secondary Head Teachers had expressed an interest in expanding by 1 or 2 forms of entry which would help accommodate additional pupils, but there was also a need to consider where new free school provision would be required, whilst ensuring that existing schools were not affected by a high number of surplus places.

Councillor Nicholas Bennett JP highlighted the importance of ensuring that parental choice continued to be supported in secondary education, and suggested that a margin of 5% be considered above projection to provide for parental choice and improve the rate of first choice allocations, as well as to accommodate any additional surge in demand such as through increased migration to the Borough. Following discussion, this was generally agreed by Members.

The Local Authority continued to liaise with the Archdiocese around the potential development of a Catholic secondary school in the Borough. The Archdiocese appeared reluctant to establish a new school on the former All Saints secondary school site and was seeking to utilise this site for residential development. Such a proposal, involving the loss of a school site whilst there was a recognised future need, would currently be unacceptable under National and regional planning guidance. In addition to planning issues, there remained a number of covenants and consents which would restrict the future use of the site. In the event of disposal of the All Saints site, any funds realised should be reinvested in Catholic secondary education in the Borough. The Head of Strategic Pupil Place Planning also advised Member that there remained an outstanding debt owed to the Local Authority by the Archdiocese for the closure of All Saints Secondary School.

The development of the proposed Catholic secondary provision as a free school would limit the school's ability to select pupils on religious grounds to 50%, and the current national position of the Catholic church was to oppose free schools on these grounds. The alternate route for funding any agreed new provision would be through targeted capital or basic need funding, and there was no certainty of additional resources being made available before March 2015. Three alternate

sites had been identified for the potential Catholic secondary provision, although there were a significant number of planning issues around the use of these sites including restrictions on new development on sites designated as Green Belt and Metropolitan Open Space. The Planner (Planning Strategy and Heritage Team) highlighted the advice in the Mayor's 'Call for Sites' which emphasised the use of redundant office buildings, and would provide a letter to Members that had recently been received from the Greater London Authority expressing concern regarding proposals for free schools on open space.

In discussion, Members generally supported the establishment of a new Catholic secondary provision in the Borough. Pupils leaving Bromley Catholic primary schools in 2012/13 went on to attend more than 40 different secondary schools, both in Bromley and across London. The Portfolio Holder for Education noted the potential for an outstanding Catholic secondary school, such as Coloma Convent Girls School, to sponsor any new provision, which could support the rebranding of the All Saints site if the Archdiocese chose to retain it. Alternately the All Saints site might be used by another free school or in the expansion of an out of Borough selective school should the Archdiocese choose to sell the site.

In response to a question from a Member, the Head of Strategic Pupil Place Planning confirmed that the Borough was currently a net importer of pupils at secondary level. It was expected that there would be some variation of demand over time, particularly for pupils that lived close to the Borough boundary, but this was not expected to have a significant impact on the levels of predicted demand for secondary places in Bromley.

The Chairman queried the impact of raising the participation age. The Head of Strategic Pupil Place Planning advised Members that it was difficult to model the impact of this demand as young people would not necessarily remain in a school environment post-16. There were a number of training and education options available, including apprenticeships and alternate provision through colleges, and planning should be undertaken to ensure that sufficient capacity was available to support young people at 17 and 18 years in a range of different settings. It was underlined that raising the participation age was likely to affect young people who would previously have left education at 16 years, so it was important to ensure that the available provision met a range of needs, abilities and interests.

In considering free schools, the Portfolio Holder noted the potential to approach free school sponsors around educational opportunities within the Borough. Potential sites had been identified for a new secondary provision within the Borough, however there were issues that would need to be resolved before these sites could be utilised. There was also potential to establish new free schools that linked to significant developments in the Borough, such as the proposed Crystal Palace Park development.

Councillor Nicholas Bennett JP confirmed that Bromley College of Further and Higher Education would shortly launch a Career College specialising in food and enterprise. This provision would be based at the College's Orpington Campus from September 2014, and would prepare students for employment in the catering and hospitality industry. Pupils would also be able to start at the College aged 14

years, where they would learn the practical skills needed for work whilst continuing to study for GCSEs in core subjects.

#### **4 RECOMMENDATIONS**

Following consideration of the review of secondary education, Members considered the Working Party's initial recommendations.

**RESOLVED that it be recommended that:**

- 1) The review be accepted as the basis for secondary place planning;**
- 2) The higher Greater London Authority (GLA) alternate roll projection methodology be adopted as the basis of forecasting for 2014/15 and beyond;**
- 3) A margin of 5% be considered above projection to provide for parental choice in order to improve the rate of first choice allocations;**
- 4) A new Catholic secondary school provision in the Borough be supported in principle;**
- 5) Further reviews of existing secondary capacity be carried out using the Department for Education's revised space standards to validate options for growth at existing schools as the basis for capital bid applications.**

#### **5 LOCAL PLAN UPDATE**

Members were provided with an update on the development of the Local Plan for Bromley. The Local Development Framework Advisory Panel was overseeing the production of the Bromley Local Plan, which would involve bringing forward planning policies, land designations and site allocations to steer development and support infrastructure in the Borough up to 2030. At the meeting of the Advisory Panel on 25<sup>th</sup> September 2013, Members had considered the increased demand for primary and secondary school places over the next few years and had agreed to define all sites with permitted use for education purposes (including the sites of schools, colleges and purpose built day nurseries, and any future free school and education sites where new education provision was provided on a permanent basis) as 'Education Land' and to protect these sites for education purposes for the period of the plan, as well as to address the need for additional provision by looking at the possible expansion of existing school sites.

At the meeting of the Advisory Panel on 5<sup>th</sup> November 2013, Members had considered a further exploration of the current pressures on educational land, including future school expansions and the establishment of free schools, as well as the draft Local Plan education policies and an amendment of the Urban Open Space Policy to facilitate educational development. Following consideration, Members of the Advisory Panel had approved the direction of the education policies and agreed an amendment to the Urban Open Space Policy to meet the

projected educational needs to the end of the plan period. The Members of the Advisory Panel had noted the potential for a review of Green Belt and Metropolitan Open Space boundaries in respect of school site development in Bromley, where schools could demonstrate a surplus of school playing fields. Where practicable, Members of the Advisory Panel had expressed a preference for schools to build upwards rather than outwards, although this would have cost implications.

The Planner (Planning Strategy and Heritage Team) outlined the draft education policy that had been recommended to the Local Development Advisory Panel on 5<sup>th</sup> November 2013. This underlined the Local Authority's commitment to choice in education for parents and young people, and to work in partnership with agencies and providers to ensure the provision of an appropriate range of educational facilities for lifelong learning. This would be supported by an assessment of need and allocation of sites for educational infrastructure during the plan period, definition of land with permitted use for education purposes, and permitting of extensions to existing schools where local need had been identified, subject to Local Plan open space and conservation policies, unless there were demonstrably negative local impacts which outweighed the need for additional education provision. Within this, it was recommended that proposals for school extensions on land adjacent to Education Land be considered favourably where appropriate.

The Planner (Planning Strategy and Heritage Team) advised Members that the majority of schools in the Borough had some form of open space designation. This included Metropolitan Open Land and Green Belt land, but also the local definition of Urban Open Space, which limited the development that could be undertaken on existing school sites. Recent changes which came into force on 30<sup>th</sup> May 2013 meant that free schools did not need planning permission to use premises which were currently in use for business, hotels, residential institutions and assembly and leisure. Additionally, a temporary permitted development right allowed a building of any class to be utilised as a state funded school for a limited period of one academic year. These changes limited the amount of influence the Local Authority had in the location and design of new schools.

In considering the update, the Portfolio Holder for Education underlined that school site boundaries should be clearly defined in commercial transfer agreements as Local Authority maintained schools moved to academy status. It was important to 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**

No future meeting date was set.

The Meeting ended at 6.59 pm

Chairman

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Appendix 1 a  
London Borough of Bromley Education and Care Services

School Place Planning Working Party  
Date: 25 November 2013

**PLANNING FOR GROWTH: REVIEW OF SECONDARY EDUCATION**

Assistant Director Jane Bailey  
Contact Officer: Iain Johncock, Head of Strategic Place Planning

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**Overview**

The attached report, 'Planning for Growth – Review of Secondary Education' has been the subject of consultation with the Head Teachers of Bromley Secondary and Secondary Special Schools, the Principal of Bromley College, the Archdiocese of Southwark, the Anglican Diocese of Rochester and the Harris Federation. Comments from individual institutions are incorporated in the main text.

**Bromley Head Teachers' Group response**

The Bromley Secondary Head Teachers' Group has indicated that its preferred way forward, in the first instance, is for the expansion of existing schools in partnership with the Local Authority. Options discussed with schools are set out in Appendix 1.

The Headteachers' Group also understands and expects the Archdiocese to develop a Catholic secondary school either on the All Saints site, or elsewhere.

Headteachers would be concerned at the potential impact on surplus places should other providers seek to open free schools in the borough, and consider that this would have a detrimental effect on existing popular and successful Bromley schools.

**Next steps**

The Working Party is asked to consider the document and the recommendations below to the Education Policy Development and Scrutiny Committee.

**RECOMMENDATIONS**

- 1 The review be accepted as the basis for secondary place planning**
- 2 The higher GLA alternate roll projection methodology be adopted as the basis of forecasting for 2014/15 and beyond**
- 3 A margin of 2% be considered above projection to provide for parental choice in order to improve the rate of first choice allocations**
- 4 A new Catholic secondary school be supported in principle**

- 5 Further reviews of existing capacity be carried out on the basis of the Department for Education's revised space standards to validate options for growth at existing schools as the basis for capital bid applications**



## **Planning for growth: Review of Secondary Education**

### **Executive Summary**

This review considers the impact of the rise in primary school rolls moving into the secondary phase and beyond, and makes recommendations about how this might be met. It aligns with a set of principles agreed with Head Teachers.

The Council has a statutory duty to plan sufficient places to meet demand in its area, and to allocate formula funds received from government to provide new places through Basic Need. It may also make bids to secure specific capital projects in response to targeted programmes as they emerge.

It can also act as an agent of change by promoting alternative solutions, whether by itself or in partnership with others. Where new schools are required, the government's policy is to provide these principally through the free school route.

The review considers the impact of other parallel changes such as the raising of the participation age to 17 and 18. New options are also emerging such as University Technical Colleges and Career Colleges offering places at 14 and 16.

The report describes the diversity of current provision including single sex, faith and selective options in addition to mainstream academies. With all schools offering mixed post 16 education, students are able to make real choices. The review also takes account of patterns of gender balance and migration. Consideration is also given to the issue of school size.

The review also considers the impact of this growth on the special school sector. Medical advances also mean more students presenting with complex needs, while changes in statementing will reduce placements in other areas.

Whilst some schools still have capacity, initial projections indicate a need for up to 30 additional forms of entry in the years to 2025 and beyond. Although there is scope within the existing secondary estate for expansion, the Council would wish to consider where enlargement would best meet emerging needs. It also has to assess whether there is a need for one or more new schools.

No new funds are available to the Council until the next capital allocation round for 2015-7, although the DfE may invite bids in the interim. The application of revised DfE space standards may show additional capacity in the existing estate.

Against this background, a proposal by the Catholic Archdiocese for a new school is considered, as Bromley is the only borough in south London without a Catholic school. Proposals may also emerge for free secondary schools. Taken together these have the potential to provide sufficient places to meet forecast needs until the mid 2020s.

## Introduction

- 1 London's population is forecast to grow by 1.3m over the period between 2006 and 2031. Rapidly rising primary school rolls, first felt in Inner London in 2009 have now affected Bromley and have required a significant and ongoing increase in places. New schools are being set up, existing schools enlarged and bulge classes opened. These higher rolls will start to move into secondary schools later this decade. This review seeks to determine the pattern of need for places in the secondary phase over the period 2013-2030.
- 2 The purpose of this review is to set the strategic context and to consider what alterations might need to be made to the pattern of secondary schools in the light of demographic changes. The review is also being carried out against the background of the raising of the participation age whereby students are required to attend school, college, apprenticeship or training up to the age of 17 in 2013 and 18 in 2015.
- 3 The context of the review was agreed by the Bromley Secondary Heads' Forum in May 2013 in a paper attached as Appendix 2. This laid out a number of guiding principles concerning the review process and the way in which decisions would be made in the spirit of partnership, equality and transparency. The key points are as follows:
  - all schools are party to all available information simultaneously
  - expansion plans are shared between all schools
  - expansion is carried out evenly across the borough
  - existing gender balance is maintained
  - alternative provision is expanded in line
  - social space is included in expansion proposals
  - infrastructure needs are also considered
  - schools, officers and members work in partnership
- 4 In addition to the above, it was also agreed to include students with special educational needs (SEN), whether in special schools, units or currently placed out of borough. As mainstream rolls rise, special needs increase in proportion and at the same time medical advances and diagnosis can mean that children are identified at an earlier stage than before. This is likely to mean that more children with high end special needs are coming forward for a secondary place. Their needs might also be met differently than in the past.
- 5 Rising rolls in the primary phase are projected to be carried through into the secondary starting from 2014/15 onwards. Although projections are available to 2030, from 2022 onwards these are less reliable as children are only just born and the growth due to demographic factors is likely to be influenced by the wider economic and political climate.
- 6 The review considers all students of secondary age including those with special educational needs. The demand for places in special school will also be taken

into account alongside planned changes in the way statements of educational need will be drawn up.

- 7 The review also considers the impact of the raising of the participation rate (RPA) for post 16 students. From 2013, all students are required to stay on until the age of 17 either in education, training or work based learning. This rises to 18 from 2015.
- 8 Bromley College is the main local provider of post 16 education and training in the further education sector. It is also developing specialist provision for students with SEN. Vocational provision is being made for the 14+ age group from 2014. The College has just been awarded 'Careers College' status which will enable them to provide additional places in vocational and academic based learning for the 14 plus age group.
- 9 There are 17 mainstream secondary and four special schools dealing with the secondary phase. All mainstream schools offer the age range 11-19, two are selective. Four are for girls, three for boys and two are faith (CE). All are academies except St. Olave's CE Grammar, which has advised that it is unlikely to convert to academy status within the current terms of the Church conversion model. A map is shown at Appendix 3 showing all schools including the primary planning areas 1-9.
- 10 A description of each school is shown at Appendix 1. An initial round of consultation was also held with schools to consider the scope for expansion in the context of this review, and this is also set out here.
- 11 The Council retains a statutory duty to provide sufficient places to meet the needs of the area across all phases. It is resourced with capital expenditure by the Department for Education (DfE) to meet these needs whether by expansion of existing schools or provision of new schools. However, the expectation is that new schools would emerge through the free school route whereby a sponsor identifies a need and makes a case to the DfE. If and when approved, the DfE through the Funding Agency for Schools would work with the sponsor and the Local Authority (LA) to secure a site, provide the buildings and ensure revenue funding to allow the school to open.
- 12 The pattern of secondary schools has itself been evolving. Bishop Justus CE was the last wholly new school to open in 2005, and Langley Park Boys has just been completely rebuilt. Many schools have seen development and expansion as their status has changed from foundation and most recently to academies. Recent changes in legislation have also allowed selective schools to expand. Admission numbers since 2003 are shown at Appendix 6.

### **Demographic projections of need for the secondary and post 16 sector**

- 13 Projections of need are provided by the Greater London Authority (GLA) using a model based on ONS population forecasts for the area, taking into account secondary school rolls and dwelling stock changes. The underlying forecast is

influenced by fertility and net migration (both internal and external). The school rolls are based on the actual numbers of pupils from year to year. The difference is accounted for by net migration to other LAs, the independent sector, home education and pupils in special schools.

- 14 The GLA school population projections are provided on the basis of a standard and alternate forecast. The alternate forecast takes into account the impact of development data and is constrained to the overall population of the borough. It tends to be higher than the standard forecast. For primary this has been adopted as it has more accurately forecast the rise in rolls especially in the north of the borough. It is proposed that the alternate forecast is applied for secondary and post 16. The GLA forecast showing year 7 rolls year by year to 2030 for year 7 is shown at Appendix 4, with existing capacity.
- 15 The alternate forecast is based in the medium term on actual planning approvals for new housing using indices of size and tenure. This is updated each year as new planning approvals are included. Into the future it assumes approximately 500 new dwellings a year, although the Mayor is consulting on higher numbers to reflect the London wide housing shortage. Any increase in family housing would lead to a growth in demand.
- 16 For post 16, the projections follow a similar pattern although there is a degree of movement between schools as students make preferences about institutions and courses. All sixth forms are mixed including those which are single sex to year 11. Although some 88% of students stay on from year 11 to year 12, this includes those changing schools within the borough as well some who may have attended a school outside the borough or elsewhere.
- 17 School rolls have traditionally followed long cycles of growth, consolidation and recession. The last period of falling school rolls is currently working through the secondary sector in Bromley. Across London as a whole, new secondary provision has been made in response to a number of factors such as increased local provision as a result of London Challenge, as well as to growth in demand. Although the September 2013 year 7 roll show a small upturn, this may still show a fall when the official spring term count is taken. However, the cohort of 10 years olds in Bromley schools coming forward for secondary transfer in 2014 is some 200 larger than the same group in 2013. (Appendix 15)
- 18 In September 2013 the demand for year 7 was 116FE (based on a form entry of 30 pupils) against a capacity of 118 FE. The projection shows the crossover point between surplus and deficit between 2014/15 and 2015/16, with the trend clearly upwards. Extra capacity is likely to be needed from 2015/16, mainly in the north and west of the borough following the pattern of primary growth. Appendix 5 illustrates the overall picture of needs against capacity to 2030 based on the planned admission numbers in 2014/5.
- 19 The forecast shows a particularly rapid rise in 2018/19 where the difference appears to suggest that there would be a 9FE difference between on year and the next. This would be subject to further refinement with the GLA as an input into next year's forecast. Nevertheless, the trend is well established in both the

alternate and standard forecast, and both of these are based on the borough population forecast as a whole.

- 20 The forecast show rolls continuing to rise until the mid 2020s when they flatten off. At this stage, these forecasts are indicative and would be subject to a number of factors such as the state of the national economy and prevailing policies on housing construction as well as other factors such as the birth rate and pace of household formation.
- 21 Given the established rise in primary rolls, the passage of these children into secondary schools can be more securely forecast based on established local patterns. 2009 saw the start of the current increase in primary rolls across London, and these children will present for secondary transfer in 2016/7, and those coming into school in the current year in 2020/1.
- 22 The rise in rolls has been felt most markedly in the north and west of the borough, moving out from inner London. The primary review illustrated how other parts of the borough will also grow over the next few years. As has been seen, the majority of schools recruit locally. The selective schools and faith schools tend to draw from a wider area - for instance, St Olave's takes 50% of its intake each year from outside Bromley.
- 23 Secondary and post 16 education is planned on the basis of the borough as a whole and the GLA forecasts are prepared accordingly. However, it is possible to determine patterns of growth across the borough by using the primary year 6 projections, which give a broad indication of the growth by planning area in the year before secondary transfer. However, they would not take account of cross boundary movement so should be viewed as a guide only.
- 24 The chart at Appendix 7 shows the percentage change across the borough. It is noticeable that in planning area 3 the numbers are forecast to reduce, in contrast to all others. The largest rises are in the areas in the north west and centre, planning area 1,2, 4 and 7 with others showing variable amounts of increase from the present to 2020 and 2030. This would suggest new provision should broadly follow the pattern of growth.
- 25 In year admissions in the primary sector have shown rapid growth in parallel with the overall growth in numbers. It may be expected that a similar pattern emerges in secondary as the pressure on places grows. This is already a characteristic of popular schools in growth areas and is likely to become more widespread as the increase in rolls is felt throughout the school system.

### **LA statutory duty for school place planning and provision**

- 26 The Local Authority retains the responsibility in law to plan for the delivery of sufficient schools places to meet the projected need in its area, and to keep these under review. In that context, it would prepare from time to time development plans setting out the projected demand with proposals as to how this might be met from the starting point of existing provision. This includes

primary, secondary and special schools. With the move towards academy status across the country this role has become more consultative although the LA retains a leadership role in this regard.

- 27 As soon as the need for a new school has been agreed, LAs must notify the Secretary of State (SoS) of their plans to seek proposals for a new school. The presumption is that most new schools are provided by the free school route.
- 28 Free schools may also independently make proposals to provide places where gaps have been identified in local provision, or an innovative form of teaching or school organisation is considered beneficial in the area. This would require a demonstration of support by parents. In these circumstances, and if approved the SoS would provide the full costs of the site and buildings if necessary.
- 29 Where the LA identifies the need for a new school it would seek proposals of the basis of the type and number of places required. This would include consideration of the area to be served, the gender balance where relevant, the denominational need or to meet a gap in special needs provision by inclusion or in a new special school.
- 30 Once proposals have been received, the LA would provide details of all the proposals to the SoS. The SoS would then indicate if he had any concerns about a proposer's ability to open the school. DfE guidance indicates that in these circumstances the LA would be responsible for providing the site for the new school and meeting all associated capital and pre-/post-opening costs. The SoS will enter into a funding agreement with the approved proposer.
- 31 Where the SoS is not minded to approve a free school application he will notify the LA who will then assess all other proposals received. The outcome of the LA's assessment should be sent to the SoS. The preference indicated by the LA will be a key factor in that consideration. However, he will reserve the right to put in place a proposer of his own choice, particularly where there is further evidence available to him about the suitability of a proposer – or the availability of a better proposer. The intention is to ensure that the school is always established by the best proposer possible.

### **Statutory competitions**

- 32 Other routes remain although these involve a more lengthy consultation route and statutory process. If a need for a new school is identified and no academy/free school proposal is available, a statutory competition can be held with the consent of the SoS. A statutory competition would add about a year.
- 33 The LA may no longer submit its own community or foundation school proposals in a competition. At any time the LA may be directed to withdraw a competition notice; or a competition may be ended where circumstances have changed e.g. where the new school is no longer needed or an alternative option is found, such as the enlargement of existing schools.

- 34 Academy/Free School proposals and proposals for foundation (by proposers other than a local authority), voluntary controlled and VA schools, can be submitted into the competition by the deadline specified in the first notice. The SoS would consider a free school/academy option before allowing the competition to proceed. Otherwise the LA would decide the outcome of the competition.
- 35 Where a competition does not identify a suitable academy/Free School or maintained school, the local authority may publish its own community or foundation school proposal and the Schools Adjudicator will be the decision maker in such cases.
- 36 In special cases the consent of the SoS is not required to publish notices to establish a new VA school.

### **Capital funding routes and options**

- 37 In order to secure the required number of places, the LA receives an allocation of capital funding from government derived from its projections of need. Basic Need allocations are given – at present on a two year cycle - to deliver capital projects to secure the additional places required. Although funding in the current cycle (2013/5) is allocated substantially to primary schools to meet the demand for new places, it would be expected that as the demand moves into the secondary phase there would be scope to consider the allocation of funds for expansion of existing schools.
- 38 The two year approach was taken to allow LAs to have more certainty of funding although by the end of the cycle it is based on forecasts four years out of date. The DfE is keen to improve LA forecasting and has not clawed back funding for changes which may not have materialised although this has been proposed in the past.
- 39 The LA may only use Basic Need funding to enlarge existing schools. The expectation is that all new schools are funded through the Free School route, and would then become Academies. LAs may not open new community schools. All revenue funding for academies (whether converting or free schools) is through the EFA. New voluntary schools would also be established via the free school route, now that issues surrounding the ownership of land and property have largely been resolved with the voluntary authorities. However, no more than 50% of admissions can be subject to a faith criterion. Where the LA declares a need for a new school it is expected to provide the site and meet the capital costs. This may be as a result of a successful capital bid. It may assist the establishment of free schools, for instance by the provision or assistance with a site or buildings.
- 40 As part of the review of building standards, the DfE announced reduced space standards for the funding of new buildings procured centrally. For secondary schools this represents some 15% reduction on the previous standard set out in Building Bulletin 98. At the same time it introduced a new national cost per m<sup>2</sup>

rate against which all these centrally procured new schools would be funded, substantially lower than recent practice including BSF. In general this would provide for basic refurbishment or modular new buildings. Funding bids and allocations will be considered using this standard.

- 41 In considering expansion proposals it is necessary to have regard to the new space standards to determine the area requirement. This would include a reassessment of the existing accommodation. As a starting point, this would mean more students could be accommodated in a given space. Whilst it is rarely economic to remodel schools to reduce room sizes, this standard would have to be applied across all schools to ensure equity of provision.
- 42 In 2013 the DfE invited bids for the Targeted Basic Need programme and some £820m was allocated later that year to a mixture of projects providing new places. This included primary, secondary and special schools including VA. Some 45 new schools were created as well as enlargements to 333 more across England. Bromley did not bid as three free schools had been just approved, representing an investment of more than £12m.
- 43 Whilst there is no guarantee that a similar programme would be run in a subsequent year, it would be a suitable source of funding for both the expansion of existing secondary schools as well as a new Catholic secondary. For the last round, bids were encouraged for developed schemes with planning permission. In these circumstances it would be prudent to have a batch of schemes ready should another bid cycle emerge.
- 44 The LA also receives a capital allocation for planned maintenance of the school building stock. Whilst this is expected to be used for major renewal of plant and fabric, there is scope to apply funds to expansion projects where these have been identified as the highest priority, without risking disruption or closure.
- 45 Similarly capital funds are provided by the DfE under the Locally Controlled Voluntary Aided Programme (LCVAP) for maintenance and renewal. These are allocated to the voluntary bodies in consultation with the LA, and while mostly for renewal schemes at VA schools it may be used to secure new places. Generally diocesan boards expect LAs to provide additional places through Basic Need where it is agreed they are most appropriate at a VA school.
- 46 Existing funds are fully allocated to named schemes although these are kept under review as estimates change or additional needs emerge. New schemes are only brought into the programme with identified funding.
- 47 Academies may apply directly for funding to meet fabric and condition work that cannot be met from routine maintenance allowances. It can also be used to fund expansion of popular and successful schools.
- 48 The next capital cycle is expected to be announced towards the end of 2014 setting out allocations for 2015/6 and 2016/7. Although these would be determined in this Parliament, they would be delivered in the next. Supplementary allocations such as the Targeted Basic Need programme for



the provision of urgently required new places are announced from time to time. Specific initiatives such as free school meals or sports facilities may also attract a dedicated fund stream. An incoming government in 2015 may wish to review these funding arrangements in the light of needs and resources at the time.

- 49 The LA may supplement its capital resources by the application of S106 or the Community Infrastructure Levy (CIL). The Council is yet to make a decision whether to implement CIL. Where planning applications are being considered which contain a family housing element the LA would expect a contribution from developers according to an approved tariff. These contributions would be available to allocate to capital schemes in the relevant area. Whilst S106 resources would usually be applied in the vicinity of the development, for secondary places it would be argued that these should be used more widely across the borough because of the strategic need. However, S106 would supplement rather than replace Basic Need funding.
- 50 Schools may also bring their own funds to expansion proposals. Academies have scope to raise money of their own from foundations, trusts or the private or voluntary sector in order to supplement capital proposals. Schools also have allocations of devolved capital which may be accumulated, or make savings on their delegated budget to generate balances to apply to capital schemes.
- 51 It is for the LA to decide how to allocate its capital resources according to need as demonstrated in the regular planning cycle. This report is the basis of planning for secondary schools from 2015 onwards, to be followed up with more detailed reports proposing individual schemes when capital resources become available. Funding may be accumulated from more than one source.
- 52 Formula Funding (Basic Need) is allocated on a per place methodology using indices determined by the DfE. These are based on national unit costs of delivery to the latest revised standards used for the Priority Schools Programme. Essentially these are based on an assumption of modular construction on unencumbered sites. No allowance is made for the additional costs of building in London, nor for abnormal site costs, special planning requirements such as proximity to listed buildings or environmental considerations. Making best use of existing buildings by refurbishment can avoid the need to extend onto playgrounds but this may not always be the least cost option. For Bromley as with other London authorities the real cost of new places can be significantly higher than the allocated funds would allow.
- 53 Targeted Capital Fund in the last round was allocated on a bid basis, but as above the basis of funding was the national unit cost, although the funding was expected to cover additional costs such as fees, abnormals, ICT and furniture and equipment. Any difference was to be made up by the LA or the promoter. VA proposals had to be made by the LA.
- 54 Given there is no certainty of another Targeted Capital bid round in this parliament, the earliest that new capital funding might be expected would be for the financial years 2015-17. The Council would not therefore be in a position to

give any commitment to allocate funds to any existing school until the allocation was known, subject to other pressures on its resources at the time.

- 55 In the meantime, a twin track approach is proposed. Consideration should be given to working with potential sponsors of free schools to shape their proposals to meet Bromley's identified needs, and to give attention to the major issue of site identification and delivery. At the same time, schools where expansion is possible may be encouraged to develop fully costed proposals towards the planning stage, with the potential to be put forward in a future Targeted Capital bid. In doing so, some match funding may be required from the sources outlined above to meet any gap between a successful bid amount and the real outturn cost. The Council would consider which bids to support at the time in the light of the demand for places.

### **Parental choice**

- 56 The expansion of popular schools has been a continuing policy government from successive governments, and reflected in the policies of LBB. For 2013/4, 6 out of the 14 schools using a distance based admission criteria were able to make an offer to all first preference applicants. The remainder applied the admissions criteria, and the distances reached by successful applicants are published in the admissions booklet each year. In 2013 76% of parents received their first preference of school, and this has been rising in recent years. Some admissions numbers have been adjusted in recent years to reflect the real capacity of schools, for instance where poor quality accommodation has been taken out of use.
- 57 However, as rolls increase it becomes more difficult for parents to secure a place in the school of their choice. In recognition of that, for primary schools it was recently agreed that a margin of 2% be applied to the projections to provide for a margin of additional capacity to increase parental choice. It is proposed that the same margin is applied in the case of secondary 11-16 rolls. The addition is shown from 2015/6 onwards, when the impact of the increased demand is likely to make itself felt in terms of increasing pressure for places.

### **Special Educational Needs**

- 58 This report will also considers the impact of changes in the statementing process, likely to mean that the needs of some students with moderate learning difficulties and mild to moderate Autistic Spectrum Disorder (ASD) may no longer receive a statement and their needs might be met in a mainstream rather than special school.
- 59 At the same time there is a continuing high cost of out of borough placements for students whose specialised needs cannot be met locally. There is scope to consider whether additional investment in local facilities might create new places to enable appropriate placements at lower cost nearer to students' homes. This would reduce the burden of travelling, maintain a greater connection between parents and the school, and improve accountability.

- 60 For students with high end special needs the DfE is placing more emphasis on 16-25 as a single phase where the experience gained in the sixth form is carried through into young adult provision. The opportunity to consider new free school structures may offer scope to reconfigure the existing pattern of provision to enable a more cost effective service to emerge.
- 61 Four special schools deal with the secondary phase. Burwood provides for students with BESD whereas Marjorie McClure, Glebe and Riverside offer places for those with complex needs, each offering a specialist support for students presenting variously in combination with ASD, severe, profound or multiple learning difficulties. Both Marjorie McClure and Riverside include primary departments whereas Glebe and Burwood and secondary only. Burwood only offers places for students in the 10-16 age range whilst the others offer sixth form provision to 19. Bromley College has also developed new provision for young adults to the age of 25.
- 62 Specialist units have been established in mainstream secondary school promoting inclusion of students with SEN. These include a centre for the deaf at Darrick Wood, speech and language provision at Hayes and provision for specific learning difficulties at The Priory and The Ravensbourne. Langley Park Boys has a unit for social and communication difficulties including ASD in addition to full disabled access.
- 63 Proposals are also in train to enlarge both Riverside and Glebe special schools to provide more places for students with ASD in response to growing numbers being identified, and to continue to minimise out of borough placements.

### **Gender balance**

- 64 Bromley offers a broad range of mixed and single sex schools, and all single sex schools are mixed in their sixth forms. In overall terms, the number of students at 11-16 is in broad balance with 51% girls and 49% boys. By PAN for 2014, 55% of places are in mixed schools, 24% in girls and 21% boys.
- 65 The numbers of girls places has increased slightly with the growth of Newstead Wood from 130 to 160, and there has been a small increase in St. Olave's from 112 to 116. However, Harris Beckenham is in the course of change from a boys school, and is only in the second year of mixed admissions. With the exception of Coopers, where the boy/girl balance is 37%/63%, the ratios in mixed schools are broadly in the range 45-55%. The data is set out at Appendix 8 by percentage for the 11-16 cohort.
- 66 Additional places to meet growth might be expected to broadly follow the same pattern so that the existing balance remains. In the present circumstances, with the greater number of single sex places being available in girls schools there would be no case for more. There is no current evidence that more boys places are required. It is most likely that any new school would also be mixed.

## **Cross boundary movement**

- 67 Bromley is a net importer of pupils in the secondary phase. Overall, in 2012 the difference between exports and imports was some 1,200. In schools Bromley residents occupy 78.4% of the places, with some 20.1% from other London LAs and 1.5% from outside. This is shown in Appendix 9.
- 68 Some 84% of Bromley residents send their children to borough school, another 12% choose a school in another London LA with some 4% outside London as illustrated in Appendix 10.
- 69 Comparing total imports and exports, there is an overall net difference of some 6% between the numbers of students leaving the borough (22%) and arriving (16%). Appendix 11 shows the actual numbers in each direction. The largest inflow is from Lewisham followed by Croydon and Greenwich whilst the largest exports are to Croydon, Kent, Bexley and Greenwich.
- 70 Appendix 12 shows the borough of residence data for year 7 admissions for 2013. This illustrates the distribution of students by schools and home LA. The Greenwich judgement means that any parent can apply for any school regardless of their residence, and will be successful if they can meet the admission criteria. Where schools recruit the majority of their intake on proximity, the distance from the borough boundary strongly influences the extent to which they recruit from outside Bromley

## **Size of school**

- 71 Provision of new places can be by the expansion of existing schools or the provision of new schools, and may also be found in the short term by migration. Current numbers by school in the spring term 2013 are shown at Appendix 13.
- 72 Expansion of popular schools in response to parental demand has been a characteristic of government policy in recent years. Although firstly as grant maintained, then foundation and most recently as academies, secondary schools in Bromley have had the opportunity to expand. For the most part, development has been to refurbish or renew existing building stock to enable more effective delivery of the curriculum. Planned admission numbers (PAN) have remained largely stable and indeed in some cases been reduced in the light of demand and buildings issues. The only significant addition to capacity was the establishment of Bishop Justus in 2005 but that largely replaced the loss of places represented by the closure of All Saints.
- 73 Newstead Wood has been expanded from a PAN of 130 to 135 and in 2013 to 160. St. Olave's has seen a small expansion from 112 to 116 (plus 4 choral scholarships) with further growth planned to 128 inclusive. These increases to selective schools were made possible by legislative changes under the present government.

- 74 There is a balance to be struck between large and small schools. The average size of secondary school in England has grown since 1950 from around 300 to 900. In terms of overall size including sixth forms Bromley schools are at the top end, with the smallest taking 974 pupils and the largest 1697, with five schools over 1500 in size. Parents in general tend to favour small schools because they are considered to be less impersonal, and in terms of teaching and learning they are often considered successful not least because management issues are easier to address. Large schools have greater resources to provide for a wider variety of curriculum offer.
- 75 The Gulbenkian Foundation published a study in 2009 'Schools within schools – Human scale education in practice', reporting on a project whereby some 39 schools were given funding to examine ways in which schools might adjust to ensure that the perceived beneficial characteristics of small schools might be translated into larger ones. This was easier in schools being rebuilt. It recommended that in large schools, reorganisation into smaller collegiate or house units would be beneficial to generate a greater sense of identity and security, particularly in the younger age groups.
- 76 The average size of school in Bromley at admission is 7FE. The largest was The Priory hitherto at 9FE, but reducing to 7.5FE from 2014 although in the past Coopers has also admitted higher numbers. St. Olave's at under 4FE is relatively low by comparison with other schools in London, and has noted the difficulties inherent in generating sufficient funding to provide fully for the curriculum within the current model. However, with a total roll of 974 including the sixth form the school would not be considered small by national standards.
- 77 Some academic work has been done on the effectiveness of large versus small schools although the results are inconclusive, and tend to suggest that the quality of leadership and management is a more telling factor. In the London context the average size of school tends to be smaller and there is a view that the ideal size is between 6 and 8 FE, where there is felt to be a balance between the benefits of the small and large school.
- 78 It may be appropriate to consider whether a principle should be applied limiting the size of an expanded school to 8FE, with 9FE or larger only in exception circumstances where appropriate provision can be made.

## **Options for additional school places**

### **Growth of existing schools**

- 79 The first option to consider in looking for additional capacity is the existing family of schools. Discussions have been held on an individual basis and these are reported at Appendix 1. Based on these initial assessments, and bearing in mind considerations of school size, the first option would be to consider the impact of growth to 8FE where practicable. This could yield some 5.5FE at year 7 subject to capital funding.

- 80 A second level of options has been discussed where schools may consider expansion beyond 240 or to a higher number beyond their existing capacity but within their overall site constraints, which would require more major investment. This has the potential to unlock some further 6 forms of entry.
- 81 Some schools have indicated that in the longer term and subject to need they could envisage further major expansion. In some cases that was the subject of feasibility work either through Building Schools for the Future or on the initiative of governors. This has the potential to yield 6 more forms of entry.
- 82 On the basis of this initial assessment it may be possible to consider expansion of the existing estate incrementally by up to some 18 forms of entry taken together. This would be subject to further discussion, strategic planning, funding and planning consents being forthcoming in the medium to long term.

### **Faith schools -a proposed new Catholic school for Bromley**

- 83 At present there are two faith schools, both Church of England. St. Olave's, and Bishop Justus which opened in 2005. St. Olave's is a boys' selective school whereas Bishop Justus is mixed and offers equal numbers of places to faith and non faith applicants. There is no Catholic school nor is any other faith represented.
- 84 All Saints Catholic school closed in 2007, with cessation of recruitment in 2005. Although renamed and improved after the closure of St. John Rigby RC school on the same site, it did not secure sufficient support from parents to be viable. The site remains in the ownership of the Catholic archdiocese although has deteriorated in the intervening period through lack of use.
- 85 The Archdiocese has indicated its intention to open a Catholic school in Bromley. There are Catholic secondary schools in all surrounding boroughs. At present, students leaving Catholic primaries in Bromley disperse to over 40 secondary schools across London, the largest of which is around 20 to Coloma Convent RC Girls in Croydon. All other numbers are smaller and these include a wide range of faith and non faith schools.
- 86 The proposal would be for a 5 or 6 FE mixed secondary school with a sixth form, and would not only meet the aspirations of parents but address the need for additional places later this decade. The process of bidding, design, construction and commissioning is likely to take two to three years, once a suitable site has been identified and a funding package put together.
- 87 Although the demand for places at a Catholic school is assumed in line with similar schools elsewhere in south London, the site issues are not straightforward. As noted above, the site of All Saints remains potentially available. Whilst it is the intention of the archdiocese to seek to dispose of the site in order to reinvest in primary schools elsewhere in the borough, there are significant planning obstacles to the site redevelopment for purposes other than

education There is also a charge on the site by the borough, reflecting the financial support provided to the archdiocese in closing the school.

- 88 The All Saints site has limited open space and the buildings are in need of refurbishment. They would also need substantial remodelling in order to meet current standards including accessibility. The location near the boundary with Croydon is not ideal as the travelling distances and routes from other parts of the borough are difficult and would require special services to be put in place. It would also represent a potential draw for parents in Croydon which may have the effect of denying places to applicants from Bromley.
- 89 An initial search for another site has taken place and several options in the ownership of the archdiocese have been considered in consultation with planners. The planning issues surrounding the establishment of new schools in Bromley are complex. Many sites are constrained either by Green Belt, Metropolitan Open Land or designation in the Unitary Development Plan (UDP) as Urban Open Space. As such, any site which has been a school starts with an advantage in planning terms as it does not require any change of use.
- 90 Additionally, the disposal of any school site would require ministerial consent. In planning terms, there is an expectation that sites would not be released until it can be shown that the need for additional places can be met elsewhere. There is a need for specific consent for the disposal of school sites by the Secretary of State under the S77 of the 1998 School Standards and Framework Act. Although nominally a process to determine the release of school playing fields in effect it encompasses the disposal or change of use of all school land save for small utility and servicing areas.
- 91 Whilst other sites have not been ruled out at this stage, the process of reaching a planning consent is likely to be complex. The establishment of Bishop Justus between 2000 and 2005 illustrates the difficulty of finding a suitable site in Bromley. In this case, the preferred site although available was in the Green Belt and planning was only secured after refusal and appeal to the Secretary of State. This was a lengthy process through public enquiry and was only successful as it was shown that there were 'very special circumstances in terms of need for a new school' and given the 'lack of a more suitable alternative site', there were 'material considerations' in setting aside the planning refusal. In the present circumstances the process for any new site would be no less easy, particularly in light of the alternative All Saints site.
- 92 A review of the Local Plan is under way and there is scope within that for the reconsideration of planning designation of land. This may mean that there is potential for other sites to be identified for school use taking into account the balance of need in the area. However, the process of review is lengthy and procedures involve consultation, proposals, examination and consent. Given the emerging concerns elsewhere about the expansion of school sites this process is not straightforward and the outcomes far from certain. Given this level of risk, the redevelopment of existing sites has greater likelihood of success in the short to medium term.

- 93 There is also a perceived legacy issue from the previous schools on the site which suggests that it may be more difficult to establish a successful new institution from the outset.
- 94 The process of establishing a new Catholic school would require a resolution of these planning issues to enable a decision to be made on the site issue. Once that had been determined, an application for funding would be constructed based on an assessment of the chosen site and build form. At present, two options exist for funding – Targeted Basic Need or the free school route.
- 95 The Archdiocese has indicated that the free school option is not one which the Church would wish to pursue at this stage. Free schools require 50% of the places to be open. Although there are some examples of successful free schools with a Catholic ethos, these have been made by bodies outwith the Church itself. In these circumstances, it is likely that the archdiocese would have to go down the competition route as set out above.
- 96 The preferred funding route is through the Targeted Basic Need fund (TBN). This would require a submission by the Council to a future bid round. Although there has been a recent TBN bid process there is no indication that this will be repeated. However, given the level of demand and need, it may be assumed that a further bid opportunities are likely to exist which would enable the proposal to be put forward. It is likely that a funding package would be required including major DfE capital but would need to encompass other sources of funds from the diocese and elsewhere.
- 97 At this stage, the free school route offers more certainty as there is an announced bid timetable with the next practical deadline of May 2014. However, as a free school with a faith designation 50% of the places have to be available to non faith applicants before over subscription criteria are applied.
- 98 In the present circumstances, the disposal of the All Saints site is unlikely to be determined until the need for places identified in this report has been met.

### **A new free secondary school**

- 99 There would be an option for a new secondary school by the free school route. A provider may put forward an application to the Secretary of State although this would require evidence of parental support and capacity of the sponsor to establish and sustain the school to ensure high standards of provision. However, in practical terms any successful provider would be faced with the need to address the site issues.
- 100 The review of the delivery of the major functions in the borough may identify suitable locations for an additional secondary school where land may be released with the potential to secure planning permission.
- 101 Existing secondary schools in Bromley all enjoy generous sites with good facilities and on site playing fields. There is scope for expansion in a number of



cases subject to the planning issues highlighted previously, i.e. Green Belt, MOL and Urban Open Space. Sites of Special Scientific Interest (SSSI) may be another consideration.

- 102 In the context of new secondary schools, and given the planning, land use and land cost constraints it is unlikely that a new site with playing fields can be identified within the borough. The DfE standards provide for an ideal site size in for a secondary school at 5FE with a sixth form of 250 in a range 6-7.5ha. The 'restricted' criteria also recognise that in urban areas where sites of this size cannot be found then the site size could fall dramatically, as low as 0.68ha in this example. Comparative figures for a 6FE with a 300 student sixth form would see a range from 0.76 ha to 8.6 ha. Recent secondary schools in London have opened on the basis of the restricted site criteria, with the playing fields found off site, staggered playtimes and limited parking on site.
- 103 The Government has also eased the restrictions on change of use of existing buildings to allow schools to be located in former shop, office and industrial premises. Assuming other suitability issues can be met, these would also require careful consideration to be given to the management of break times and almost certainly off site playing fields. Traffic and other access issues would need to be addressed in any proposal.
- 104 Free school applicants may put forward a bid based on a proposal for a school without the need for a site to be identified. If approved, it is then for the promoter to work with the LA to secure a site, or with a government appointed property company to undertake a land search. The EFA will purchase sites and provide funding for buildings for approved free schools. New buildings where required would be constructed according to the current standards, that is using procurement through the national framework with an expectation of modular construction within the current cost constraints, and to a size determined by the formula at the time but currently some 15% smaller than the standard used for the last generation of schools as set out in the DfE Building Bulletin 98.
- 105 The combined impact of the potential growth in the existing secondary sector described above, and two new schools at 6FE would provide sufficient capacity to meet growth forecasts as shown to the early 2020s. Each addition to capacity would need to be carefully considered in the context of forecast demand from year to year, and the strategic plan updated accordingly. This is set out at Appendix 14.

## **Special Schools**

- 106 The population of young people with special needs, currently in special schools will be subject to change. Although some of the drivers affecting changes in special education are similar to mainstream, others are unique. These are identified as follows:
  - growth in the general school population will be matched by equivalent rise in those with special needs as a proportion

- medical advances mean that more children with high end physical or complex needs now come forward for school places
  - more complex equipment is required for these students taking up more space in classrooms and circulation routes
  - need to avoid out borough placements where possible, due to the high cost, separation from local peer groups, and difficulties in monitoring
  - more students are being identified with ASD across the board
  - changes in statutory procedures which mean fewer students with moderate learning difficulties (MLD) would be placed in a special schools
- 107 Riverside and Glebe are being expanded to provide more places for students with ASD as part of their diagnosis. Taken together these will provide 24 more places each year and reduce the need for specialist out of borough placements.
- 108 Marjorie McClure is under pressure as numbers of students with complex physical needs has grown. The site is constrained being in adjacency to the mainstream Coopers school, itself with its own growth ambitions. Enlargement of Marjorie McClure would require a creative and innovative solution, likely to involve significant cost with the potential for disruption.
- 109 The reduction in students with MLD means that, over time, their needs will be met in the mainstream with additional resourcing through the 'local offer'. This will allow each school to develop flexible additional supported provision to meet their needs. It will also have the knock on effect of creating more places in mainstream special schools.
- 110 At this stage, these changes in special needs provision may be self balancing, with the fall off in places for MLD students broadly compensating the increases in ASD and high end physical and learning needs identified above.
- 111 There is a continuing need to make suitable provision for these additional places for students with MLD and ASD, as well as those with physical needs in the mainstream. Although existing schools will be expected to support an equal proportion of students, any application for a new school is likely to be enhanced at the DfE by an offer which includes specialist supported provision.
- 112 There is a continuing need to explore ways of enhancing local provision including BESD to ensure that panels feel able to name a Bromley school on statements.
- 113 The main route for capital investment in special schools is likely to be the mainstream capital programme through Basic Need funding. There may be scope to develop a bid under the Targeted category if that is repeated. In the recent past, funding packages were approved to meet the expansion of special schools by accumulation of savings from out borough placements. This may be considered as an appropriate route and should be investigated. Savings in DSG may also offer the potential to supplement funding from year to year.

## **Post 16 growth**

- 114 The rate of growth for post 16 in the GLA forecasts is constrained by the population figures and the historic rolls. Post 16 is more difficult to forecast because student change schools at the end of year 11, and all sixth forms are mixed. In addition to moves between schools there is also migration from outside the borough and elsewhere. The staying on rate between year 11 and year 12 is 88% and on that basis a further 617 places is given as the number of additional places needed. Across 17 schools this would average at some 36 per institution, which could probably be managed within existing accommodation although the size of 6<sup>th</sup> forms does vary substantially.
- 115 However, the changes being brought about by the raising of the participation age (RPA) may have a further impact on post 16 rolls. The post 16 population as a whole is still falling but starts to increase after 2018/9. At this stage it is difficult to estimate the additional numbers who may wish to stay on at school rather than participate in one of the other post 16 options, i.e further education, training or work based learning. The focus of this policy is to increase the level of education and skills in the 16-19 population and to reduce the numbers of students who currently do not participate (NEETs). It would be reasonable therefore to assume larger growth in post 16 numbers at this stage.

## **Further Education and University Technical Colleges (UTC)**

- 116 In addition to further education as a post 16 option, the Government is supporting the growth of new institutions in the sector including UTCs and Studio schools. These admit students at 14 and 16 with an emphasis on combining practical skills with education, and are geared towards students with a clear vocation in areas such as engineering or manufacturing. Woolwich UTC has already opened and another is due to open in Dartford in 2014. Others are being considered in neighbouring authorities. Bromley College is considering whether to submit a bid. Admissions arrangements are in place through the pan London system.
- 117 Bromley College is also itself recruiting a 14+ cohort for 2014/15 offering places for students who may wish to transfer from mainstream schools to a study a more vocationally based course. It is also opening a Careers College, a new free standing institution offering courses for 14+ students on a combination of vocational and academic studies, has just been approved.
- 118 The impact of a new local institutions such as the UTC or Careers College is difficult to gauge at this stage although there will be some impact as year 9 students move out of schools. For the post 16 age group, it is another choice within the RPA offer and may act to offset growth in the school sixth forms.

## Summary and conclusions

- 119 The review identifies a significant rise in secondary schools rolls in the period following 2015/6. The rate of change is dependent on the other factors such as net migration. Growth in the housing stock is a function of the national economy as well as government, Mayor of London and local policy. The report also considers factors such as gender balance, cross boundary movement and the optimum size of school along with to changes in special education.
- 120 The identified need over the period up to 2025 and beyond of between 25 and 30 forms of entry over existing capacity means that, if fulfilled, it would require major expansion at all the existing secondary schools as well as up to two new schools. This raises major questions of funding, timing and site availability.
- 121 There is scope identified in local schools to grow in response to these larger numbers. Changes in the measurement of capacity may mean that schools need to review the way in which accommodation is used and the rate of utilisation. The area of any additional buildings will be driven by these revised rates, and successful bid by the corresponding DfE funding formula.
- 122 At present the next Basic Need capital funding round is expected in late 2014 to cover the years 2015-7, although it is likely that primary commitments will take up a proportion. This may be supplemented by a Targeted Basic Need capital bid exercise in the meantime for named schemes, although there is no guarantee. Schools may wish to identify other sources of funding.
- 123 The effect of this report if agreed by the Council is to identify the need for additional growth beyond the existing capacity of schools. In these circumstances the Government's preferred option for new provision is the free school route. Potential providers who can show demand and relevant expertise may bring forward bids to the Secretary of State. The next bid deadlines are 10 January and 9 May 2014. The Council would be expected to work with successful bidders to secure a site.
- 124 The Catholic Archdiocese of Southwark has expressed a wish to open a Catholic school in Bromley although not by the free school route. In these circumstances consideration would have to be given to the competition rules set by the Secretary of State for the opening of other new schools. It would also have to be successful in a Targeted Basic Need bid supported by the Council.
- 125 Planning considerations mean that it is difficult to identify suitable school sites that are not classified as Green Belt or Metropolitan Open Land. In the circumstances of growth it is difficult for the Council to justify departing from its adopted planning guidelines to allow change of use.

## **Appendix 1: Scope for expansion: school by school**

### **School: Bishop Justus School CE mixed**

*Current planned size: 180 (6 forms of entry) Total roll 1125 95% capacity  
Subscription rate (2012): 312% Sixth form: 227*

Bishop Justus was a new school opened in 2004 to meet growth requirements in the area. The building was highly specified in order to meet design parameters particularly around the management of surface water to avoid flooding, and in its roof design to meet planning requirements. The school lies in the Green Belt and although refused planning permission, this was granted on appeal.

The school would be prepared to expand to 8 forms of entry with appropriate additions to teaching and non teaching spaces. A master plan has been drawn up to demonstrate how this can be achieved, and governors have approved an option which would provide the additional spaces in halls and classrooms with minimal impact on the external envelope. The outline estimate provided by the consultants is £3.64m including fees.

Given the planning history, any further extension may need to be carefully considered although the principle of development of a school on this site was accepted given the locational and other advantages at the time. The Bishop Justus site is in the centre of the borough and well connected to bus routes.

### **Beaverwood School for Girls**

*Current planned size: 224 (7.5FE) Total roll 1325 Net Capacity 1344 (99%)  
Subscription rate (2012): 279% Sixth form (mixed) 219*

Beaverwood currently offer 7.5 forms of entry and whilst the school has seen incremental growth in recent years with new accommodation being built, there are continuing capital needs to maintain the fabric of the building and to ensure that the outdated accommodation is upgraded or replaced. The school would like to extend the sixth form block and to provide for improved dining arrangements as well as expand its sports hall. It would also like to improve its delivery of music and the arts. It also has an ambition to open a nursery.

Given its location near to boundaries with Bexley, Greenwich and Lewisham, the school takes in significant numbers of students from each. It is aware that the numbers of out of borough students applying are increasing, particularly from Greenwich and Lewisham. Fewer students applied this year from Petts Wood and Chislehurst. The review should contain analysis of the growth across the borough so the demographic changes can be clearly understood.

The school would be prepared to consider expansion to 8 to or 9 forms of entry assuming that the additional accommodation was provided, particularly to address the shortfalls described above. The school lies in the Green Belt and a Conservation area which would require careful design and particular attention to land use in any extension proposal.

## **Bullers Wood School for Girls**

*Current planned size: 220 (7.3 FE) Total roll 1523 Net Capacity 1341 (114%)  
Subscription rate (2012): 330% Sixth form (mixed): 436*

Bullers Wood occupies a wooded site with conservation status. The site is constrained with limited open areas for playground or for further development. It has seen investment in recent years in new facilities and the most recent is a four storey classroom block. However there remains a need for renewal of general teaching accommodation and the school has proposals to replace an existing modular classroom block with a new building of 20 classrooms at a cost of some £3m.

There is scope to increase numbers by one form of entry to 250. This would require further development and given the nature of the site would require careful design. This would need to incorporate non teaching and ancillary accommodation to meet the shortfall elsewhere.

## **Charles Darwin School: Mixed**

*Current planned size: 224 (7.5 FE) Total roll 1277 Net Capacity 1333 (95.8%)  
Subscription rate (2012): 140% Sixth form (mixed): 224*

Charles Darwin serves an area in the south of the borough around Biggin Hill. It takes in significant numbers from Croydon and also has borders with Surrey and Kent. Parental confidence in the school has been growing in recent years although the school has some concerns about the stability of their roll since there has been little growth in the local population, although for next year 230 places have been offered. The school would support a small expansion up to 8FE but it would see its greatest immediate priority being the renewal of existing worn out fabric and buildings, which date from the 1970s and in need to upgrading and repair.

## **Coopers Technology College: mixed**

*Current planned size: 232 (7.7 FE) Total roll 1392 Net Capacity 1629 (85%)  
Subscription rate (2012): 290% Sixth form (mixed): 300 (Funding to 360)*

Coopers occupies a large site in a conservation area in Chislehurst. Marjorie McClure Specialist School lies within the site, and it was planned by the LA on the basis that some provision and facilities would be shared. Sharing of facilities takes place at present and increased sharing of facilities could be possible in the future.. Coopers has demonstrated through a competitive bidding process to the Education Funding Agency that its buildings are in need of urgent repair and are not fit for purpose, prior to the recent investment 49% of its buildings were in urgent need of repair and renovation. Coopers has been successful in securing funding for three major capital schemes including the refurbishment of a listed building and a rebuild of the English block which required planning approval in an area of green belt land. In securing this funding the school demonstrated value for money and the ability to deliver schemes within budget and timescale..

The school operates in a range of buildings dating from various periods, with significant additions in the 1990s to technology, sport and science. Some of these are of poor quality, mainly the creative arts, from the post war period which the school would like to replace. .

The present admission numbers of 232 and the sixth form of 300 are considered to operate comfortably within the existing site and buildings. An increase in admissions to 258 and a Sixth Form of 360 is considered possible and would align with numbers taken in six years

ago. The school currently operates on an 8 form entry organisation, and were it to move to 258 it would want to move to a 10FE model as many of the classrooms are small and were built for class sizes of 25.

The school has commissioned a masterplan which contemplates further expansion by an additional two forms of entry. This would include extensions to teaching space to create ten further classrooms at an estimated cost of £1.7m. There is also a need for additional laboratory space for technology and science and space for circulation, dining and hall space, as well as toilets and staff areas.

Coopers operates a banding system for Year 7 admissions based on an assessment of each child to ensure a broad and balanced intake.

### **Darrick Wood School (mixed)**

*Current planned size: 240 (8 FE) Total roll 1697 Net Capacity 1642 (103%)  
Subscription rate (2012) : 401% Sixth form (mixed): 387*

Darrick Wood was opened in 1975 although the main building was constructed in the 1990s. The latest extension to provide additional classroom accommodation is in construction although has had to be phased due to budget difficulties. Being located in a wooded area, planning issues include the inclusion of Development and Nature Conservation sites within the boundary and designation as Urban Open Space.

The school operates on an 8 form entry model, although is organised into 10 groups for form time. The sixth form has been expanded to its present level of 387 and is likely to grow to 420. Although the PAN is 240 the school has accepted 265 in years 7 and 8, and would be able to move to 9 FE (270) with the additional classrooms as planned. Further expansion would require a more fundamental reorganisation of curriculum areas to make best use of the accommodation, and would require additional building. There is the potential for further expansion should that be required and be possible within the limitations of the site and planning.

### **Harris Academy Beckenham (Mixed)**

*Current planned size: 180 (6 FE) Total roll 812 Net Capacity 972 (83%)  
Applications received (2012): 574 Sixth form (mixed): 179*

Harris Beckenham is a former boys school which was reopened as a mixed academy in 2011. It has now been confirmed that Harris Beckenham will be rebuilt with Capital Funding from the EFA and it is expected that a new school will be delivered in 2016. Feasibility work on this will begin in the autumn term. Master planning is in hand to accommodate both the new secondary and the planned free primary school on the site. There is not considered to be any scope for the provision of additional places.

### **Harris Academy Bromley (Girls)**

*Current planned size: 180 (6 FE) Total roll 990 Net Capacity 1149 (96%)  
Applications received (2012): 377 Sixth form (mixed): 163*

Harris Bromley is a girls school whose buildings are being renewed and refurbished under the Academy programme. Designs are being finalised at its current planned size but the site

is constrained and in the light of this, there is not considered to be any scope for additional places.

### **Hayes School (mixed)**

*Current planned size: 240 (8 FE) Total roll 1644 Net Capacity 1602 (103%)  
Subscription rate (2012): 567% Sixth form (mixed): 445*

The school dates from the 1950s and occupies a large sites with a mix of buildings of different eras, the oldest being a Victorian wing, recently refurbished. Since the 1990s new buildings have been added and older ones adapted and extended, but there remains some poor quality teaching accommodation which the school is anxious to replace. The school identifies a continuing shortage of laboratory space and specialist rooms, with narrow corridors in some areas which can lead to behavioural issues.

In planning terms, the site is designated as Urban Open Space and a large part of it is included in a conservation area. The school regards the current 8FE configuration as the optimum size for the current campus and is not at this stage contemplating further expansion.

### **Kenmal Technology College (boys)**

*Current planned size: 210 (7 FE) Total roll 1018 Net Capacity 1479 (68%)  
Applications received (2012): 349 Sixth form (mixed): 140*

The school occupies listed buildings dating from the 1930s and has received investment in new and refurbished buildings since the 1990s. Although the total number of applications exceeds the places available, when higher preferences are taken into account the school is currently below capacity in the younger age groups. The sixth form also needs to grow to maintain viability.

The school also lies on the northern edge of the borough and is adjacent to Bexley, Lewisham, Greenwich and Dartford from which it draws applicants. The school operates under the Kenmal Academies Trust, which also includes 34 schools in the south east region including Welling School (Bexley), Debden Park High School (Essex), and King Harold School (Essex) under a single Chief Executive. Collaboration with local primary schools is also in hand. The remit is to share resources and good practice to underpin the drive for higher standards.

With the anticipated rise in rolls in Bromley and its neighbouring boroughs, Kenmal would expect to see growth although at this stage the school is comfortable at its current planned size. There is a continuing need for investment to maintain the existing buildings in good condition.

### **Langley Boys School**

*Current planned size: 210 (7 FE) Total roll 1684 Net Capacity 1485 (113%)  
Applications received (2012): 707 Sixth form (mixed): 624*

Langley Boys School has just been rebuilt under the former BSF programme to provide high quality facilities. At this stage, no further extension of the school was planned or is contemplated as it would disrupt the existing well established approach to teaching and



learning, in effect organised at 8FE. The site is adjacent to Langley School for Girls and there is proposed joint management of community recreational facilities on the site. Both sites lie near to the borough boundary.

### **Langley Girls School**

*Current planned size: 240 (8 FE) Total roll 1647 Net Capacity 1642 Applications received (2012): 718 Sixth form (mixed): 456*

Langley Park School for Girls operates at 8 FE in a mixture of buildings from different periods. Although there has been some recent investment, the 2012 buildings condition survey indicates a need to spend £2 million on maintenance issues, including roofs and windows. There is a chronic lack of music teaching space, currently reliant on a portacabin. The existing accommodation for 11-16 students is considered to be cramped with a shortage of spaces for smaller groups especially those with low level special needs. The school has expanded its vocational offer with courses such as BTEC performing arts.

The school would consider temporary expansion to 9FE although this would be subject to the core pressures on the site being alleviated with new investment. This could be achieved by the construction of the music block for which there is already planning permission and which would include classrooms sufficient to accommodate an extra form. As such this could be used as a 'safety valve' in the manner of bulge classes in primary schools.

### **Newstead Wood (Girls, selective)**

*Current planned size: 160 (5.3 FE) Total roll 1036 Net Capacity 955 (108%) Applications received (2012): 770 Sixth form (mixed): 362*

Newstead Wood has expanded from 135 to 160 for 2013/14 under changes in legislation affecting selective schools, and is in the course of expanding the sixth form from 300 to 400 for which additional accommodation has been provided. The school shares teaching for certain courses with St. Olave's, Darrick Wood and Bromley College. It attracts applicants from a wide area including outside the borough, and would consider further expansion, potentially to 8FE in the long term so long as this does not impinge upon playspace. A master plan was drawn up and would provide the starting point for any further development on the site.

### **Ravenswood School (Boys)**

*Current planned size: 224 (7.5 FE) Total roll 1487 Net Capacity 1439 (103%) Applications received (2012): 838 Sixth form (mixed): 369*

Ravenswood School sits on a large site in central Bromley, and draws substantially from borough residents. It has specialised in design technology as well as sport, and has Teaching School status. The school has considered the scope for growth and would be willing to expand to meet higher numbers. It already has in place a master plan with specific proposals to add 28 places to provide sufficient accommodation to support a revised PAN of 252 (8.4FE). This would involve a new 6 classroom block, a science lab by conversion and the creation of a mezzanine area for sixth form accommodation at a total estimated cost of £1.2m. This would also support expansion of sixth form numbers to over 400. Planning permission has been secured for a three year period. There would be some scope for the development to be phased if necessary.

### **St. Olave's and St. Saviour's Grammar School (Boys, selective)**

*Current planned size: 116 (3.8 FE) Total roll 974 Net Capacity 838 (116%)  
Applications received (2012): 904 Sixth form (mixed): 380*

St. Olave's has undertaken a small expansion for 2013 from 112 to 116, with 4 choristers making a total of 120. For 2014 this will rise again to 124 (+4) to 128. The school draws widely across south London, with some 50% of places secured by Bromley residents. Sixth form numbers are also gradually increasing. There is also scope to increase places in year 9 onwards by 15 in each year although this would require additional capital funding for an 8 classroom block with 2 additional labs.

### **The Priory (mixed)**

*Current planned size: 224 (7.5 FE) Total roll 1160 Net Capacity 1601 (72%)  
Applications received (2012): 411 Sixth form (mixed): 200*

The school lies in the south east of the borough and largely serves the Orpington area. Planned admission numbers have been reduced for 2014. The school operates on a collegiate structure to provide enhanced pastoral and learning support and has an emphasis on sport. It is part of an Academy Trust which also includes Hillside Primary School. Although the buildings are modern, some are in need of refurbishment and investment. There is scope to grow within the existing buildings although it is considered by the school that 1460 would be an optimum size. Although the current admission number is set at 7.5FE it has recruited to 9FE (PAN of 270) in the past.

### **The Ravensbourne: mixed**

*Current planned size: 227 (7.5 FE) Total roll 1458 Net Capacity 1330 (110%)  
Subscription rate (2012) : 450% Sixth form (mixed): 350*

The main buildings of the school are listed and the site has been expanded and improved in recent years. A major scheme was planned under BSF to include a rebuilt sports hall for community use, with expansion by a further 1.5 FE but that fell when the BSF programme was curtailed. This involved substantial relocation of significant elements around the site starting with a car park which would then free up an area for the construction of new teaching facilities and an enlarged sports hall. The total cost of the BSF scheme was estimated at between £8-10m given the extent of changes that would be required. There is the potential for that scheme to be reconfigured if funds were available to deliver up to 10 FE although that would involve some changes in organisation.

Consideration could also be given to a smaller scheme with an increase to 8FE by limited expansion of the existing buildings if funds to undertake the major expansion were not available. The school would see itself operating comfortably on the site at this level, and with expansion of its 6<sup>th</sup> form to around 400.

### **Bromley College**

Bromley College operates as a partner within the family of secondary schools, with post 16 offer which includes mainstream academic and vocational subjects at GCSE and A level as well as apprenticeships and higher education course. The College will be offering 14-16 direct FE recruitment from September 2014 for a cohort for up to 120 students to be based

at the Bromley campus, and will be offered in construction, engineering, hair and beauty and motor vehicle engineering.

It is also considering a bid for a UTC in the next round. If successful, it would recruit at the age of 14 and 16 with the expectation that some students would transfer from existing schools. Taken together, this would have the potential to provide additional places in the system as a whole at 14+. The earliest that the UTC might be operational is likely to be September 2015. UTCs are opening in Woolwich in 2013 and Dartford 2014 respectively, each offering 150 places at 14 and 16.

The College has also been given agreement to open a Careers College for food and enterprise, to be offered at Orpington campus from September 2014. Although numbers are yet to be confirmed it is likely to be up to 150. This would offer new places for students in the 14-19 age range to undertake courses combining academic studies with vocational qualifications relevant to the local labour market. This is a new kind of institution and Bromley is in the first wave.

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## Annex A

Secondary Schools' Expansion Programme2015-17Introduction

Bromley Secondary Schools are fully aware of the need to expand the number of student places available, in order to accommodate local children between 2016 and 2022. We are fully committed to working with the L A and its officers, in order to expand our schools, as the most cost effective and speedy way forward. We believe that the process must be transparent, fair and appropriate to the needs of local communities.

Methodology

Having seen and discussed the forecast pupil number projections, we would like to recommend and propose the following:

- That all secondary schools, their Headteachers and governing bodies, receive and are party to all available information, simultaneously.
- That all proposed expansion plans are shared between all schools, throughout the expansion programme.
- That no one area of Bromley expands exponentially and to the disadvantage of any other.

- That the balance between boy and girl places, be maintained as far as possible, both within single sex and coeducational settings.
- That Alternative Provision, such as Behaviour Service Centres, EBD and AEN placements are expanded in line with and proportion to, mainstream places.
- That pressure upon social as well as educational space, within schools, be included in any building developments.
- That wider building requirements, including peripherals e.g. ~~planning~~ <sup>electricity</sup> substation capacity, are part of all proposals, as appropriate.
- That all parties: Schools, Officers and members work together in partnership throughout the expansion programme.



## 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

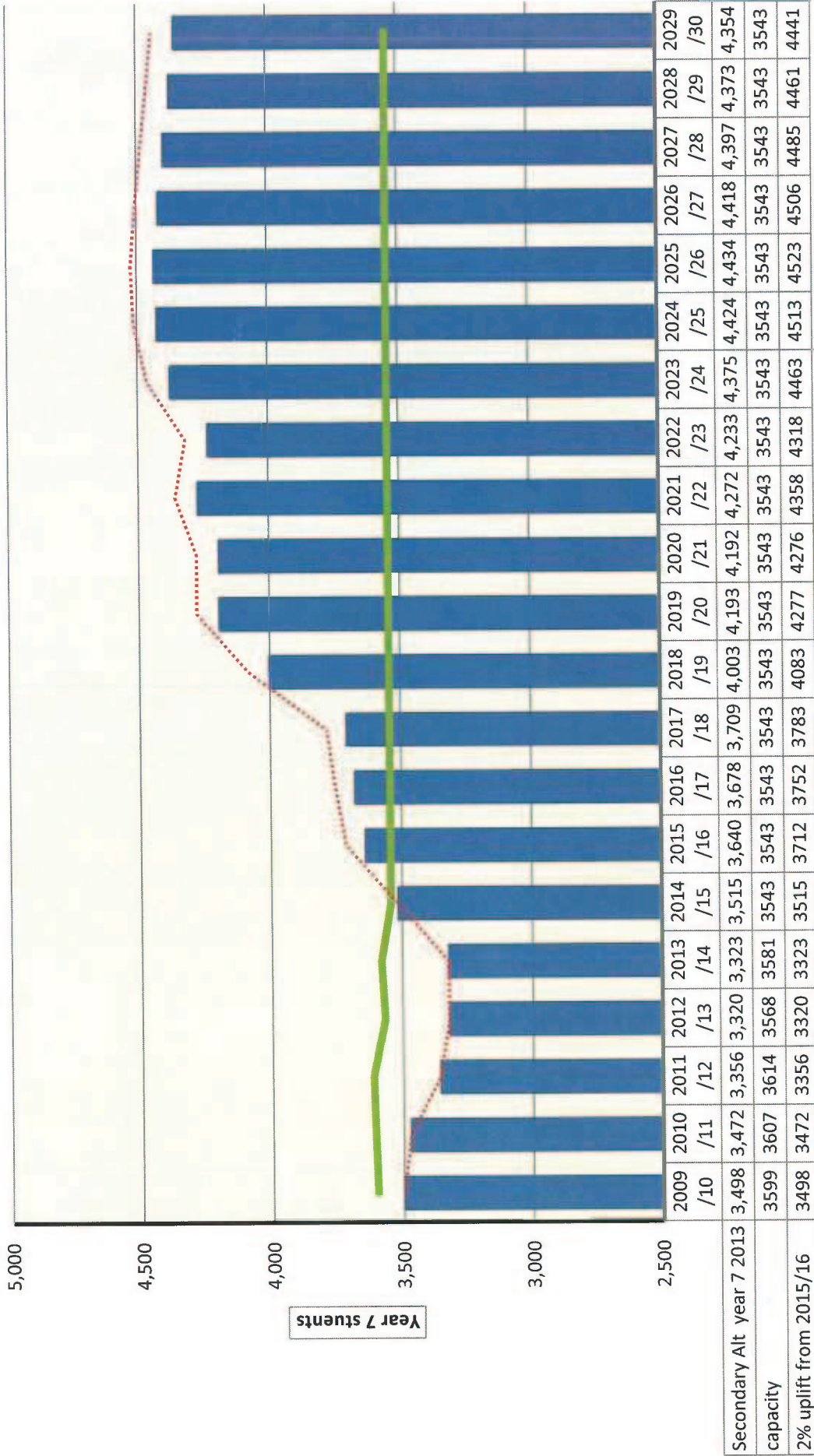
Planning Area 7	Map no
Gray's Farm Primary School	25
Kemnal Technology College	O
Leesons Primary School	36
Manor Oak Primary School	38
Midfield Primary School	41
Perry Hall Primary School	47
Poverest Primary School	50
Riverside School (St Paul's Cray Site)	V
St Mary Cray Primary School	64
St Paul's Cray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

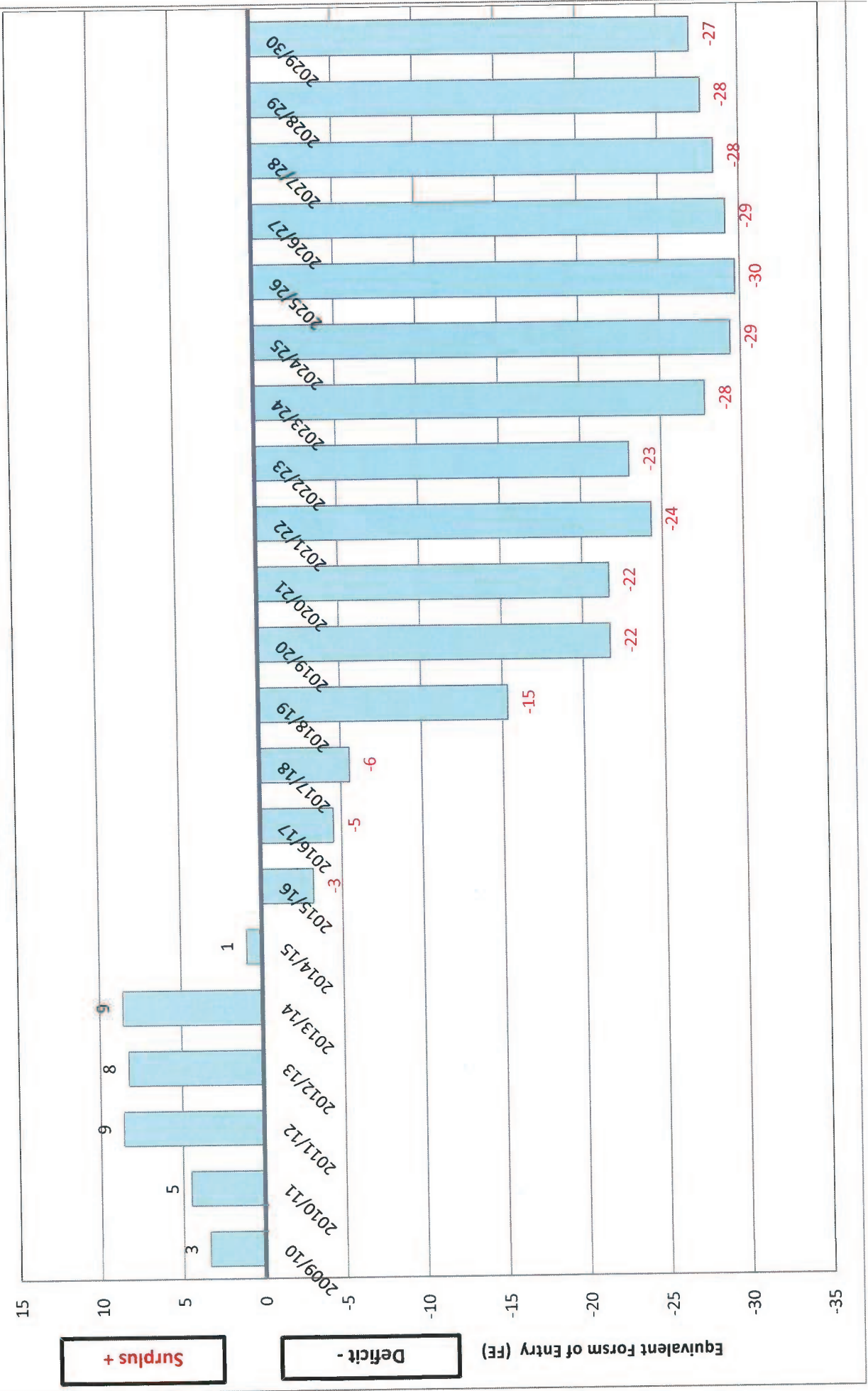


## 2013 Bromley Year 7: projections and capacity including 2% uplift



■ Secondary Alt year 7 2013    
 — capacity    
 ⋯ 2% uplift from 2015/16

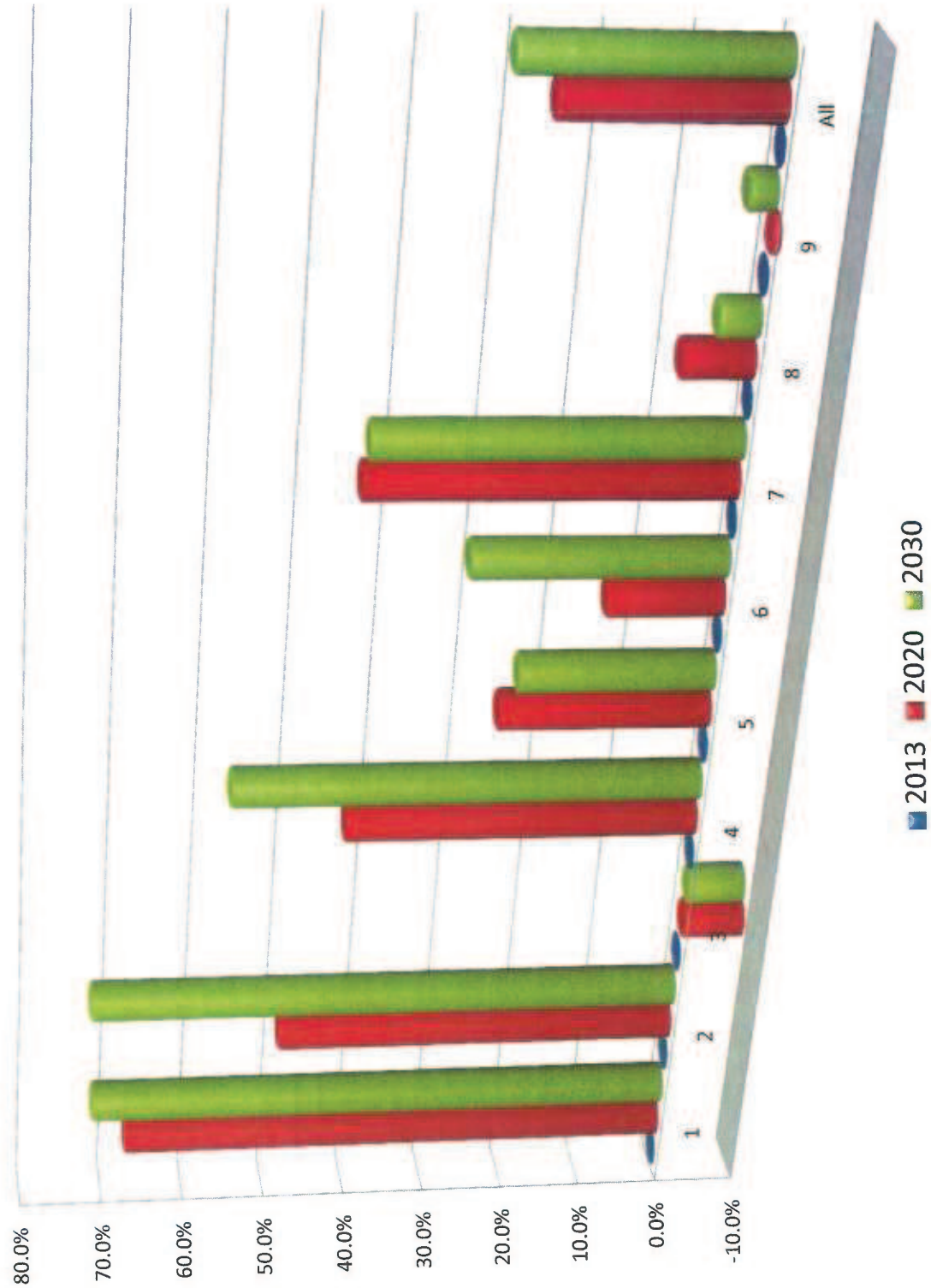
## 2013 Bromley year 7: equivalent FE and capacity



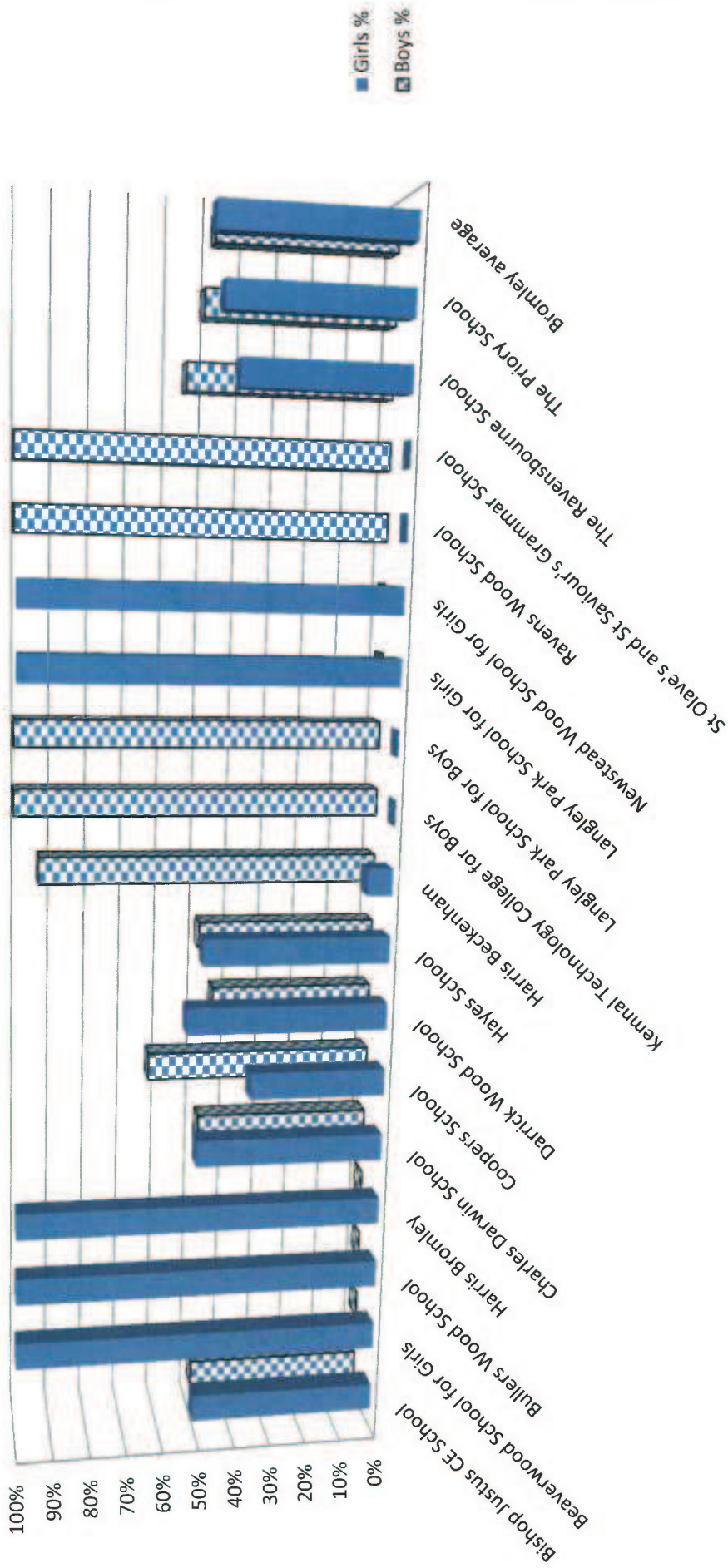
school	VA	selection	gender	Planned Admission Number (PAN) for school year starting in September													
				2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003		
1 Beaverwood		all ability	girls	224	224	240	240	232	224	224	224	224	224	224	224	224	224
2 Bishop Justus	CE	90/90**	mixed	180	180	180	180	180	180	180	180	180	180	180	180	180	180
3 Bullers Wood		all ability	girls	220	220	220	220	220	220	220	220	220	220	220	220	220	220
4 Charles Darwin		all ability	mixed	224	224	224	224	224	224	224	224	224	224	224	224	224	224
5 Coopers		banded	mixed	232	232	232	232	224	224	224	224	224	224	258	258	258	258
6 Darrick Wood		all ability	mixed	240	240	240	240	240	240	240	240	240	240	240	240	240	240
7 Harris Beckenham		all ability	mixed	180	180	180	171	180	180	180	180	180	180	180	180	180	180
8 Harris Bromley		all ability	mixed	180	180	180	180	180	180	180	180	180	180	180	180	180	180
9 Hayes		all ability	mixed	240	240	240	240	240	240	240	240	240	240	240	240	240	240
10 Kenmal		all ability	boys	210	210	210	210	270	270	270	270	270	270	270	270	270	270
11 Langley Park Boys		banded	boys	210	210	210	210	210	210	210	210	210	210	210	210	210	210
12 Langley Park Girls		banded	girls	240	240	240	240	240	240	240	240	240	240	240	240	240	240
13 Newstead Wood		selective	girls	160	160	135	130	130	130	130	130	130	130	130	130	130	130
14 Ravens Wood		all ability	boys	224	224	224	224	224	224	224	224	224	224	224	224	224	224
15 St Olave's & St. Saviours	CE	selective	boys*	128	120	116	116	116	116	116	116	116	116	116	116	116	116
16 The Priory		all ability	mixed	224	270	270	270	270	270	270	270	270	270	270	270	270	270
17 The Ravensbourne		all ability	mixed	227	227	227	227	227	227	227	227	227	227	227	227	227	227
18 All Saints	RC	all ability	mixed														
*includes 4 choral scholarships																	
** 90 places Christian/90 non faith																	
Total places available				3543	3581	3568	3614	3607	3599	3569	3629	3633	3873	3873	3873	3608	
FE				118	119	119	120	120	120	119	121	121	129	129	129	120	

7

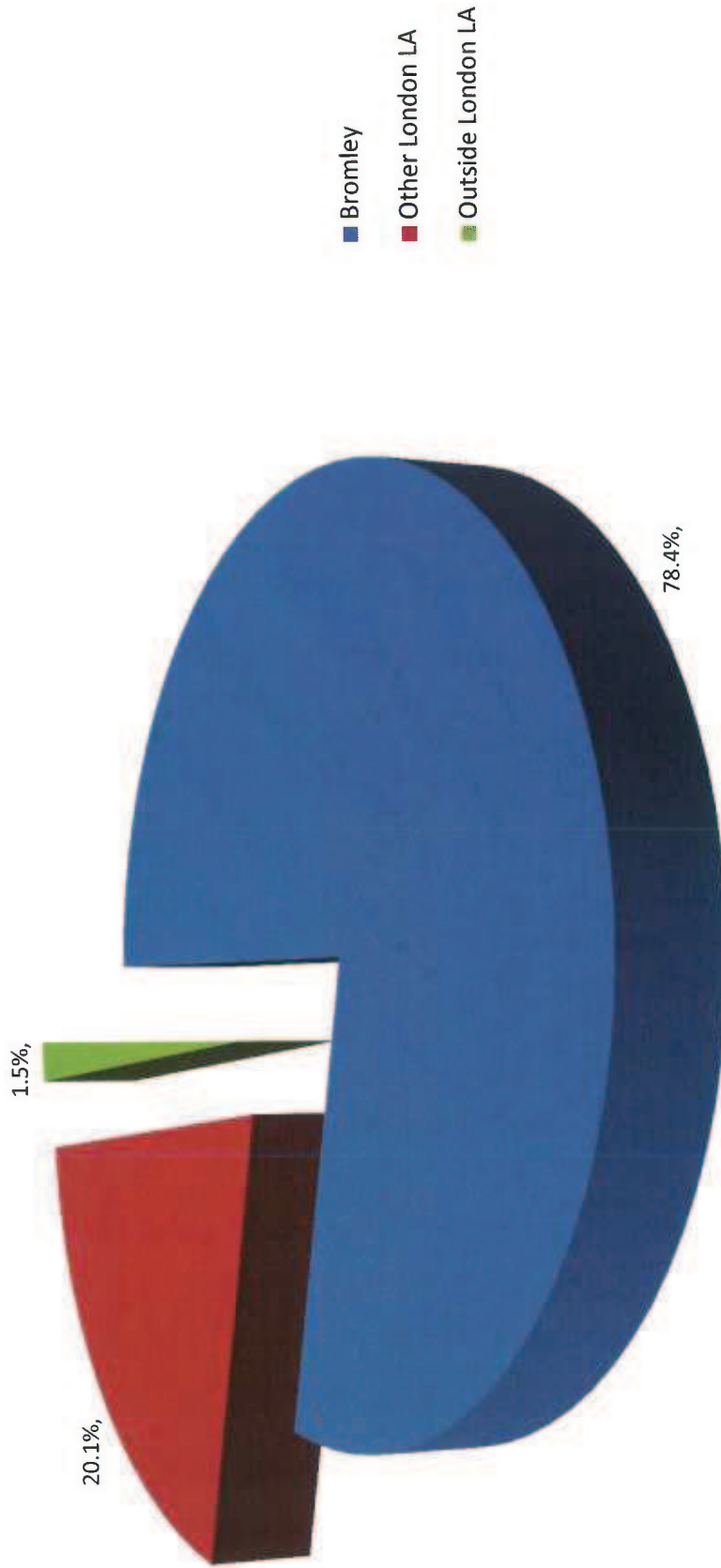
### 10 year olds: % change by Planning Area



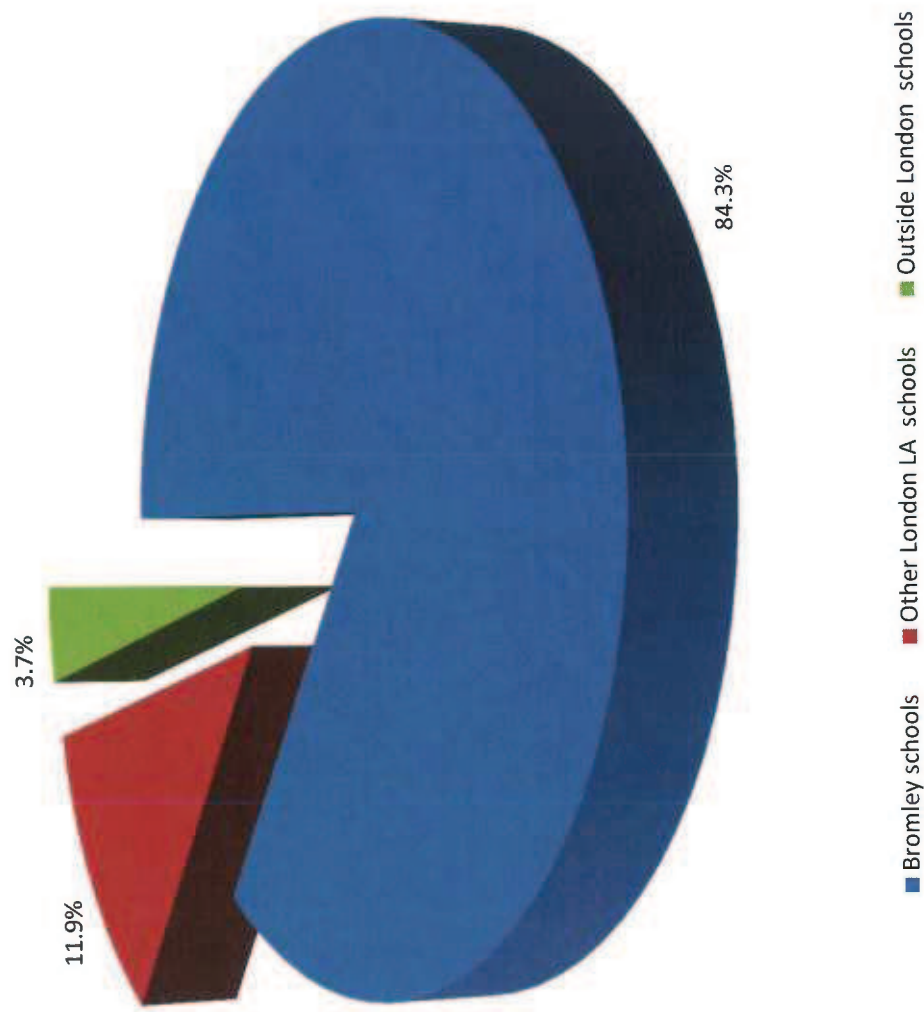
# Bromley schools : 11-16 gender balance by %



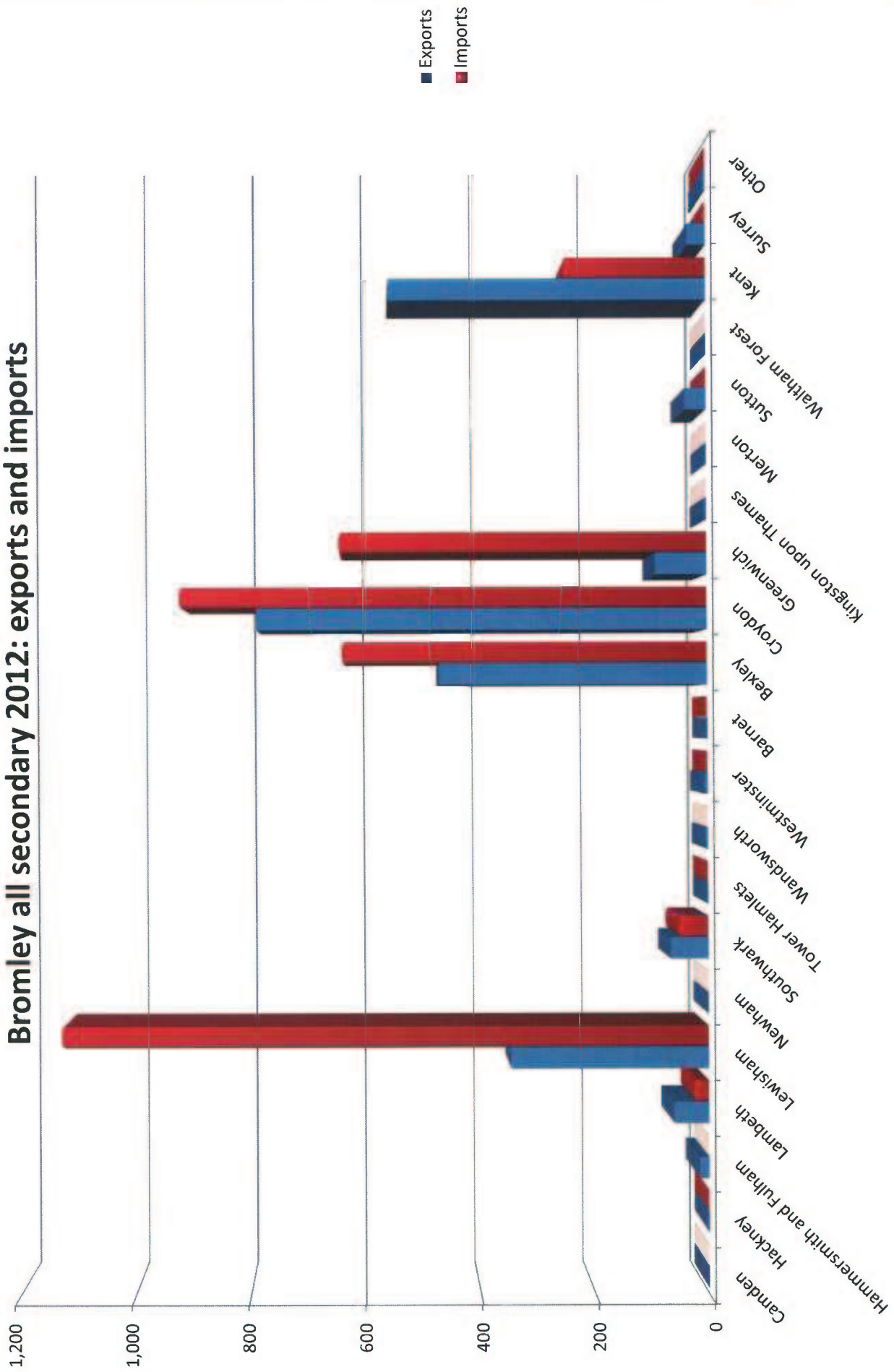
## Bromley secondary schools : student borough of residence 2012



## Secondary destinations: Bromley residents all secondary 2012

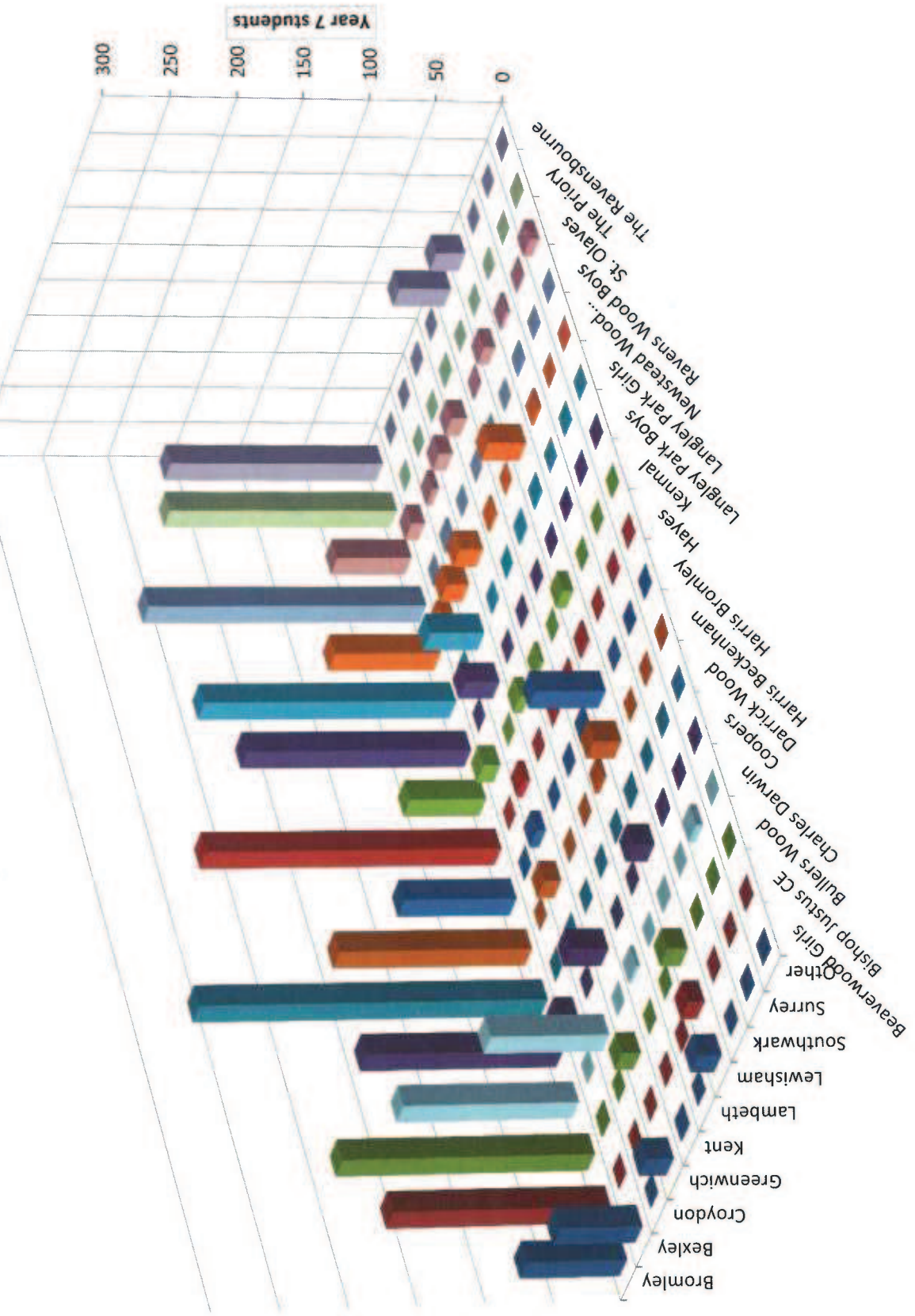


# Bromley all secondary 2012: exports and imports





### Borough of residence 2013/14 Year 7



## Summary Form - Pupils In Secondary Schools - Spring Term 2013

National Curriculum Year	Year 13 (17+)		Year 12 (16+)		Year 11 (15+)		Year 10 (14+)		Year 9 (13+)		Year 8 (12+)		Year 7 (11+)		Total	Admissions Number	Net Capacity	Percentage Capacity
	1993-94		1995-96		1996-97		1997-98		1998-99		1999-00		2000-01					
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys				
Bishop Justus CE School	2	4	67	88	94	87	92	86	91	89	91	89	92	87	1125	180	1188	94.7%
Beaverwood School for Girls	0	0	108	29	215	0	219	0	237	0	237	0	209	0	1325	240	1344	98.6%
Bullers Wood School	0	0	171	38	202	0	217	0	218	0	220	0	220	0	1523	220	1341	113.6%
Harris Bromley	0	0	75	7	70	11	170	0	174	0	166	0	137	0	990	180	1149	86.2%
Charles Darwin School	0	0	46	56	57	65	101	119	109	113	121	97	95	88	1277	224	1333	95.8%
Coopers School	0	0	41	84	65	110	80	78	89	146	90	142	91	140	1392	232	1629	85.5%
Darrick Wood School	0	0	101	88	110	88	137	121	138	145	145	120	157	108	1697	240	1642	103.3%
Hayes School	0	0	102	100	134	109	134	126	113	116	124	116	111	130	1644	240	1602	102.6%
Harris Beckenham	0	11	32	17	119	0	126	0	116	0	87	0	43	149	812	171	972	83.5%
Kemnal Technology College for Boys	1	7	4	43	9	76	0	198	0	216	0	139	0	113	1018	210	1479	68.9%
Langley Park School for Boys	0	0	94	204	98	228	0	212	0	211	0	214	0	212	1684	210	1485	113.4%
Langley Park School for Girls	0	0	168	20	191	18	238	0	237	0	242	0	241	0	1596	240	1642	97.2%
Newstead Wood School for Girls	0	0	161	23	158	20	137	0	133	0	135	0	136	0	1036	135	955	108.5%
Ravens Wood School	0	0	20	133	34	182	0	223	0	226	0	224	0	225	1487	224	1439	103.3%
St Olave's and St Saviour's Grammar School	0	0	53	133	65	129	0	121	0	119	0	116	0	120	974	112	838	116.2%
The Ravensbourne School	0	0	67	80	96	107	99	98	127	101	120	101	95	129	1458	227	1330	109.6%
The Priory School	7	9	48	45	37	54	108	84	105	91	74	92	99	83	1160	270	1601	72.5%
<b>Total Boys</b>		31	1,144	1,438	1,649	1,649	1,721	1,729	1,662	1,656	1,746	1,589	1,594	1,594				
<b>Total Girls</b>	10		1,261	1,518	1,721	1,729	1,724	1,746	1,724	1,746	1,726	1,746	1,726	1,726				
<b>Total Pupils</b>		41	2,405	2,956	3,370	3,378	3,453	3,453	3,380	3,335	3,335	3,335	3,320	3,320	22,198	3,555	22,969	96.6%

Year 7 numbers	2010/11	2011/12	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
School year																				
GIA Alternate forecast	11 yo	3,472	3,356	3,320	3,323	3,640	3,678	3,709	4,003	4,193	4,192	4,272	4,233	4,375	4,424	4,434	4,418	4,397	4,373	4,354
Parental choice from 2015/6 +	2%	0	0	0	0	0	74	74	80	84	84	85	85	88	88	89	88	88	87	87
Total incl uplift		3472	3356	3320	3323	3615	3712	3783	4083	4277	4276	4358	4318	4463	4513	4523	4506	4485	4461	4441
Existing capacity	17 schools	3607	3614	3568	3581	3543	3543	3543	3543	3543	3543	3543	3543	3543	3543	3543	3543	3543	3543	3543
Equivalent FE: divide by	30	120.2	120.5	118.9	119.4	118.1	118.1	118.1	118.1	118.1	118.1	118.1	118.1	118.1	118.1	118.1	118.1	118.1	118.1	118.1
Total FE required		115.7	111.9	110.7	110.8	117.2	123.7	125.1	136.1	142.6	142.5	145.3	143.9	148.8	150.4	150.8	150.2	149.5	148.7	148.0
Difference: equivalent FE	30	4.5	8.6	8.3	8.6	0.9	-5.6	-7.0	-8.0	-24.5	-24.4	-27.2	-25.8	-30.7	-32.3	-32.7	-32.1	-31.4	-30.6	-29.9
Difference: student numbers		135	258	248	258	28	-169	-209	-340	-734	-733	-815	-775	-920	-970	-980	-963	-942	-918	-898
<i>Including 2% uplift from 15/16</i>																				
Option to deliver additional capacity																				
New Catholic school opening say 2016/7																				
New secondary free school opening say 2015/6																				
Total new schools																				
Remaining demand																				
Increase existing schools where possible to RFE																				
Discussed additional options																				
Potential expansion top end																				
Total additional capacity																				
Surplus/deficit																				

January rolls		All pupils																	Totals		
		Year	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	4 to 10	11 to 15	16 to 18	11 to 18
actual	2009/10	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	17,348	5,300	22,648	
actual	2010/11	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	17,278	5,415	22,693	
actual	2011/12	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	17,008	5,336	22,344	
actual	2012/13	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	16,796	5,402	22,198	
forecast	2013/14	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	16,808	5,462	22,270	
forecast	2014/15	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	16,935	5,506	22,441	
forecast	2015/16	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	17,186	5,518	22,704	
forecast	2016/17	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	17,528	5,476	23,004	
forecast	2017/18	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	17,903	5,437	23,341	
forecast	2018/19	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	18,584	5,420	24,004	
forecast	2019/20	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	19,264	5,581	24,845	
forecast	2020/21	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	19,817	5,832	25,649	
forecast	2021/22	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	20,423	5,963	26,386	
forecast	2022/23	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	20,950	6,019	26,969	
forecast	2023/24	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	21,317	6,302	27,618	
forecast	2024/25	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	21,541	6,682	28,224	
forecast	2025/26	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	21,770	6,821	28,592	
forecast	2026/27	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	21,909	6,889	28,798	
forecast	2027/28	4,150	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	22,060	6,904	28,964	
forecast	2028/29	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	22,055	6,992	29,047	
forecast	2029/30	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	21,985	7,132	29,116	

Report No.  
ED14011

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** EDUCATION PORTFOLIO HOLDER

**For Pre-Decision Scrutiny by the Education Policy  
Development and Scrutiny Committee on 30<sup>th</sup> January 2014**

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

**Title:** REVISED INSTRUMENT OF GOVERNMENT – JAMES DIXON  
PRIMARY SCHOOL

**Contact Officer:** Jane Bailey, Interim Assistant Director: Education  
Tel: 020 8313 4146 E-mail: jane.bailey2@bromley.gov.uk

Robert Bollen, Head of Strategic Pupil Place Planning  
Tel: 020 8313 4697 E-mail: robert.bollen@bromley.gov.uk

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

**Ward:** Crystal Place Ward

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1. Reason for report

- 1.1 The purpose of this report is to inform the Education PDS Committee and Portfolio Holder that notification has been received by the Authority, from the Governing Body of James Dixon Primary School, that it wishes to effect a change of status from 28<sup>th</sup> February 2014.
- 1.2 In order to achieve the change to Foundation status the Portfolio Holder is asked to agree the revised Instrument of Government.

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2. **RECOMMENDATION(S)**

- 2.1 For the Education Portfolio Holder to agree the amended Instrument of Government attached at Appendix A
- 2.2 To note the change in category of James Dixon Primary School from a Local Authority maintained to Foundation school from 28<sup>th</sup> February 2014.

### 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:
  3. Budget head/performance centre:
  4. Total current budget for this head: £
  5. Source of funding:
- 

### Staff

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

### Legal

1. Legal Requirement: Statutory Requirement Statutory Guidance: Further Details
  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 The governors of James Dixon Primary School have consulted on their proposal to change the school from Local Authority maintained to Foundation status.
- 3.2 Foundation school status was established by the School Standards and Framework Act 1998 to replace grant-maintained schools, which were funded directly by central government. The Education (Change of Category of Maintained Schools) (Amendment) (England) Regulations 2006 define the procedure required for the Governors to follow when changing status.
- 3.4 For a community school the Governing Body is responsible for taking a decision on conversion to academy status. There is no right of appeal regarding change of category to foundation status except for voluntary aided school proposals.
- 3.3 The Governors of James Dixon Primary School circulated a letter on 17 September 2013 to advise the Local Authority and other key stakeholders of their decision to consult on a proposed change of status from LA Community to Foundation status. The consultation process was intended to engage parents, carers, other schools, the local Minister for Parliament and the Local Authority. The deadline for receipt of comments was set as 4pm on Monday 14<sup>th</sup> October 2013.
- 3.4 A notice describing the proposed alteration of category from community to foundation status was displayed on the 6<sup>th</sup> November on the front gate of James Dixon School, in the window of Anerley Post Office and on the notice board of Anerley Public Library and published in the News Shopper. The final date for responses was 6<sup>th</sup> December 2013 at 4pm.

#### **Implications of a Change of Status**

- 3.5 A Community School is effectively administered by the Local Authority who own the land and are responsible for the buildings, staff and admissions procedures.
- 3.6 Foundation Schools:
- are subject to the same National Curriculum statutory requirements as Community schools;
  - are required to adhere to special needs regulatory requirements;
  - are responsible for their own land and buildings. The Assets of the school including the site would transfer from the Local Authority to the Governing Body.
  - are the employer of the school staff. This does not necessarily include all staff who work on the school premises, eg there may be contract staff or staff employed by the LA who work on the site but are not school employees;
  - determine their own admissions policies.

### **4. POLICY IMPLICATIONS**

- 4.1 As a result of the change in status the local authority no longer has responsibility for the school lands or buildings. If the school converts to academy status at a later date the local authority will not be required to enter into a 125 lease covering land and premises.
- 4.2 The Children and Family Centre is not part of the school; it is occupied and run by Social Care Services as a Family Contact Centre. Since it is not part of the school, it will not transfer when the school becomes a Foundation School, but will remain in Council ownership and occupation.

It will be necessary to reserve appropriate rights of access etc for the use of the CFC in the vesting agreement the Council will have to enter into to effect the transfer of the remainder of the site to the Foundation School. However, because the CFC is situated in the middle of the school site it is anticipated that, for safeguarding reasons, the school will require the Council to covenant not to use the CFC for any purpose other than some form of children's service.

- 4.3 Although James Dixon Primary School will become a Foundation school on 28<sup>th</sup> February 2014 they are not converting to academy status concurrently.

## 5. FINANCIAL IMPLICATIONS

There are no financial implications arising from this report. The school will be funded via the Dedicated Schools Grant (DSG), and its funding will not change by converting to Foundation status

## 6. LEGAL IMPLICATIONS

- 6.1 The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended by The School Organisation and Governance (Amendment) (England) Regulations 2007 which came into force on 21 January 2008 and The School Organisation and Governance (Amendment) (England) Regulations 2009 which came into force on 1 September 2009). And Statutory Guidance Changing School category to foundation

## 7 PERSONNEL IMPLICATIONS

- 7.1 The above Regulations provide that where a community school changes category to a foundation school, the Governing Body of the Foundation School takes on responsibility for the contracts of employment of employees at the school and becomes their employer. Continuous service is not affected, and all the authority's rights, powers, duties and liabilities under or in connection with the contract of employment transfer by virtue of the regulations to the Governing Body on the implementation date.
- 7.2 As stakeholders, the staff and trade unions were informed and consulted about the Governing Body's proposal to change the status of the school, They will continue to be provided with information and consulted as matters progress.to ensure that all regulatory, legal and contractual obligations are met in connection with the transfer of the staff..

<b>Non-Applicable Sections:</b>	[List non-applicable sections here]
Background Documents: (Access via Contact Officer)	[Title of document and date]



## Draft amended INSTRUMENT OF GOVERNMENT

- 1 The name of the school is James Dixon Primary School.
- 2 The school is a foundation school.
- 3 The name of the governing body is “The Governing Body of James Dixon Primary School”.
- 4 The governing body shall consist of:
  - a three parent governors
  - b two LA governors
  - c two staff governors
  - d six co-opted governors
  - e the headteacher
- 5 Total number of governors – fourteen.
- 6 This instrument of government comes into effect on 28<sup>th</sup> February 2014
- 7 This instrument was made by order of the London Borough of Bromley (local authority) on
- 8 A copy of this instrument must be supplied to every member of the governing body (and the headteacher if not a governor), any trustees and the appropriate religious body.

LB/09/12/13

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Report No.  
ED14004

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** EDUCATION PORTFOLIO HOLDER

**For Pre-Decision Scrutiny by the Schools Forum on 23<sup>rd</sup> January 2014 and the Education Policy Development and Scrutiny Committee on 30<sup>th</sup> January 2014**

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

**Title:** 2014-15 DEDICATED SCHOOLS GRANT

**Contact Officer:** Amanda Russell, Head of Schools Finance Support  
Tel: 020 8313 4806 E-mail: Amanda.Russell@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 details of the indicative allocation for the 2014/15 Dedicated Schools Grant and outlines how the funding will be allocated and expended across the High Needs, Early Years and Schools Blocks.

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2. **RECOMMENDATION(S)**

- i. **The Schools Forum is asked to note and comment on the allocations, specifically relating to the funding rates for the schools funding formula.**
- ii. **The Education PDS is invited to consider and comment on the latest 2014/15 allocation of the Dedicated Schools Grant, with specific reference to the schools funding formula.**
- iii. **The Portfolio Holder is asked to approve the DSG allocation and the changes to the funding formula for 2014/15.**

### Corporate Policy

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

### Financial

1. Cost of proposal: Not Applicable:
  2. Ongoing costs: Not Applicable:
  3. Budget head/performance centre: Education Portfolio Budgets
  4. Total current budget for this head: £231million
  5. Source of funding: DSG
- 

### Staff

1. Number of staff (current and additional): 1,920 Full Time Equivalent, of which 1,510 are based in schools.
  2. If from existing staff resources, number of staff hours: N/A
- 

### Legal

1. Legal Requirement: Statutory Requirement:
  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:

### 3. COMMENTARY

3.1 The proposed Dedicated Schools Grant allocation for 2014/15 has now been notified to the LA as a total sum of £231,457,975. This funding is allocated across the three funding blocks as follows:

Schools Block	£168,977,400
Early Years Block	£15,507,575
High Needs Block	£46,973,000
Total	£231,457,975

This can be compared to the final 2013/14 allocation as follows:

	2013/14	2014/15	Increase
Schools Block	£167,903,853	£168,977,400	£1,073,547
Early Years Block	£15,051,576	£15,507,575	£455,999
High Needs Block	£45,405,680	£46,973,000	£1,567,320
Total	£228,361,109	£231,457,975	£3,096,866

3.2 The main reasons for these increases can be analysed as follows:

- Schools Block – the Schools Block has increased mainly due to the increase in pupil numbers used to calculate the DSG which have increased from 41,114 to 41,545. This would generate additional funding of around £1.75m, however funding of around £686,000 has been deducted from the Schools Block for Carbon Reduction Commitments which are no longer payable by the LA.
- Early Years Block – The Early Years Block has increased due to the expected increase in 2 year old funding, however the full impact of this has been reduced due to the loss of the transitional support for 3 and 4 year old funding.
- High Needs Block – The High Needs Block is currently showing an increase of £1.5m however no adjustments have yet been made for changes in the number of high needs places and movements between local authorities.

3.3 The expenditure for 2014/15 has been calculated to achieve a balanced budget, ie estimated expenditure is equal to the income. Full details of this can be seen at appendix 1 and are outlined below.

### 3.4 The Schools Block:

The funding formula was discussed with the Schools Forum during the autumn term and a number of principles were established, on which basis the funding for schools has been established.

- i. The lump sum for all primary and secondary schools is calculated at £175,000 per school.
- ii. No changes to the amounts payable for deprivation (£2,500) and EAL (£1,000).
- iii. In September the Schools discussed the issue of funding for attainment in the secondary sector following changes to the eligibility criteria which resulted in an increase to the number of qualifying pupils. The principle was agreed that the overall pot of funding for this factor should remain the same and should be apportioned across the number of pupils. Following the release of the pupil data, a similar issue has arisen in the primary sector due to the changes in applying the Early Years Foundation Stage Profile across different year groups. This has also resulted in an increase to pupil numbers, albeit not as significant as in the secondary sector. The same principle has therefore been applied across both sectors, the outcome of which means that for the attainment factor Primary schools will be funded at £1,858 per pupil and Secondary schools at £1,000 per pupil. In 2013/14 all schools were funded at £2,500. This will therefore impact on the Notional SEN allocations.
- iv. In terms of pupil numbers, there has been an overall increase of 351 pupils, which is the net effect of an increase of 585 in the primary sector and a decrease of 234 in the secondary sector (nb this is different to the pupil number increase shown in 3.2 above as the pupils are counted differently for DSG funding compared to individual school funding). This has therefore shifted some funding from the Secondary pot to the Primary. The Primary AWPU funding for 2014/15 will be £2,235 (increased from £2,185 in 2013/14) and the Secondary AWPU will be £4,110 (increased from £4,095 in 2013/14).
- v. With regard to the Minimum Funding Guarantee (MFG), this has been set at -1.5% in line with DfE regulations. This is unchanged from 2013/14 and calculates that schools cannot lose more than 1.5% per pupil from one year to the next. However, there is also a capping factor in place which affects how the funding can increase from year to year. In 2013/14 this was set at +1.5% to match the MFG. For 2014/15 DfE have introduced a new requirement which means that the cost of applying the MFG must not exceed the cost of applying the capping factor – nb this is not detailed in any of the guidance notes but is applied as a calculation on the funding formula proforma sheet ( see appendix2). As a result of this the capping factor has been increased to 4.41% for 2014/15, meaning that no school can gain by more than 4.41% per pupil.
- vi. Details of this on a school by school basis is shown on appendix 3. This shows funding and pupil numbers for 2013/14 and 2014/15 (based on the MFG figure for all schools), the actual difference as a percentage and the MFG % that has been applied to each school. In terms of the actual differences, this can be a significant increase or decrease for individual schools. Appendix 4 shows how the increase/decrease has been calculated for four schools( two primary/secondary and two increase/two decrease) and outlines the reasons for the changes ie increase or decrease to pupil numbers, increase in pupils attracting additional funding.

vii. There have also been some changes to the Central expenditure. Funding for Supply Staff costs has decreased considerably due to the number of schools that have converted to academy status in year. This is effectively the amount that has been de-delegated by Primary Maintained Schools to cover the cost of maternity, jury service and union supply cover costs and cost relating to free school meal eligibility assessments. The contingency fund has also decreased considerably as CRC expenditure has been removed from here. The amounts remaining in the contingency budget are £1m for bulge class/growth funding and £140,000 for central licensing expenditure.

### 3.5 The Early Years Block

The expenditure in the Early Years Block reflects the expected figures for Maintained Nurseries and the Private/Voluntary and Independent (PVI) Sectors based on actual expenditure in 2013/14. The PVI Sector shows an increase in expenditure due to the increase in pupils taking up their full entitlement in this area.

3.6 The Head of Schools and Early Years is looking to introduce a new element within the Early Years Funding Formula to support providers in becoming more inclusive with regard to pupils with Special Educational Needs. This would enable settings to ensure they had the correct resources, staffing and training to facilitate inclusion. The LA has a statutory duty to provide sufficient EY education for all children, and this funding would support this statutory requirement. As this would be a change to the funding formula, it is recommended that a small Schools Forum working group be set up to consider this proposal and how it would be funded.

### 3.7 The High Needs Block

The funding to Special Schools has been adjusted to show pre 16 costs only as all post 16 funding sits outside of the DSG. Other expenditure has not changed considerably since last year. As stated in paragraph 3.2 the funding has not yet been adjusted to reflect movement between boroughs – once this information has been received the expenditure will be adjusted accordingly. Capital expenditure within the High Needs Block has been reduced to account for the changes in funding for the Glebe expansion as outlined to the Schools Forum in an earlier report.

3.8 The Schools Forum is asked to discuss the DSG and the related allocations. Any comments will be reported verbally to the Education PDS at their meeting on the 30<sup>th</sup> January before they are asked to formally agree the figures.

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		2014/15 Funding			
<b>Income</b>					
2013/14 funding	46,973,000	2013/14 funding	11,846,575	pupil numbers	41545
		2 year old funding	3,661,000	Baseline £ per pupil	4082.3300
					169,600,400
				NQT	63,000
				CRC adj	-686,000
	<b>46,973,000</b>		<b>15,507,575</b>		<b>168,977,400</b>
					<b>231,457,975</b>
<b>Expenditure</b>					
Special Schools - pre 16	9,084,609	Maintained	1,085,248	Academy Recoupment	£116,564,546
PRU	2,291,952			Primary MFG	£49,782,250
Units	4,664,500			Secondary MFG	£2,722,194
<b>Central</b>					
Darrick Wood HIU	744,130	<b>Central</b>		<b>Central</b>	
Pupil Referral costs	-68650	PVI	11,427,000	Access and Admissions	539,190
Early Intervention - Primary	209,920	2 yr old exp	3,258,231	Supply Staff costs	258,141
Progression Courses	396,850			Contingency	1,140,000
Home and Alternative Provision	879,920			Capital	219,040
SEN Support in Mainstream	389,410			Schools Forum	24,150
Primary academy matrix	362,075			Pupil Support Advisory te	533,240
Secondary academy matrix	943,942			Support to Schools	94,600
Maintained matrix	725,467			Business Support	5,000
Autism Strategy	218,170			Workforce Development	217,960
Sensory Support	980,820				
Outreach and Inclusion	278,140				
SEN Support in Preschools	363,840				
Specialist Support and Disability	353,500				
Complex Needs Team	305,910				
Phoenix Pre School Service	1,704,820				
Early Support Programme	100,930				
SEN Transport	330,000				
Special Central	45,000				
Other Statemented	412,260				
SEN Outborough Fees	14,132,090				
SEN in fe Colleges	3,700,000				
Special capital	37,580				
Insurance	0				
<b>Total</b>	<b>43,587,185</b>		<b>15,770,479</b>		<b>172,100,311</b>
	3,385,815		-262,904		-3,122,911

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Local Authority Funding Reform Proforma

LA Name: Bromley  
 LA Number: 305

**Pupil Led Factors**

Reception uplift		No		Pupil Units		0.00					
Description		Amount per pupil		Pupil Units		Sub Total		Total	Proportion of total pre MFG funding (%)	Notional SEN (%)	
1) Basic Entitlement Age Weighted Pupil Unit (AWPU)	Primary (Years R-6)	£2,235.00		24,829.00		£55,492,815		£123,468,105	32.77%	0.04%	
	Key Stage 3 (Years 7-9)	£4,110.00		9,906.00		£40,713,660			24.04%	0.04%	
	Key Stage 4 (Years 10-11)	£4,110.00		6,633.00		£27,261,630			16.10%	0.04%	
Description		Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total		Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)
2) Deprivation	FSM6 % Primary	£1,500.00		5,285.17		£7,927,762		£13,378,683	7.90%	50.00%	
	FSM6 % Secondary		£1,500.00		3,633.95	£5,450,921				50.00%	
	IDACI Band 1			1,264.79	744.12	£0					
	IDACI Band 2			854.36	699.40	£0					
	IDACI Band 3			2,377.68	1,574.42	£0					
	IDACI Band 4			2,419.29	1,781.85	£0					
	IDACI Band 5			1,483.12	969.07	£0					
IDACI Band 6			36.80	40.69	£0						
Description		Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total		Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)
3) Looked After Children (LAC)	LAC X March 12				147.71	£0			0.00%		
4) English as an Additional Language (EAL)	EAL 3 Primary	£1,000.00		1,891.87		£1,891,865		£2,119,613	1.25%	0.00%	
	EAL 3 Secondary		£1,000.00		227.75	£227,748				0.00%	0.00%
5) Mobility	Pupils starting school outside of normal entry dates			460.28	0.00	£0			0.00%		
Description		Weighting	Amount per pupil	Percentage of eligible Y1 and Y2-5 NOR respectively	Eligible proportion of primary and secondary NOR respectively	Sub Total		Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)
6) Prior attainment	Low Attainment year 1	100.00%		39.43%		£9,467,980		£12,531,160	7.40%	100.00%	
	Low Attainment % Y2-5 73		£1,858.00	15.36%	5,095.79	£9,467,980					
	Secondary pupils not achieving (KS2 level 4 English or Maths)		£1,000.00		3,063.18	3,063.18	£3,063,181				100.00%

**Other Factors**

Factor	Lump Sum per Primary School (£)	Lump Sum per Secondary School (£)	Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)
7) Lump Sum	£175,000.00	£175,000.00	£15,925,000	9.40%	0.00%
8) Sparsity factor			£0	0.00%	0.00%
Please provide alternative distance and pupil number thresholds for the sparsity factor below. Please leave blank if you want to use the default thresholds. Also specify whether you want to use a tapered lump sum for one or both of the phases.					
Primary distance threshold (miles)	Primary pupil number threshold		Fixed or tapered sparsity primary lump sum?	Fixed	
Secondary distance threshold (miles)	Secondary pupil number threshold		Fixed or tapered sparsity secondary lump sum?	Fixed	
Middle schools distance threshold (miles)	All-through schools distance threshold (miles)				
9) Fringe Payments			£0	0.00%	
10) Split Sites			£0	0.00%	
11) Rates			£1,902,515	1.12%	
12) PFI funding			£0	0.00%	
13) Sixth Form			£0	0.00%	
14) Exceptional circumstances (can only be used with prior agreement of EFA)					
Circumstance			Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)
Additional lump sum for schools amalgamated during FY13-14			£0	0.00%	0.00%
Exceptional Circumstance2			£0	0.00%	
Exceptional Circumstance3			£0	0.00%	
Exceptional Circumstance4			£0	0.00%	
Exceptional Circumstance5			£0	0.00%	
Exceptional Circumstance6			£0	0.00%	

**Total Funding for Schools Block Formula (excluding MFG Funding Total) (£)** £169,325,076 100.00% £19,269,889

15) Minimum Funding Guarantee (MFG is set at -1.5%)		#VALUE!
Apply capping and scaling factors? (gains may be capped above a specific ceiling and/or scaled)		Yes
Capping Factor (%)	4.43%	Scaling Factor (%)
Total deduction if capping and scaling factors are applied		#VALUE!
		Total (£)
MFG Net Total Funding (MFG + deduction from capping and scaling)		£2,056
		Proportion of Total funding(%)
		0.00%
High Needs threshold (only fill in if, exceptionally, a high needs threshold different from £6,000 has been approved)		
Additional funding from the high needs budget		
Growth fund (if applicable)		
Falling rolls fund (if applicable)		
<b>Total Funding For Schools Block Formula</b>		
£169,327,132		
% Distributed through Basic Entitlement		
72.92%		
% Pupil Led Funding		
82.07%		
Primary: Secondary Ratio		
1 : 1.36		

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2014/15 Funding Comparisons	2013/14 MFG	2014/15 MFG	Difference	Actual % Diff	MFG % Diff		
						-1.50%	
						4.43%	
Bromley Road Infant School	239	£916,346	258	£1,003,984	£87,638	9.56%	4.43%
Churchfields Primary School	278	£1,076,257	322	£1,229,157	£152,900	14.21%	2.16%
Hawes Down Junior School	245	£823,320	257	£848,891	£25,571	3.11%	-0.59%
Hawes Down Infant School	208	£739,393	211	£765,956	£26,564	3.59%	4.43%
Marian Vian Primary School	617	£1,973,670	623	£1,953,627	£-20,043	-1.02%	-1.50%
OAK LODGE PRIMARY SCHOOL	647	£2,019,067	629	£1,933,596	£-85,471	-4.23%	-1.50%
Wickham Common Primary School	424	£1,377,913	425	£1,357,013	£-20,900	-1.52%	-1.50%
Worsley Bridge Junior School	162	£735,586	240	£1,020,616	£285,030	38.75%	3.46%
Burnt Ash Primary School	404	£1,688,448	395	£1,669,248	£-19,200	-1.14%	1.46%
Princes Plain Primary School	417	£1,859,679	464	£2,050,763	£191,085	10.28%	0.71%
Southborough Primary School	436	£1,649,622	427	£1,602,237	£-47,385	-2.87%	-0.71%
Mead Road Infant School	88	£433,122	88	£432,898	£-223	-0.05%	4.43%
Red Hill Primary School	664	£2,367,533	688	£2,399,409	£31,876	1.35%	-1.50%
Mottingham Primary School	307	£1,293,876	330	£1,420,355	£126,480	9.78%	4.43%
Dorset Road Infant School	75	£422,010	70	£400,800	£-21,210	-5.03%	-1.50%
Chelsfield Primary School	99	£476,142	92	£460,702	£-15,440	-3.24%	2.59%
Darrick Wood Junior School	374	£1,209,681	383	£1,253,838	£44,157	3.65%	2.54%
Downe Primary School	90	£427,346	89	£422,432	£-4,914	-1.15%	-0.28%
Pratts Bottom Primary School	69	£427,452	71	£429,644	£2,192	0.51%	-1.50%
St. Mary Cray Primary School	183	£851,169	214	£991,771	£140,602	16.52%	4.43%
The Highway Primary School	212	£770,985	218	£809,342	£38,357	4.98%	4.43%
James Dixon Primary School	334	£1,498,694	364	£1,595,338	£96,644	6.45%	-0.92%
Leesons Primary School	207	£1,015,703	212	£1,018,797	£3,095	0.30%	-1.50%
Midfield Primary School	218	£1,051,455	262	£1,204,200	£152,744	14.53%	-1.50%
Edgebury Primary School	226	£802,798	225	£791,738	£-11,060	-1.38%	-0.79%
Scotts Park Primary School	438	£1,433,019	470	£1,572,860	£139,841	9.76%	4.43%
Oaklands Primary School	443	£1,538,261	460	£1,587,171	£48,910	3.18%	0.40%
Clare House Primary School	244	£817,189	273	£918,012	£100,823	12.34%	4.43%
Poverest Primary School	191	£917,145	182	£869,413	£-47,732	-5.20%	-1.50%
Bickley Primary	361	£1,171,984	389	£1,286,772	£114,789	9.79%	4.43%
Keston C.E. Primary School	246	£832,390	250	£867,553	£35,162	4.22%	4.43%
St George's CE Primary	298	£1,126,714	302	£1,128,412	£1,697	0.15%	-0.60%
Unicorn Primary School	313	£1,075,384	344	£1,142,011	£66,627	6.20%	-1.50%
Cudham CE Primary School	93	£490,555	101	£510,466	£19,911	4.06%	-1.50%
St Paul's Cray CE Primary	193	£952,884	198	£966,997	£14,113	1.48%	-0.22%
St Mark's C.E. Primary School	426	£1,364,569	424	£1,403,715	£39,145	2.87%	4.43%
Chislehurst (CofE) Primary	216	£705,742	215	£699,795	£-5,947	-0.84%	0.04%
St John's CE Primary School	302	£1,134,362	261	£987,361	£-147,001	-12.96%	-1.50%
St Joseph's R.C.Primary School	210	£708,475	204	£706,319	£-2,156	-0.30%	3.22%
St Vincent's Catholic Primary	223	£744,113	225	£770,338	£26,225	3.52%	4.43%
St Philomena's Catholic Primary	209	£739,713	211	£766,299	£26,586	3.59%	4.43%
St. Anthony's R.C Primary	181	£764,765	168	£743,506	£-21,259	-2.78%	4.43%
St Peter & St Paul Catholic Primary	209	£774,074	217	£820,083	£46,009	5.94%	4.43%
Blenheim Primary School	191	£883,400	202	£908,361	£24,961	2.83%	-1.50%
Holy Innocents Catholic Primar	216	£763,214	215	£760,698	£-2,517	-0.33%	0.69%
St Mary's Catholic Primary	433	£1,326,989	432	£1,299,759	£-27,231	-2.05%	-1.50%
ST OLAVE'S GRAMMAR SCHOOL	594	£2,767,565	592	£2,722,194	£-45,372	-1.64%	-1.50%
Alexandra Junior School	232	£844,129	252	£921,258	£77,128	9.14%	4.43%
Balgowan Primary School	648	£1,951,295	655	£1,943,811	£-7,484	-0.38%	-1.50%
Hillside Primary School	336	£1,328,360	331	£1,367,189	£38,829	2.92%	4.43%
Gray's Farm Primary Academy	398	£1,481,503	390	£1,512,161	£30,658	2.07%	4.43%
The Pioneer Academy	364	£1,293,465	406	£1,454,931	£161,466	12.48%	2.64%
Harris Primary Academy Kent House	401	£1,696,660	389	£1,694,464	£-2,196	-0.13%	4.43%
Pickhurst Infants' School	361	£1,156,150	360	£1,198,547	£42,398	3.67%	4.43%
Pickhurst Junior School	504	£1,569,262	522	£1,597,449	£28,187	1.80%	-1.50%
Harris Primary Academy Crystal Palace	270	£1,275,672	285	£1,303,858	£28,186	2.21%	-1.50%
Valley Primary School	478	£1,661,054	477	£1,704,611	£43,558	2.62%	3.14%
Crofton Infant School	535	£1,735,734	539	£1,724,136	£-11,598	-0.67%	-1.50%
Darrick Wood Infant School	275	£915,417	272	£939,569	£24,152	2.64%	4.43%
Green Street Green Primary	416	£1,165,960	420	£1,219,595	£53,636	4.60%	4.43%
Warren Road Primary School	844	£2,522,700	842	£2,482,772	£-39,928	-1.58%	-1.50%
Parish C.E. Primary School	491	£1,648,465	522	£1,703,269	£54,804	3.32%	-1.50%
St James RC Primary School	216	£702,937	216	£713,381	£10,444	1.49%	1.97%
Biggin Hill Primary	405	£1,304,695	397	£1,285,492	£-19,203	-1.47%	0.28%
CROFTON JUNIOR SCHOOL	704	£2,123,154	706	£2,099,882	£-23,272	-1.10%	-1.50%
Highfield Infants' School	266	£833,690	270	£873,075	£39,385	4.72%	4.43%
Highfield Junior School	382	£1,126,125	383	£1,114,511	£-11,614	-1.03%	-1.50%
Hayes Primary School	647	£1,994,868	649	£1,964,095	£-30,773	-1.54%	-1.50%
Raglan Primary School	418	£1,377,073	410	£1,336,743	£-40,331	-2.93%	-1.50%
Tubbenden Primary School	587	£1,650,947	624	£1,812,563	£161,616	9.79%	4.43%
Harris Academy Beckenham	645	£3,654,099	690	£3,840,443	£186,344	5.10%	-1.50%
Harris Academy Bromley	840	£4,407,216	763	£4,073,949	£-333,267	-7.56%	1.35%
Bishop Justus Church of England School	898	£4,411,708	895	£4,434,823	£23,115	0.52%	0.84%
Bullers Wood School	1087	£5,122,856	1086	£5,137,008	£14,151	0.28%	0.21%
Coopers Technology College	1102	£5,275,587	1099	£5,487,110	£211,523	4.01%	4.43%
Langley Park School for Boys	1047	£4,858,346	1040	£4,846,186	£-12,160	-0.25%	-1.50%
Ravens Wood School	1115	£5,120,359	1115	£5,173,407	£53,048	1.04%	0.91%
NEWSTEAD WOOD SCHOOL	676	£3,065,335	702	£3,158,296	£92,961	3.03%	-0.66%
Kemnal Technology College	888	£4,441,471	742	£3,809,987	£-631,484	-14.22%	1.74%
Hayes School	1188	£5,479,351	1176	£5,431,556	£-47,795	-0.87%	-0.26%
Beaverwood School for Girls	1103	£5,099,774	1065	£5,141,497	£41,724	0.82%	4.43%
CHARLES DARWIN	1053	£4,965,488	1060	£5,209,968	£244,480	4.92%	4.43%
Langley Park School for Girls	1189	£5,625,867	1191	£5,553,328	£-72,540	-1.29%	-1.50%
The Ravensbourne School	1090	£5,520,696	1101	£5,574,626	£53,930	0.98%	-0.09%
Darrick Wood School	1308	£6,048,050	1318	£6,112,426	£64,376	1.06%	0.31%
The Priory School	950	£5,183,158	904	£4,880,333	£-302,825	-5.84%	-1.50%
Alexandra Infant School	177	£714,006	179	£730,851	£16,844	2.36%	4.32%
FARNBOROUGH PRIMARY SCHOOL	219	£790,418	224	£794,125	£3,707	0.47%	1.57%
Perry Hall Primary School	423	£1,398,825	425	£1,402,091	£3,266	0.23%	1.79%
Manor Oak Primary School	181	£932,469	173	£876,246	£-56,222	-6.03%	-1.50%
Castlecombe Primary School	207	£925,184	211	£928,930	£3,746	0.40%	2.57%
							Pupil no changes
	41017	£167,339,352	41368	£169,068,990	£1,729,639		351
Primary Totals	24244	£86,292,425	51.57%	24829	£88,481,853	52.33%	585
Secondary Secondary	16773	£81,046,927	48.43%	16539	£80,587,138	47.67%	-234

DSG Allocation

Academy	£116,564,546
Primary	£49,782,250
Secondary	£2,722,194

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<b>Worked Example</b>	Keston £	Manor Oak	Kemnal	Charles Darwin
13/14 funding	832,390	932,469	4,441,471	4,965,488
MFG Calculation	832,390	932,469	4,441,471	4,965,488
rates	-19,224	-16,158	-44,557	-41357
lump sum	-175,000	-175,000	-175,000	-175000
divided by 13/14 pupil nos	638,166 246	741,311 181	4,221,914 888	4,749,131 1053
per pupil funding	2,594 (b)	4,096	4,754	4,510
14/15 funding	898,204 ( c )	817,630	3,809,987	5284065
less rates	-19,801	-3328.96	-45,893	-42481
lump sum	-175,000	-175,000	-175,000	-175000
divided by 14/15 pupil nos	703,403 250 (d)	639,301 173	3,589,094 742	5,066,584 1060
per pupil funding	2,814 (e)	3,695	4,837	4,780
(d-e)/e	8.46%	-9.77%	1.74%	5.98%
Floor/ceiling	4.43%	-1.5%		4.43%
difference	-4.03% (f)	8.2728%	1.7383%	-1.5499%
b x f x d	-£26,130	£58,617	£0	-£74,097
MFG	£898,204 ( c )	817,630	3,809,987	5,284,065
less de-delegation	£872,074 -£4,522	£876,247 -	£3,809,987 -	£5,209,968
Final MFG	£867,553	£876,247	£3,809,987	£5,209,968
pupil number difference	4	-8	-146	7
per pupil funding difference	£219	-£400	£82.65	£270

**comments - reasons for increase/decrease**

% low attainment has increased from 0.08 to 0.5 in year 1

impact of reduction in funding for low attainment

difference due to real decrease in pupil nos

% low attainment increased from 0.10 to 0.27

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Report No.  
ED14014

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** EDUCATION PORTFOLIO HOLDER

**For Pre-Decision Scrutiny by the Education Policy  
Development and Scrutiny Committee on 30<sup>th</sup> January 2014**

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

**Title:** GOVERNMENT PROPOSAL FOR FREE SCHOOL LUNCHES  
FOR KEY STAGE 1- IMPLICATIONS FOR THE LOCAL  
AUTHORITY AND SCHOOLS

**Contact Officer:** Robert Bollen, Head of Strategic Pupil Place Planning  
Tel: 020 8313 4697 E-mail: robert.bollen@bromley.gov.uk

Jane Bailey, Interim Assistant Director: Education  
Tel: 020 8313 4146 E-mail: jane.bailey2@bromley.gov.uk

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

**Ward:** All

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1. Reason for report

To update Members on the recent announcements regarding the extension of free school meals to all reception, Year 1 and Year 2 (infant) pupils and the implication for the Council.

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2. **RECOMMENDATION(S)**

2.1 That Members note the Government's decision to introduce universal free school meals for infant age pupils from September 2014.

2.2 That Members note the implications including the need to review and enhance catering facilities to cope with additional demand for school meals at Bromley schools and the potential impact on pupil premium.

2.2 That the Portfolio Holder for Education notes Bromley's Universal Free School Capital Allocation of £386,780 for local authority maintained schools and agrees the development and delivery of a targeted programme of capital investment that targets insufficiencies in infrastructure and the capacity of school kitchens and serveries.

### Corporate Policy

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

### Financial

1. Cost of proposal: Estimated Cost
  2. Ongoing costs: Non-Recurring Cost
  3. Budget head/performance centre: Universal Infant Free School Meals Capital
  4. Total current budget for this head: £386,780
  5. Source of funding: DfE Universal Infant Free School Meals Capital Grant
- 

### Staff

1. Number of staff (current and additional): 2
  2. If from existing staff resources, number of staff hours: 30
- 

### Legal

1. Legal Requirement: Statutory Requirement no published guidance
  2. Call-in: Applicable
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected): 11,481 pupils in reception, Year 1 and Year 2 in Bromley State Schools.
- 

### Ward Councillor Views

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

### 3. COMMENTARY

- 3.1 On 17 September 2013 the Government announced that every child in reception, year 1 and year 2 in state funded schools would receive free school lunch from September 2014. The Government estimates that 1,550,000 more infant pupils nationally will benefit.
- 3.2 On 5 December 2013, as part of Autumn Statement, the government announced that it will be making available revenue funding of £450 million in 2014/2015 and £635 million in 2015/2016 to support the extension of Free School Meals. On 18 December 2013 the Government announced £150 million capital fund for 2014-15 to ensure that schools can build new kitchens or increase dining capacity where necessary.
- 3.3 School catering in Bromley is devolved to schools. Most infant, junior and primary schools are part of the Bromley Primary School Catering Consortium, although some schools have individual contracts. The consortium has been established for over a decade and includes over 50 infant, junior and primary schools and for the purpose of these contracts. Responsibility for kitchen facilities, equipment and buildings will reside with the individual schools and/or the Council.
- 3.4 Funding has been allocated using pupil numbers from the January 2013 school census. Pupils counted for this funding are those in year groups Reception, 1 and 2, or aged 4-6 as at 31 August 2012 in all maintained primary and secondary schools, special schools, pupil referral units, academies and free schools. Pupils at maintained nursery schools, direct grant nursery schools, independent schools and general hospital schools are not included. Pupils are counted on a full-time equivalent basis, with part-time pupils counted as 0.5 FTE.
- 3.5 The £150 million Universal Infant Free School Meals Capital has been split across the local authority, voluntary aided and academy sectors and split nationally as below.

LA Maintained School	£102,742,203
VA Schools	£26,401,641
Academies	£20,856,157
<b>Total UIFSM</b>	<b>£150,000,000</b>

- 3.6 Within Bromley £417,603 has been allocated to LA maintained and VA Schools with the Council being awarded £386,780 for LA maintained schools and VA schools £30,824.
- 3.7 A weighting is applied to the counts of pupils at voluntary aided schools to reflect the fact that the governors of voluntary-aided (VA) schools raise 10% of capital costs and, therefore, only 90% of the allocation is provided for these schools by DfE. However, as VA schools do not have access to any VAT refund scheme for their capital costs, the calculation includes an element of funding for VAT.
- 3.8 The Academies Capital Maintenance Fund element of the universal free school meals capital funding has been calculated to include many of the new academies that, as of December 2013, the Government expect to be established in the coming months. The Government expectation is that the LA capital allocation should support schools not on that list but will convert to academy status by September 2014.
- 3.8 The Government have left the decision on how best to allocate the Universal Infant Free School Meals Capital to local authorities.

- 3.9 Officers are developing an allocation programme for the Universal Infant Free School Meals Capital that will involve a review of existing premises and distribution of funds based on the suitability of premises. Monies will be targeted at dealing with infrastructure and capacity issues, such as ensuring improvements to M&E services and ensuring there is sufficient space to prepare and serve meals.
- 3.8 There is risk that with the introduction of Free School Meals from September 2014 that some parents may not register their child for Free School Meals. This will impact on the Pupil Premium received by Bromley schools. The amount of Pupil Premium schools receive in the financial year 2014 to 2015 will depend on how many eligible pupils are registered for Free School Meals on the day of the school census in January, although pupils are included if they have ever been eligible within the past 6 years, regardless of whether or not they are currently eligible.

#### 4. POLICY IMPLICATIONS

The Government announcement means that from September 2014 a free school meal must be offered to all Bromley pupils of infant age. The local authority is responsible, in partnership with local authority maintained schools, to ensure schools are able to deliver this new requirement.

#### 5. FINANCIAL IMPLICATIONS

Bromley has received an allocation of £387k to fund this project. Expenditure will have to be contained within this resource. Although nationally there has been a commitment from central government to fund the revenue aspects of this, there has as yet been no formal announcement of specific allocations of revenue funding for Bromley

#### 6. LEGAL IMPLICATIONS

The introduction of free school meals is a government initiative as yet no formal regulations or statutory enabling instruments have been published.

The funding for this initiative would seem to be in place for three years via direct grant and subsequently amended DSG, it is not known if further funding will be made available to continue the scheme once this period has expired.

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

Report No.  
ED14017

London Borough of Bromley

PART 1 - PUBLIC

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

**Date:** 30<sup>th</sup> January 2014

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

**Title:** DRAFT 2014/15 BUDGET

**Contact Officer:** David Bradshaw, Head of Finance  
Tel: 020 8313-4807 E-mail: david.bradshaw@bromley.gov.uk

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

**Ward:** Boroughwide

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1. Reason for report

- 1.1 The prime purpose of this report is to consider the Portfolio Holder's Draft 2014/15 Budget which incorporates future cost pressures and initial draft budget saving options which were reported to Executive on 15 January 2014. Members are requested to consider the initial draft budget savings proposed and also identify any further action that might be taken to reduce cost pressures facing the Council over the next four years.
- 1.2 Executive are requesting that each PDS Committee consider the proposed initial draft budget savings and cost pressures for their Portfolio and the views of each PDS Committee be reported back to the next meeting of the Executive, prior to the Executive making recommendations to Council on 2014/15 Council Tax levels.
- 1.3 There are still outstanding issues and areas of uncertainty remaining. Any further updates will be included in the 2014/15 Council Tax report to the next meeting of the Executive.

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2. **RECOMMENDATION(S)**

The PDS Committee are requested to:

- (a) Consider the update on the financial forecast for 2015/16 to 2017/18;
- (b) Consider the initial draft saving options proposed by the Executive for 2014/15.
- (c) Consider the initial draft 2014/15 Budget as a basis for setting the 2014/15 Budget;
- (d) Provide comments on the initial draft 2014/15 Budget for the February meeting of the Executive.

### Corporate Policy

1. Policy Status: Existing policy.
  2. BBB Priority: Excellent Council.
- 

### Financial

1. Cost of proposal: N/A
  2. Ongoing costs: Recurring cost.
  3. Budget head/performance centre: Education Services Portfolio Budgets
  4. Total current budget for this head: £13.093m
  5. Source of funding: Draft revenue budget for 2014/15
- 

### Staff

1. Number of staff (current and additional): full details will be available with the Council's 2014/15 Financial Control Budget published in March 2014
  2. If from existing staff resources, number of staff hours: N/A
- 

### Legal

1. Legal Requirement: Statutory requirement.

The statutory duties relating to financial reporting are covered within the Local Government Act 1972; the Local Government Finance Act 1998; the Accounts and Audit Regulations 1996; the Local Government Act 2000; and the Local Government Act 2002.

2. Call-in: Call-in is not applicable.
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected):
  2. The 2014/15 budget reflects the financial impact of the Council's strategies, service plans etc which impact on all of the Council's customers (including council tax payers) and users of the services.
- 

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? N/A.
2. Summary of Ward Councillors comments: Council wide

### **3. COMMENTARY**

#### **Approach to Budgeting, Financial Context and Economic Situation which can impact on public finances**

- 3.1 The overall approach to budgeting as well as an update on the economic situation were reported to the previous meeting of the Executive in sections 3 and 4 of the “Update on Council’s Financial Strategy 2014/15 to 2017/18” report. Economic growth has returned and the UK is now seeing a faster increase in economic activity than most of the Eurozone. However, the Budget Strategy has to be set within the context of a reducing resource base, with Government funding reductions, in reality, continuing until beyond 2020 – the ongoing need to reduce the size and shape of the organisation to secure priority outcomes within the resources available. Members will need to consider decisions now that can have a significant impact on the future years’ financial position which ultimately will help to protect key services.
- 3.2 The Council receives a low level of Formula Grant and has maintained the lowest Council Tax level in outer London (Band D equivalent, using ONS categories) by having the lowest spend per head of population in London. One of the key issues in future year budgets will be the balance between spending, Council Tax levels, charges and service reductions in an organisation starting from a low spending base. It is important to recognise that a lower cost base reduces the scope to identify efficiency savings compared with a higher cost organisation. Any decisions will need to take into account the longer term impact on the Council’s financial position – financial sustainability will be key in order to protect key services to Bromley residents.

#### **Changes that could impact on longer term financial projections**

- 3.3 In considering the next four years there remain many variables which will impact on any final outcome. Some examples are highlighted below:
- (a) The Autumn Statement was published on 5th December 2013 and subsequently the Local Government Financial Settlement was provided on 18th December 2013. Key changes include an improved position on the Council’s 2014/15 core funding from Government, changes to the arrangements for council tax freeze grant and greater uncertainty about future arrangements for new homes bonus funding. Indicative funding was provided for costs associated with the Care Bill and the arrangements with the Better Care Fund;
  - (b) The Council’s tax base has been updated to reflect an increase in properties compared with the previous year;
  - (c) Inflation is at a four year low, using inflation data published in mid-December, which has now been reflected in the latest financial projections;
  - (d) The financial forecast assumed for 2014/15 a significant increase in the cost of freedom passes which partly reflected planned fare rises above inflation. The final outcome results in the costs being less than previously estimated;
  - (e) There have been various other savings identified which include, for example, the impact of recent announcements on levies and a reduced contribution to London Boroughs’ Grant Committee;
  - (f) The Government issued a consultation paper in early December which proposes changes to the statutory framework for parking enforcement. The proposals, if implemented, could result in a significant loss of income which needs to be reflected in the provision for risk/uncertainty in the Council’s Central Contingency Sum.

## Latest Financial Forecast

- 3.4 The report to the Executive in January 2014 identified a budget gap rising to over £52m per annum by 2017/18, which is broken down in the table below. The budget gap from 2016/17 increases more steeply as the expected loss in Government funding is expected to increase sharply during that period.

	2014/15	2015/16	2016/17	2017/18
	£'000	£'000	£'000	£'000
<b>Cost Pressures</b>				
Inflation	5.6	11.7	17.3	24.1
Grant loss	7.8	17.6	28.9	43.9
Real changes (Appendix 3, Executive Report)	3.5	6.0	10.9	14.5
Net reduction to reflect top-slice of LACSEG	2.0	1.9	2.2	2.2
	<b>18.9</b>	<b>37.2</b>	<b>59.3</b>	<b>84.7</b>
<b>Income/Savings</b>				
Saving Proposals agreed by Executive in February 2013	-1.6	-1.6	-1.6	-1.6
Savings to be considered by Executive (Appendix 4, Executive report)	-5.7	-5.7	-5.7	-5.7
Reduction in provision risk/uncertain items	-1.3	-3.0	-3.0	-3.0
Release of Business Rate Share Income provision for 2013/14 in central contingency	-1.0	-1.0	-1.0	-1.0
Revision to Business Rates Share	-1.0	-1.0	-1.0	-1.0
Increase in property numbers (council tax base)	-0.9	-0.9	-0.9	-0.9
	<b>-11.5</b>	<b>-13.2</b>	<b>-13.2</b>	<b>-13.2</b>
<b>Other Proposed Changes</b>				
Allocation of funding for Public Health & Social Care	-3.7	-3.7	-3.7	-3.7
New Homes Bonus	-5.0	-4.2	-4.4	-4.4
New Homes Bonus - contribution to Economic Development Fund.	5.0			
Collection Fund Surplus 2013/14	-3.0			
Set aside as one-off surplus towards meeting funding shortfall in future years	3.0	-3.0		
Other changes	-1.1	-1.2	-1.4	-1.5
	<b>-4.8</b>	<b>-12.1</b>	<b>-9.5</b>	<b>-9.6</b>
<b>Impact of 2% Council Tax increase</b>	<b>-2.5</b>	<b>-4.9</b>	<b>-7.4</b>	<b>-9.8</b>
<b>Remaining "Budget Gap"</b>	<b>0.1</b>	<b>7.0</b>	<b>29.2</b>	<b>52.1</b>

3.

- 3.5 The Council has to continue to plan for a very different future, i.e. several years of strong financial constraint. It is important to recognise that, given the current ongoing period of austerity, the downside risks significantly exceed the opportunities for improvement and that the budget gap in future years could widen substantially.



- 3.6 In considering action required to address the medium term “budget gap”, savings for 2014/15 were reported to the Executive as part of the 2013/14 budget process and these have been included in the financial forecast. However, further savings have been identified including the impact of the “baseline reviews”.

### **Growth Pressures & Real Changes**

- 3.7 A breakdown of the growth pressures over the next four years for the Education Services Portfolio is shown below.

	<u>2014/15</u> <u>£'000</u>
Education Services Grant	550
	<u>550</u>

### **Saving Options**

- 3.8 A summary of the new savings options relating to the Education Services Portfolio is shown in the table below with more detail included in Appendix 1. Appendix 2 includes the draft estimate summary sheet, budget variations, notes on the budget variations and the subjective analysis.

	<b>2014/15</b> <b>£'000</b>
Staff Savings	510
Cash Limiting of Budgets	100
Review of Services	340
	<u>950</u>

## **4. COMMENTS FROM THE EXECUTIVE DIRECTOR FOR CARE AND HEALTH SERVICES**

- 4.1 Expenditure pressures and service risks in relation to services in the Education Services Portfolio are as follows:-

### Dedicated Schools Grant

- 4.2 The DfE has published a number of documents outlining its plans for School Funding Reform. This is a first step towards the introduction of a new funding formula during the next spending review period which will ensure that similar pupils will attract similar levels of funding no matter where they go to school in the country. This process began in 2013/14 with the simplification of local funding arrangements and has continued in 2014/15. The DSG is split into three sub blocks called Schools, Early Years and High Needs. This approach helps to improve transparency, quality and choice for young people and their families.
- 4.3 Bromley currently attracts around £228m in DSG, the vast majority of which is paid directly to academies or maintained schools.

- 4.4 There is uncertainty as to what form the national formula will take. The national formula is expected to be introduced in 2015/16 and consultation documents are expected from DfE in the new financial year. However there has been little information forthcoming as to how the new formula will be delivered apart from the early indications published in 2012.
- 4.5 Regardless of any changes to the amount of DSG received, Bromley will have to remain within the funding envelope of the DSG. If there are significant reductions in the level of DSG, commensurate savings will have to be made to offset the reduction.

#### Education Services Grant (formerly known as LACSEG)

- 4.6 The Education Services Grant (ESG) replaced LACSEG as the tool to fund local authorities and academies for certain functions carried out by the authority that transfer to academies when schools convert. Bromley receives £15 per pupil regardless of where they are for statutory functions such as tracking children missing from education, strategic planning of education services and other services that do not transfer to academies on conversion. Bromley then receives an additional sum for each child in a maintained school (£116 for mainstream, £437 for PRU and £495 for a special school). At the start of the year Bromley were predicting to receive £3.2m of ESG grant. However as conversions to academy have taken place this is predicted to reduce by £328k in 2013/14 (full year effect of £601k in 2014/15). As all schools convert to academies the grant levels will diminish to the statutory payment only amounting to £721k. This will have to be managed carefully by the department as services/functions will need to reduce as far as possible to compensate for this.

#### Continuing pressures

- 4.7 There continues to be upward pressures on services, particularly in statutory responsibilities such as special education needs. This is a direct consequence of increasing volumes of children, their complexity of need and their associated costs. The implementation of the new processes relating to single Education, Care and Health plans carries with them a significant and unquantifiable risk at this stage we wait for an announcement from Central Government as to the expectations relating to the full implementation of these changes.
- 4.8 Officers continue to strive to mitigate these costs by gatekeeping, the management of eligibility criteria and moving forward with increasing capacity in Bromley special schools where appropriate.

#### Budget savings

- 4.9 Challenging targets have been set across the service. Officers are clear of the savings that are to be made and the plans for achieving these. Proposals are currently underway where possible. Proposals may involve consultation with staff and service users, the outcome of which may influence decisions and outcomes.

### **5. POLICY IMPLICATIONS**

- 5.1 The Council's key priorities are included within the Council's "Building a Better Bromley" statement and include:
- Safer Communities
  - A quality environment
  - Vibrant, thriving town centres

- Supporting independence, especially of older people
- Ensuring all children and young people have opportunities to achieve their potential
- An Excellent Council

5.2 “Building a Better Bromley” refers to aims/outcomes that include “remaining amongst the lowest Council tax levels in Outer London” and achieving a “sustainable council tax and sound financial strategy”.

## 6. FINANCIAL IMPLICATIONS

6.1 The financial implications are contained within the overall report.

## 7. LEGAL IMPLICATIONS

7.1 The Local Authorities (Standing Orders)(England) Regulations 2001 deal, amongst other things, with the process of approving the budget. Under these provisions and the constitution, the adoption of the budget and the setting of the council tax are matters reserved for the Council upon recommendation from the Executive. Sections 73-79 of the Localism Act 2011 has amended the calculations billing and precepting authorities need to make in determining the basic amount of Council tax. The changes include new sections 31 A and 31 B to the Local Government Finance Act 1992 which has modified the way in which a billing authority calculates its budget requirement and basic amount of Council Tax.

## 8. PERSONNEL IMPLICATIONS

8.1 The Corporate Trade Union and departmental Representatives’ Forum receives regular updates on the Council’s finances and the associated policy implications and challenges. Staff and their trade union representatives will be consulted individually and collectively on any adverse staffing implications arising from the budget options. Managers have also been asked to encourage and facilitate staff involvement in budget and service planning

<b>Non-Applicable Sections:</b>	
Background Documents: (Access via Contact Officer)	Finance Monitoring, Estimate Documents etc all held in Finance Section

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Dept	No	<u>SAVINGS</u>		2014-15	Detail of proposal
			<b>Budget</b> £'000	<b>Saving</b> £'000	
		<b>STAFF SAVINGS</b>			
ECHS	1	Education	1,120	350	Further restructuring of Education Division
ECHS	2	Costs chargeable to DSG		100	Charging of posts and activities to DSG
ECHS	3	Education Welfare Service	332	60	Restructure of Education Welfare Service
				<b>510</b>	
		<b>CASH LIMITING OF BUDGETS</b>			
ECHS	4	Cash limiting of general running expenses		100	Efficiency across the department
				<b>100</b>	
		<b>REVIEW OF SERVICES</b>			
ECHS	5	Children Social Care - Youth Service	1,405	90	Reorganisation of the Duke of Edinburgh Award scheme
ECHS	6	Children Social Care - Youth Service	1,405	250	Reorganisation of the Youth Service
				<b>340</b>	
		<b>TOTAL</b>		<b>950</b>	

**FULL YEAR EFFECT OF 2013/14 SAVINGS**

<b>REF</b>	<b>Budget 2013/14 £'000</b>	<b>Budget Option Identified</b>	<b>Savings 2014/15 £'000</b>
		<b>Education Portfolio</b>	
1	318	Bromley Music Youth Trust - contract reduction	20
2	129	BAEC - Reduce general budgets e.g. advertising, travelling etc	2
			<b>22</b>

Education**DRAFT REVENUE BUDGET 2014/15 - SUMMARY**

2012/13 Actual	Service Area	2013/14 Budget	Increased costs	Other Changes	2014/15 Draft Budget
£		£	£	£	£
	<b>Education Division</b>				
1,879,252	Access	1,469,120	9,190	Cr 669,300	809,010
Cr 510,824	Adult Education Centres	Cr 617,580	0	Cr 14,610	Cr 632,190
148,151	School Standards	115,180	Cr 970	Cr 11,310	102,900
4,099,150	SEN and Inclusion	4,718,300	88,890	Cr 69,320	4,737,870
0	Workforce Development & Governor Services	110	500	130	740
0	Education Services Grant	Cr 3,282,000	0	550,000	Cr 2,732,000
74,332	Schools Budgets	Cr 1,431,270	0	Cr 14,930	Cr 1,446,200
158,085	Other Strategic Functions	148,020	850	Cr 15,150	133,720
0	Early Years	0	0	0	0
Cr 51,361	Primary Schools	0	0	0	0
Cr 1,368,085	Secondary Schools	0	0	0	0
Cr 16,845	Special Schools	0	0	0	0
400,478	Education Commissioning and Business Services	0	0	0	0
130,869	School Improvement	0	0	0	0
0	Efficiency Savings	0	0	Cr 100,000	Cr 100,000
4,943,202		1,119,880	98,460	Cr 344,490	873,850
	<b>Childrens Social Care</b>				
2,000,242	Bromley Youth Support Programme - (Youth Services)	1,772,550	15,850	Cr 333,430	1,454,970
1,453,227	Referral and Assessment Childrens Centres	2,086,070	14,390	17,620	2,118,080
3,453,469		3,858,620	30,240	Cr 315,810	3,573,050
	<b>Early Intervention Grant</b>				
Cr 11,798,033	Early Intervention Grant	0	0	0	0
Cr 11,798,033		0	0	0	0
Cr 3,401,362		4,978,500	128,700	Cr 660,300	4,446,900
11,786,995	TOTAL NON CONTROLLABLE	5,552,930	3,980	Cr 464,120	5,092,790
4,732,693	TOTAL EXCLUDED RECHARGES	3,617,820	0	Cr 64,630	3,553,190
13,118,325	PORTFOLIO TOTAL	14,149,250	132,680	Cr 1,189,050	13,092,880

**EDUCATION PORTFOLIO**

**SUMMARY OF BUDGET VARIATIONS 2014/15**

Ref		VARIATION IN 2014/15 £'000	ORIGINAL BUDGET 2013/14 £'000
<b>1</b>	<b>2013/14 BUDGET</b>	14,149	
<b>2</b>	<b>Increased Costs</b>	133	
	<b>Full Year Effect of Allocation of Central Contingency</b>		
<b>3</b>	Impact of 2013/14 Pay Award	<u>70</u>	70
	<b>Movements Between Portfolios/Departments</b>		
<b>4</b>	Former EFA funding for clients with Learning Disabilities from Education	Cr 1,633	
<b>5</b>	Transfer of staffing budgets to EC&HS Commissioning	Cr 45	
<b>6</b>	Transfer for data cleansing to EC&HS Strategy	Cr 10	
<b>7</b>	Training Budgets allocations of savings 2013/14	Cr 8	
<b>8</b>	Transfer of IT post from ECHS to Resources	Cr 8	
<b>9</b>	Central Procurement budget for MFD Contract	Cr 4	
<b>10</b>	Transfer of Short Breaks post from Children's Social Care	<u>21</u> Cr	1,687
	<b>Real Changes</b>		
	<i>Savings identified for 2014/15 as part of the 2013/14 Budget process (subject to approval)</i>		
<b>11</b>	Bromley Youth Music Trust	Cr 20	318
<b>12</b>	Adult Education Centres	<u>Cr 2</u> Cr 22	Cr 618
	<i>Other Real Changes:</i>		
<b>13</b>	Education Services Grant	<u>550</u>	550 Cr 3,282
	<i>New Savings Identified for 2014/15 (subject to approval)</i>		
<b>14</b>	Education Baseline Review and Restructure Savings	Cr 350	
<b>15</b>	Universal Youth Support	Cr 250	1,773
<b>16</b>	Efficiency Savings	Cr 100	
<b>17</b>	Costs chargeable to DSG	Cr 100	
<b>18</b>	Duke of Edinburgh	Cr 90	1,773
<b>19</b>	Education Welfare Service	<u>Cr 60</u> Cr 950	328
<b>20</b>	Variations in Capital Charges	Cr 463	
<b>21</b>	Variations in Recharges	1,314	
<b>22</b>	Variations in Building Maintenance	Cr 1	
<b>23</b>	<b>2014/15 DRAFT BUDGET</b>	<u><b>13,093</b></u>	



## EDUCATION PORTFOLIO

### Notes on Budget Variations in 2014/15

#### **Ref Comments**

- 2 Increased Costs (Dr £133k)  
Inflation of £133k has been allocated to budgets for contracts, SLA's and income. No inflationary increase has been applied to salaries in relation to 2014/15.

#### **Full Year Effect of Allocation of Central Contingency**

- 3 Impact of 2013/14 Pay Award (Dr £70k)  
A sum of £70k has been added to the budget relating to the 2013/14 pay award.

#### **Movements Between Portfolios/Departments**

- 4 Former EFA funding for clients with Learning Disabilities from Education (Cr £1,633k)  
As part of the DSG allocation for 2013/14, funding for SEN support in Further Education Colleges transferred from the Education Funding Agency to LBB. This included an element of Social Care support, estimated at £1,633k for 2014/15, which is recharged back to Education budgets (included in 21 below).
- 5 Transfer of staffing budgets to EC&HS Commissioning (Cr £45k)  
Budget for a commissioning post for education services has transferred from Education to EC&HS Commissioning.
- 6 Transfer for data cleansing to EC&HS Strategy (Cr £10k)  
The budget for data cleansing work has transferred from Education to EC&HS Strategy.
- 7 Training Budgets allocations of savings 2013/14 (Cr £8k)  
  
Full year effect of the reallocation of training budget savings in 2013/14 following the decision not to centralise these budgets. These variations net out to zero across all departments / portfolios.
- 8 Transfer of IT post from EC&HS to Resources (Cr £8k)  
Following the closure of the EDC and restructure of Education in 2012/13 a post was transferred to Information Systems Division. An additional £8k budget was transferred to fund the higher cost of the employee redeployed to this position.
- 9 Central Procurement budget for MFD Contract (Cr £4k)  
Contributions to Central Procurement to reflect additional usage of MFDs. These variations net out to zero across all departments / portfolios.
- 10 Transfer of Short Breaks post from Children's Social Care (Dr £21k)  
A post has transferred from Children's Social Care to Education for short breaks work.

#### **Real Changes**

- 11 Bromley Youth Music Trust (Cr £20k)  
This relates to a further reduction of the Bromley Youth Music Trust contract.
- 12 Adult Education Centre (Cr £2k)

A further reduction in general running expense requirements was identified within Adult Education.

- 13 Education Services Grant (Dr £550k)  
This relates to the full year effect of the reduction in ESG income due to academy conversions during 2013/14.
- 14 Education Baseline Review and Restructure Savings (Cr £350k)  
This comprises the implementation of all identified baseline review savings (non-schools budget), plus the full year effect of restructures within Education Division during 2013/14 to help mitigate the reduction in ESG income.
- 15 Youth Support (Cr £250k)  
Restructuring of the Youth Service provision across the service
- 16 Efficiency Savings (Cr £100k)  
ECHS Department needs to identify efficiency savings of £600k to contribute to the total Council-wide efficiency savings target of £1m. For the purpose of the draft budget, £100k of this has been allocated to Education to find but this share may change once detailed proposals have been worked through.
- 17 Costs Chargeable to DSG (Cr £100k)  
Increasing the amount of central education expenditure charged to the Dedicated Schools Grant.
- 18 Duke of Edinburgh (Cr £90k)  
Reorganisation of the Duke of Edinburgh Awards function within the Borough.
- 19 Education Welfare Service (Cr £60k)  
Further reduction in staffing budgets to help mitigate the reduction in Education Services Grant income during 2014/15 onwards.
- 20 Variations in Capital Charges (Cr £463k)  
The variation on capital charges, etc is due to a combination of the following:  
(i) Depreciation – the impact of revaluations or asset disposals in 2012/13 (after the 2013/14 budget was agreed) and in the first half of 2013/14;  
(ii) Revenue Expenditure Funded by Capital Under Statute (REFCUS) – mainly due to a significant general increase in the value of schemes in our 2014/15 Capital Programme that do not add value to the Council's fixed asset base.  
(iii) Government Grants – mainly due to a significant increase in credits for capital grants receivable in respect of 2014/15 Capital Programme schemes, which are used to finance expenditure that is treated as REFCUS.  
These charges are required to be made to service revenue accounts, but an adjustment is made below the line to avoid a charge on Council Tax.
- 21 Variations in Recharges (Dr £1,314k)  
Variations in recharges are offset by corresponding variations elsewhere and have no impact on the overall position.
- 22 Variations in Building Maintenance (Cr £1k)

This relates to the realignment of repairs and maintenance budgets to reflect business priorities.

**Education**

**DRAFT REVENUE BUDGET 2014/15 - SUBJECTIVE SUMMARY**

Service area	Employees	Premises	Transport	Supplies and Services	Third Party Payments	Transfer Payments	Income	Controllable Recharges	Capital Charges/Financing	Total Controllable	Capital Charges/Financing	Repairs, Maintenance & Insurance	Property Rental Income	Not Directly Controllable	Recharges In	Total Cost of Service	Recharges Out	Total Net Budget
	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£
<b>Education Division</b>																		
Access	3,355,790	27,830	113,860	83,260	13,382,300	0 Cr	832,950	Cr 15,321,080	0	809,010	0	16,950	0	16,950	1,076,650	1,902,610	Cr 1,902,610	0
Adult Education Centres	2,212,230	259,300	3,100	469,600	0	0 Cr	3,564,420	Cr 12,000	0	632,190	409,000	64,240	0	473,240	549,090	390,140	Cr 2,970	387,170
School Standards	516,820	0	12,720	114,360	0	0 Cr	144,520	Cr 396,480	0	102,900	0	7,950	0	7,950	109,200	220,050	Cr 220,050	0
SEN and Inclusion	4,691,090	187,390	3,905,620	2,125,450	15,909,890	0 Cr	212,930	Cr 21,868,640	0	4,737,870	2,000	2,560	0	4,560	1,314,760	6,057,190	Cr 6,057,190	0
Workforce Development & Governor Services	103,460	55,790	610	136,270	0	0 Cr	105,500	Cr 189,890	0	740	49,000	28,460	0	77,460	37,760	115,960	Cr 115,960	0
Education Services Grant	0	0	0	0	0	0 Cr	2,732,000	0	0	2,732,000	0	0	0	0	0	2,732,000	0	2,732,000
Schools Budgets	0	0	0	682,000	0	0 Cr	131,966,790	Cr 129,838,590	0	1,446,200	0	0	0	0	1,432,890	Cr 13,310	0	13,310
Other Strategic Functions	136,510	0	730	5,600	0	0 Cr	9,120	0	0	133,720	0	390	0	390	6,250,240	6,384,350	Cr 158,050	6,226,300
Early Years	0	0	0	1,231,090	0	0	0	Cr 1,231,090	0	0	0	0	0	0	1,112,210	1,112,210	Cr 391,520	720,690
Primary Schools	511,000	0	0	68,213,210	0	0	0	Cr 68,807,720	83,510	0	3,890,000	24,640	0	3,914,640	4,378,740	8,293,380	Cr 4,354,180	3,939,200
Secondary Schools	0	0	0	4,678,370	0	0 Cr	1,968,650	Cr 2,793,230	83,510	0	0	3,630	0	3,630	333,490	337,120	Cr 336,930	190
Special Schools	0	0	0	17,171,670	0	0	0	Cr 17,171,670	0	0	438,000	23,880	0	461,880	612,710	1,074,590	Cr 636,590	438,000
Efficiency Savings	Cr 100,000	0	0	0	0	0	0	0	0	100,000	0	0	0	0	0	100,000	0	100,000
	<b>11,426,900</b>	<b>530,310</b>	<b>4,036,640</b>	<b>94,910,880</b>	<b>29,292,190</b>	<b>0 Cr</b>	<b>141,527,760</b>	<b>2,037,670</b>	<b>167,020</b>	<b>873,850</b>	<b>4,788,000</b>	<b>172,700</b>	<b>0</b>	<b>4,960,700</b>	<b>17,207,740</b>	<b>23,042,290</b>	<b>Cr 14,176,050</b>	<b>8,866,240</b>
<b>Childrens Social Care</b>																		
Bromley Youth Support Programme - (Youth Services)	1,176,060	97,770	24,910	183,070	387,540	0 Cr	426,380	12,000	0	1,454,970	60,000	49,280	Cr 310	108,970	282,610	1,846,550	Cr 65,760	1,780,790
Referral and Assessment	1,512,990	182,760	6,640	118,600	347,540	0 Cr	50,450	0	0	2,118,080	11,000	12,120	0	23,120	320,090	2,461,290	Cr 15,440	2,445,850
Childrens Centres	2,689,050	280,530	31,550	301,670	735,080	0 Cr	476,830	12,000	0	3,573,050	71,000	61,400	Cr 310	132,090	602,700	4,307,840	Cr 81,200	4,226,640
	<b>14,115,950</b>	<b>810,840</b>	<b>4,068,190</b>	<b>95,212,550</b>	<b>30,027,270</b>	<b>0 Cr</b>	<b>142,004,590</b>	<b>2,049,670</b>	<b>167,020</b>	<b>4,446,900</b>	<b>4,859,000</b>	<b>234,100</b>	<b>Cr 310</b>	<b>5,092,790</b>	<b>17,810,440</b>	<b>27,350,130</b>	<b>Cr 14,257,250</b>	<b>13,092,880</b>

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Report No.  
ED14013

London Borough of Bromley

PART ONE - PUBLIC

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

**Date:** Thursday 30 January 2014

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

**Title:** ATTAINMENT OF BROMLEY LOOKED AFTER CHILDREN (INC CASE STUDIES)

**Contact Officer:** Kay Weiss, Assistant Director Safeguarding and Social Care  
Tel: 020 8313 4062 E-mail: kay.weiss@bromley.gov.uk  
Helen Priest, Head Teacher, Bromley Virtual School  
Tel 020 8461 7723 E-mail: helen.priest@bromley.gov.uk

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

**Ward:** (All Wards);

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1. Reason for report

- 1.1 On 12<sup>th</sup> November 2013, the London Borough of Bromley Education PDS received a briefing report, ED13126, on the educational outcomes for Bromley children in care. Following discussions, PDS requested further information on children in care in the form of case studies in order to better understand the Council's performance in this area.
- 1.2 This report provides pen pictures (case studies) of a selection of Looked After Children and Young People in examination cohorts for the academic year 2012/13. All of the reporting cohort for Key Stage 2, nine children, are attached in Appendix A and a representative selection of children at Key Stage 4, five children, are attached as Appendix B.
- 

2. **RECOMMENDATION(S)**

The Education PDS Committee is asked to consider and comment on the contents of this report.

### Corporate Policy

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

### Financial

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

### Staff

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

### 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:

### **3. COMMENTARY**

#### **3.1 Attainment at KS2**

- 3.1.2 A table showing individual attainment of children aged 11 can be seen in Appendix A. This table shows academic progression since KS1 SATs at age 7 and additional information such as age at accommodation, SEN status, number of school changes etc, which are all factors that influence outcomes for looked after children.
- 3.1.3 All of the school place changes for these children were made with the agreement of the Head Teacher of the Virtual School. They were made to reduce the length of journey made by the pupil each day, where they had been travelling long distances or complex journeys after placement with long term foster carers. In each case, secondary transfer was considered and an appropriate secondary school identified before decisions were made. The proposal being that the pupil should settle into their new year group and make the transition with known peers.
- 3.1.4 Most children in this cohort made two or more sub-levels of progress during Key Stage 2, as expected, and some made considerably more. The exceptional progress of two children, both of whom achieved below National expectations at KS1, was largely a result of them being provided with stability in their foster placements by carers with high expectations and the capacity to provide support both within and outside school.
- 3.1.5 Changes to the reporting criteria, which require an 'overall' level 4 across Reading, Writing or Maths will, no doubt, affect the self-esteem of some of our children who will now be identified as not meeting age-related expectations, despite excelling in one or more areas. The Virtual School will continue to monitor and report on all areas separately so that weaknesses can be tracked and interventions provided. During the Personal Education Plan (PEP) process, schools are questioned about children who show large differences in outcomes between subjects. If, despite interventions, these gaps persist then further assessment will be undertaken in order to identify the reason for the failure to achieve or any underlying specific learning difficulty.
- 3.1.6 The obvious differences in education outcomes between the two children with Statements of Special Educational Needs are also of note. Child D is in a specialist school for children with social, emotional and behavioural difficulties and receives a high level of individualised support, without which he would not be able to access the curriculum or show his capability. His achievement has been despite the breakdown of a long-term, matched placement and ongoing distress as he works through issues of serious neglect and abuse.
- 3.1.7 Child I has severe speech and language difficulties, with autistic tendencies and attention deficit hyperactivity disorder. Appropriate progression for him is not measured in National Curriculum sub-levels but in improved social interaction, reduced aggression and increased use of signing (Makaton).

#### **3.2 Attainment at Key Stage 4**

- 3.2.1 A table providing narrative on the educational journeys of a representative selection of Key Stage 4 pupils can be found in Annex B. These pen pictures highlight some of the circumstances referred to in the previous report to committee (Briefing ED13126), held on 12<sup>th</sup> November 2013.
- 3.2.2 The KS4 examination cohort of looked was extremely small in academic Year 2013, with only 19 pupils in the reporting group. This contrasts with an average reporting group of 28-32. Of these 19, six were accommodated during Key Stage 4, that is, aged 14 or

above. It is this particular group of young people with whom it is very difficult to engage, most of them being already out of mainstream school or out of education altogether. One young person in this cohort was placed in school below his chronological year group and so did not sit examinations this year,

- 3.2.3 When young people in this age group become looked after, the Virtual School works closely with education colleagues to identify appropriate education provision. Some young people are doing well and do not need a change of school at all. Where they do, however, it may mean working across several education authorities and with independent providers. Although education in a good or outstanding mainstream school would be the ideal setting for all looked after children, it is often impractical to seek to place an angry, disaffected young person into an established year group in a fast moving mainstream YR10 or 11 class. Even if the young person is able and has not missed too much school, matching GCSE courses and examining boards is very challenging with the risk of the young person missing large sections of a scheme of work or possibly repeating the same. This issue is compounded in Bromley with many secondary schools starting GCSE courses in YR9.
- 3.2.4 Young people living in Bromley are likely to have education provision secured for them much more quickly than those placed with Bromley foster carers or Independent fostering agencies outside the borough. This is because Bromley's multi-agency approach to placing looked after children and young people is unusually robust and the range of alternative provisions is flexible and accommodating, with some providers offering multiple GCSEs and others a more vocational approach. Even so, as demonstrated in the case studies, engaging the young people is often challenging and complex arrangements often have to be abandoned. Other local authorities do not prioritise looked after children from outside their borders as well as Bromley does or are not willing to offer such a good range of provision. In these circumstances, Bromley children may be provided with 1:1 tuition in their placements or provided with transport to enable them to remain in education settings in Bromley.
- 3.2.5 In previous years, young people who were reluctant to engage might have been offered a wide range of alternative courses, offering flexible ways of learning but still resulting in the acquisition of a qualification equivalent to GCSE. The new directive on alternatives to GCSE means that many of those courses are not being offered and this cohort was the first to be affected by these changes, effectively leaving some with no GCSEs at all, where in previous years, their work would have been recognised in reporting. This was also the cohort affected by the reduction (and in some schools complete disappearance) of December/January GCSE entry in YR11. It has long been the practice to enter young people for core subjects if they are deemed to be at risk of disengaging, thus ensuring that they achieve something rather than risk waiting until the summer when the child might have finally been excluded or simply stopped attending.
- 3.2.6 Unusually, this cohort had a number of children who were not engaging at any level. These young people did not settle in foster placements and were unwilling to work with any agency, including social care or targeted youth support. This year group of young people provides clear evidence of the barriers to successfully engaging in education which are created by neglect, disruption and emotional distress. Some of these young people will do well in small settings where they are less likely to be confronted by adults or humiliated because of the gaps in their learning but a number of them have other needs that take precedence over the need to acquire an education. For those young people, the Virtual School and its partners continue to explore and offer alternatives to formal education (i.e. Flexible Learning, vocational training etc), and opportunities to access leisure and learning in the community which will build resilience and prepare young people for independence.



<b>Non-Applicable Sections:</b>	Finance, Policy, Legal and Personnel implication's
Background Documents: (Access via Contact Officer)	Education Portfolio Plan 2012/13 ECS Plan for 2012/13 Building Better Futures for All; Children's Strategy for 2012 to 2015

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**Key Stage 2 Reporting Cohort (Eligible Children), 2013**

**Appendix A**

Pupil	Month & year of birth	Date became CLA	Legal Status & Placement History	Educated in/out of borough	SEN Status	EYFS profile score	KS2 Outcome		
							Reading	Writing	Maths
A	Sept 2001	Sept 2009	<ul style="list-style-type: none"> <li>Accommodated under S20 aged 8Yrs 9 months</li> <li>Full Care Order secured 13 months later</li> <li>2 foster placement inside LA with LA foster carers</li> <li>Changed school in YR2 &amp; YR5</li> </ul>	IN Maintained mainstream primary school			4A (1)	4C (1)	4 (1)
B	Oct 2001	Apr 2010	<ul style="list-style-type: none"> <li>Accommodated under Interim Care Order aged 9 Yrs 6 months</li> <li>Full care order secured 11 months later</li> <li>One foster placement outside LA with IFA</li> <li>School change in Reception year and in YR4</li> </ul>	OUT Maintained mainstream primary school		$\frac{85}{117}$	5 (2b)	4 (2b)	4 (2b)
C	Mar 2003	Jul 2011	<ul style="list-style-type: none"> <li>Accommodated under S20 aged 8Yrs and 3 months</li> <li>Interim Care Order secured 8 months later</li> <li>Full Care Order secured 09/12</li> <li>Two placements since accommodation, both within LA with family or friend</li> <li>4 school changes prior to accommodation</li> </ul>	OUT Maintained mainstream junior school		Not in school	4B (2B)	4A (2)	5(2)
D	Apr 2002	Jun 2009	<ul style="list-style-type: none"> <li>Accommodated under Full Care order aged 7 Yrs and 2 months</li> <li>Two foster placements since accommodation, both inside LA with LA carers</li> <li>4 Changes of school prior to accommodation</li> </ul>	OUT Independent special boarding school	S (28/10/08) SEBD Poor Concentration	$\frac{13}{117}$	4A (2B) Teacher assessments	4C (1 A) Teacher assessments	4A 92B) Teacher assessments
E	Apr 2002	Jun 2008	<ul style="list-style-type: none"> <li>Accommodated under S20 aged 2 Yrs and 2 months</li> <li>Interim Care Order Secured after 2 months</li> <li>Full Care Order secured 04/09</li> <li>One foster placement since accommodation, inside LA with LA foster carer</li> <li>School change in YR5</li> </ul>	IN Maintained mainstream primary school		$\frac{44}{117}$	4A 92B)	4 (2C)	4A (2B)

Pupil	Month & year of birth	Date became CLA	Legal Status & Placement History	Educated in/out of borough	SEN Status	EYFS profile score	KS2 Outcome		
							Reading	Writing	Maths
F	Apr 2002	Jun 2006	<ul style="list-style-type: none"> <li>Accommodated under S20 aged 4Yrs 2 months</li> <li>Interim Care Order secured 7 months later</li> <li>Full Care Order secured 03/07</li> <li>One foster placement in LA with LA foster carer</li> <li>Change of school in Reception year and in YR3</li> </ul>	IN Maintained mainstream primary school		<u>63</u> 117	4C (2B)	3C (2B)	5B (3)
G	May 2002	Jun 2006	<ul style="list-style-type: none"> <li>Accommodated under Interim Care Order aged 4Yrs 1 month</li> <li>Full Care Order secured 06/07</li> <li>2 placements since accommodation, initially in LA with LA foster carer. Then in therapeutic residential children's home</li> <li>Changed school in Yr1 and YR4</li> </ul>	OUT Maintained mainstream primary school	P 09/12 (SEBD)	<u>85</u> 117	5 (2A)	4 (2A)	4B (2B)
H	May 2002	Jan 2009	<ul style="list-style-type: none"> <li>Accommodated under Police Protection aged 4 Yrs 11 months</li> <li>Section 20 agreement secured and then full Care Order 09/10</li> <li>Single foster placement since accommodation, inside LA with LA foster carer</li> <li></li> </ul>	IN Maintained mainstream primary school	P 09/09 (Learning)	<u>22</u> 117	3A (P7)	3 (P7)	3 (1C)
I	Jul 2002	Jul 2010	<ul style="list-style-type: none"> <li>Accommodated initially under an agreed series of short breaks, from age 8Yrs.</li> <li>Interim Care Order secured 08/12</li> <li>Full Care Order secured 05/13</li> <li>Short breaks in residential children's home</li> <li>Two placements since fully looked after initially by IFA foster carers and subsequently with LA foster carers, both outside LA</li> </ul>	IN Maintained Additionally Resourced Mainstream provision	04/11 (Speech and Language/ Behaviour/)		B	B	B

**Key Stage 4 Reporting Cohort (Eligible Children) 2013 - A Selection of Case Studies**

**Appendix B**

<b>Pupil J</b>	<b>Dob:</b> Sept 1996	<b>Date of accommodation</b> (most recent episode): Nov 2001			<b>Educated in/out of borough:</b> IN Mainstream Academy		<b>SEN Status</b>		
<p><b>Background</b></p> <ul style="list-style-type: none"> <li>Accommodated under S20 aged 4 Yrs 9 months, initially for 3 month period, then re-accommodated under S20 aged 5 Yrs 11 months</li> <li>Interim Care Order secured 07/02 and Full Care Order secured 04/03</li> <li>Single, matched, long term foster carer from date of accommodation</li> <li>Multiple incidents of absconding from placement from April of YR 10 and eventual placement breakdown in July of YR 10</li> <li>School worked hard to maintain stability, providing 1:1 teaching and Virtual School brokered extended work experience to complement reduced timetable</li> <li>Two further foster placements in-borough, before placed in semi-independent accommodation in April of YR11 (for one month), from where young person continued to attend school and work experience sporadically</li> <li>Placed in children's home outside LA and was collected by member of virtual school team on daily basis to attend school and GCSE exams, but often missing or refusing to engage.</li> <li>Student unwilling to engage with FE course post-16 but accepted a subsequent offer of further extended work experience that would lead to an apprenticeship. However, young person failed to attend the placement and the offer was withdrawn.</li> <li>Flexible Learning team sought and found a further work placement and continues to encourage the young person to attend. Young person continues to miss appointments with social workers and is articulate about her reluctance to engage with social care. The new work placement is fragile.</li> </ul>									
<p><b>Comment</b></p> <p>This young person appeared extremely settled in a matched foster placement with a carer known to the young person as 'mum'. The pupil experienced the stability of attending only one primary school and one secondary school. Academically able and with expected to achieve 8 or 9 GCSEs at Grade C and above, student made use of all of the support offered by the Virtual School until the unexpected breakdown of the placement and disengagement with children's social care. Provision included music and dance lessons, gymnastics, taster visits to universities, 1:1 tuition after school and the purchase of a personal laptop.</p>									
<b>KS2 outcomes:</b> English 4 Maths 3		<b>KS3 teacher assessments:</b> English 5B Maths 5C		<b>Sat a GCSE</b>	<b>1 A*-G</b>	<b>5 A*-G</b>	<b>5 A*-C</b>	<b>5A*-C including English and Maths</b>	<b>Post 16 Engagement</b>
				Yes	No	No	No	No	Extended work experience

<b>Pupil K</b>	<b>Dob:</b> May 1997	<b>Date of accommodation</b> (most recent episode): Aug1998	<b>Educated in/out of borough:</b> OUT Mainstream Academy	<b>SEN Status</b> SA+
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**Background**

- Initially accommodated and placed outside Bromley with foster carer provided with the local authority
- Full Care order secured and child and sibling placed relative outside the authority. This was a long term placement (2000 -20010) and the child has been educated outside the authority for entire school career,
- Aunt arrested and the pupil was placed with the aunt's daughter, her first cousin at, the end of YR 9. This placement was close enough to the school for continuity to be assured. During the period of disruption, attendance fell and the child presented with issues of defiance, failure to wear uniform or do homework and verbal abuse directed at staff.
- School and Virtual School negotiated temporary alternative provision for student to provide respite and small group setting. Pupil was supported by foster carer in this provision and the Virtual School provided 1:1 tuition and Computer equipment.
- Pupil returned to mainstream school as planned after 2 ½ terms and reintegrated into appropriate year group to complete KS4 programmes of study.
- Pupil went on to achieve 10 GCSEs (with some multiple passes resulting from BTECs and double award GCSEs) at Grade C and above, but not Maths, despite continued engagement with 1:1 maths tuition

**Comment**

This pupil experienced some periods of great disruption and uncertainty and spent a number of years in a placement that was reluctant to work with social care or accept support from the Virtual School. The pupil made very good progress through KS3, but placement disruption looked likely to create long-term barriers to engagement. The period in respite was very useful for the student but the return to mainstream was not without difficulties, with the school being reluctant to re-admit. However, academic outcomes for KS4 exceeded expectations, a reflection of her own hard work and a considerable amount of joint working across agencies. Student commenced post 16 apprenticeship programme but abandoned the course in first month.

<b>KS2 outcomes:</b>	<b>KS3 teacher assessments:</b>	<b>Sat a GCSE</b>	<b>1 A*-G</b>	<b>5 A*-G</b>	<b>5 A*-C</b>	<b>5 A*-C including English and Maths</b>	<b>Post 16 Engagement</b>
English 3 Maths 3 Science 4	English 5 Maths 5 Science 4	Yes	Yes	Yes	Yes	No	Currently NEET

<b>Pupil L</b>	<b>Dob:</b> Mar 1997	<b>Date of accommodation</b> (most recent episode): Mar 1999	<b>Educated in/out of borough:</b> OUT Mainstream Maintained	<b>SEN Status</b>
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**Background**

- Pupil attended 5 primary schools, four of which were in Bromley and the fifth and subsequent secondary school were in E Sussex.
- Despite disruption, the student achieved well above age-related expectations at KS2 and KS3 and was predicted to attain 10 GCSEs at grade A and A\*.
- This student is a highly gifted performing artist and has had many extra-curricular activities funded by social care and the Virtual School. Although the student benefitted from 1:1 tuition in English and Maths in YR10, this was refused in YR11 and there are records of discussion with the student about the risk of not achieving his target grades because of his many other commitments.
- Student achieved a BTEC distinction and a total of 3 x A\*, 4xA, 2 x B grades and one E at GCSE.
- Now attending FE College studying AS level and BTEC level 3
- Virtual School continues to fund additional activities and opportunities to engage in university taster courses

**Comment**

This child's early experience of frequent education and placement changes could easily have resulted in disaffection and disengagement but involvement in the performing arts has provided resilience and ambition that have created focus for academic success. The student continues to be involved in theatre and musical activities and will be taking part in a choir exchange visit with the FE Institution this summer. Student is expecting to go to university in Autumn of 2015

<b>KS2 outcomes:</b>	<b>KS3 teacher assessments:</b>	<b>Sat a GCSE</b>	<b>1 A*-G</b>	<b>5 A*-G</b>	<b>5 A*-C</b>	<b>5 A*-C including English and Maths</b>	<b>Post 16 Engagement</b>
English 5 Maths 5 Science 5	English 6 Maths 6 Science 6	Yes	Yes	Yes	Yes	Yes	FE College, studying AS level in English Literature and Modern History and BTEC Double Performing Arts Subsidiary Diploma

<b>Pupil M</b>	<b>Dob:</b> Dec1996	<b>Date of accommodation</b> (most recent episode):	<b>Educated in/out of borough:</b> Out Residential Children's home with education on site	<b>SEN Status</b>
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**Background**

- Pupil accommodated aged 4 as a result of family breakdown. Experienced multiple placement breakdowns as a result of extreme behaviour and repeated allegations against carers. Attended 5 primary schools as a result of placement changes, 3 inside Bromley and two out of borough.
- Secondary school worked well with Virtual School to support pupil despite disruptive behaviour and verbal abuse. Pupil truanted frequently, going missing in the school day and leaving the school site. Episodes of absconding from placement began aged 12 and escalated but foster placement held.
- Pupil educated off-site in placement and some stability achieved during Autumn and Spring of YR8.
- Young person seriously sexually assaulted (age 13) while absconding and returned to Bromley by police.
- Placed in Independent Residential Children's Home with Education on-site at some distance from Bromley for protection.
- Student continued to abscond but returned by staff to placement. Education on site of a high standard but pupil consistently refused to engage in the classroom. What education was accessed was provided in the residential home. Monitoring shows little academic progress in KS3 but improved engagement in KS4 when vocational basic skills programmes were introduced.
- Some progress was made in Maths and Literacy and AQA units achieved at entry level 3 at the end of YR10.
- When student's sibling died unexpectedly, young person returned to Bromley for the funeral and expressed reluctance to return to placement. After being taken back, the young person went missing and was eventually discovered living with birth mother in Bromley.
- Young person supported at home and alternative education achieved in Bromley for YR11. Attendance remained sporadic despite verbal commitments from student and mother. Offers of 1:1 tuition from Virtual School and additional support from Alternative Provision were rejected.
- Student failed to sit any exams or assessments at the end of KS4 having refused to engage throughout the examination period.

**Comment**

This young person has always presented with engagement difficulties. Early neglect and then subsequent physical and sexual abuse have left a legacy of mistrust of adults and those in positions of authority. The young person has struggled to identify any ambition or a career path. Student has been accompanied to college open days and interviews with the Flexible Learning team but fails to attend interviews even when transport is provided. Young person is refusing to engage with Targeted Youth support or monitoring services. Slow progress is being noted, however. The young person has improved self-care skills and the frequency of violent outbursts is reducing.

<b>KS2 outcomes:</b>	<b>KS3 teacher assessments:</b>	<b>Sat a GCSE</b>	<b>1 A*-G</b>	<b>5 A*-G</b>	<b>5 A*-C</b>	<b>5 A*-C including English and Maths</b>	<b>Post 16 engagement</b>
English 3C Maths 4C Science 4A	English 3 Maths 3	No	No	No	No	No	NEET



<b>Pupil N</b>	<b>Dob:</b> Apr 1997	<b>Date of accommodation</b> (most recent episode): Nov 2011			<b>Educated in/out of borough:</b> IN Alternative provision		<b>SEN Status</b>
<b>Background</b>							
<ul style="list-style-type: none"> <li>• Student accommodated at age 14.5 yrs. Family had re-located to Bromley and child had been out of school for 18 months. Prior to that student had been on roll in two consecutive alternative provisions, placed by another authority after repeated exclusions from school for threatening behaviour and verbal and physical assaults on teaching staff. Young person repeatedly went missing from family home for long periods of time and was returned by police. When placed in foster home, young person absconded and was missing for several months.</li> <li>• An assessment place in Bromley Respite was secured alongside a part time place in an independent alternative provision within Bromley as it was clear that student would not be able to integrate into a mainstream KS4 class. Student refused to attend Respite but attended alternative provision on a handful of occasions before absconding again.</li> <li>• Child recovered by police after 1 month and placed in secure residential children's home for protection and subsequently moved to a 'step down' provision. In this second provision, the pupil was observed to be able but reluctant to engage with education.</li> <li>• Pupil absconded from residential placement was reported missing for a further month. Eventually returned to Bromley voluntarily and asked for foster placement.</li> <li>• Place secured at independent alternative education/training centre and young person engaged one day per week on functional skills programme. Several work placements were negotiated by the flexible Learning team but student failed to attend each after two or three days, despite student's own career aspirations. Student ended KS4 with functional skills qualification.</li> </ul>							
<b>Comment</b>							
This student is representative of a number who become looked after during KS4. Though the circumstances are varied, these young people have often been out of education for some time despite interventions by social care, education and sometimes youth justice agencies. This student continued to earn money through illegal employment and so found the classroom irrelevant and education unnecessary. Various incentives were offered to encourage attendance at school and work placement but with no effect, though the young person has continued to make good use of the foster placement. Contrary to expectation young person has settled well, and is now able to engage with education. The student has aspirations of running a business in the future – the same business in which they have managed to sustain employment for some time.							
<b>KS2 outcomes:</b> English 4 Maths 4 Science 3A	<b>KS3 teacher assessments:</b> Absent.	<b>Sat a GCSE</b>	<b>1 A*-G</b>	<b>5 A*-G</b>	<b>5 A*-C</b>	<b>5 A*-C including English and Maths</b>	<b>Post 16 engagement</b>
		No	No	No	No	No	Entry Level business studies part time course (3 days per week), with independent training provider.

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Report No.  
ED14014

London Borough of Bromley

PART ONE - PUBLIC

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

**Date:** Thursday 30 January 2014

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

**Title:** UPDATE ON THE SEN PATHFINDER PROJECT AND CHILDREN AND FAMILIES BILL

**Contact Officer:** Andrew Royle, Education, Care and Health Services  
Tel: 020 8461 7612 E-mail: Andrew.royle@bromley.gov.uk

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

**Ward:** (All Wards);

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1. Reason for report

The Children & Families Bill is currently proceeding through Parliament and is on track for a September 2014 implementation. To update this Committee on the potential impact of the whole system reform anticipated by the introduction of the Children & Families Bill. Now that the Code of Practice (CoP) has been released for consultation to highlight potential risks and issues presented by the changes in legislation.

This report is also on the agenda for the next scheduled Care Services Policy Development and Scrutiny Committee

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2. **RECOMMENDATION(S)**

**This Committee is asked to:**

- (i) Consider the content of the report;
- (ii) Note the implications of the new legislation and that further reports will be presented on specific changes arising from the legislation

### Corporate Policy

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

### Financial

1. Cost of proposal: Not Applicable:
  2. Ongoing costs: Not Applicable:
  3. Budget head/performance centre: SEND budget
  4. Total current budget for this head: £9,395k (SEND – Revenue Support Grant), £23,480k (SEND – Dedicated Schools Grant);
  5. Source of funding: RSG and DSG
- 

### Staff

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

### Legal

1. Legal Requirement: Statutory Requirement: Pending implementation of the new legislation.
  2. Call-in: Not Applicable:
- 

### Customer Impact

1. Estimated number of users/beneficiaries (current and projected): 2,000 children and young people, together with their parents/carers
- 

### Ward Councillor Views

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

### 3. COMMENTARY

3.1 The Children and Families Bill, currently before Parliament, includes measures to:

- give young people with special educational needs in further education and training aged 16-25 rights and protections comparable to those in school;
- require local authorities and local health services to plan and commission education, health and social care services jointly;
- require local authorities to publish in one place a clear and easy to understand 'local offer' of education, health and social care services to support children and young people with Special Educational Needs and Disability (SEND) and their families;
- require co-operation between local authorities and a wide range of partners, including schools, academies, colleges, other local authorities and services responsible for providing health and social care;
- require local authorities to consult children and young people with SEND and their parents in reviewing special educational provision and social care provision;
- introduce a more streamlined process for assessing the needs of those with more severe and complex needs, integrating education, health and care services and involving children, young people and their parents;
- replace statements and Learning Difficulty Assessments with a new 0-25 Education, Health and Care Plan, which will co-ordinate the support for children and young people and focus on desired outcomes including, as they get older, preparation for adulthood;
- encourage parents and young people to consider mediation to resolve disagreements before they register a Tribunal appeal; and
- give parents and young people with an Education, Health and Care Plan the right to a personal budget for their support.

3.2 Since September 2011 Bromley has been a joint Pathfinder with London Borough of Bexley testing the Special Educational Needs & Disability (SEND) Green Paper proposals, described as the most radical reform in this field in more than 30 years.

3.3 The context of Bromley's Pathfinder work and the new national agenda was around the rising numbers of disabled children. The general increase in population and the result of medical advances has led to a large increase in the number of children and young people with more severe SEND, coupled with greatly increased health needs and complex family circumstances.

3.4 Bromley's role as a Pathfinder has enabled it to test the principles of the new legislation and assess the impact of the proposed requirements set out in the draft Code of Practice.

3.5 The Code of Practice has been reviewed and an analysis of the statutory requirements conducted (see Appendix 1 – CoP Review). The new or changed statutory requirements have been benchmarked against our current position and the gaps/risks identified. The Bill is still progressing through Parliament therefore amendments, refinements and clarifications are likely to arise.

3.6 Although the new statutory requirements will commence from September 2014 the Government is consulting on a 'transition' period of up to three years in order to give local authorities the time

to implement the reforms required. This will have the effect of two pieces of legislation running concurrently with each other

- 3.7 There is still a lack of clarity on how many children and young people will be eligible for an Education, Health and Care (EHC) plan. If the threshold is set at those pupils outside mainstream education then that equates to approximately 850 children and young people. If, as the current consultation suggests that all those children and young people currently with SEND Statements are eligible then in Bromley then the figure would be approximately 1900. Given that the new EHC plan is a multi agency assessment and planning process required to be delivered in 20 weeks then the resource implications for the authority are considerable. Clarification on this issue is being sought from the Department of Education (DfE).
- 3.8 There is a requirement to put in place a new independent mediation service that parents and young people can use if they have a disagreement with the local authority. The stated aim of this service is to reduce the number of tribunal applications, but there is no requirement on parents and young people to use the service prior to a tribunal application. There were 48 registered Tribunals in the academic year 2012/13; this figure is expected to rise when the new legislation is in place as it is tested through the judicial process. Each tribunal has a significant cost implication to the authority in terms of officer time and associated costs.
- 3.9 A completely new function required by the CoP is that of an Information, Advice and Support (IAS) service. The requirements as currently expressed are prescriptive and will represent a significant financial cost to this authority. It is within the IAS service that the concept of an Independent Supporter is raised that would essentially act as a keyworker for the family and young person as they progressed through the statutory process. This function is currently stated as 'subject to availability' in the CoP but could represent a further financial pressure if the requirement were to become statutory.
- 3.10 In line with current legislation the Children & Families Bill strengthens the requirement on local authorities and Clinical Commissioning Groups (CCG's) to develop joint commissioning arrangements, clear responsibilities, ownership and accountability across SEN commissioning. The bill introduces a new duty on Health to have arrangements in place to secure any health provision named within an EHC plan. CCG commissioners are currently reviewing the CoP to assess the impact on them as a commissioning authority. The Health and Well Being Board is noted within the CoP as having a role in assessing the health needs of those children and young people with SEN and promoting the integration of services.
- 3.11 Local authorities must publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEND, including those who do not have EHC plans. The local offer has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available and;
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers in its development and review.

The regulations provide a common framework for the local offer specifying the requirements that all local authorities must meet in developing, publishing and reviewing their local offer:

- The information to be included;
- How the local offer is to be published;
- Who is to be consulted about the local offer;

- How children and young people with SEND and parents will be involved in the preparation and review of the local offer; and
- The publication of comments on the local offer and the local authority's response.

The Bromley MyLife portal is currently being developed to host the local offer. As much of the site will be updated by providers as is possible but the overall management, oversight and development will remain this authority's statutory and financial responsibility.

3.12 Under the proposed Bill schools and colleges must use their best endeavours to ensure that SEN provision is made for those who need it. Parents may only state their preference for an educational establishment through the auspices of an EHC plan. The local authority must, after consulting the governing body, principal or proprietor of the school or college concerned, comply with that preference and name the school or college on the EHC plan unless it would:

- Be unsuitable for the age, ability, aptitude or SEND of the child or young person; or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Whilst the Bill ensures that academies are not treated materially differently from their maintained equivalents there have been a number of legal challenges to academies refusing to admit SEN students and officers continue to monitor developments in this area.

3.13 The introduction of the reforms under the Children & Families represents the greatest changes to the provision of education, care & health for those with SEND for over 30 years. The DfE have reinforced the message that this is not a 'statement by any other name'. In order to meet the demands of the new processes, responsibilities and need for transparency a systematic approach to reengineering current business processes and structures is required.

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

Delivery of the overarching 'Improving Lives – Supporting Families: Disability Strategy for Children and Young People in Bromley' will be supported by implementation of the Children & Families Bill.

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

The DfE has stated that in line with government policy, any new burdens on local authorities created by implementation of the SEND provisions within the Children and Families Bill will be properly assessed and the government will meet the costs in the agreed assessment.

Current processes and working arrangements may have to be reviewed to accommodate any changes made by legislation. A more detailed financial appraisal will come back to this committee in due course

See Appendix 1 (CoP Review) for implications of the new statutory requirements.

#### **6. LEGAL IMPLICATIONS**

The proposed timeline is that this Bill will receive Royal Assent in April 2014 with, subject to Parliament, implementation in September 2014.

<b>Non-Applicable Sections:</b>	7. PERSONNEL IMPLICATIONS
Background Documents: (Access via Contact Officer)	<p>Appendix 1: CoP Review</p> <p>Draft Code of Practice:</p> <p><a href="https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations">https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations</a></p> <p>Children &amp; Families Bill</p> <p><a href="http://services.parliament.uk/bills/2012-13/childrenandfamilies.html">http://services.parliament.uk/bills/2012-13/childrenandfamilies.html</a></p>



# Draft Children & Families Bill Code of Practice (2013)

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## Definitions:

In the Code of Practice where the text uses the word **must** this refers to a statutory requirement under primary legislation or regulations. Where the text uses the word **should** it refers to best practice contained in the Code.

The Code of Practice is statutory guidance for organisations who work with and support children and young people with SEN and their parents. These organisations include:

- local authorities (education, social care and relevant housing and employment and other services)
- early years providers
- schools
- further education colleges
- sixth form colleges
- academies (including free schools)
- independent special schools and independent specialist providers
- pupil referral units and alternative providers
- NHS England
- clinical commissioning groups (CCGs)
- NHS trusts
- NHS Foundation Trusts
- Local Health Boards
- SEND Tribunal

The Tribunal will expect local authorities, early education settings, schools and colleges to be able to explain any departure from the Code, where it is relevant to the case it is considering.

## Changes from the SEN Code of Practice 2001

The main changes from the SEN Code of Practice (2001), to reflect the new legislation, are:

- The Code of Practice (2014) covers the 0-25 age range;
- There is a clearer focus on the views of children and young people and on their role in decision-making;
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care;
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs);
- There is new guidance on the support pupils and students should receive in education and training settings;
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.

From 1 September 2014 all the organisations listed above must have regard to the Code of Practice.

Subject to any transitional arrangements made, from that date the following guidance will cease to have effect:

- SEN Code of Practice (2001)
- Inclusive Schooling (2001)
- Section 139A Learning Difficulty Assessments Statutory Guidance (2013)

ref	Topic	Where we must be, proscribed by statute	Where we are now	Gap/Risk
1	<b>Transitional Arrangements</b>	“Our expectation is that the overwhelming majority of children and young people with statements and LDAs will require EHC plans, unless local or individual circumstances have changed.”	We currently have c.1900 SEN Statements active. See End Note for breakdown.	Significant resource implications for the LA given the complexity of the new combined process. Analysis indicates a case load of 10 active EHC plans per 3 months per coordinator – extrapolating out to 1900 EHC plans would require 50 FTE coordinators. (Note: due to the academic timetable there are only 38 weeks in a year).
2		The guidance states that future EHC plans will only be for those children whose needs cannot be reasonably provided for in mainstream education.	There is significant lack of clarity around any threshold for an EHC Plan.	If the threshold is set at the specialist placement level then approx. 850 EHC plans would be required, this is still a significant resource impact. Data analysis is required to assess the future demand likely to come through the system in coming years. The eligibility threshold for pre-school children is requiring careful consideration as DfE will only give Two Year Old Funding to plan eligible children. The implications of this are being reviewed and representation is being made to the DfE re clarifying this point.  An EHC Plan is the only mechanism by which a family can express their preference for a school.  For those children below the specialist placement threshold a Pupil Resource Agreement (PRA) process is preferred and is currently being trialled. Secondary Heads have also expressed this as a preferred route due to the decrease in

ref	Topic	Where we must be, proscribed by statute	Where we are now	Gap/Risk
				bureaucracy.
3		Transfer of all children and young people with existing statements to EHC plans is to be completed within three years; and young people with existing Learning Disability Assessments (LDA) is completed within two years.	This would be a new process for the local authority to implement	Assuming 1900 statements then this equates to 633 transfers per year – 16 per week. 7 per week if 850 EHC Plans. Significant resource implications.
4		On 1 September 2016 legislation and guidance relating to LDAs would be repealed and LDAs would cease to have effect; and on 1 September 2017, legislation and the current Code of Practice relating to statements would be repealed and they would cease to have effect.	This would be a new process for the local authority to implement	The complexity of two legislative processes and duties running parallel raises significant concerns. The emphasis would therefore be on transferring to EHC plan processes as quickly as possible in order to mitigate this risk. The impact of the new Care Bill in April 2015 also needs to be factored in for those YP over 18 – particularly with reference to the Carers Assessment obligation.
5		Propose to require local authorities to work with children, young people, parents, providers and other local partners to agree the order in which children and young people transfer from statements/LDAs to EHC plans, and to publish a local transition plan which is then updated at least annually during the period.	This would be a new process for the local authority to implement	Anticipate a multi agency programme board that ensures the engagement of key stakeholders in the implementation of the new process. Put in place once the CoP is finalised.
6		Local authorities <b>must</b> carry out their functions with a view to identifying all the children and young people in their area who have or may have SEND.	SEN audit identifies the educational categories of children. There is less visibility of social care & health needs. Oxleas are looking at the data capture within provider data bases; already identified that getting the various IT systems across E, H & C to share data is possible	There are potential IT development costs attached to this.
7	<b>EHC Plans</b>	A local authority <b>must</b> conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan. This is likely to be where the special educational	Considerable work has been carried out under the Pathfinder Programme in developing the new EHC Plan. This has also drawn on national guidance developed by Pathfinder support organisations.	See risks re Transition process. The new EHC process will require a business process reengineering review to ensure that the functions & processes in place to support this new requirement are robust &

ref	Topic	Where we must be, proscribed by statute	Where we are now	Gap/Risk
		provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post 16 institutions.		efficient enough to implement and manage effectively. Failings in any new process would expose the authority to increased challenge & tribunals. This BPR will be required across all service areas (E,H &C) as there is an implicit requirement that all processes and decision making functions are transparent across all 3 domains. Proposed market testing of services will require reflection of the new duties within the specifications.
8		EHC plans <b>must</b> be focused on the outcomes the child or young person seeks to achieve across education, health and care.	Current provision is historically service led.	This will require a culture change within all three domains as person centred outcome orientated provision will be essential to meet needs. Workforce development & training issue.
9		Local authorities <b>must</b> provide all parents, children and young people with impartial information, advice and support in relation to SEN, including the statutory assessment process, EHC plans and personal budgets. This should include key working and, as appropriate, an Independent Supporter.	This would be a new process for the local authority to implement	See 36 re role of Independent Supporter.
10		The local authority <b>must</b> provide information, advice and support in understanding what a personal budget entails and how it can be used.	This would be a new process for the local authority to implement	Significant work required to bring documentation & advice up to date.
11		The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, <b>must</b> take no more than 20 weeks	Current SEN statementing process is 26 weeks	Not only in this a reduction in the time allowed but the new integrated multi agency assessment requires a significantly increased level of input & coordination. Dependant on the number of EHC Plans active this has

ref	Topic	Where we must be, proscribed by statute	Where we are now	Gap/Risk
				a significant direct & indirect resource implication.
12		EHC plans <b>must</b> be evidence-based and focus on how best to achieve outcomes (both short term outcomes and longer term aspirations for children and young people) sought. They <b>must</b> refer to the professional evidence received as part of the assessment.	This would be a new process for the local authority to implement	
13		Where a young person or parent is seeking an unusual or alternative way to receive their support services – particularly through a personal budget, but not exclusively so – then the planning process <b>must</b> include consideration of those solutions.	This would be a new process for the local authority to implement	Will be integrated into the EHC Plan.
14		where the child or young person is in or beyond year 9, the EHC plan <b>must</b> include the provision required by the child or young person to assist in preparation for adulthood and independent living, for example, support for finding employment, housing or for participation in society	This would be a new process for the local authority to implement	
15		As EHC plans can be maintained to the age of 25 there will be occasions, when the young person is over 18, that the care provision specified in an EHC plan will be provided by adult services [including the proposals set out in the Care Bill, subject to Parliamentary approval. The Care Bill provides for a single national eligibility criteria and requires that the local authority must meet eligible needs	This would be a new process for the local authority to implement	If eligibility thresholds for EHC Plans are not dovetailed with FACS/national eligibility thresholds then there is a risk of YP with EHC plans not being eligible for social care support thus creating a 'transition' tension within the process.
16		CCGs <b>must</b> agree the health services in the plan, even though decisions may be made by a health professional, such as the designated health officer.	This would be a new process for the CCG to implement	See Joint Commissioning.
17		Health or social care provision made wholly or mainly for the purposes of education or training <b>must</b> be treated as special educational provision.	This is as per current legislation	With the increase in complex needs there are significant cost implications as children enter the education system (e.g. the current cohort of ventilated children). More accurate data analysis is required to quantify the risk in change to need &

ref	Topic	Where we must be, proscribed by statute	Where we are now	Gap/Risk
				complexity coming through.
18		Formal reviews of the EHC plan <b>must</b> take place at least annually.	SEN statements are currently reviewed annually	No change in requirement but resources to support multi agency reviews are increased.
19		Partners <b>must</b> set out their arrangements for agreeing personal budgets and should develop and agree a formal approach to making fair and equitable allocations of funding.	Direct payments are currently offered in to families.	Review current policies & procedures
20		The decision making process to establish and agree a budget should be clear and <b>must</b> be open to challenge with parents able to request a review of decisions in relation to direct payments.	Direct payments are currently offered in to families	Review current policies & procedures
21		Direct payments <b>must</b> be set at a level that will deliver the provision specified in the plan. Local authorities <b>must</b> offer direct payments for social care services.	Direct payments are currently offered in to families	Review current policies & procedures
22		In every case, the local authority <b>must</b> make a judgement, in close consultation with the young person and their parents on whether agreed outcomes have been met and whether the young person has been prepared and enabled to make a successful transition into adult life.	This would be a new process for the local authority to implement	<i>agreed outcomes have been met</i> – requires the clear setting of SMART outcomes during the planning process.
23		EHC support can continue up until the end of the academic year in which they turn 25. But the local authority <b>must</b> take into account whether it is in the best interests of an individual to stay in education or training.	This is as per current legislation...	But – the new Bill makes this more explicit and potentially raises the expectation of continued free Education to the age of 25.
24		However, where there is provision which has been agreed in the health element of the EHC plan, health commissioners <b>must</b> have arrangements in place to secure that provision.	This is a new duty placed on Health	The CCG are reviewing the CoP to assess the impact,
25		Reviews <b>must</b> focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan and whether the outcomes remain appropriate. Reviews <b>must</b> be undertaken in partnership with the child and their parent or the young person, and <b>must</b> take account of their views, wishes and feelings. Reviews		

ref	Topic	Where we must be, proscribed by statute	Where we are now	Gap/Risk
		<b>must</b> be undertaken in full consultation with the school or other institution attended by the child or young person.		
26		Local authorities should consider reviewing a plan for a child under five at least every three to six months to ensure that the provision continues to be appropriate.	Not a legal requirement but....	Potential resource implication dependant on threshold for EHC plan.
27	<b>Disagreement resolution arrangements</b>	Local authorities <b>must</b> make disagreement resolution services available to parents and young people.	We currently have a Disagreement Resolution service in place. Approx cost per annum <5k	A new service, given the changed requirements, will need to be commissioned and tendered. Whilst cross Borough commissioning could help reduce costs the new service will be significantly more involved than currently.
28		The service, while commissioned by it, <b>must</b> be independent of the local authority. No one who is directly employed by a local authority can provide information about mediation or act as a mediator.	Service currently provided by an external contractor	No change.
29		Parents and young people <b>must</b> consider mediation before registering an appeal and if they want to go to mediation local authorities <b>must</b> attend.	This would be a new process for the local authority to implement	No requirement for parents to use the mediation service prior to going to Tribunal. A senior officer from the authority will need to be present at any mediation meeting as a decision maker is required – potential for significant resource impact.
30		Parents and young people can appeal to the Tribunal about: <ul style="list-style-type: none"> <li>• a decision by a local authority not to carry out an EHC needs assessment or re-assessment;</li> <li>• a decision by a local authority that it is not necessary to issue an EHC plan following an assessment;</li> <li>• the description of a child or young person's SEN specified in a plan, the special educational provision specified, the school or other institution or type of school or other institution (such as mainstream school/college) specified in the plan or that no school or other institution is specified;</li> </ul>	In the 12/13 academic year there were 48 registered tribunals.	It is anticipated that the number of mediations & tribunals will increase post September 2014. Unable to quantify at this time as dependant on risk issues contained with transition to new processes. It is interesting to note that there will be no single place to appeal all the contents of the EHC plan. The SEND Tribunal will still only be able to consider a child's educational needs – they will not be able to decide issues across the whole child i.e. residential

ref	Topic	Where we must be, proscribed by statute	Where we are now	Gap/Risk
		<ul style="list-style-type: none"> <li>• an amendment to these elements of the plan;</li> <li>• a decision by a local authority not to amend an EHC plan following a review or re-assessment;</li> <li>• a decision by a local authority to cease to maintain a plan.</li> </ul>		placements needed because of both educational and social care needs.
31	<b>Information, Advice &amp; Support</b>	All local authorities <b>must</b> have an impartial Information, Advice and Support (IAS) service and should ensure that advice and guidance for young people is tailored appropriately for them.	This would be a new service requiring commissioning.	No additional funding provided with the Bill has been identified at this time. Based on previous IAS services commissioned and the scale envisaged under the CoP annual cost could be in the region of £100k+. Opportunity for joint funding with the CCG?
32		Local authorities <b>must</b> provide all parents, children and young people with clear and accurate information, advice and support in relation to SEND, health and social care, including the statutory assessment process and EHC plans. And is confidential and free for young people aged 0-25 and their parents.	This would be a new process for the local authority to implement	Source of information would be the Local Offer site on MyLife.
33		Preferably be located in easily accessible premises that are independent of the local authority and CCGs	A new requirement	This requirement will have a potential significant cost implication.
34		The single point of access should provide information and advice on all matters relating to SEN including: <ul style="list-style-type: none"> <li>• local policy and practice;</li> <li>• the local offer;</li> <li>• personalisation and personal budgets; and</li> <li>• education law on SEN and related law on disability, health and social care, through suitably independently trained staff.</li> </ul>	This would be a new process for the local authority to implement	Majority of this will be provided via the Local Offer. The requirement for trained staff will have a cost impact on the IAS service.
35		should include: <ul style="list-style-type: none"> <li>• key working support such as: <ul style="list-style-type: none"> <li>- individual casework and informal advocacy;</li> <li>- support in attending meetings, contributing to</li> </ul> </li> </ul>	This would be a new process for the local authority to implement	The extensive roles identified will have a commensurate impact on the cost of the service.



ref	Topic	Where we must be, proscribed by statute	Where we are now	Gap/Risk
		assessments and reviews, and participating in decisions about outcomes for the child or young person;		
36		Where requested by parents or young people seeking an EHC plan, and <b>subject to availability</b> , the offer of an Independent Supporter - a trained, independent individual from the voluntary or private sector, to help them through the statutory process, from requesting an assessment through to the agreement of the EHC plan and any associated personal budget;	This would be a new process for the local authority to implement	Not a legal requirement...but flagged as a risk. This element is currently out for consultation.
37	<b>Joint Commissioning</b>	all local authorities and their partner CCGs <b>must</b> make arrangements for agreeing: <ul style="list-style-type: none"> <li>The education, health and social care provision reasonably required by local children and young people with SEN;</li> <li>Which education, health and social care provision will be secured and by whom;</li> <li>What advice and information is to be provided about education, health and care provision and by whom and to whom it is to be provided;</li> <li>How complaints about education, health and social care provision can be made and are dealt with; and Procedures for ensuring that disputes between local authorities and CCGs are resolved as quickly as possible.</li> </ul>	This would be a new process for the local authority and CCG to implement	Meetings with CCG Commissioners are ongoing to discuss the implications of these requirements and identify routes of conforming with statutory requirements.
38		Joint commissioning arrangements <b>must</b> include all education, health and care provision which has been assessed as being needed to support children and young people with SEN in the area.	This would be a new process for the local authority and CCG to implement	
39		The joint commissioning <b>must</b> also include arrangements and responsibilities for securing outcomes and personalised services, specifically: <ul style="list-style-type: none"> <li>securing Education, Health and Care assessments;</li> <li>securing the education, health and care provision specified in EHC plans; and</li> </ul>	Currently only 9 children & young people are receiving Continuing Health Care funding.	

ref	Topic	Where we must be, proscribed by statute	Where we are now	Gap/Risk
		• agreeing personal budgets		
40		Local authorities, CCGs and other partners <b>must</b> work together in local Health and Wellbeing Boards to assess the health needs of local people, including those with SEND.	Health and Wellbeing Board in place.	Reiteration of Boards responsibility towards SEND
41		When carrying out their statutory SEND duties, local authorities <b>must</b> do so with a view to making sure that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision.		
42		Local governance arrangements <b>must</b> be established which ensure clear ownership and accountability across SEN commissioning. They <b>must</b> be robust enough to ensure that all partners are clear about who is responsible for delivering what, who the decision makers are in education, health and social care, and how partners will hold each other to account in the event of a dispute	This would be a new process for the local authority and CCG to implement	
43		A Designated Health Officer (DHO) <b>should</b> be identified whose role is to ensure that the CCG is meeting its statutory responsibilities for SEN.	This would be a new designated role for the CCG	
44		Under Section 10 of the Children Act 2004 and Sections 14Z1 and 75 of the National Health Service Act 2006, local authorities and CCGs have a <b>statutory duty</b> to consider the extent to which children and young people's needs could be more effectively met through integrating services.	As per current legislation.	
45	<b>Local Offer</b>	Local authorities <b>must</b> publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEN, including those who do not have EHC plans.	The MyLife portal is currently being developed and populated with the required information	Management & oversight of the portal will be required. As much will be made provider updated as possible, but the statutory requirement remains with the LA.
46		Local authorities <b>must</b> involve children and young people with SEN and the parents of children with SEN in the	BPV & the Young Advisers are engrained in the development of the	

ref	Topic	Where we must be, proscribed by statute	Where we are now	Gap/Risk
		development and review of their local offer.	Local Offer	
47		Local authorities <b>must</b> provide a range of short breaks for disabled children, young people and their families, and prepare a short breaks duty statement giving details of the local range of services and how they can be accessed, including any eligibility criteria	We are currently compliant with this duty. Short breaks review is currently out for consultation	No additional risk – but contracts likely to be disaggregated in order to comply with Direct Payments regulation.
48		Local authorities <b>must</b> seek and publish comments about their local offer on an annual and anonymised basis. also publish their response to those comments and should publish an explanation of the action they are taking to respond to them	This would be a new process for the local authority to implement	Will require an assessment on how/who this will be managed.
49	<b>Education Provision</b>	...schools and colleges <b>must</b> use their best endeavours to ensure that provision is made for those who need it.		See comment under 73.
50		Colleges should be ambitious for young people with SEN and <b>must</b> use their best endeavours so that young people with SEN have access to a wide range of study programmes and support at all levels to enable them to achieve good life outcomes.	The enhancement of SEND provision at Bromley College supports the delivery of this requirement.	No additional risk.
51		Parents of children under compulsory school age can ask for a particular maintained nursery school to be named in their child's plan. The local authority <b>must</b> name the school unless it would be unsuitable for the age, ability, aptitude or SEN of the child; or the attendance of the child there would be incompatible with the efficient education of others; or the efficient use of resources.		
52		mainstream schools, maintained nursery schools, pupil referral units (PRU) and institutions within the further education sector <b>must</b> use their 'best endeavours' to secure the special educational provision called for by a child or young person's SEN.	Impact of the Academy programme	Clarity has been requested on 'best endeavours' There is a risk that SEND children will be discouraged/excluded from certain schools due to low academic attainment.
53		Two year old funding issue	This would be a new process for the	1. From 2015 all LA's will be

ref	Topic	Where we must be, proscribed by statute	Where we are now	Gap/Risk
			local authority to implement	<p>funded on a take up basis for all eligible 2 year olds. One of the criteria from 2014 will be 2 year olds who have an EHC plan. In Bromley we do not intend to start EHC plans until school -1. We have checked with DfE and they have advised that from 2015, when take up funding is introduced, if a child does not have a plan the LA will be unable to draw down funding for that child which will have a potentially negative impact on DSG.</p> <p>2. The other criteria for accessing 2 year old funding will be ; parents in receipt of workless benefits, parents on low income, LAC children or those previously LAC. There will inevitably be children with SEND in amongst this cohort. The funding for all SEND is within the high needs block of DSG, this means we shall have to ensure funding is available to support children to be able to access their statutory entitlement.</p>
54		In Further Education, the High Needs funding structure dictates that for a college to access 'top-up' funding from a local authority for a young person, they have to have either a Learning Difficulty Assessment or and EHC Plan.		If we are proposing PRAs for those young people who are over £6k and under £12k and then EHC Plans for those above, when they leave school and go to college the college won't be able to access HNS funding for them. We need to consider the impact of this as young people move from schools to college. It's possible that there will be a high risk of EHC

ref	Topic	Where we must be, proscribed by statute	Where we are now	Gap/Risk
				Plan requests on entering FE.

### Timescale for legislation:

The bill is referred to as the Children & Families Bill 2014. Obviously, timescales for implementation will depend on its speed of progression through the Lords & the Commons, but Royal Assent is timetabled for Spring 2014 and an implementation date of September 2014.

Progress of the Bill can be tracked here:

[Bill Progress](#)

### End note:

There are 1941 active SEN statements in Bromley with a further 63 new statements under assessment. This figure has remained stable over the past year with little sign of reducing prior to the new processes coming into force.

The table below details those C&YP who are in specialist provision. This is based on desk top analysis of current placements and as such is subject to variance (e.g. there may be children & young people within mainstream provision who would be eligible for an EHC plan etc.)

Placement	Number
Maintained Special School	488
Non Maintained Special School	44
Independent Special School	75
Other Independents	88
Post 19 education provision	102
Current Total	797

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# Agenda Item 13

Report No.  
ED14006

London Borough of Bromley

PART ONE - PUBLIC

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

**Date:** Thursday 30 January 2014

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

**Title:** ROLE OF THE LOCAL AUTHORITY WITH ACADEMIES

**Contact Officer:** Jane Bailey, Interim Assistant Director: Education  
Tel: 020 8313 4146 E-mail: jane.bailey2@bromley.gov.uk

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

**Ward:** Borough Wide

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1. Reason for report

- 1.1 To inform members of the changing relationship between schools and the local authority (LA) as more schools become academies and therefore operating independently from the LA..
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2. **RECOMMENDATION(S)**

- 2.1 The Education PDS Committee is asked to comment on the content of 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:
  3. Budget head/performance centre:
  4. Total current budget for this head: £
  5. Source of funding:
- 

### Staff

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

### 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:



### **3. COMMENTARY**

- 3.1 The Bromley Education Covenant, approved by Full Council in January 2013, clearly sets out the council's commitment to ensuring that the quality of education in the borough is of the highest standard. The council is working to encourage all schools to become academies so that they will have the freedoms and independence deemed important for schools<sup>1</sup> to be able to deliver an outstanding education for all.
- 3.2 A large percentage of Bromley's school workforce both grew up and live in the borough and therefore are committed to realising the potential of all Bromley children, irrespective of the school where they are employed. School leaders have a strong history of working in partnership with one another and within this context it is important that the LA continues to broker and strengthen school to school support to enable the best of outcomes. It is therefore the council's ambition that, during this time of transition, the opportunity to initiate and develop joint working is seized so that at the point that all schools are operating independently of the LA there will be an established support network in place.
- 3.3 Although local authorities do not have direct responsibilities for the performance of successful academies, they do retain a legal responsibility for performance in the area as a whole. The LA also has responsibilities for children's general wellbeing and safeguarding and it is therefore crucial that Bromley secures and strengthens effective joint working with academies. The LA will continue to work with academies on securing the correct provision for children with special educational needs, continue to take families to court where non-attendance at school is a significant issue and continue to oversee admissions and place planning. This will require the ongoing maintenance of effective professional relationships between the LA and academies.

#### **3.4 Current situation**

- 3.4.1 The LA's approach to school improvement is, wherever possible, to negotiate for schools to support one another as it is those working in the field who are best placed to secure lasting change. Hence the fact that a number of academies with headteachers designated as National and Local Leaders of Education are working in collaboration with the LA to design models of intervention and support for schools identified as requiring improvement.
- 3.4.2 Overall performance at KS2 needs to improve and while Bromley's ambition is to build a climate of trust and mutual support, a greater degree of challenge is required to effect improvement across some of Bromley's primary schools. The previous model of LA support to schools requiring improvement was to offer a range of interventions that were subsequently withdrawn once progress was being made. As a result, not all schools could sustain that improvement which is why the school to school arrangement offers more sustainability and a longer term solution.
- 3.4.3 A number of strong multi academy and umbrella trusts such as RAPT (Realise Academy Partnership Trust), Aquinas and The Pioneer Trust have been formed from Bromley schools and it is our intention to use these as the foundation for a strong and lasting support network. The new role for the LA is as a broker of effective and long lasting partnerships while leading on a strategy which ensures that all schools are included in this collaborative venture. Indeed work has already begun with headteacher groups to realise this vision. In support of this, the LA will coordinate a conference for all Bromley schools and academies which will take place in the summer term and have the 'strategy for future partnership and collaborative working' as its core focus.

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<sup>1</sup> For the purposes of this report the term 'school' will be used to mean either school or academy when referring to generic education establishments in the borough

### **3.5 The new landscape: our services<sup>2</sup> that will retain a relationship with academies**

- 3.5.1 The LA will retain statutory responsibility for ensuring that we have enough school places for all our children as well as coordinating admissions to primary and secondary academies. This means that we will continue to operate an admissions function which will require a close working relationship with academies. This activity is vital for us to fulfil our responsibilities around safeguarding and ensuring that all pupils are placed, whether as part of a normal admissions round or as an in year admission. The Council retains its commitment to ensuring a good choice of schools for all parents including parents of children with special educational needs.
- 3.5.2 Strong governance is vital for an academy to reach an outstanding judgement. Currently our governor support function for schools is highly valued and the expectation is that academies will continue to want to commission this expertise. Although the LA will not be obliged to offer this service, it is included in the market testing bundle as a commitment to supporting effective governance in local academies. Allied to this the LA is keen to ensure that academies retain an LA governor and that this should ideally be included in any converting academy's articles of association. Although not delegates of the LA, these governors are expected to act in the best interests of the pupils and the community which the academy serves.
- 3.5.3 The LA will retain some statutory functions around the educational welfare of children and will need an appropriately diminished offer in order to cover its statutory duties. As well as retaining the statutory duty to initiate court proceedings for non-attendance, the investigatory work prior to prosecution is another area that the LA has some responsibility for. A further key aspect of the LA's future role will be to maintain and promote the work of the Children's Safeguarding Board and it will be crucial for academies to engage with the work of the board as well as training opportunities promoted by The Board.
- 3.5.4 Special education needs and disabilities is going through a period of significant change as nationally the move is to Education, Health and Care plans. The production of such plans remains the responsibility of the LA and consequently we envisage that relationships across all academies will be strong in this area. Academies' 'duty to cooperate' will require partnership working for the good of this group of children and young people.
- 3.5.5 Vulnerable children and young people and their needs continue to be a key responsibility of the LA and the service listed above will all have a part to play in ensuring that no child comes to harm. The Council is fully committed to its corporate parenting responsibility for Looked After Children and is working closely with providers of education for our most vulnerable young people to ensure that they have the best of opportunities to succeed.
- 3.5.6 However, the fundamental requirement for the borough to ensure that all children and young people are kept safe and have the opportunity to reach their educational potential is that local services, including academies, work together in a spirit of partnership and cooperation. It is hoped that in the autumn of 2014 a report following on from the summer conference will be produced for Members on how these relationships will work in practise.

<b>Non-Applicable Sections:</b>	Policy, Legal, Financial and Personnel Implications
Background Documents: (Access via Contact Officer)	Report no ED13032: Future role of the LA in Education Services, March 2013

<sup>2</sup> Currently market testing is taking place across a number of services identified. Should it be decided to outsource a service, it will still be the LA that is responsible for the delivery of that service

Report No.  
ED14019

## London Borough of Bromley

### PART ONE - PUBLIC

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**Decision Maker:** Education Policy Development and Scrutiny Committee

**Date:** 30<sup>th</sup> January 2014

**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 Spring Term.
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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 Spring Term 2014 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 Visit Schedule for Spring Term 2014 is attached as Appendix 2 for information. All Elected Council Members and Co-opted Members are invited to attend Council Member Visits.
- 3.5 During the Autumn Term 2013 5 schools were visited by 11 members of the PDS committee and 7 ward members. A further five visits are being organised for the spring term all except one has confirmed both date and time of the planned visits – members of the PDS committee will have received invitations to take part in this terms 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 PDS PROGRAMME 2013/14

<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
Changes to the Pupil Referral Unit	
Bromley Adult Education College – Gateway Review (Update on Commissioning Plans)	
Basic Needs Programme (Capital)	
Children's Transport Policy	
Transport Gateway Review	
Strategic Plan - Development of Secondary School Places 2016 - 22	
Bromley Seed Challenge Fund 2013/14	
Standards of Attainment in Bromley Schools 2013	
Annual Update on Youth Services	Information Briefing
Educational Welfare (including truancy)	
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>
Expanding co-operation with Bromley College of Further and Higher Education
Mentoring End of Year Report (June 2014)
Update on the provision of Speech and Language Therapy

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Establishment Name	Autumn Term	Details
<b>Darrick Wood Secondary School (A)</b> (Head Teacher: Mrs Barbara Rhymaun)	10 October	<b>Visit has taken place</b> 3 Education PDS Members & 3 Other Elected Members
<b>Pickhurst Infant School</b> (Head Teacher: Mrs Leonie Osborne)	18 October	<b>Visit has taken place</b> 1 Education PDS Member & 1 Other Elected Member
<b>St Mark's CE Primary School</b> (Head Teacher: Mrs Jennifer Richards)	7 November	<b>Visit has taken place</b> 1 Education PDS Member & 2 Other Elected Members
<b>Glebe School</b> (Head Teacher: Mr Keith Seed)	22 November	<b>Visit has taken place</b> 3 Education PDS Members & 2 Other Elected Members
<b>Perry Hall Primary School</b> (Head Teacher: Mrs Angela Ward)	6 December	<b>Visit has taken place</b> 2 Education PDS Members, 1 Education PDS Co-Opted Member & 1 Elected Member

Establishment Name	Spring Term	Places Available
<b>Farnborough Primary School</b>	06.02.14 (Thurs) AM Visit Time to be confirmed	Five places Available
<b>Langley Park School for Girls</b>	14.02.14 (Fri) PM Visit 14:00-16:00	Five places Available
<b>Clare House Primary School</b>	27.02.14 (Thurs) AM Visit 09:30-11:00	Five places Available
<b>Marjorie McClure School</b>	06.03.14 (Thurs) AM Visit 09.30-11.30	Five places Available
<b>Mead Road Infant School</b>	13.03.14 (Thurs) AM Visit 09:30-11:00	Five places Available

If you would like to attend any of the above scheduled visits, please email [cheryl.adams@bromley.gov.uk](mailto:cheryl.adams@bromley.gov.uk) or telephone her on 020 8461 7589

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# Agenda Item 16

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

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