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DATE: 4 November 2013

EDUCATION INFORMATION BRIEFING

Meeting to be held on Tuesday 12 November 2013

QUESTIONS ON THE INFORMATION BRIEFING

The Briefing comprises:

- 1 MINUTES OF THE EDUCATION BUDGET SUB COMMITTEE HELD ON 2ND OCTOBER 2013** (Pages 3 - 8)
- 2 LITERACY IN THE EARLY YEARS** (Pages 9 - 28)
- 3 CHANGES TO REQUIREMENTS FOR SECRETARY OF STATE CONSENT FOR DEVELOPMENT OF SCHOOL LAND** (Pages 29 - 56)
- 4 SALT INFORMATION BRIEFING** (Pages 57 - 64)
- 5 FOLLOW UP ACTIONS FROM JOINT EDUCATION AND CARE SERVICES PDS COMMITTEE MEETING** (Pages 65 - 84)
- 6 ECHS CONTRACT REPORTS - EDUCATION CONTRACTS** (Pages 85 - 88)
- 7 ACADEMIES' UPDATE** (Pages 89 - 94)

Members and Co-opted Members have been provided with advanced copies of the Part 1 (Public) briefing via email. The Part 1 (Public) briefing is also available on the Council website at the following link: <http://cds.bromley.gov.uk/ieListMeetings.aspx?XXR=0&Year=2013&CId=559>

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

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

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Agenda Item 1

EDUCATION BUDGET SUB-COMMITTEE

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

Present:

Councillor Neil Reddin FCCA (Chairman)
Councillors Kathy Bance MBE, Nicholas Bennett J.P.,
Julian Grainger and David McBride

Councillor Stephen Wells, Portfolio Holder for Education

Also Present:

Jane Bailey, Interim Assistant Director: Education
David Bradshaw, Head of Education, Care and Health Services Finance
Dr Tessa Moore, Assistant Director: Education
James Mullender, Senior Accountant
Amanda Russell, Head of Schools Finance Support

1 APOLOGIES FOR ABSENCE

There were no apologies for absence.

The Chairman was pleased to welcome Jane Bailey to the meeting, who was the new Interim Assistant Director: Education.

2 DECLARATIONS OF INTEREST

There were no declarations of interest.

3 QUESTIONS FROM MEMBERS OF THE PUBLIC ATTENDING THE MEETING

No questions had been received from members of the public.

4 MINUTES OF THE MEETING HELD ON 23RD JULY 2013 AND MATTERS ARISING

In considering the minutes, Members of the Sub-Committee agreed that in future a matters outstanding report would be appended to the minutes.

RESOLVED that the minutes of the meeting held on 23rd July 2013 be agreed.

5 EDUCATION PORTFOLIO BUDGET MONITORING REPORT 2013/14

Report ED13102

The Sub-Committee considered a report setting out the budget monitoring position for the Education Portfolio based on expenditure to the end of July 2013. The Schools' Budget, funded from the Dedicated Schools' Grant and specific grants was forecast to be in an underspend position of £1,135,000, which would be carried forward into the next financial year. The controllable part of the Non-Schools' Budget, funded from Council Tax, Revenue Support and specific grants, was forecasted to be in an overspend position of £3,000.

Members were advised that on 12th June 2013, the Council's Executive had been requested to approve a number of carry forward requests relating to either unspent grant income or delays in expenditure where cost pressures would follow through into 2013/14. This included a carry forward request of £297,000 by the Education Portfolio to cover the costs of urgent property works to Children's Centres within the Borough.

In considering the budget monitoring position for the Education Portfolio, the Chairman noted the underspend of £200k projected for the Referral and Assessment Children's Centres. This was due to staff vacancies within the service, and a £64k contribution from the Tackling Troubled Families Grant, and the Chairman queried whether the posts might be deleted if service levels had not been affected.

An overspend had been identified within the Adult Education service due to a drop in tuition fees as a result of the free courses which the college provided for Jobcentre Plus, as well as the 24+ funding scheme which had resulted in a fixed cut of £53k of grant allocation for student loans irrespective of take-up. There had been a large reduction in the Skills Funding Agency grant for Adult Education between the 2010/11 and 2013/14 academic years. The Head of Education, Care and Health Services Finance advised Members of the Sub-Committee that the final 2013/14 grant allocation was yet to be confirmed, but that the Adult Education Service was still required to provide free courses for Jobcentre Plus during the 2013/14 academic year. The Chairman noted that the linked nurseries in the Adult Education Service were unlikely to achieve their fee income targets. The Assistant Director: Education agreed to provide a briefing paper to Members with further details of the nurseries.

Members were pleased to note the way that the growth in demand for Special Education Needs services was being managed. The Portfolio Holder for Education confirmed that the Dedicated Schools Grant was used where appropriate to support this growth in demand, but noted that the regulations on the use of Dedicated Schools Grant had become more restrictive which would limit how these funds could be accessed into the future.

RESOLVED that:

- 1) The latest 2013/14 budget projection for the Education Portfolio be noted;**
- 2) The Portfolio Holder for Education be recommended to:**
 - i) Approve the draw down from central contingency of £297,000 as a carry forward request; and,**
 - ii) Approve the Education Portfolio Budget Monitoring Report 2013/14**

6 CAPITAL PROGRAMME MONITORING - 1ST QUARTER 2013/14

Report RES13178

On 24th July 2013, the Executive received the 1st quarterly capital monitoring report for 2013/14 and agreed a revised Capital Programme for the four year period 2013/14 to 2016/17. The Sub-Committee considered a report highlighting the changes agreed by the Executive in respect of the Capital Programme for the Education Portfolio.

In considering capital maintenance in schools, Councillor Julian Grainger queried how works in schools were costed and noted a recent example where windows of a high specification had been installed in a Bromley school. The Head of Education, Care and Health Services Finance confirmed that schools were required to obtain three quotes for capital maintenance work and that any additional works must be funded by the school. The Local Authority was responsible for funding capital maintenance works in Local Authority maintained schools and this was funded from a Government grant.

RESOLVED that the revised capital programme agreed by the Executive on 24th July 2013 be recommended to the Portfolio Holder for Education for approval.

7 SPENDING BY PRIMARY, SECONDARY AND SPECIAL MAINTAINED SCHOOLS IN 2012/13

Report ED13097

The Sub-Committee considered a report setting out all revenue and capital balances held by Primary, Secondary and Special Maintained Schools as at 31st March 2013, and providing a comparison to the balances held at the same time in the previous year.

In considering spending by Primary, Secondary and Special Maintained Schools in 2012/13, Councillor Julian Grainger noted that small schools were required to

keep a higher proportion of reserves as their budgets were smaller than larger schools, and that the proportion of funds held in reserve by small schools should not necessarily be a cause for concern. Small schools were in receipt of the small schools allowance and had benefitted from the minimum funding guarantee in recent years, but the Head of Schools Finance Support confirmed that work continued to be undertaken with small schools to ensure their future viability, including a suitable level of reserves.

The Chairman was concerned to note that the management action to reduce balances with detailed costings by some schools included revenue items, which should not normally be funded from the reserves. It was important for schools to be able to secure value for money when investing in high cost items and building projects. There was also a need to ensure that ongoing IT investment was sustainable as part of a schools revenue budget, and the Head of Schools Finance Support confirmed that schools were encouraged to look at IT replacement solutions as part of long term budget setting.

In response to a question from a Member, the Head of Schools Finance Support confirmed that the deficit at Clare House Primary School was historic and had been built up under the previous Head Teacher. A Notice of Concern had been issued to the school in 2012/13 and the Local Authority was now working with the school to deliver its Deficit Recovery Programme, which would support the school in recovering its deficit over 3-5 years. The expansion of the school to two forms of entry would support the future financial stability of the school. The Portfolio Holder for Education noted that the school was seeking to become part of 'Family Langley' a collaborative group of academy schools which included Unicorn Primary School and Langley Park Boys and Girls Schools.

With regards to conversion to academy status, the Head of Schools Finance Support advised Members that convertor academies retained any budget surplus or deficit and would be responsible to the Education Funding Agency to recover any deficit within one year. Schools which converted as sponsored academies did not retain any budget deficit which would become the responsibility of the Local Authority and was paid from the Dedicated Schools Grant. The Assistant Director: Education confirmed that schools with a significant budget deficit were not able to convert as standalone academies and would need to seek sponsorship.

Following consideration of the revenue and capital balances held by Primary, Secondary and Special Maintained Schools, Members requested that Clare House, St Peter and St Paul's and Chelsfield Primary Schools be included in the Schedule of Members' visits for the 2013/14 academic year. Members also requested that the level of committed and uncommitted revenue and capital balances for Local Authority maintained schools be reported against the number of schools the levels represented as well as the size of each school.

RESOLVED that the financial position of Primary, Secondary and Special Maintained Schools at the end of the 2012/13 financial year be noted.

8 OUTCOME OF CONSULTATION ON 2014/15 FUNDING REVIEW

Report ED13103

The Sub-Committee considered a report setting out proposed changes to the 2014/15 funding formula for schools in line with Department for Education requirements.

The Department for Education had recently issued further guidance to assist local authorities and Schools' Forums in planning the local implementation of the reformed funding system for 2014/15. Changes included a reduction in the upper limit of the lump sum to £175,000, the potential use of a different lump sum for primary and secondary schools, and the attainment measure for secondary schools changing to target pupils achieving Level 3 or below in either English or Maths rather than in both.

Following consideration at its meeting on 26th September 2013, the Schools' Forum had agreed to request the Local Authority to agree that the lump sum for Bromley schools would be set at £175,000 for 2014/15 for both primary and secondary schools. It was also agreed to request that the measure of attainment for secondary pupils be set at £907 for 2014/15, a level proposed and supported by the Secondary Head Teachers, to reflect the significant increase in the number of pupils who would be eligible for this funding. The Minimum Funding Guarantee would moderate the impact of this on schools' budgets to a maximum of 1.5% per year budget change in any one year.

In response to a question from the Chairman, the Head of Schools Finance Support confirmed that the attainment measure for secondary schools would be paid on a per pupil basis for those achieving Level 3 or below in either English or Maths, and that pupils achieving Level 3 or below in both subjects would receive the same funding as those achieving Level 3 or below in either subject.

Councillor Julian Grainger noted the impact of the Minimum Funding Guarantee in moderating the difference in funding levels for secondary schools under each of the proposed models, but highlighted the need to test against a range of lump sums in future years where appropriate. The Head of Schools Finance Support advised Members of the Sub-Committee that further guidance was awaited from the Department for Education around how the funding formula for schools would be delivered in future years.

RESOLVED that the Portfolio Holder for Education be recommended to agree the proposed changes in line with the recommendations of the Schools' Forum.

9 EDUCATION PORTFOLIO INFORMATION ITEMS

The Sub-Committee considered an information briefing providing an update on the baseline review of access and admissions. The services included in the baseline review included Admissions, Education Strategic Property and Client Services,

Behaviour Service, Education Welfare Service, Early Years (PVI) and Office Services. In response to the baseline review, a new structure had been developed and, following a formal consultation process undertaken in Spring 2013, the new structure had been implemented from 1st September 2013.

In considering the new structure, Councillor Julian Grainger noted that secondary schools were receiving an increasing number of applications for their Year 12 provision, and queried if a centralised 'clearing' service could be delivered by the Admissions team. The Assistant Director: Education confirmed that the Education, Care and Health Services Department had no remit to develop additional sold services at this time, but that if it was agreed by the Council's Executive to undertake a range of market testing for education services, it was possible that a provider might consider developing such a service as part of its bid. Councillor Julian Grainger underlined the need to ensure that locally-based and third sector providers were able to bid to deliver services, if market testing was agreed. The Chairman also noted the potential to develop shared services across the education service.

RESOLVED that the information briefing be noted.

10 ANY OTHER BUSINESS

The Council's Executive would be considering a report at its meeting on 16th October 2013 which proposed that market testing, including that of in-house provision, be undertaken on a range of Education Services. Councillor Nicholas Bennett JP noted that, should market testing be agreed, the results of this market testing would be reported to a future meeting of Education PDS Committee. He suggested that a meeting of the Education Budget Sub-Committee be convened in advance of this meeting to allow Members to undertake an in-depth analysis of the financial implications of any commissioning of education services, and this was agreed by Members of the Sub-Committee.

RESOLVED that the issues raised be noted.

11 DATE OF NEXT MEETING

The next meeting of Education Budget Sub-Committee would be held at 7.00pm on Tuesday 7th January 2014.

The Meeting ended at 8.23 pm

Chairman

Briefing ED13116

London Borough of Bromley

PART 1 - PUBLIC

**Briefing for Education Policy Development and Scrutiny Committee
Tuesday 12 November 2013**

LITERACY IN THE EARLY YEARS – INFORMATION ITEM

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1. Summary

- 1.1 This information paper is submitted in line with the rolling work programme of the Education PDS as an update on two reports presented at the September 2012 PDS, one relating to Early Years Foundation Stage Profile (EYFSP) data and one concerning literacy in the early years. 1.2 Members requested a comparison of data for end of year Early Years results. However, when the previous EYFSP report was produced, it was the end of the EYFSP assessment in that current format.
- 1.2 From 2013, a new EYFSP framework was launched with new assessment and grading criteria moving from 9 levels to 3 levels. Therefore, efforts to match performance proved to be meaningless under this new framework.
- 1.3 In addition, a previous exercise drew no significant conclusions as only a handful of children in the vast majority of settings could be matched due to the mobility of children in this age range.
- 1.4 Phonics, although screened in KS1, are not subject to screening in the early years.
- 1.5 This paper therefore outlines the results of the revised EYFSP profile, with comparison to national figures, and comments on the phonics screening results in KS1, again with comparison to national data.

2. THE BRIEFING

- 2.1 In September 2012 a revised EYFS and new EYFS Profile were implemented, both are statutory documents. The areas of learning changed, many of the expectations within the Early Learning Goals (ELGs) were raised, particularly in speaking, writing and mathematics. The new EYFS Profile looked very different to previous years with a 'best fit' strategy being implemented. The Government also introduced a new, more robust 'Good Level of Development' (GLD).

Training and support were provided to schools, and the data gathered was rigorously tested during the statutory moderation process, with anomalies being questioned and re-checked accordingly. In the spring term the results of the summer 2012 EYFS Profile pilot were published which indicated a decrease in the percentage of children meeting the ELGs and only 41% of children attaining a GLD. As a result of these changes, and considering the results of the pilot, the Bromley Early Years Team also expected Bromley's EYFS profile data to be significantly lower than 2012.

- 2.2 From April 2013 support to schools was re – categorised with support packages being provided to those schools considered to be vulnerable. EYFS support was targeted in this way.
- 2.3 Much work and training was carried out with the schools in Bromley and all schools took part in agreement trialling and moderation to ensure judgements were in line with national exemplification and were accurate and robust.
- 2.4 The teams supporting the delivery of Early Years provision, whether in schools or in the PVI sector have continued to work closely together and, from May 2013, one strategic Head of Service was appointed with overall responsibility for both schools and early years, which has further supported this relationship.
- 2.5 An EYFS forum was introduced to gather together colleagues from schools, day nurseries and other stakeholders to ensure cohesion in the delivery of services and education to children within the EYFS.
- 2.6 Because of the changed assessment process, it is not possible to make a direct comparison with previous year's data as the measures are now different. The areas of learning have changed and expectations for the end of the EYFS have been raised, therefore any comparison with previous year's data would be inaccurate.
- 2.7 Bromley schools have achieved an overall Good Level of Development of 61%, in comparison to National figure of 52%. Those achieving at least expected level in Communication and Language was 77% in Bromley compared to a national figure of 72% and in Literacy 69% compared to a national figure of 61%.(Appendix 1)
- 2.8 KS1 phonics screening results show that all pupils are exceeding the National Average (Page 1, Appendix 2). This is a significant increase from the 2012 results (Page 2, Appendix 2). However, it should be noted that girls are still outperforming boys and, within defined groups of pupils e.g. SEN, EAL, FSM, improvement is still required, although generally these results are still better than nationally (Page 4, Appendix 2).



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EARLY YEARS FOUNDATION STAGE PROFILE RESULTS IN ENGLAND, 2012/13

MAIN POINTS:

- In 2013, 52% of children achieved a Good Level of Development.
- More girls achieved a Good Level of Development than boys, 60% girls compared with 44% boys.
- The average score achieved on the EYFSP is 32.8 points. 34 points is the equivalent of children achieving the expected level across all early learning goals.
- In each of the 17 early learning goals, a higher proportion of girls than boys achieved at least the expected level.

INTRODUCTION

This annual Statistical First Release (SFR) contains the latest information at both national and local authority (LA) level on achievement outcomes at the end of the Early Years Foundation Stage (EYFS) in 2013.

The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development at the end of the EYFS (the end of the academic year in which the child turns five). It should support a smooth transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers. This information should help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The Profile is also designed to inform parents or carers about their child's development against the early learning goals.

Following an independent review of the EYFS by Dame Clare Tickell, a new Profile was published for implementation for the 2012/13 school year. The new Profile and revised EYFS have a stronger emphasis on the three prime areas which are most essential for children's healthy development: communication and language; physical; and personal, social and emotional development. The new Profile made changes to the way in which children are assessed at the end of the EYFS and requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the new 17 early learning goals..

The new Profile was introduced in September 2012 and the first assessments have taken place this summer. The new Profile's 'emerging', 'expected' and 'exceeding' scale are very different to the previous Profile's 117 point scale and the number of early learning goals has been reduced. This will lead to a break in the time series as the results will not be comparable between 2012 and 2013.

During summer 2012, the department carried out a pilot of the new profile alongside the old profile. The intention of the pilot was to inform the development of the new Good Level of Development indicator. The pilot was also used to finalise the new guidance, exemplification materials and moderation arrangements. It was not designed to be a baseline for the new profile and the results from it should be treated with caution.

See technical notes for further information on the new profile and comparability issues with the old profile and the pilot.

Main Points

To note:

The main counts provided in this publication are:

1 – The number and proportion of children **achieving each assessment rating within the Early Learning Goals**. This is a count of children assessed as emerging, expected, and exceeding across the 17 early learning goals.

2 – The number and proportion of children **achieving at least the expected level in an Area of Learning**. This is a count of children who were assessed as either expected or exceeding in all the early learning goals within an Area of Learning.

3 – **Good Level of Development** - The number and proportion of children **achieving at least the expected level within the three prime areas of learning: communication and language, physical development and personal, social and emotional development** and the early learning goals within the **literacy** and **mathematics** areas of learning.

4 – **The total points score across all the early learning goals**. In addition to the Good Level of Development indicator, the Department has introduced a supporting measure which will measure the total number of points achieved on the EYFSP. A child is assigned one point for an emerging early learning goal, two points for an expected early learning goal and three points for an exceeding early learning goal. The national measure is the average of every child's total point score.

5 – The **achievement gap** between the **lowest attaining 20% of children** and the mean.

6 - Percentage of children **achieving at least the expected level in the Areas of Learning by national deprivation status of child residency**.

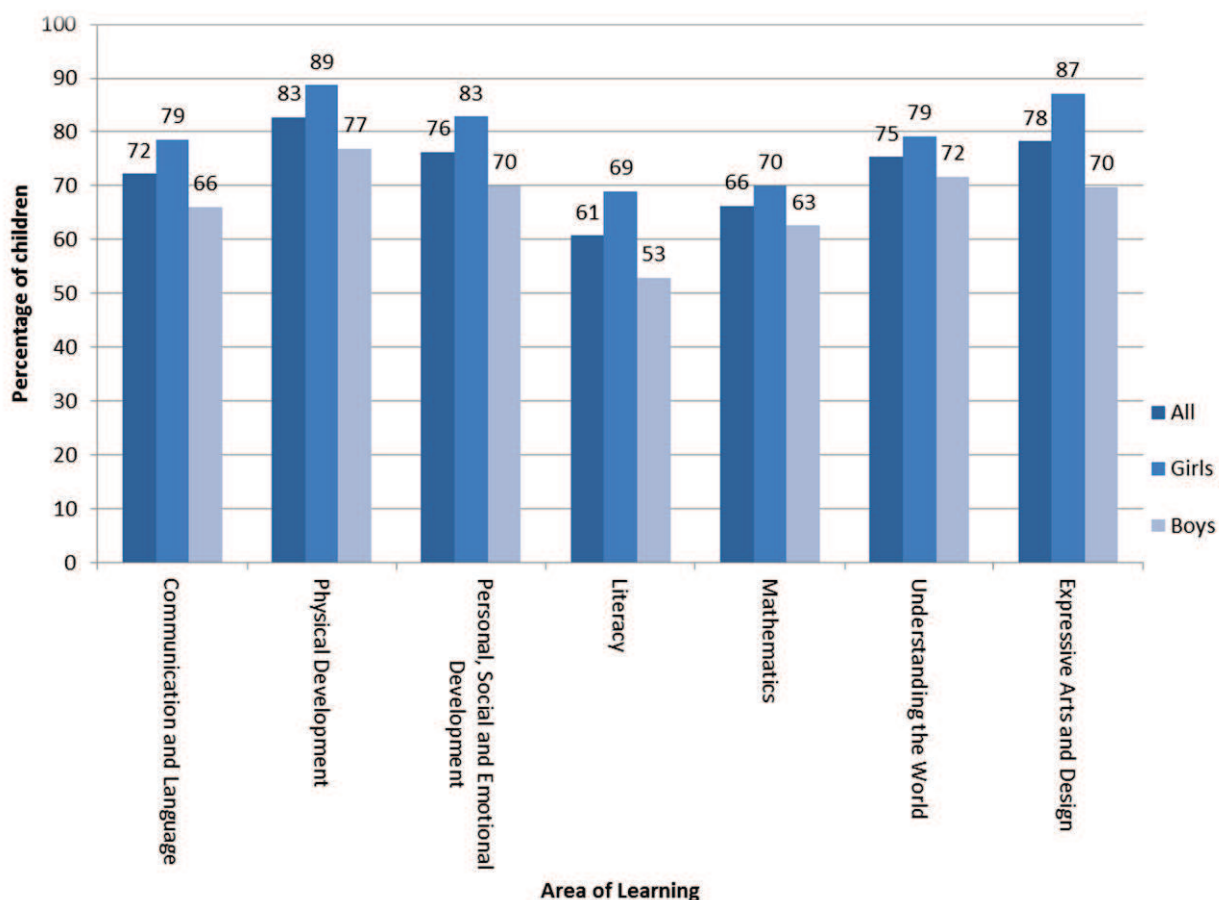
1 Number achieving at least the expected level in all early learning goals within an Area of Learning

1.1 All children

Figure 1 shows the proportion of children achieving at least the expected level in all early learning goals within an Area of Learning.

The lowest proportion of children achieved at least the expected level in the *literacy* and *mathematics* Areas of Learning. 61% of children achieved at least the expected level in all early learning goals in *literacy* and 66% in *mathematics*. In comparison 83% of children achieved at least the expected level in all the early learning goals within the *physical development* Area of Learning.

Figure 1: the proportion of children achieving at least the expected level in all early learning goals within an Area of Learning.



1.2 Gender

Girls performed best in the *physical development* and *the expressive arts and design* Areas of Learning, where 89% and 87% respectively achieved at least the expected level in all the early learning goals within those Areas of Learning. Boys performed the best in *physical development* with 77% achieving at least the expected level. Girls and boys performed the lowest in *literacy* with 69% and 53% achieving.

Girls outperformed boys in all Areas of Learning. Figure 1.1 shows the percentage point difference in achievement between girls and boys.

Figure 1.1

Percentage of children achieving at least the expected level in all early learning goals within an Area of Learning			
Area of Learning	Girls	Boys	Gender Gap ¹
Communication and Language	79	66	13
Physical Development	89	77	12
Personal, Social and Emotional Development	83	70	13
Literacy	69	53	16
Mathematics	70	63	7
Understanding the World	79	72	8
Expressive Arts and Design	87	70	17

¹ Rounded to nearest whole number

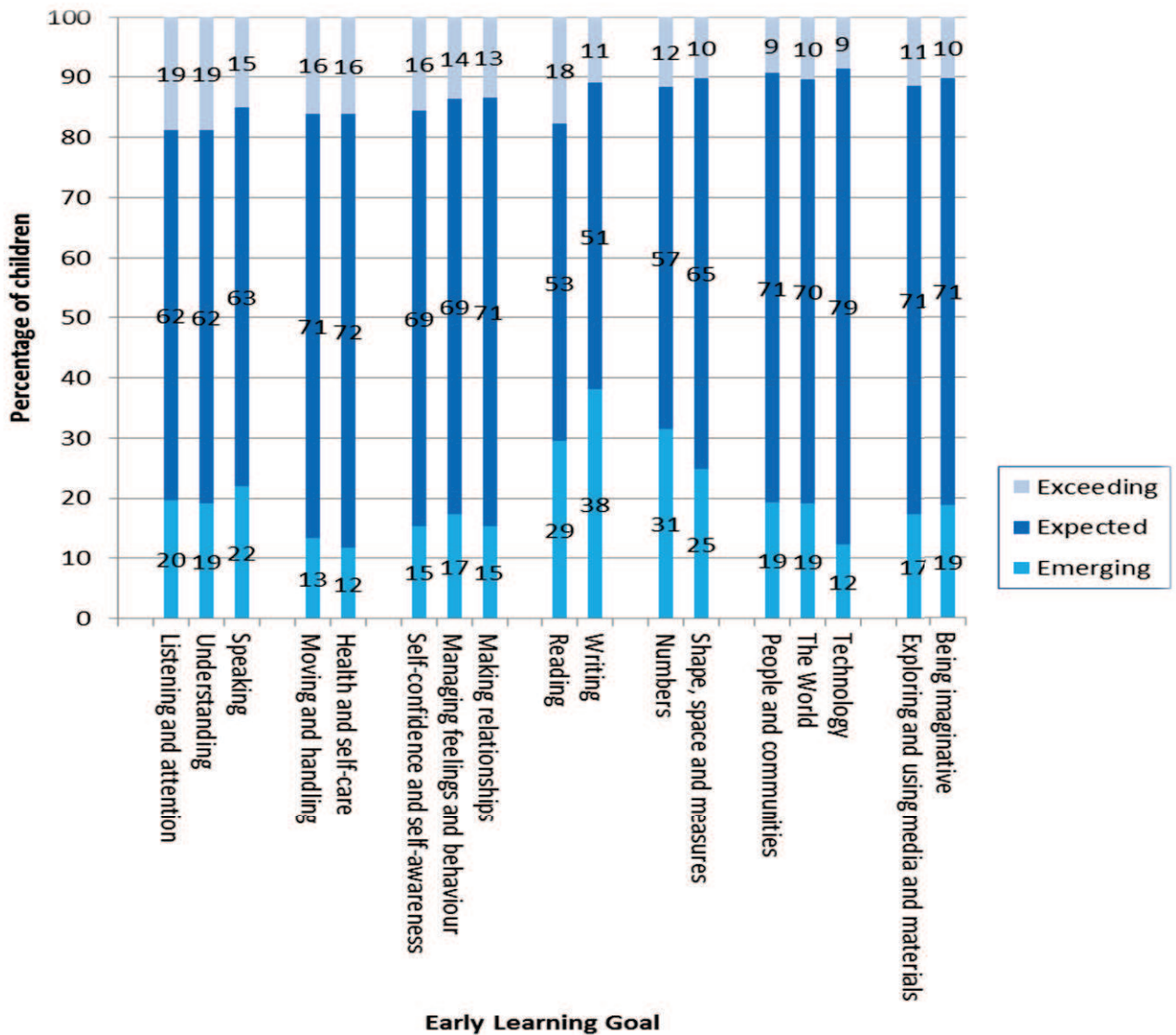
2. Number achieving each assessment rating within the early learning goals

2.1 All children

Figure 2 shows the proportion of children assessed as emerging, expected and exceeding across the 17 early learning goals. The lowest proportion of children achieved at least the expected level in the four **literacy** and **mathematics** early learning goals. More specifically, the lowest proportion of children achieved at least the expected level in *writing* (62%) and *numbers* (69%). In comparison, 88% of children achieved at least the expected level in *health and self-care* and *technology*, and 87% achieved the expected level in *moving and handling*.

The early learning goals in which most children were assessed as exceeding were *listening and attention* and *understanding*, both 19%. In comparison, 9% of children were recorded as exceeding in the *people and communities* and *technology* early learning goals.

Figure 2: The percentage of children emerging, expected and exceeding in the 17 early learning goals

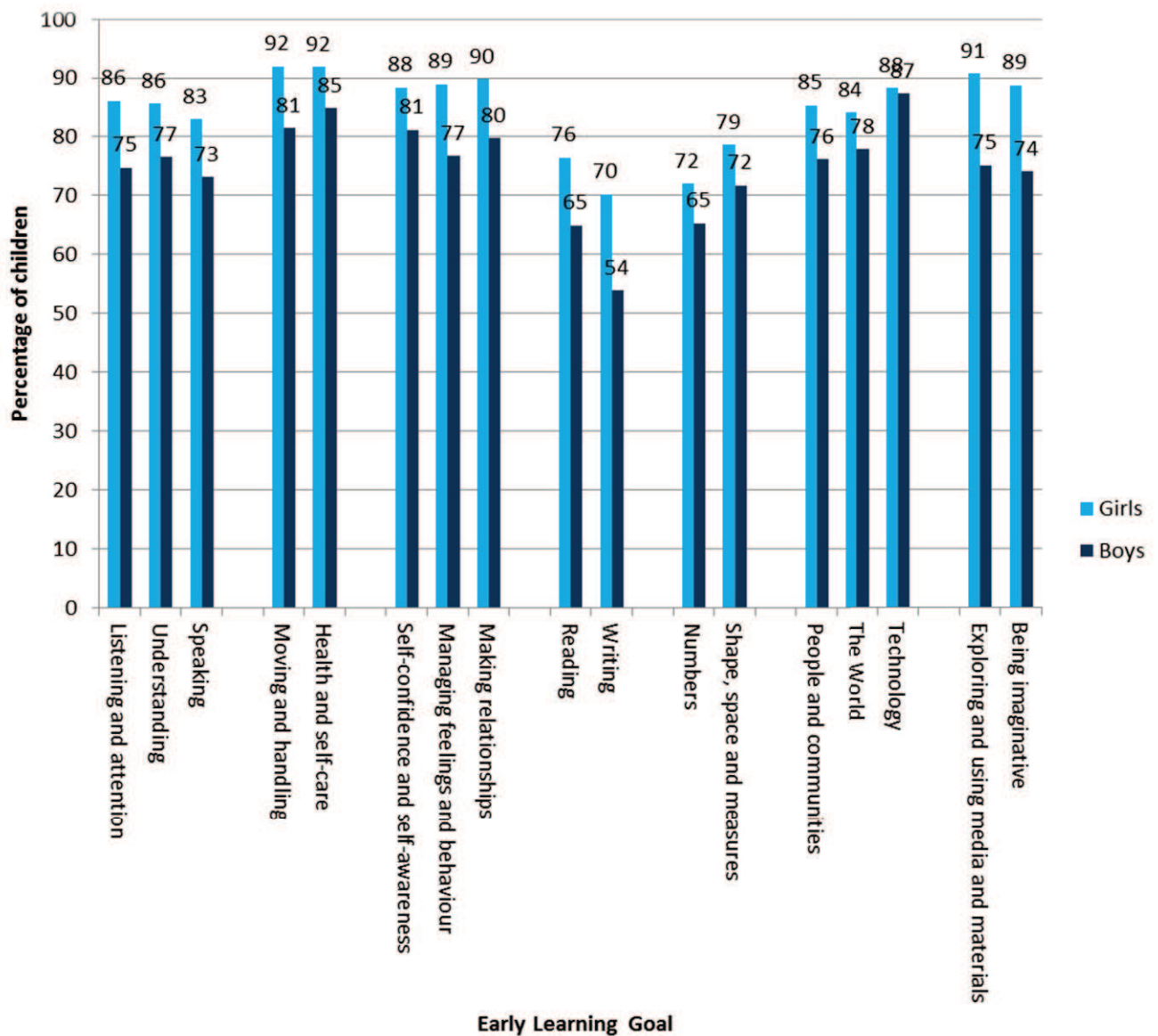


2.2 Gender

Figure 3 shows the proportion of children that achieved at least the expected level in each of the 17 early learning goals by gender. Girls performed best in the *moving and handling* and *health and self-care* early learning goals, whilst boys performed the best in the *technology* early learning goal. Girls' performance was noticeably lower in *writing* and *numbers*, whilst boys' performance was the lowest in *writing*. Girls did however, outperform boys in all early learning goals.

The widest gender gaps were in the *writing* and *exploring and using media and materials*, where the gaps were 16 percentage points and *being imaginative* where the gap was 15 percentage points. The narrowest gender gaps were in the *technology* and *the world* early learning goals, where the gaps were 1 and 6 percentage points, respectively.

Figure 3: The proportion that achieved each of the 17 early learning goals by gender



Analysis of the headline indicators

3. Number achieving a Good Level of Development

3.1 All children

At a National Level, 52% of children achieved a Good Level of Development (those achieving at least the expected level within the three prime areas of learning: *communication and language*, *physical development* and *personal, social and emotional development* and in the early learning goals within the *literacy* and *mathematics* areas of learning).

At Local Authority level, the proportion achieving a Good Level of Development ranges from 28% in Leicester to 69% in Greenwich. Isles of Scilly have 100% achieving a Good Level of Development but may be viewed as an outlier due to their very small numbers of children included.

3.2 Gender

At a National level 60% of girls achieved a Good Level of Development compared with 44% of boys.

At Local Authority level excluding the Isles of Scilly, the proportion of girls achieving ranges from 33% in Leicester to 81% in the City of London and 76% in Greenwich and South Gloucestershire respectively. The proportion of boys, who achieve a Good Level of Development, ranges from 23% in Leicester to 62% in Greenwich (see table 3).

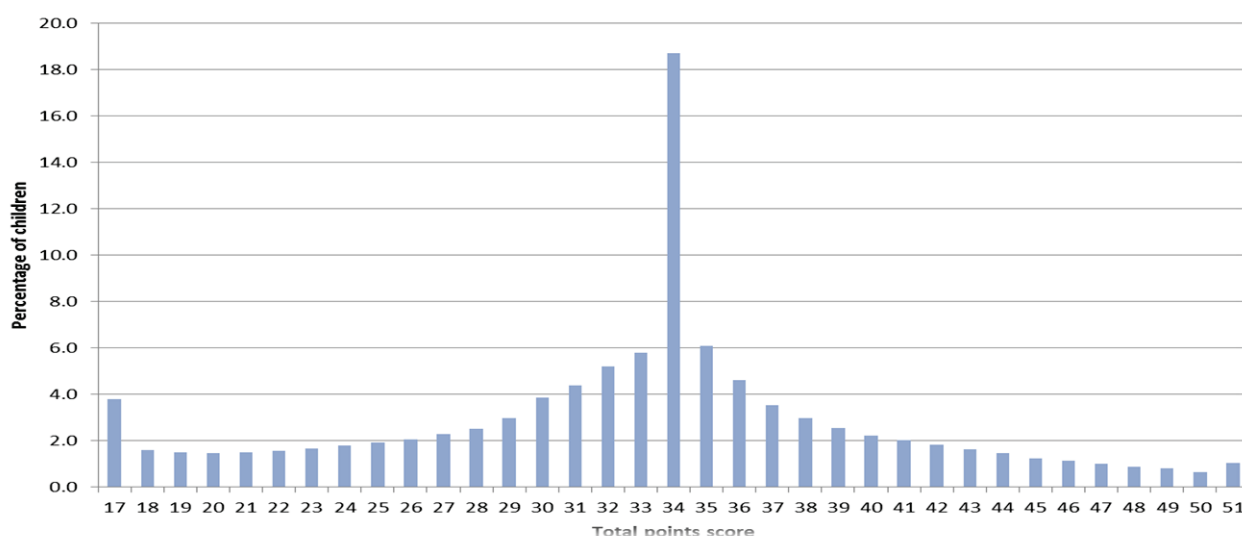
4. The total points score across all the early learning goals

4.1 All children

The average score for all children was 32.8 points.

Figure 4 illustrates the distribution of points across the whole profile; it shows that the greatest proportion of children (18.7%) achieved 34 points which is the equivalent to children achieving the expected level across all the early learning goals. Only 3.8% of children achieved 17 points (equivalent to emerging in each early learning goal) and only 1.0% of children achieved the maximum of 51 points.

Figure 4: points score distribution in the EYFS Profile



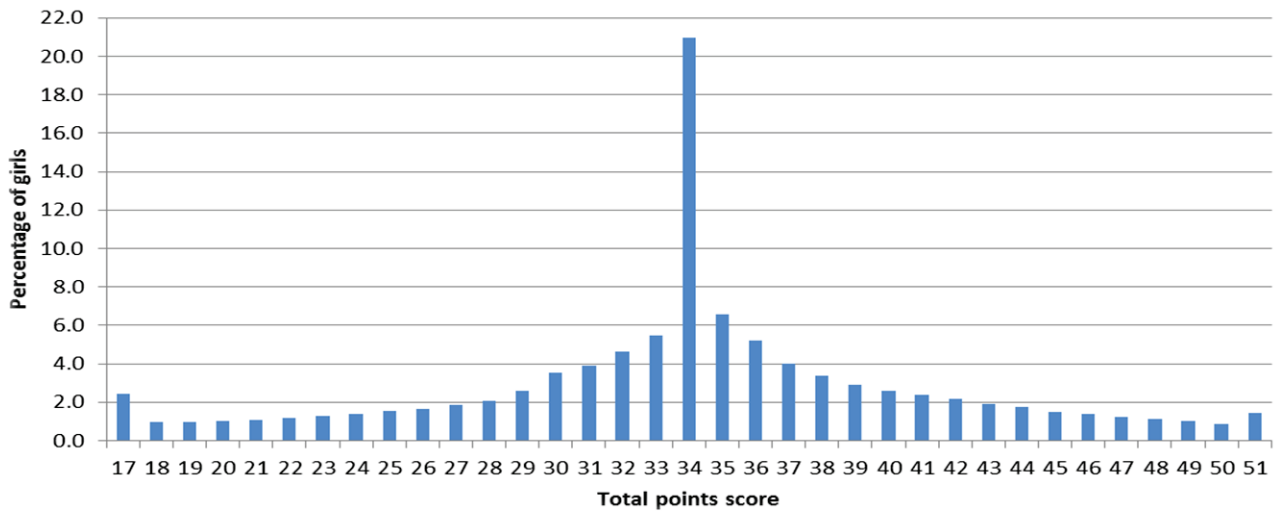
4.2 Gender

The average point score achieved by girls was 34.1 points compared with 31.6 points for boys.

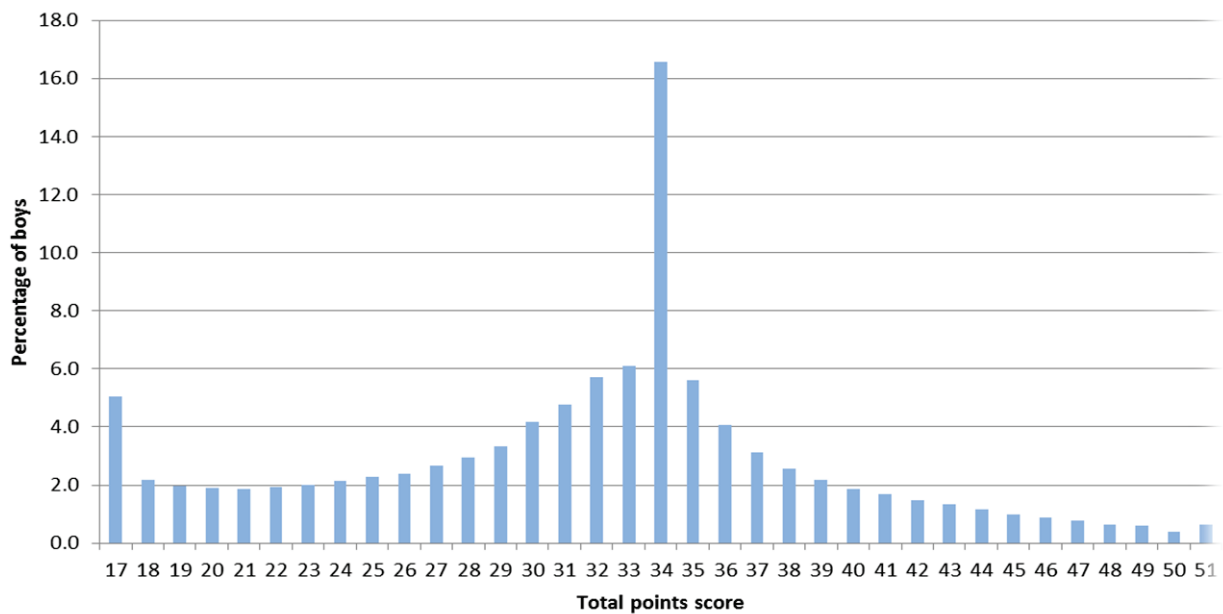
Figure 4.1 shows that the distribution for both girls and boys also peaks at 34 points. 21% of girls achieved 34 points compared with 16.6% of boys. Only 0.7% of boys achieved the maximum score of 51, compared with 1.4% of girls. In contrast, 5% of boys achieved the minimum score of 17 points, compared with only 2.5% of girls.

Figure 4.1: points score distribution by gender

Girls



Boys



5 Narrowing the Gap

5.1 The achievement gap between the lowest attaining 20% of children and the mean

At a National level, the achievement gap between the lowest attaining 20% of children and the mean is 36.6%. 91 Local Authorities have an achievement gap which is less than the national figure; the remaining 61 are above (Table 5).

5.2 The percentage of children who achieved at least the expected level in the Areas of Learning, by national deprivation status of child residency.

Of those children in the 30% most deprived Super Output areas² in England, 44% achieved a Good Level of Development. This compares with 56% of children resident in other areas and shows a gap of 12 percentage points (Table 6).

Full details of the background and methodology used in this calculation are published as a separate document on the publication page.

² Small areas with mean populations of 1500, designed to be more or less equal in size. The number of children who reside in these deprived areas will vary considerably between local authorities. Children resident in the 30 per cent most disadvantaged areas for the 2013 exercise are identified by their postcodes collected via the Early Years Foundation Stage Profile.

TABLES

Table	Title	Coverage	Year
A	The number and percentage of children achieving each assessment rating within the Early Learning Goals, by gender	England	2013
B	The number and percentage of children achieving at least the expected level in the Areas of Learning, by gender	England	2013
C	The number and percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics, and the average total points score across all the Early Learning Goals, by gender	England	2013
1	The number of children achieving each assessment rating within the Early Learning Goals, by gender and local authority	Local authority	2013
2	The number and percentage of children achieving at least the expected level in the Areas of Learning, by gender and local authority	Local authority	2013
3	The number and percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics, by gender and local authority	Local authority	2013
4	The average total points score (across all the Early Learning Goals), by gender and local authority	Local authority	2013
5	The standard score and percentage inequality gap in achievement across all the Early Learning Goals by local authority	Local authority	2013
6	Percentage of children achieving at least the expected level in the Areas of Learning by national deprivation status of child residency for each local authority	Local authority	2013

All of the tables above are available in Excel format on the publication webpage.

As part of a Government drive for data transparency in official publications and to make data more accessible, supporting underlying data for this publication will be published at the same time as the publication and available on the publication webpage.

TECHNICAL NOTES

Background and Methodology

1. The **Good Level of Development** measure for the new Profile is different from previous years as the early learning goals have changed. In the new EYFSP, children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy, which the Government believes are crucial for later success. The content is, therefore, slightly more stretching. As the content of the Good Level of Development measure has changed, it is not possible to compare results for the new Profile with previous years.

All areas of learning within the EYFS are important. To reflect this, the Good Level of Development measure is supported by a measure of the **average of the cohort's total point score across all the early learning goals**. This captures the attainment of all children across all the early learning goals.

During summer 2012, the department carried out a pilot of the new profile alongside the old profile. The intention of the pilot was to inform the development of the new Good Level of Development indicator. The pilot was also used to finalise the new guidance, exemplification materials and moderation arrangements. It was not designed to be a baseline for the new profile and the results from it should be treated with caution.

For the pilot, data was collected from a sample of schools. Results from the pilot showed that 41% of children achieved a Good Level of Development while the 2013 Good Level of Development figure is 52%. Users should refrain from making direct comparisons between the 2013 results and the 2012 pilot or assume there has been a real change. To try to understand the reason for the difference a number of LAs involved in the pilot were contacted. As expected with a pilot, these discussions highlighted some issues and provided some insight into why the pilot scores may have appeared lower than the 2013 figures:

1. **Teaching appropriate to new profile** - children in the pilot were being assessed against early learning goals which weren't yet in place. Therefore the teaching wasn't aligned with the new profile. An obvious example is in mathematics where children under the new profile need to be able to count to a higher level and also do things such as doubling and halving which weren't assessed under the old profile. Since these skills weren't assessed previously, the children weren't always taught them. Therefore under the pilot, they scored low. Teachers then had a year to adjust teaching against the new profile before being assessed against it for 2013.
2. **Moderation** – some pilot schools were not moderated at all. For those who were, the moderators felt they were not very well prepared and the moderation was overly strict.
3. **Training** – New training has been introduced on the early learning goals, how they should be taught and what 'expected' and 'exceeded' look like, allowing schools to make more accurate assessments.
4. **Guidance** – Lack of exemplification material at the time of the pilot made it difficult for proper assessment.
5. **Best fit** – this principle has taken a while to bed in and wasn't fully understood for the pilot. Now that it has, assessments are less strict with more children 'achieving' expected levels

Full details of the methodology used in this statistical first release are published as a separate document on the publication page.

Data Quality and Uses of the Data

2. A separate document has been published which details issues relating to the quality of the data from the Early Years Foundation Stage Profile return along with details of users and the known uses made of the data. This can be found as a separate document on the publication page.

Sources of data

3. The source for this publication is the Early Years Foundation Stage Profile collection. All schools and all Private, Voluntary and Independent providers receiving government funding are required to make (through their local authority) a child-level return to the Department for Education. The collection is on a statutory basis through legislation which results in complete and accurate information being returned.

4. Children not in receipt of government funding at the end of the Early Years Foundation Stage are not within the scope of the data collection.

Rounding conventions

5. In most tables, the figures are presented as whole numbers while some tables, percentages are displayed to 1 decimal point. The rounding convention is as follows: any fractions of 0.5 and above will be rounded up, anything less than 0.5 will be rounded down.

National Statistics

6. This is a National Statistics publication. National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

Related Publications

7. Related publications can be found at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-results-in-england-academic-year-2011-to-2012>

<https://www.gov.uk/government/publications/eyfsp-attainment-by-pupil-characteristics-in-england-academic-year-2011-to-2012>

User Consultation

8. If you would like to be involved in any consultations on this publication or have any feedback, please contact the statistician for this publication (contact details can be found in the next section).

Queries

9. Any queries of comments on the statistics in this publication should be addressed to:

Graham Knox
Statistician
Department for Education
Mowden Hall
Staindrop Road
Darlington
DL3 9BG
Email: graham.knox@education.gsi.gov.uk
Telephone: 01325 735 413

Press enquiries should be made to the Department's Press Office at:

Press Office News Desk
Department for Education
Sanctuary Buildings
Great Smith Street, London
SW1P 3BT
Telephone number: 020 7783 8300

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Phonics Screening Data Analysis Pack 2013

Bromley LA



Bromley LA

*Produced by the Performance and Information Team
Bromley Education, Care and Health Services Department
October 2013*

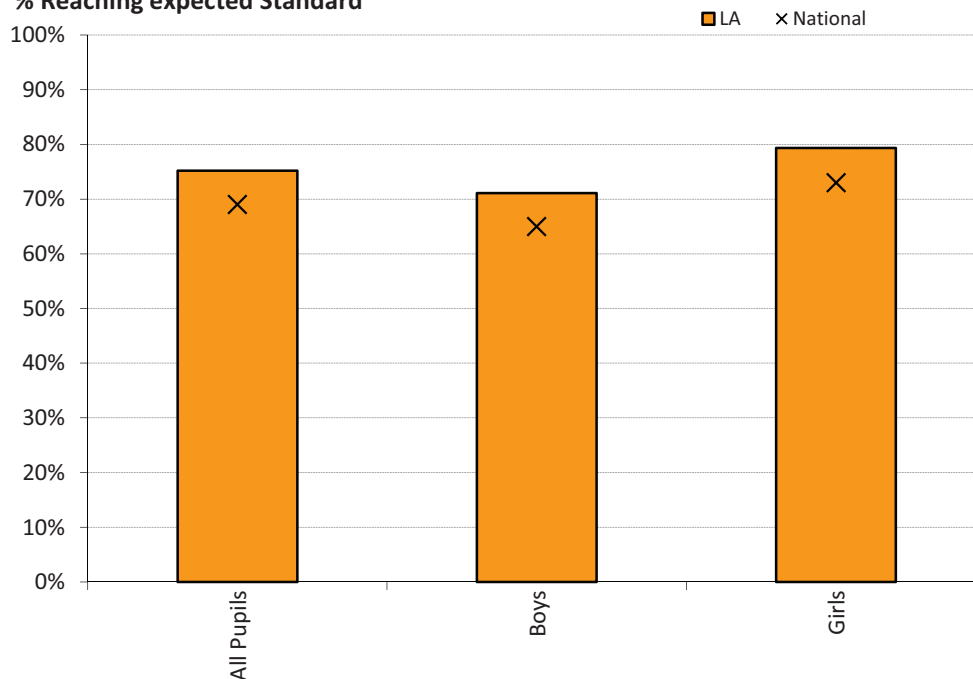


School Summary - Phonics Screening Check

Year 1 Phonics 2013 - LA Summary

Outcomes of Phonics Screening	LA All	LA Boys	LA Girls
Children in Cohort	3,743	1,885	1,858
Number Meeting the expected Phonic decoding Standard	2,814	1,340	1,474
% Meeting the expected Phonic decoding Standard	75.2%	71.1%	79.3%
National % Meeting the Phonics decoding Standard	69.0%	65.0%	73.0%

% Reaching expected Standard

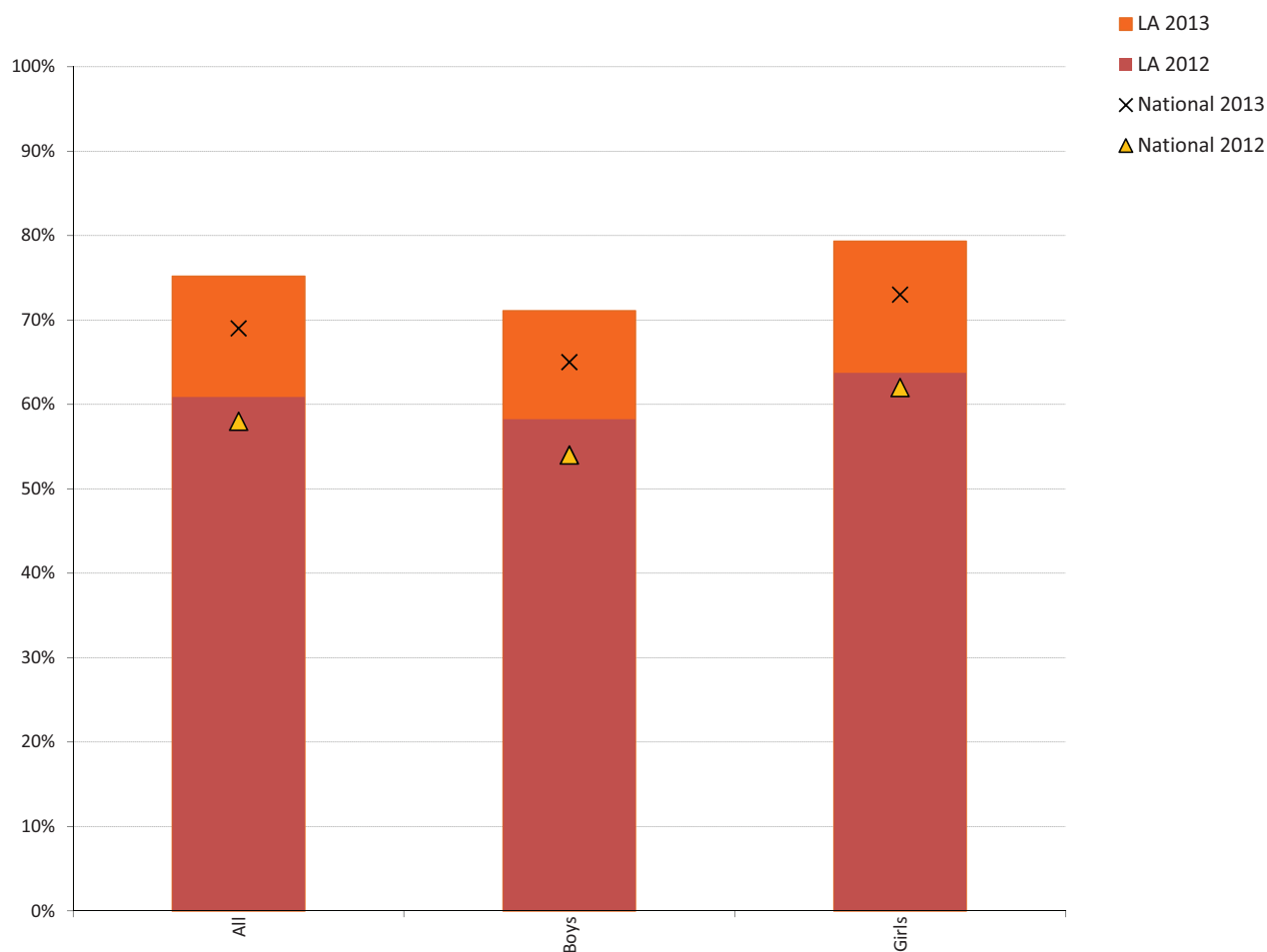


Year 1 Phonics Screening - 2013

Bromley

Year 1 Phonics 2013 - LA Trend Comparison

Outcomes of Phonics Screening	All 2013	All 2012	Boys 2013	Boys 2012	Girls 2013	Girls 2012
Children in Cohort	3,743	3,493	1,885	1,823	1,858	1,669
Number Meeting the expected Phonic decoding Standard	2,814	2,126	1,340	1,062	1,474	1,064
% Meeting the expected Phonic decoding Standard	75.2%	60.9%	71.1%	58.3%	79.3%	63.8%
National % Meeting the Phonics decoding Standard	69.0%	58.0%	65.0%	54.0%	73.0%	62.0%



Year 1 Percentage of pupils meeting the expected Phonics standard

Bromley LA

	All pupils	Gender		Special Needs			Free School Meals		Language			Term Born				
		Boys	Girls	State mented	School Action	School Action Plus	Not SEN	Un known	Yes	No	EAL	Not EAL	Un known	Autumn	Spring	Summer
Number of Pupils Assessed	3,743	1,885	1,858	84	224	199	3,224	12	599	3,144	437	3,259	47	1,241	1,202	1,300
Meeting the expected Phonics Standard	75.2%	71.1%	79.3%	16.7%	32.1%	40.2%	82.1%	16.7%	57.8%	78.5%	73.5%	75.7%	53.2%	80.2%	74.8%	70.8%
Meeting the expected Phonics Standard	69.0%	65.0%	73.0%	14.0%	34.0%	33.0%	76.0%	-	56.0%	72.0%	69.0%	69.0%	-			

BROMLEY

NATIONAL

London Borough of Bromley

PART 1 - PUBLIC

Briefing for Education PDS Committee

12th November 2013

BRIEFING NOTE ON CHANGES TO REQUIREMENTS FOR SECRETARY OF STATE CONSENT FOR DEVELOPMENT OF SCHOOL LAND

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Chief Officer: Terry Parkin, Executive Director, Education, Care and Health Services
Tel: 020 8313 4060 E-mail: terry.parkin@bromley.gov.uk

1. THE BRIEFING

The Council has recently become aware of changes to Government policy with regards developing school sites. Although historically there has been protection of school playing fields under Section 77 of the School Standards and Framework Act 1998, until recently (last advice issued April 2012) there has been a general consent in place that allowed schools and local authorities to change the use of school playing field land without seeking the Secretary of State's permission.

New advice on the protection of school playing fields and public land was published in November 2012. This states that:

"The Academies Act made changes to Section 77 from 1st February 2012. Up until then, local authorities could change the use of playing field land for educational purposes. That is no longer the case and where a local authority wishes to change the use of playing fields the Secretary of State's consent will be required"

The document later details that the Secretary of State considers 'playing fields' to consist of most external areas including sports pitches, hard courts, playgrounds, outdoor teaching areas, local authority parkland and habitat areas.

It is interesting to note that the DfE continued issuing advice that change of use didn't require consent after the 1st February 2012 when the relevant provisions of the Academies Act came into force. However, we have had discussions with the EFA and DfE about this issue and the view expressed is that we are now required to apply for change of use consent. This extra consent for change of use of affected land, although less onerous than that required for disposals, is likely to impact on timely delivery of projects especially if consent was refused. This is not helpful when there are significant pressures on the Council to deliver additional school places to meet rising demand.

This guidance does not have any statutory powers or affect the ability of local planning authorities to make decisions with regards the development of land.

We have talked to contacts involved in delivering school expansion in neighbouring boroughs and consultants working across a number of authorities and there seems to be little knowledge and surprise about this change.

2. SUPPORTING DOCUMENTS

- 2.1 A copy of the DfE note Advice on The Protection of School Playing Fields and Public Land is attached



Department
for Education

Advice on The Protection of School Playing Fields and Public Land

For local authorities, governing bodies,
foundation bodies, trustees, diocesan
authorities, voluntary bodies, Academies
and sports organisations

November 2012

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Summary

About this departmental advice

This is advice from the Department for Education. This advice is non-statutory and sets out the Secretary of State's policy to protect school playing fields, and the Secretary of State's powers to protect land for Academies. This advice does not influence or affect the procedures for applying for planning permission. Education Ministers do not have any statutory powers to influence any future development of land; this is strictly a matter for the local planning authority. This has been produced to help recipients understand their obligations and duties in relation to:

- The School Premises (England) Regulations 2012;
- Section 77 of the School Standards and Framework Act 1998;
- Schedule 1 to the Academies Act 2010 (as inserted by Schedule 14 to the Education Act 2011);
- Section 36 and Schedule 4 to the Education and Inspections Act 2006;
- General consent for the disposal of playing fields by restriction 2011.

Expiry or review date

This advice will next be reviewed within a year from date of publication.

Who is this advice for?

This advice is for:

- Local authorities
- Governing bodies of maintained, voluntary and foundation schools
- Trustees
- Diocesan authorities
- Voluntary bodies
- Academies
- Sports organisations

Overview

This advice describes the main circumstances in which local authorities, governing bodies, foundation bodies and trustees need to seek the consent of the Secretary of State for Education to dispose, or change the use, of land used by schools, including playing field land. It also describes how the Secretary of State will assess applications for consent to dispose, or change the use, of such land.

Contacts

Enquiries and application forms should be addressed to:

Schools Assets Team
Education Funding Agency
Area D, Ground Floor
Mowden Hall
Staindrop Road
Darlington
Co Durham DL3 9BG

Tel (01325) 735791

E-Mail: schoolsassets.EFACapital@education.gsi.gov.uk

The Legal Framework

Section 77

1. Section 77(1) of the SSFA applies to the disposal of playing fields by:

- a local authority (including a parish council);
- the governing body of a maintained school;
- a foundation body; or
- Trustees of a foundation, voluntary or foundation special school;

and section 77(3) applies to certain changes of use of playing fields by:

- a local authority, body or trustees to whom subsection (1) applies

where, in the case of both disposals and changes of use, the playing fields:

- are used by a maintained school (including a maintained nursery school) for the purposes of the school; or
- have been used by a maintained school for the purposes of a school at any time during the preceding 10 years.

Subsections (1) and (3) apply in relation to the trustees of a foundation, voluntary or foundation special school only if the playing field land in question has been acquired or enhanced at public expense;

- where a local authority makes playing field land available to an Academy via a leasehold agreement, subsections (1) and (3) continue to apply to that land for a period of 10 years since the land was last used by a maintained school (usually the date on which the school converted to Academy status). Beyond 10 years, the protections on public land contained in Schedule 1 to the Academies Act 2010 continue to apply.
- where a Foundation/Trust 'owns' land, and the land is wholly publicly funded, or is publicly enhanced, or a determination of public enhancement has been made, protections on public land contained in Schedule 1 to the Academies Act 2010 continue to apply. Ministers will use the same criteria in considering playing fields disposal applications as for those disposals where section 77 SSFA applies.

2. The disposal of non-playing field land or property by foundation, foundation special and voluntary schools is covered by Schedule 22 to the SSFA as amended by the 2006 Act (and may be subject to Schedule 1 to the Academies Act 2010).

Changes of Use

3. Section 77(3), as amended, provides that, without the prior consent of the Secretary of State, a local authority, governing body, foundation body, or trustees of a foundation, voluntary or foundation special school may not:

- 'take any action ... which is intended or likely to result in a change of use of any playing fields .. whereby the playing fields will be used for purposes which do not consist of or include their use as playing fields by a maintained school for the purposes of that school.'
4. So a local authority may not erect new school or other buildings on or change the use of playing fields, for example to a local authority residential home, without prior consent under section 77.

Schedule 1 to the Academies Act 2010: Changes to the requirements for disposing of school land

5. On 1 February 2012, Schedule 35A to the Education Act 1996 was repealed by section 63 (Schedule 14) of the Education Act 2011. The Act makes changes to incorporate a new Schedule 1 to the Academies Act 2010 which extends the requirement to obtain Secretary of State consent to dispose of community school land to include all land in which a freehold or leasehold interest is held by the local authority and which has been used for any school (including any Academy) in the last 8 years. It also removes the disapplication of the requirement for Secretary of State consent in the case of a transfer to an Academy for nil consideration. It is under the new Schedule 1 to the Academies Act 2010 that applications for consent to dispose of local authority land must now be made, although disposal of playing field land continues also to be protected under s77.
6. The Secretary of State will now consider the suitability of all such land for use by an existing or potential Academy (the legal term which includes Free Schools, University Technical Colleges and most Studio Schools). It is important that local authorities and others are fully aware that there should be no expectation that applications for consent will be approved.
7. Local authorities, governing bodies and Dioceses should not commence any works on the site or anticipate any future proceeds of sale in anticipation of Secretary of State consent.

Matters for which consent is not required

8. The prior consent of the Secretary of State under section 77 is not required where:
- consent is required under legislation relating to the compulsory purchase of land;
 - the land in question is land in respect of which the Secretary of State has given a class consent (see Annex B 'Section 77 Class consents');
 - the disposal is in pursuance of a transfer order under paragraph A23 of Schedule 22, as amended;
 - the disposal is one to which paragraph 5 or 6 of Schedule 22 (disposals on discontinuance) applies.

Applications Criteria

Overview

9. The Secretary of State has a general presumption against the need to change the current pattern of school playing field provision by disposal or change of use. Authorities and schools should not view the sale of playing fields as a mainstream or routine method to fund improvements to facilities. The Secretary of State expects authorities and schools to first investigate and exhaust all other means of funding before considering the sale of school playing fields. Decisions to dispose of playing fields are hard. In each and every case we have one question in mind - what is best for pupils' education and their wider school life? The Secretary of State will take his decision on the application having regard to all relevant matters including all information provided by the applicant, objectors, the advisory panel and department officials.
10. As a precondition of applying for his consent, the Secretary of State expects applicants to demonstrate that they have explored all reasonable options prior to making an application to dispose of playing fields, particularly at schools that remain open. In the case of applications from governing bodies, trustees and foundation bodies, the applicant will need to provide evidence that its local authority has no objection to the disposal of the playing field land.

Closing and closed school sites

11. When a school site becomes surplus to requirements, normally as a result of closure, amalgamation or consolidation, consideration may be given to the disposal, or change of use, of the playing fields provided for it. Where there is community use of playing fields, the applicant will need to demonstrate to the Secretary of State that their proposals have taken that use into account and that reasonable alternative arrangements have been offered.

Section 77 criteria

12. The Secretary of State has undertaken to publish criteria against which applications to dispose, or to change the use of, school playing fields will be considered.
13. **Schools' needs** - The legal requirement is that suitable outdoor space must be provided in order to enable physical education to be provided to pupils in accordance with the school curriculum and in order to enable pupils to play outside. The Secretary of State has, however, set out non-statutory guidelines on the recommended size of playing fields (see table at Annex A). As a guide, grassed sports pitches should also be capable of sustaining the playing of team games by pupils at each school that use those pitches for 7 hours per week per school during term time. All-weather surface playing fields can be counted double their actual area, or more where a case can be made demonstrating better utilisation - this reflects its extended availability. In relation to the school that is the subject of the application, the applicant should calculate the playing field provision using the area guidelines (Annex A). Prospective applicants should use a notional number of pupils (numbers on roll) to allow for growth. In simple terms, this should be 105% of the school's current capacity.
14. **Other schools' needs** - Where a local maintained school (within a radius of ½ mile in respect of primary schools and a radius of 1 mile in respect of secondary schools) does not have available to it playing fields that meet the area guidelines, it is for the applicant to demonstrate that the local school has been offered the option to consider whether use could be practically made of the area for disposal.
15. **The curriculum** - Applications for consent to dispose of school playing fields should give a detailed assessment of the impact of the proposal on the provision of the curriculum, and demonstrate clearly how the curriculum will be met should consent be given, in respect of all schools using the facilities. For example, where alternative off-site provision is proposed, the effect of additional travel-time will have to be taken into account.
16. **Community use** - The Secretary of State will take into account formal community use of school playing fields and expects applicants to take into account after school activities and out-of-hours clubs. Applicants should also be able to demonstrate that, where proposals include a permanent loss of playing fields, any existing after school activities will not be adversely affected. Only authorised users of schools' facilities should be taken into account, whether or not such authorised use is covered by formal or informal agreements.
17. Where current formal community users would be displaced if the proposal were implemented, the Secretary of State expects the application to include a full account of the effect on those users: in particular, whether their activities can realistically be relocated to an alternative site on reasonable terms. Applicants should be prepared to present a reasoned argument why consent should be granted where realistic alternative venues cannot be provided. Where fencing off of playing fields has already displaced authorised community users, the Secretary of State will take into account the reasons for the closure of the playing fields to those users and the suitability of any alternative arrangements that were made.
18. **Finance** - Applications must set out the proposed financial implications, including the

intended destination of any expected proceeds, or benefits. The Secretary of State will expect that the first priority for re-investment should be sports facilities, where these are needed by the school, then specific capital projects to improve, or enhance, facilities at or for schools. Applications should provide an assurance that proceeds will be ring-fenced for specific purposes. All applications should include a valuation report prepared by the district valuer, or by a professional qualified valuer.

19. **Equal opportunities** - Proposals to dispose of school playing fields should take into account the needs of pupils with disabilities. Such proposals should ensure that access by special education needs pupils to sports, recreation, and social areas is not adversely affected.
20. **Consultation** - The Secretary of State expects prospective applicants to consult fully on their proposals prior to applying for consent under section 77, and to be open about their proposals. The Secretary of State would expect a consultation period of no less than six weeks, at least four of which must be in term-time.
21. The Secretary of State expects that prospective applicants will consult, in particular:
 - a. the Head teacher, governing body and parents of pupils attending the school;
 - b. any group or organisation with permission to use the playing field;
 - c. the local community generally;
 - d. any minor authority in whose area the playing field is situated;
 - e. the local authority, where the proposal is being made by a governing body or foundation body or trustees;
 - f. the local authority in whose area the playing field is situated, if that is different from the local authority intending to dispose, or to change the use, of the playing field.
22. Applicants will be required to provide, with their application, evidence that relevant groups have been consulted, together with their comments and responses.

Other Information

23. It will be helpful to the Advisory Panel and to the Secretary of State to understand, in some circumstances, the future use to which the area subject to the application to dispose will be put if an application is rejected. The local authority is invited to explain the prospective future of the site if the application is rejected.

Applying for consent

Making an application under Section 77

24. Applications for consent should be made using the appropriate up to date Departmental form, obtainable from the Schools Assets Team or from the Department's website [here](#). Class consent is granted, where applicable, subject to the condition that the local authority disposing of or appropriating the land provides the Secretary of State with details as set out in Annexes B, C and D as appropriate.

Section 77 application – Disposal of School Playing Fields

25. The Schools Assets Team will process applications. Officials will liaise with applicants to ensure that all necessary information is present to allow the Secretary of State to make a decision.

26. All applications will be referred to the independent School Playing Fields Advisory Panel. The Panel is purely advisory and has no decision making or executive function. It comprises representatives of:

- Fields in Trust;
- Learning through Landscapes;
- Local Government Association;
- National Association of Head Teachers;
- Sport & Recreation Alliance.

27. The Chair of the Panel is appointed by the Secretary of State to act as an impartial, independent Chairman. The purpose of the Panel is to provide the Secretary of State with independent objective advice on the merits of each application to dispose of school playing fields, and the Panel will make a recommendation to the Secretary of State. Ministers consider the Panel's advice alongside a range of other issues. The existence of the Panel renders it unnecessary for applicants to consult any of these organisations prior to application.

Section 77 application – Change of use of school playing field

28. The Academies Act made changes to section 77 from 1st February 2012. Up until then, local authorities could change the use of school playing field land for educational purposes. That is no longer the case and where a local authority wishes to change the use of school playing fields the Secretary of State's consent will be required. As this will be a change of use, and not a sale or a disposal, and the land will remain within the education estate, the application will not be considered by the Advisory Panel. The application should be set out in line with paragraph 31 below.

Making an application under Schedule 1

29. When a request for consent under Schedule 1 has been received, the Secretary of State will consider the suitability of the land for use by an existing or potential Academy (the legal term which includes Free Schools, University Technical Colleges

and most Studio Schools). The Secretary of State will in particular need to be satisfied that the site is not needed for an existing Free School proposal and that no group has expressed an interest in retaining the site for a Free School. Applications for consent may be subject to extended consideration at certain times of the year, for example when applications for Free Schools are being considered. Decisions on a request for consent may not be made until it is clear that a site is not so required.

30. It is therefore very important that local authorities and others are fully aware that there should be no expectation that applications for consent will be approved, irrespective of previous decisions. It is also important that local authorities bear in mind the extra time that it may take the Department to consider requests for consent. If there are particular circumstances, for example relating to the state of the land in question or to commercial decisions that mean the local authority needs a decision from the Secretary of State more urgently, then the local authority should set out the urgency of the request and details of those circumstances in full alongside its application and the Secretary of State will consider whether the application can be processed more speedily. Local authorities are encouraged not to apply for consent sooner than 12 months prior to disposal, to enable the Secretary of State to consider that the site is needed for Academy use. For clarity, the Department would be unable to assess properly applications made more than 12 months prior to planned disposal, as local Academy need is less likely to be defined so far in advance. Local Authorities are also reminded of the Secretary of State's powers to apply conditions to his consent including time limits.

31. When applying for consent under the new Schedule 1 to the Academies Act 2010, the following details must be provided:

- a) school number;
- b) address including postcode of the disposal site;
- c) the size of the area for disposal;
- d) the nature of the site i.e. land, buildings, combination, caretaker's house;
- e) the gross internal floor area of buildings on the site;
- f) the reason for disposal;
- g) site plan with the disposal area clearly marked;
- h) basic need information both current and forecast, in the locality of the site(s) for disposal (rather than LA-wide). Please explain, in the context of forecast basic need, why the Council believes the sites can be disposed of;
- i) confirmation that the site is not needed for an existing or potential Free School proposal and that no group has expressed an interest in retaining the site for a Free School.

32. All applications for Schedule 1 consent (including the details specified in paragraph 31) should be sent by email to: schoolsassets.EFAcapital@education.gsi.gov.uk

Telecommunications masts

33. The siting of telephone masts and their base stations on school playing fields are disposals that are covered by section 77. The Department has established a policy that the installation of telecommunications masts and other equipment will not

normally be permitted on school playing fields unless:

- the prior approval of planning consent has been obtained, thus demonstrating that the proposals comply with International Commission on Non-Ionizing Radiation Protection (ICNIRP) guidelines;
- it is clearly demonstrated that the proposals enjoy the support of a significant majority of parents of pupils at the school affected; and
- consultation under the planning process requires only that proposals have the support of the school's governing body.

Annex A: Area Guidelines - Information on recommended playing field area for schools (m²)

The total recommended area of playing fields, as defined in section 77, for existing schools can be calculated for any school from the table below.

It should include grassed and hard-surfaced PE and sport area, including pitches and games courts, as well as informal, social and habitat areas.

Recommended minimum site areas for existing schools	Base area for any:		Area per pupil place for:	
	primary or special school	secondary or middle school	N, R and KS1	KS2-4 & Post-16
net site area, or 'playing field' area	2000	9000	11	50

An all-weather team game playing field may be treated as if it were two times its actual area or more if a case can be made for better utilisation. This reflects its extended availability.

Early Years Foundation Stage	Ages 3-5	Nursery and Reception
Key Stage 1	Ages 5-7	Years 1 and 2
Key Stage 2	Ages 7-11	Years 3, 4, 5 and 6
Key Stage 3	Ages 11-14	Years 7, 8 and 9
Key Stage 4	Ages 14-16	Years 10 and 11
Post-16	Ages 16-18	Years 12 and 13

Annex B : Class Consents: Section 77 School Standards and Framework Act 1998

The School Playing Fields General Disposal and Change of Use Consent (No 4) 2012

- 1) The Secretary of State for Education, in exercise of the powers conferred on him by section 77 (5) of the School Standards and Framework Act 1998, hereby grants the following consent.
- 2) This consent comes into force on 31 October 2012 and may be cited as “The School Playing Fields General Disposal and Change of Use Consent (No 4) 2012”.

3) In this consent:

‘the 1998 Act’ means the School Standards and Framework Act 1998;
‘change of use’ means a change of use falling within section 77(3) of the 1998 Act;
‘playing fields’ has the same meaning as in section 77(7) of the 1998 Act.

4) Consent is hereby granted to the disposal or change of use of playing fields to which section 77(1) or (3) of the 1998 Act applies, where the disposal or change of use is of a description specified in the Schedule.

5) This consent is granted subject to the condition that body disposing or changing the use of the playing field provides the Secretary of State with:

- (a) details of the location and area (in square metres) of the playing fields to be disposed of or have their use changed; and
- (b) the area (in square metres); of the remaining playing field land; and
- (c) detail of the total site area of the school (in square metres); and
- (d) details of the number of pupils on the school’s roll; and
- (e) the date or proposed date of the disposal or change of use; and
- (f) an explanation as to why the body thinks that the disposal or the change of use is covered by a class consent; and
- (g) a plan clearly showing the area in question in relation to the whole of the school site; and
- (h) where the disposal or change of use is at an operating school, the views of the headteacher and governing body.

6) The School Playing Fields General Disposal and Change of Use Consent (No.3) 2004 (as amended) is hereby revoked.

 Department for Education

Dated 

SCHEDULE

1. The disposal of hard play areas and enclosed social areas and other ancillary social and recreation or habitat areas that surround the buildings at closed or closing school sites provided that either;
 - a) No other schools share or border the site; or
 - b) The body seeking to dispose of the land can satisfy the Secretary of State that the areas in question are not needed by any other schools which share or border the site

‘Hard play area’ means incidental recreation area with tarmac, concrete or paved surface. It does not include areas provided mainly for any type of sport.

‘Enclosed social area’ means social areas, not used for any type of sport, which are enclosed on at least three sides by school buildings.

2. The grant of an easement and/or a way leave over playing fields where such land is required for the purpose of constructing, maintaining or servicing a highway, or for health and safety requirements or enabling provision of gas, water or electricity.
3. Temporary disposal or change of use of a school playing field provided that:
 - a) the lease or temporary change of use is for no longer than three school terms; and
 - b) the Secretary of State is satisfied that the school is still able to carry out the curriculum to at least the same extent; and
 - c) the land is returned to at least the same condition that it was beforehand.
4. The disposal of an area of land less than 50m², where such land is required for purposes of constructing, maintaining or servicing a highway, or for health and safety requirements or enabling provision of gas, water or electricity.
5. The disposal of playing fields to an organisation which does not have the principal purpose of making a profit from commercial sports schemes when the following conditions are met:
 - a) the terms of the disposal agreement provide that any school or community user group using the playing fields in the six months immediately before the transfer may continue to do so for at least 10 years following the date of the disposal, during which time they will have access to the playing fields for at least the same periods and on the same, or more favourable, terms as they did before the disposal; and either
 - b) the constitution of the receiving organisation obliges that organisation to maintain them as playing fields; or
 - c) the terms of the disposal agreement require that organisation to maintain them as playing fields for at least 10 years from the date of disposal; or

- d) the disposal is to a local authority and the receiving authority has given an undertaking that the playing fields will continue to be used as school/community playing fields for at least 10 years from the date of disposal.
6. A disposal which involves the granting of a leasehold interest in the whole school site, including the playing fields to facilitate an agreement under a Private Finance Initiative, provided there is no net loss of school playing fields.
7. The disposal or change of use of playing fields (“the original playing fields”) where, upon that disposal or change of use, any school which used the original playing fields in the six months immediately before the disposal will have made available to it newly created, alternative playing fields, provided that all of the following requirements are met:
- a) the replacement playing fields are of at least the same area as the original playing fields;
 - b) the replacement playing fields are capable of sustaining 7 hours use a week per school that will have use of those playing fields;
 - c) the replacement playing fields are immediately available to any schools which used the original playing fields on the same, or more favourable terms as the original fields had been;
 - d) the replacement playing fields have the same or better standards of facilities as the original playing fields;
 - e) the location of the replacement playing fields is such that the schools using them are able to carry out the curriculum to at least the same extent as they were on the original playing fields;
 - f) there is no reduction in the amount or type of sports provision currently available to the schools who used the original playing fields.
8. The disposal of playing fields where they are not a school’s own provision of playing fields but fall within section 77 only by reason of a school’s temporary or occasional use of them.

‘school’s temporary use’ means use as a school’s main playing fields for a maximum of three school terms in the last ten years or use only whilst the school’s own playing fields could not be used by the school for reasons outside the school’s or local authority’s control.

‘school’s occasional use’ means either an infrequent and informal use without prior agreement, or a formal use but only by specific pupils or for a set purpose on an infrequent basis.

9. Disposal of playing fields by a local authority in order to fulfil its duty under paragraphs 8 and 9 and of Schedule 3 and paragraphs 16 and 20 of Schedule 6 to the 1998 Act to transfer to a voluntary or foundation school (as the case may be) any premises which it is providing for that school to use by way of assistance.

10. The disposal of an interest in land in favour of a person for the purposes of an Academy for no [or nominal] consideration where an Academy Order has effect in respect of a maintained school which uses the land and the school is to be an Academy.

Annex C : Class Consents: Schedule 1 Academies Act 2010

The Academies General Disposal and Appropriation Consent (No 2) 2012

- 1) The Secretary of State for Education, in exercise of the powers conferred on him by Schedule 1 to the Academies Act 2010, hereby grants the following consent.
- 2) This consent comes into force on 31 October 2012 and may be cited as “The Academies General Disposal and Appropriation Consent (No 2) 2012”.
- 3) In this consent:

‘the 2010 Act’ means the Academies Act 2010 ;
‘appropriation’ means an appropriation of land under section 122 of the Local Government Act 1972 ;
‘a disposal’ includes entering into a contract to make a disposal or granting an option to make an acquisition.
- 4) Consent is hereby granted to the disposal or the appropriation of a freehold or leasehold interest in land to which sub-paragraph 4(2) or 6(2) of Schedule 1 of the 2010 Act applies, where the disposal or appropriation is of a description specified in the Schedule.
- 5) This consent is granted subject to the condition that the local authority disposing of or appropriating the land provides the Secretary of State with:
 - (a) details of the location and area (in square metres) of the land to be disposed of or appropriated; and
 - (b) details of the total site area (in square metres) of the school or former school; and
 - (c) the date (or the proposed date) of the disposal or appropriation; and
 - (d) an explanation as to why the local authority thinks that the disposal or the appropriation is covered by a general consent.

Signed.....



on behalf of the Secretary of State

Dated1.11.12

SCHEDULE

- 1) The disposal of an interest in land in favour of a person for the purposes of an Academy for no [or nominal] consideration where an Academy Order has effect in respect of a maintained school which uses the land and the school is to be an Academy (including Free Schools, Studio Schools and University Technical Colleges) .
- 2) The disposal in respect of land consists of a grant of a lease to facilitate an agreement under the Private Finance Initiative or a Public Private Partnership.
- 3) The disposal or appropriation of an area of land [which is part of a single school estate or land title] less than 250 square metres provided that the following qualifications are met:
 - a) the disposal or appropriation is not part of a disposal or appropriation of a larger area of land;
 - b) the land to be disposed of or appropriated does not, taken together with any areas of land in which the local authority holds a leasehold or freehold interest which have been disposed of in the last 5 years, form a combined area of 250 square metres or more; and
 - c) the land to be disposed of or appropriated does not constitute an access to an area of land in which the local authority have a leasehold or freehold interest and which consists of an area of 250 square metres or more.
- 4) For the avoidance of doubt, any disposal of an interest in land by a local authority in order to fulfil its statutory duty; for example, under paragraph 9 of Schedule 3 to the School Standards and Framework 1998 Act to transfer to an existing voluntary aided school any premises which it is providing for that school to use by way of assistance.
- 5) The disposal of an area of land less than 50 square metres where such land is required for purposes of constructing, maintaining, or servicing a highway, or for health and safety requirements or enabling provision of gas, water or electricity.

Annex D : General Consent For Disposal Of School Playing Fields By Restriction

In the exercise of his powers under section 77(5) of the School Standards and Framework Act 1998, the Secretary of State for Education gives the following consent.

This consent may be cited as the General Consent of Disposal of Playing Fields by Restriction 2011 and comes into force on 22nd August 2011.

In this consent-

“the Act” means the School Standards and Framework Act 1998;


“person” includes a body of person corporate or unincorporated;

“restriction” means Restriction in the Register of Title kept by the Chief Land Registrar in accordance with the Land Registration Act 2002.

Consent is given in relation to the disposal of any playing fields to which section 77(1) of the Act applies, where the disposal consists only of a person entering a Restriction in relation to the playing fields (to apply to any subsequent disposal of them), in circumstances where that person has awarded a grant for purpose of upgrading the playing fields (or facilities thereon).

This consent is given subject to the following conditions.

1. Prior to the disposal, the body (or trustees) disposing of the playing fields provides the Secretary of State with:
 - (a) the name and address of the school and the address of the playing fields to be disposed of (if different);
 - (b) a plan of the site on which the playing fields are situated;
 - (c) the proposed date of the disposal;
 - (d) the reason for the disposal;
 - (e) the wording of the proposed Restriction;
 - (f) a copy of the undertaking referred to below.
2. Prior to the disposal, the person entering the Restriction provides the body (or trustees) disposing of the playing fields with a written undertaking that they will not withhold consent to a subsequent disposal of the playing fields to another maintained school or an Academy, where the governing body (or trustees) of that maintained school or the proprietor of that Academy agree in writing-
 - (a) that the playing fields will continue to be used by that maintained school or Academy as playing fields in accordance with the conditions of the grant, failing which they will repay the grant; and
 - (b) to the entering of a Restriction, in the same terms as the original Restriction, to apply to any subsequent disposal of the playing fields.

Signed:  JANE CUNLIFFE
Deputy Director, Central Capital Unit
Department for Education
Date: 22nd August 2011

Annex E

Definitions

1. Section 77 and Schedule 1 use a number of terms that legislation does not define. The final interpretation of these terms is a matter exclusively for the courts, but advice is offered below. Where legislation does provide a definition for the terms used in section 77 and Schedule 1 we have, for ease of reference, reproduced those definitions here. We also give the Department's view of certain terms used for the purposes of this advice.

Playing Fields

2. Section 77(7) of the SSFA defines playing fields as
'land in the open air which is provided for the purposes of physical education or recreation, other than any prescribed description of land'
3. The Department takes the view that, for the purposes of section 77, school playing fields include:
 - **grass pitches and artificial surface pitches** set out for the playing of sports
 - **hard surface games courts** including multi-games courts, tennis courts, netball courts and hard paving marked out for games;
 - **informal and social areas**, including grassed areas, paved areas (including playgrounds), outdoor seating and teaching areas including rest and quiet areas;
 - **marginal areas**, around the edges of playing fields for run-off and to allow for the cyclical realignment of pitches;
 - **habitat areas**, set aside for the formal teaching of nature or informal curriculum purposes, including meadowland, wildlife habitats (including ponds), gardens, nature trails and outdoor science areas.
 - **local authority parkland** or other open space that is used, or has been used in the last ten years, for the purposes of a maintained school.
4. The Department's view is that land which falls under the following descriptions is not considered to be school playing fields under section 77:
 - land on which stands a building or other structure including indoor and outdoor swimming pools, and incidental land that is functionally linked to such buildings or structures;
 - soft landscaped or grassed areas not suitable for use for physical education or recreation purposes, such as marginal waste land outside of a school's physical boundary fencing and ornamental or other flower beds which directly

surround a building_ or which are connected to a caretaker's house, and

- roads, car parks, paths and, for example, hard standing areas for the storage of waste containers.

Land

5. Land is defined in section 579(1) of the Education Act 1996 as 'buildings and other structures, land covered with water and any interest in land.'

Sports pitch

6. The Department's view is that a sports pitch means an area of;

- Open grassed land that is capable of forming at least a small pitch which is equal to or larger than the Football Association's recommended area for games played by under-10's, that is 2,000m². It should also have a configuration and topography making it suitable for a sports pitch, whether it is laid out or not, or
- Synthetic or artificial playing surface, or dedicated hard games court of more than that is set out for team games.

A sports pitch will naturally form part of a school's playing fields.

Annex F : Disposals under Schedule 22 to the SSFA 1998

7. Schedule 22 has been significantly amended by Schedule 4 to the Education and Inspections Act 2006 and relates solely to the disposal of non-playing field land by the governing body of a foundation, voluntary or foundation special school, by a foundation body or by the trustees of a foundation, voluntary or foundation special school.



Department
for Education

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London Borough of Bromley

PART 1 - PUBLIC

Briefing for Education Policy Development and Scrutiny Committee Tuesday 12 November 2013

SPEECH AND LANGUAGE THERAPY INFORMATION BRIEFING

Contact Officer: Hilary Rogers, Joint Commissioner for Disabled Children's Services
E-mail: hilary.rogers@bromley.gov.uk Tel: 020 8464 3333 x 3059

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

1. **SUMMARY**

- 1.1 This report has been written to inform the Education Policy Development and Scrutiny Committee on specific issues as identified by the Committee in relation to the speech and language therapy (SLT) within Bromley schools.
- 1.2 Bromley Clinical Commissioning Group (BCCG) has a duty to provide community healthcare and for this purpose they commission a contract with Bromley Healthcare (BHC) to deliver SLT through outpatient clinics, in pre schools and in schools.
- 1.3 The Council has a duty to ensure children and young people with special education needs (SEN) are able to access education, which extends to a duty to facilitate access by way of appropriate intervention.
- 1.4 The BCCG contract offers insufficient capacity to ensure that this duty can be fulfilled and the Council therefore commissions a separate contract with Bromley Healthcare to supplement the BCCG provision.

2. **THE BRIEFING**

2.1 **Historical demand for SLT service**

- 2.2 There were 1700 new referrals to the speech and language service between April 2011 and March 2012
- 2.3 There were 1678 new referrals to the service between April 2012 and March 2013
- 2.4 In addition to the above, during this period of time (April 2012 and March 2013) there have been 6 drop-in sessions per month within the Family and Children's Centres for pre-school children who have not already been referred to the service.
- 2.5 From 1st April 2011 to 30th March 2012, 287 children attended these drop ins and from 1st April 2012 to 30th March 2013, 328 children attended these drop ins

2.6 The current case load for all of the SLT service in October 2013 is 2631, of which roughly one quarter is of preschool age.

2.7 History of funding for the provision of the SLT service

2.8 The Bromley Clinical Commissioning Group (BCCG) commissions an agreed annual activity level on a block contract basis for a community based SLT service. This is provided within community clinic settings, the home, pre-schools, family and children's centres and schools according to the needs of the child. This is an assessment and intervention service.

2.9 The service head allocates the BCCG resource across the community according to need. This includes SLT provision to named special schools and provisions (Appendix One)

2.10 BHC also has a contract with LBB for the provision of SLT (and some OT) to named special schools and specialist provisions (Appendix Two) and to 30 named pupils with significant speech and language impairment within Reception Year and Year 1 in mainstream schools. This contract runs until the end of July 2014.

2.11 SEN schools and provisions;

There is an increased demand for SLT in specialist provisions in Bromley. For example in the school year starting September 2013 there are increased numbers of children with SLT needs attending Riverside ASD Orpington year 7 and 8. Hayes Speech and Language Provision opened for 7 pupils and currently has 16 on their case load. Both these provisions increase year by year, as the number of classes grows. Princes Plain specialist provision has increased pupil numbers at key stage 2 and there is a demand for SLT intervention within the pupil resource units. Some limited therapy intervention is currently provided at Burwood and Grovelands.

2.12 Future demand levels for the service

2.13 The report to members in Summer 2012 highlighted the need for increased secondary ASD school places in the borough. It expected that there will be a commensurate increase in the level of speech and language therapy required to facilitate learning in these specialist places.

2.14 Officers are considering what level of increase in SLT to support these extra places in borough will be necessary. It is envisaged that as more pupils remain in borough a level of savings will release a proportion of the budget to resource this increased capacity.

2.15 Referral processes for the service

2.16 The SLT Service has an open referral system, taking referrals from parents/carers or any other professionals, providing permission is obtained from parents/carers.

2.17 Children entering a specialist provision are generally already known to the BHC pre-school or mainstream school SLT service. They would therefore be transferred to the specialist provision concerned and would be seen within the first 2 – 3 weeks.

2.18 Children in a specialist provision who are not previously known to the service and who are subsequently referred will be seen within the first three weeks.

2.19 Home link in the service provision to ensure parents / carers are involved in the therapy delivery

2.20 The service works not only with school staff but also with parents and carers. This is one of the key performance indicators that is reported on for the contract with LBB.

This is done in a number of ways:-

- All new targets and speech and language therapy advice is copied to parents and carers.
- Therapists will attend SEN annual reviews if they are arranged on days that therapists are in the provision
- Therapists offer parents the opportunities to meet to discuss their child's progress or to discuss this on the telephone.
- Parents are also offered the opportunity to attend one of their children's therapy appointments.
- Where possible, therapists will attend parents' evenings.
- Therapists can also offer training courses to parents.

2.21 Resource Allocation

2.22 SLT delivery responds flexibly to increases and decreases in pupils numbers across specialist provisions to ensure that changing needs are met from within existing resources.

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APPENDIX ONE

SPEECH AND LANGUAGE THERAPY PROVISION IN LB BROMLEY SCHOOLS COMMISSIONED BY CCG PROVIDER: BROMLEY HEALTHCARE

Special Schools:	SaLT days per week	Comment
Riverside (St Paul's Cray)	4 days	
Marjorie McClure	3 days	
The Glebe KS 3 & 4	1 day	
Provisions:	SaLT days per week	Comment
Alexandra Infs 1 st class	½ day	
Burnt Ash Prim	1 day	
Churchfields Prim	1 day	
Crofton Infants	½ day	
Hawes Down Infants	½ day	
Hawes Down Juniors	½ day	
Hillside Prim	1 day	
James Dixon Prim	½ day	
Midfield Prim	1 day	
Poverest Prim	1 day	
Princes Plain KS1	½ day	
Tubbenden Prim	1 day	
Other Schools/Provisions:	SaLT days per week	Comment
Darrick Wood Primary and Secondary	5 days across all DW campus	This provision is funded for 2 ½ days CCG and 2 ½ days LBB
Green Street Green	4 days SLT, 5 days SLT assistant	
Raglan	4 days SLT 5 days SLT assistant	This provision is funded for 4 days SLT CCG, 5 days assistant LBB
Other Settings:	SaLT days per week	Comment
Portage	2 days	
Phoenix Classrooms	2 days	
Petts Wood Play Group	½ day per week	

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APPENDIX TWO

THERAPY PROVISION IN LB BROMLEY SCHOOLS SEPT 13 – JULY 14 COMMISSIONED BY LBB PROVIDER: BROMLEY HEALTHCARE

Special Schools:	SaLT per week	O/T per week
The Glebe 16 -19	1 day per week plus 20 hours per term	
Riverside Orpington	18 hours per term	12 hours per term
Riverside (Beckenham)	3 days	2 days
Grovelands	20 hours per term	
Burwood	3.7hrs once a fortnight plus 30 hours per term	
Marjorie McClure	20 hours per term	
Provisions:	SaLT per week	O/T per week
Alexandra Infs 2 nd class	½ day	12 hours per term
Crofton Infants 2 nd class	½ day	
Poverest		12 hours per term
Midfield		12 hours per term
Princes Plain KS2	½ day per week plus 3 hours per week (36 hours per term)	
Other Schools/Provisions:	SaLT per week	O/T per week
Darrick Wood Primary and Secondary	2 ½ days	
Darrick Wood Pre School for Deaf Children	½ day	
Raglan	5 days SLT assistant	
Hayes SPALD	3 days	
Pre-School SEN Provision	SaLT per week	O/T per week
Robins Classroom	1 day	
SPEACS	1 ½ days	
Other	SaLT per week	O/T per week
Assistive Technology Project	½ day	½ day

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London Borough of Bromley

PART 1 - PUBLIC

Briefing for Education Policy Development and Scrutiny Committee Tuesday 12 November 2013

FOLLOW UP ACTIONS FROM JOINT CARE SERVICES AND EDUCATION PDS MEETING

Contact Officer: Angela Buchanan, Planning & Development Manager

Jane Bailey, Interim Assistant Director: Education
Tel: 020 8313 4146 E-mail: Tel: 020 8313 4146

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

1. Summary

- 1.1 The two PDS committees that oversee the work of the children and young people services came together on the 7th May 2013 to scrutinise the arrangements, organisational structures, and procedures and processes of the Council and partner organisations with regard to child safeguarding to ensure there is clear cooperation, no unnecessary duplication and effective management and supervision of frontline staff.
- 1.2 At the meeting there were presentations from the Chair of the Bromley Safeguarding Children's Board, AD for LBB Children's Social Care and Safeguarding, AD for LBB Education Division, Child Protection Leads from the Police and Bromley CCG and the Director of Children's Services followed by questions to the panel of presenters from the committee. The full minutes are attached as Appendix 1.
- 1.3 In addition to the questions answered on the night the committee asked for additional information on the following:
 - staffing and finance to be provided by each presenting agency on their child protection services;
 - placement of Looked After Children in other Boroughs and requirements of Local Authorities to notify relevant agencies;
 - a breakdown of 2148 referrals to social care in 2012-13 by reason for referral and agency that had referred them ;
- 1.4 Both PDS committees continue to receive reports including the Bromley Safeguarding Children's Board (BSCB) annual report as part of the regular meeting work programme. The main BSCB continues to meet 4 times a year and the Quality Assurance Sub Group meets six times per year to ensure that all agencies are held to account.

2. THE BRIEFING

- 2.1 ECHS Children's Social Care teams that provide child protection services has a budget of £8,950,000 with 233 fte staff. In 2013/14 the BSCB will receive £50k in contributions from agency members; LB Bromley contributes £40k in addition to this.
- 2.2 At the end of October 2013 there are 148 looked after children not living in Bromley (50.7%). With over 86% with them placed in another London Borough or within the south east of England. The table below provides a breakdown of LAC placed out of borough as at the end of May and the end of October:

BOROUGH/COUNTY	May 13l	Oct 13
London Boroughs	67	71
CROYDON	23	23
BEXLEY	4	5
GREENWICH	12	9
HACKNEY	1	1
HOUNSLOW	0	1
KINGSTON	0	1
LAMBETH	2	5
LEWISHAM	21	20
MERTON	1	1
SOUTHWARK	3	4
WANDSWORTH	0	1
South East	52	56
ESSEX	7	7
SURREY	12	9
E. SUSSEX	5	7
KENT	19	23
MEDWAY	9	10
Other	23	21
BATH & NE SOMERSET	2	1
BUCKINGHAMSHIRE	2	0
CAMBRIDGESHIRE	1	2
COUNTY DURHAM	0	2
CUMBRIA	1	2
DORSET	2	2
EAST HERTFORSHIRE	0	1
GREATER MANCHESTER	1	0
HAMPSHIRE	4	4
MIDDLESEX	1	0
NORFOLK	1	1
NORTHUMBERLAND	1	0
REDCAR & CLEVELAND, MIDDLESBOROUGH	1	1
SANDWELL, W. MIDLANDS	1	0
SOMERSET	1	0
STAFFORDSHIRE	1	1
SUFFOLK	1	1
WEST MIDLANDS	0	1
WOVERHAMPTON	2	2
Total placed out of borough	142	148

- 2.3 At the meeting placing of looked after children in other local authority areas was raised this is covered in the “*The Arrangements for Placement of Children (General) Regulations 1991*”

Reference: *Regulation 5* - Where a looked-after child is placed in the area of another local authority (regardless of the type of placement), notification **MUST** be made by the placing authority to the host authority i.e. the local authority's where the child is living. The Education Service and the relevant Health Trust for the area in which the looked-after child is placed must also be notified. The notification should include the address where the child is placed.

As discussed at the meeting this process of notification is less than robust, meaning that often notification of the placement start is received. However, the host borough may not always be informed when the placement ends. As at the end of October 86 children have been placed in Bromley by another authority (during this financial year); of these 77 have been placed by another London Borough.

At the Minister’s Round Table on 14th May the Minister discussed the work and finish group on a number of key issues for Looked After Children including this area. At this time there findings are still awaited.

- 2.4 The tables below show a breakdown of the referring agency and referral reason for the 2148 referrals outlined in the presentation made by the AD for Children’s Social Care and Safeguarding.

Referring Agency	No
00 - Police	593
01A - Family member/relative/carer	153
01B - Acquaintance (neighbours/child minders)	23
01C - Self	37
02A - Education Welfare Officer	2
02B - Teacher	312
03A - GP	29
03B - District Nurse	13
03C - Health Visitor	34
03D - Midwife	90
03E - Other Primary Health	72
03F - A & E	118
03G - Drugs and Alcohol Services	11
03H - Adult Health Services	31
03I – CAMHS	62
03J - Health Other	19
04 - Voluntary Organisations	34
05 - Housing	16
06A - Local Auth Services Internal	163
06B - Local Auth Services External	76
07 - Probation	33
08 - Prison	9
09 - Immigration	14
10 - CAFCASS	8
11 - Legal/courts	33
12 - Unknown/anonymous	80
13 - Other	83
Grand Total	2148

Referral Reason	No
00 -Domestic Violence	317
01 - Child missing	9
02 - Suspected Abuse or Neglect (CP issues)	237
03 - Child Welfare Concerns	1059
04 - Concerns about child's disability or illness	77
05B - Alcohol misuse - Parent	23
06A - Drug misuse - Child	4
06B - Drug misuse - Parent	26
07A - Mental Health Concerns - Child	19
07B - Mental Health Concerns - Parent	85
08A - Criminal Behaviour - Child	27
08B - Criminal Behaviour - Parent	12
09A - Unacceptable Behaviour - Child	48
09B - Unacceptable Behaviour - Parent	30
10 - Accommodation Concerns	57
11 - Self harm	3
13 - Not stated	1
14 - Other	114
Grand Total	2148

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**CARE SERVICES AND EDUCATION POLICY DEVELOPMENT AND
SCRUTINY COMMITTEES**

Minutes of the joint meeting held at 7.00 pm on 7 May 2013

Present:

Councillor Nicholas Bennett J.P. (Chairman)

Councillors Reg Adams, Kathy Bance MBE, Ruth Bennett,
Lydia Buttinger, Roger Charsley, John Getgood,
Brian Humphrys, William Huntington-Thresher,
David Jefferys, Mrs Anne Manning, David McBride,
Alexa Michael, Catherine Rideout and Charles Rideout

Dolores Bray-Ash JP, Brian James, Leslie Marks, Andrew
Spears and Brenda Thompson

Also Present:

Councillor Robert Evans, Portfolio Holder for Care Services
Councillor Diane Smith, Executive Support Assistant to the Portfolio
Holder for Care Services
Councillor Pauline Tunncliffe, Executive Support Assistant to the
Portfolio Holder for Education
Councillor Stephen Carr

83 CONFIRMATION OF CHAIRMAN

Councillor Nicholas Bennett JP was confirmed as Chairman for the joint meeting of Care Services and Education PDS Committees.

**84 APOLOGIES FOR ABSENCE AND NOTIFICATION OF
SUBSTITUTE MEMBERS**

Apologies for absence were received from Councillor Judi Ellis, Councillor Stephen Wells, Portfolio Holder for Education, Brebner Anderson, Father Owen Higgs, Darren Jenkins, Janet Latinwo, Joan McConnell, Lynne Powrie and Alison Register.

Apologies for absence were also received from Councillor Neil Reddin and Angela Clayton-Turner. Councillor William Huntington-Thresher and Brenda Thompson attended as their respective substitutes.

85 DECLARATIONS OF INTEREST

There were no declarations of interest.

**86 QUESTIONS TO THE CARE SERVICES CHAIRMAN OR
EDUCATION PDS CHAIRMAN FROM MEMBERS OF THE
PUBLIC AND COUNCILLORS ATTENDING THE MEETING**

No questions had been received.

**87 QUESTIONS TO THE CARE SERVICES PORTFOLIO HOLDER
OR EDUCATION PORTFOLIO HOLDER FROM MEMBERS OF
THE PUBLIC AND COUNCILLORS ATTENDING THE MEETING**

No questions had been received.

88 INFORMATION ITEMS

The Information Briefing comprised a number of reports:

- Bromley Safeguarding Children Board (BSCB) new structure from January 2013
- Terms of Reference
 - a) Bromley Safeguarding Children Board
 - b) Quality Assurance and Performance Monitoring Committee
 - c) Training Committee
- Membership List
 - a) Bromley Safeguarding Children Board
 - b) Quality Assurance and Performance Monitoring Committee
 - c) Training Committee
- BSCB Policies and Procedures
 - a) The Child's Journey in Bromley – A Partnership model for providing service to support children and families in Bromley including the safeguarding thresholds guidance (July 2011)
 - b) A Strategy for Safeguarding Disabled Children (June 2011)
 - c) Working with Neglectful Families – Guidance for Practitioners (October 2012)
 - d) A Strategy to Safeguarding Children and Young People at risk of experiencing Sexual Exploitation in Bromley (March 2012)
- BSCB Business Plan 2013/14
- BSCB Training Brochure 2013/14
- BSCB Annual Report 2011/12
- Recent Meeting Minutes
 - a) Board Minutes held on 12th February 2013
 - b) Board Minutes (previously called Executive) of meeting held on 20th November 2012
- BSCB Newsletters
 - a) Spring 2013 Edition

b) Spring 2012 Edition

RESOLVED that the Information Briefing be noted.

89 PURPOSE OF THE MEETING

Members agreed the purpose of the joint meeting of Care Services and Education PDS Committees as:

“To scrutinise the arrangements, organisational structures, and procedures and processes of the Council and partner organisations with regard to child safeguarding to ensure there is clear cooperation, no unnecessary duplication and effective management and supervision of frontline staff.”

90 INTRODUCTION TO THE STATUTORY GUIDANCE RELATING TO CHILD PROTECTION

The Executive Director of Education, Care and Health Services Department introduced the statutory guidance relating to child protection.

Following a series of high profile child protection cases reported in the media, the statutory guidance relating to Child Protection had been re-released in 2012. There were now fewer agencies involved in each case and responsibility for a child’s safety was more clearly defined with agencies taking a more joined-up and robust approach to child protection. The Director of Children’s Services had responsibility for child protection and was line managed by the Chief Executive.

The Local Authority continued to take a lead role in ensuring the five outcomes of ‘Every Child Matters’ were delivered.

RESOLVED that the introduction be noted.

91 OVERVIEW OF THE BROMLEY SAFEGUARDING CHILDREN'S BOARD

Report CSED 13001

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board (BSCB) outlined the operation and the statutory functions of the board.

The main objective of the Board was to co-ordinate the effective involvement of a wide range of agencies, including the Local Authority, the Police, Health and voluntary organisations around child protection. Four meetings of the Board were held each year, with six meetings of the Quality Assurance Group. There was a Training Sub Committee that worked to develop an extensive training programme for agencies around child protection issues, an Education Sub Committee and a Health Sub Committee.

The Board also had a quality assurance function and worked to monitor and analyse child protection and safeguarding indicators and performance measures across a wide range of agencies to evaluate whether effective child safeguarding practice arrangements were in place.

Since November 2012, the Board had strengthened its monitoring processes and took a more stringent approach to holding agencies to account. The Board could, if necessary, undertake serious case reviews. A serious case review had not yet been needed in Bromley, however a partnership review had been undertaken with a number of recommendations made, all of which had been adopted.

A recent Ofsted inspection had concluded that the Board was currently meeting its statutory obligations. A number of recommendations had been made around the level of challenge of the Board and increasing consultation with service users, and these recommendations were being acted upon.

RESOLVED that the overview be noted.

92 MULTI-AGENCY RESPONSIBILITIES AND ARRANGEMENTS

The Assistant Director: Safeguarding and Social Care and Head of Safeguarding and Quality Assurance gave a presentation outlining the responsibilities and arrangements for Children's Social Care (appended at **Appendix A**).

The Assistant Director: Education and Head of Safeguarding and Quality Assurance gave a presentation outlining the responsibilities and arrangements in Education (appended at **Appendix A**).

Detective Inspector Dave Smith gave a presentation outlining the responsibilities and arrangements of the Bromley Police Service (appended at **Appendix B**).

Sonia Colwill, Director of Quality and Governance gave a presentation outlining the responsibilities and arrangements of the Bromley Clinical Commissioning Group (appended at **Appendix C**).

RESOLVED that the presentations around multi-agency responsibilities and arrangements be noted.

93 QUESTIONS TO THE PRESENTERS

Members and Co-opted Members asked the presenters a range of questions around multi-agency responsibilities and arrangements for child protection in Bromley.

What is the process when an allegation is made relating to the safeguarding of a child?

The Assistant Director: Safeguarding and Social Care advised Members that when an allegation was made, the Referral and Assessment Manager would contact the Police and have a strategy discussion regarding the allegation. Information would be gathered from a range of agencies including health and the child safeguarding contact at the child's school. If a decision was then made to proceed, a police officer and qualified social worker would make a home visit and speak in a frank way to the child's parents or carer regarding the investigation, unless this would potentially place the child at risk. The police officer and qualified social worker would also see the child and, if appropriate, speak with them. A further strategic discussion would be had by managers and a decision made regarding the next steps to be taken. Children considered to be at immediate risk would be removed from the home, however this was a last resort and it was more common to negotiate with families around how to protect the child during the course of the investigation, for example, arranging for an alleged perpetrator to leave the home environment or to place the child with extended family members for a short time.

Detective Inspector Dave Smith confirmed the above procedure and noted that the Police could make an arrest on the evidence provided or to ensure the protection of the child where appropriate.

Sonia Colwill, Director of Quality and Governance noted that health services took part in any discussions as needed and provided appropriate support.

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board advised Members that the role of the Board was to ensure that the appropriate multi-agency policies and procedures were in place and that a programme of audits had been established challenge systems and ensure they were robust.

The Assistant Director: Education advised Members that allegations could affect schools through a referral regarding the safety of a child or allegation against a member of staff.

The Head of Safeguarding and Quality Assurance confirmed that any allegation would be passed to the designated teacher or the Head Teacher and that discussions would be held with the Lead Officer for Education and Safeguarding to decide if a multi agency strategy meeting was needed and how the protection of the child or any disciplinary process of a teacher would proceed

There has been an increase in the number of referrals of allegations against professionals from 58 in 2009 to 97 in 2011, and over 50 allegations have been substantiated in the past year. How are these addressed?

The Head of Safeguarding and Quality Assurance confirmed that immediate action was taken in all cases where allegations against professionals were substantiated. Compromise agreements were not used in cases of child protection.

How is the performance of front line workers in child protection, such as social workers, monitored?

The Assistant Director: Safeguarding and Social Care confirmed that the service worked to recruit quality social workers who had the right qualifications and that there was a comprehensive programme of continuous professional development. Supervision arrangements at the Council were also comprehensive with one supervisor overseeing six social workers. Supervising officers did not have any casework, but had an in depth knowledge of the cases of their social workers and met with them at least once a month (or once a week for less experienced social workers) to examine each case in a detailed manner, identifying potential issues and setting a range of tasks. Supervision meetings would identify where tasks had not been completed to time and would robustly address any issues, working with Human Resources to place staff on a plan for improving their performance where appropriate. If identified issues with staff performance were not resolved, staff members would then be taken through incapability/poor performance processes and may be dismissed.

The Executive Director: Education, Care and Health Services noted that a range of data was collected and published for senior managers in Education, Care and Health Services to consider on a weekly basis. This provided an early warning system when performance data was 'off track' and supported early intervention.

The Head of Safeguarding and Quality Assurance also confirmed that part of her role was to oversee an audit programme of practice. All cases were audited on a monthly basis and in addition, regular observations of social workers' practice in the field and in child protection meetings were undertaken.

Detective Inspector Dave Smith advised Members that the Bromley Police had a daily management meeting where every report of crime in the preceding 24 hour period were examined, including allegations relating to child protection or crimes that might affect the safety of children. A weekly meeting was also convened to consider each outstanding matter in the Borough and ensure that supervisors were performing to the appropriate level.

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board confirmed that work was ongoing to strengthen the quality assurance function of the Board. Thematic audits assessed multi-agency performance across certain areas, such as children with child protection plans, and there was increased level of challenge to audits.

When commissioning services, what weight is given to safeguarding criteria and what measures are in place to ensure safeguarding is central to delivery?

Sonia Colwill, Director of Quality and Governance confirmed that when commissioning health services, part of any tender specification included a framework for safeguarding children, and all providers must undertake a

checklist relating to this framework to be considered as service providers. Monthly monitoring meetings were undertaken with all service providers which included consideration of child safeguarding. Action was immediately taken where there was any cause of concern.

Do all agencies involved in child protection have quality assurance programmes and whistle-blowing policies?

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board advised members that as the Board considered the outcomes of multi-agency audits, it was able to assess the operation of quality assurance programmes. The Board also had a two year rolling programme which assessed every agency responsible for safeguarding in Bromley across a range of safeguarding measures, ensuring that the right processes were in place to support good safeguarding practice.

When vulnerable children come in the Borough from other local authorities, what processes are in place to ensure they are identified by the appropriate local agencies?

The Assistant Director: Safeguarding and Social Care confirmed that the Bromley Safeguarding Board was signed up to the London-wide agreement around the tracking of children subject to child protection plans. Arrangements for the referral of a child assessed as being 'in need' to a new local authority was set out in safeguarding procedures and it was noted that these children were transferred in conference between the two local authorities.

Is awareness training undertaken around the impact of substance misuse on children?

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board assured Members that there was a comprehensive training programme around the effects of parental substance misuse on children. A range of strategies had been developed by agencies to tackle this issue.

Detective Inspector Dave Smith confirmed that there was an active information sharing arrangement between partners from health, children's social care and the police, and that relevant intelligence was acted upon by the police where appropriate.

What is the membership of the Bromley Safeguarding Children Board and what role do 'Lay Members' take?

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board advised Members that a recent review undertaken in November 2012 had reduced the membership of the Board from 45 members to around 20, with the new membership reflecting key agencies in child protection. Lay members to the Board had been appointed approximately two years ago and had undertaken excellent work. The Lay Member role was now under review

with the potential for Lay Members to be representatives of the voluntary sector in future where appropriate.

Are Looked After Children placed outside of the Borough the responsibility of Bromley? Is their school attendance monitored?

The Head of Safeguarding and Quality Assurance advised Members that Looked After Children placed outside the Borough remained the responsibility of the Local Authority. Independent Reviewing Officers worked to ensure that every aspect of a Looked After Child's life in their placement was taken into account, including safeguarding, and there was a framework to ensure regular visits were undertaken with each Looked After Child.

The Assistant Director: Safeguarding and Social Care confirmed that the weekly bulletin provided to senior managers in Education, Care and Health Services included a key indicator representing visiting arrangements for Looked After Children and those subject to a child protection plan, and performance issues relating to this were quickly identified at an individual case level.

The Assistant Director: Education noted that Helen Priest acted as the virtual Head Teacher for Looked After Children. Helen Priest undertook school visits for Looked After Children living both in and out of the Borough and monitored student attendance, challenging schools where levels of attendance were a matter for concern.

The Head of Safeguarding and Quality Assurance also noted that the Local Authority was not responsible for Looked After Children placed in the Borough by other Local Authorities. Where pupils attending Bromley schools lived in other Boroughs, any concerns identified by agencies in Bromley would be referred to the borough in which they were resident.

Are there cases where Looked After Children are placed in the Borough by other local authorities and Bromley Council is not informed?

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board confirmed that local authorities were required to notify host Boroughs when Looked After Children were placed in their Borough. However, there were instances where other local authorities placed Looked After Children in the Borough, often for very short periods of time, without the Council being informed. Looked After Children could also be moved away from the Borough without the Local Authority being informed.

Detective Inspector Dave Smith advised Members that any report of a missing Looked After Child to the police would be reported to the Local Authority.

The Chairman expressed concern that this was the case and said that this matter should be raised at ministerial level.

Which agencies are included in the Bromley Safeguarding Children Board training programme, including health? How many schools' representatives are included in child protection training, including staff at primary level and early years providers?

The Executive Director of Education, Care and Health Services underlined that child safeguarding was the responsibility of everyone working with children in the Borough. In schools, the Head Teacher and Governing Body had responsibility to ensure the right training was disseminated to all staff, and this was a key factor in any school Ofsted inspection. A number of agencies participated in the Board training programme, including schools and early years providers, and this could be supplemented by in-house and peer training where appropriate.

The Assistant Director: Education noted that child protection training was supported in schools through robust reporting systems to ensure any identified child protection issues were escalated effectively to the designated officer or Head Teacher.

Sonia Colwill, Director of Quality and Governance confirmed that a Health Forum comprising representatives of both public and private health organisations as well as the ambulance service met on a quarterly basis to consider a range of issues as well as training needs. The Named GP worked with GPs and other primary care providers, such as dentists, to ensure that appropriate training and awareness raising was undertaken around a range of areas including child safeguarding.

How often are the views of the Living in Care Council taken into account by the Bromley Children Safeguarding Board?

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board noted that children and young people aged 12 years or above who were subject to a child protection plan were entitled to attend the conference where their plan was developed. Members of the Board were currently considering how to best obtain feedback from these children and young people to ensure their views were taken into account when policies and processes that affected them were being developed or reviewed.

To what extent are the issues faced by young carers in relation to child protection being addressed?

The Assistant Director: Safeguarding and Social Care advised Members that there was a dedicated social worker for young carers who undertook assessments for those at risk or in need of support and help. Work was also undertaken in the community and by schools to identify young carers and to be aware of the issues they face.

What action is being taken to reduce incidence of bullying at school and e-bullying?

The Assistant Director: Education confirmed that schools worked extremely hard to reduce levels of bullying in schools and that School Councils often spearheaded this work.

How are incidents of child death reviewed?

The Head of Safeguarding and Quality Assurance advised Members that where there was an incident of child death, a child death overview panel, which included representatives from a number of agencies including the child's school where appropriate, was convened. This panel considered each case in detail, identifying lessons to be learned and considering if any new policies or procedures needed to be put in place.

Do voluntary organisations work to promote child safeguarding?

The Head of Safeguarding and Quality Assurance noted that work was undertaken with the Voluntary Sector Forum to support safe care standards. The Bromley Safeguarding Children Board also encouraged voluntary sector organisations to review their own practice in relation to child safeguarding. Where allegations were received in relation to voluntary sector organisations, they were responded to robustly.

Is Child and Adolescent Mental Health Services (CAMHS) adequately resourced to meet the need for children and young people with mental health needs?

The Executive Director: Education, Care and Health Services noted that a number of children and young people who did not have a child protection plan do not meet the threshold for treatment through CAMHS.

The process for multi-agency working is very effective for serious cases. Is joined-up working delivered in the same way for cases that may appear as 'low risk'?

The Assistant Director: Safeguarding and Social Care confirmed that where an issue was reported to Children's Social Care that did not meet the threshold for further action, parents and carers were signposted to the most appropriate support services for early intervention, such as Children's Centres, Bromley Children Project or the Youth Service. Data was collected by these organisations around the success of their programmes and was reported to senior managers and the Department for Education. Individual outcomes were not collected for each user as it was for higher level services, however a sample of the users of the Bromley Children Project would be considered by the Bromley Safeguarding Children Board to assess the outcomes of this early intervention service.

A small proportion of children and young people in Bromley refuse to attend school or other educational provision or regularly truant. Will attendance still be monitored as more schools convert to academy status?

The Assistant Director: Education confirmed that academy schools were required to report pupil attendance to the Local Authority, but that this information would not be reported as regularly as by Local Authority maintained schools. Academies were responsible for ensuring good attendance by their pupils and this would form part of any Ofsted inspection. The Local Authority had a statutory right to track any child missing in education, which included monitoring visits by Education Welfare Officers to those educating their children at home. Children were issued with unique pupil reference numbers which should assist in the tracking of pupils as they moved between schools.

When are parents expected to report their child or Looked After Child as 'missing'?

Detective Inspector Dave Smith confirmed that the definition of 'missing' used by the Metropolitan Police was after a person had been missing 24 hours, however the police acted immediately on any reports received. Details regarding missing children were shared with a range of agencies and any risks for the child, such as exposure to substance misuse, were identified through a pre-assessment checklist undertaken by the Assessment Team.

What is the role of elected Members in individual cases of child safeguarding, outside of their committee scrutiny role?

The Executive Director: Education, Care and Health Services confirmed that Members did have a role in referring issues of child safeguarding to Children's Social Care, but underlined that agencies were not able to share confidential information with councillors following referral of any issue.

Whose responsibility is risk management?

The Executive Director: Education, Care and Health Services confirmed that the post of Director of Children's Services had responsibility to manage risk and was the named accountable officer. A risk register was held by the Department and reviewed by senior managers on a regular basis to ensure risk was managed. The Lead Member had a role in being aware of risk and holding the Director of Children's Services to account for managing risk.

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board advised Members that the Board also worked to oversee the risk register.

How is risk managed for areas of child protection that might have a base in certain communities or cultures, such as forced marriage or female genital mutilation?

The Executive Director: Education, Care and Health Services underlined that child protection was not culturally sensitive. Such issues were managed at a multi-agency level including health, schools, the police and children's social care. Schools and the Youth Service worked to raise awareness around issues such as forced marriage and there were accessible routes for information and support for young people at risk. The Ethnic Communities Programme Manager worked with harder-to-reach communities within the Borough and helped raise awareness around key issues.

The Head of Safeguarding and Quality Assurance confirmed that schools were also supported to identify vulnerable pupils at key times, such as before the summer break, and refer them to suitable agencies.

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board also noted that the Board would shortly be considering a report around the range of services available to the traveller community to ensure that services were accessible for their particular needs.

At what stage is intervention undertaken on behalf of children following incidence of domestic violence?

Detective Inspector Dave Smith confirmed that in following up any report of domestic violence, police officers would complete a checklist which would be shared with Children's Social Care.

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board noted that as soon as there was evidence of domestic violence, any impact on children would be assessed.

Are there processes to protect children from the actions of other children, such as bullying, gang involvement or sexual exploitation?

The Executive Director: Education, Care and Health Services confirmed that all aspects of child safeguarding were considered, including where children put other children at risk.

Will any future reduction in funding for Children's Social Care or Education impact the provision of early intervention services in schools?

The Executive Director: Education, Care and Health Services advised Members that schools could choose to fund the services appropriate to their needs. The Pupil Premium was provided to schools to tackle issues faced by more vulnerable young people and could include the targeted delivery of early intervention services.

Academy schools can have a higher level of fixed-term or permanent exclusions. Is the Local Authority in a position to find alternate places for these pupils?

The Assistant Director: Education confirmed that work was being undertaken by schools and the Local Authority to reduce the level of fixed term and permanent exclusion in the Borough. New models were currently being considered which could include respite and outreach work to help maintain pupils in a mainstream setting.

How can we measure the success of early intervention work in child protection?

The Executive Director: Education, Care and Health Services advised Members that success in early intervention was largely measured through trends in level of users and services accessed over time. Currently Bromley had a high number of children resident in the Borough but the number of children with child protection plans had consistently reduced which indicated that early intervention services and other processes were having a positive impact.

How is the Tackling Troubled Families Programme supporting child protection?

The Assistant Director: Safeguarding and Social Care confirmed that the Tackling Troubled Families Programme was managed within the Children's Social Care Service and was hosted by the Bromley Children Project. The primary aim of the project was to get children back into school, reduce youth crime and anti-social behaviour, put adults on a path back to work and reduce the high costs placed on public services. 140 families across the Borough had now been identified to participate in Year One of the project, and the Local Authority was confident that it would meet the criteria to draw down funding for Year Two

The Chairman thanked the presenters for their excellent presentations and for providing such a comprehensive outline of current multi-agency responsibilities and arrangements for child protection in Bromley for Members and Co-opted Members of the Care Services and Education PDS Committees.

RESOLVED that Members' comments and questions be noted.

**94 SCRUTINY OF THE ASSURANCE ASSESSMENT OF THE
JOINT POSITION OF DIRECTOR OF CHILDREN'S SERVICES
AND DIRECTOR OF ADULT SERVICES**

Report CSED 13002

The Executive Director of Education, Care and Health Services Department outlined the arrangements to fulfil the statutory roles of the Director of

Children's Services and Lead Member for Children's Services in Bromley relating to the safeguarding of children. These arrangements were required to be subject to local testing when either the Director of Children's Services or the Lead Member for Children's Services undertook more than one role, as was the case in Bromley.

The Independent Bromley Safeguarding Children Board had oversight of Bromley's safeguarding procedures on behalf of partner agencies. The Independent Chair of the Bromley Safeguarding Children Board also had a duty to observe the work of the local system and, should it have failings, report these to the Director of Children's Services and the Chief Executive.

The Executive Director: Education, Care and Health Services explained that his role was one of coordination and that he was the accountable officer for child protection.

The Department for Education guidelines gave very direct guidance on the how child protection services should be delivered, however the Local Authority had proposed a number of additional safeguards to provide assurance that the statutory responsibilities of the Director of Children's Services were not compromised through the dual role of the Executive Director: Education, Care and Health Services. These comprised:

- That the Chief Executive in consultation with the Leader and Portfolio Holder continue to monitor the effectiveness of the current arrangements against the Council's requirements and the need for assurance set out in government guidance;
- In the event of a change of Director, the portfolio of responsibilities be reviewed; and,
- The Assistant Director for Children's Social Care, the Head of Safeguarding and Quality Assurance and the Independent Chair of the Bromley Safeguarding Children Board attend meetings of the Board and Education, Care and Health Services Departmental Management Team meeting on a quarterly basis to report on critical issues; thresholds, caseloads (numbers and type) and workforce (including stability, use of agency, sickness/stress absence and incidents of violence and complaints).

RESOLVED that:

- 1) Members of the Care Services and Education PDS Committees agree that the arrangements to discharge the statutory role of Director of Children's Services are safe and that the assurance test be repeated and reported annually; and,**
- 2) That this agreement should be communicated to the Chief Executive of London Borough of Bromley in his role as Head of the service.**

**95 SUGGESTIONS FOR AREAS OF SCRUTINY FOR CARE
SERVICES AND EDUCATION PDS COMMITTEES FOR 2013/14**

Members considered future areas for scrutiny relating to child protection by the Care Services and Education PDS Committees for 2013/14.

RESOLVED that areas of scrutiny relating to child protection be considered by Care Services and Education PDS Committees for 2013/14 as appropriate.

The Meeting ended at 10.00 pm

Chairman

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**London Borough of Bromley
PART 1 - PUBLIC**

**Briefing for Education Portfolio Holder
12 November 2013**

**EDUCATION, CARE & HEALTH SERVICES CONTRACT
REPORTS – EDUCATION CONTRACTS**

Contact Officer: Laurence Downes, Commissioning Manager Education & Children’s Social Care
Tel: 020 83134805 E-mail: laurence.downes@bromley.gov.uk

Chief Officer: Terry Parkin, Director Education, Care & Health Services

1. Summary

- 1.1 The Executive and Resources Policy Development and Scrutiny (PDS) Committee has agreed a template report for London Borough of Bromley Contracts. The report details the current status of all contracts with a whole life value of £200k or more, with all relevant contracts identified from the Contract Register.
- 1.2 Executive and Resources PDS has recommended that the PDS Committee for each portfolio reviews the Contract Register report relevant to their portfolio, providing any comments as appropriate.
- 1.3 The Contract Register report for all contracts relevant to the Education Portfolio is included as **Appendix One** to this paper. In addition, the paper provides a brief update on planned contract activity over the next six months.

2. **THE BRIEFING**

- 2.1 **Appendix One** details all current contracts relevant to the Education Portfolio with a whole life value of £200k or more.
- 2.2 Monitoring of the contracts is the responsibility of the relevant service team within the Education division of the Education, Care & Health Department.
- 2.3 The following table details other Education related contracts with values below £200k but which are of note and that will require action within the next six months. The status is as at the time of writing of this report in October 2013. They are:

Provider	Service	End Date	Annual Value	Actions
Various	Flexible Learning Provision	28/02/2014	£0 (call-off)	Temporary contract awarded pending implementation of Dynamic Purchasing System to source required provision in future
Fleet Tutors	Looked After Children Education	28/02/2014	£48,000	Temporary contract awarded pending implementation of Dynamic Purchasing System to source required provision in future

Provider	Service	End Date	Annual Value	Actions
Various	School Improvement	31/03/2014	£0 (call-off)	Range of small value school improvement advisor contracts awarded on an individual basis. Formal framework or approved list to be put in place.
Capita	SIMS Maintenance	31/03/2014	£74,000	Bromley LA purchases annual SIMS maintenance package and recharges to schools. Decision to be made as to whether this arrangement will continue.

No.	ID	Department	Title	Suppliers	Duration Months	Duration Years	End Date (inc extension)	Original Contract Total Value £	Original Annual Contract Value £	No of Waivers	Value of Contract Waivers Approved	No of Variations / Extensions	Value of Variations / Extensions	2013/14 Budget £	2013/14 Projected £	Cost Difference £	Comments
60	Contract-049865	Education and Care Services_Children's Social Care	Young Offenders Intensive Surveillance & Supervision	NACRO	36	3	31-Mar-14	£213,000	£71,000	0	£0	1	£71,000	£71,000	£71,000	£0	Contract awarded for 2 years by exemption in 2011 which included authorisation for option to extend for one year. Extension option of one year approved at Education PDS January 2013. Current provider has resources to deliver the regulatory requirement within service provision. Contract allows for CPI increases, however CPI not awarded to date.
64	Contract-049880	Education and Care Services_Children's SEN & Disability	Weekend and Holiday Provision for children and young people with learning and/or physical disabilities	Riverside School	24	2	31-Mar-14	£496,812	£248,406	0	£0	0	0	£248,406	£248,406	£0	Riverside School is a Bromley maintained special school. A two year contract was awarded via exemption following Portfolio Holder approval and PDS scrutiny commencing April 2012. Following consultation with Corporate Procurement, it was agreed a direct commissioning strategy was appropriate in order to utilise existing LBB resources in care/educational settings for LD children and young people. (History: The contract was originally awarded for one year via exemption to Riverside School in May 2010, following approval from the Portfolio Holder and PDS scrutiny, and extended for a further year to March 2012 again following PDS and Portfolio Holder approval.). Contract allows for CPI increases, however CPI not awarded to date.
65	Contract-049874	Education and Care Services_Children's SEN & Disability	Speech and Language Provision	Bromley Healthcare	47	3.92	31-Jul-14	£519,438	£310,538	2	£554,943	2	£438,538	£310,538	£310,538	£0	Approval has been given via Education PDS via Exemption to award a one year contract, commencing August 2013, to align with CCG commissioning timescales. (History: A large number of individual small value contracts held with Bromley Healthcare were collated into a single contract and awarded via exemption in 2010/2011. This contract was extended to March 2012. A six month contract was awarded via exemption commencing April 2012. This contract was extended by a further year until July 2013 and combined with another relevant contract to make up a single contract, following Portfolio Holder and PDS scrutiny in June 2012. 2013/14 approval aligns to CCG timescales). Contract allows for CPI increases, however CPI not awarded to date.
66	Contract-050005	Education and Care Services_Children's Social Care	Provision of Music Education	Bromley Youth Music Trust	120	10	31-Mar-17	£5,180,975	£756,332	0	£0	0	£0	£310,440	£310,440	0	There is a significant difference between the original annual contract value quoted and the confirmed 2013/14 Budget and Projected spend. This is because in prior years the Department for Education Music Grant was routed through LBB and included in the contract value for this provision. From 2012/13, this funding is now passed directly to the provider from the Arts Council. The budget has reduced further in 2013/14 following agreement by Members to reduce the Bromley funding by £40k.
67	Contract-030022	Education and Care Services Education	Langley Park Boys School BSF One School Pathfinder	J B Leadbitter & Co Ltd	32	2.67	31-Jul-13	£27,674,280	£10,377,855	0	£0	75	£1,954,549	£1,718,000	£1,718,000	0	Contract ends July 2013. Contract includes 3% retention to be released following final account. There are a number of disputed items that are still being negotiated and some works have been omitted from the contract and will be delivered separately. Budget funded primarily by DfE BSF Grant. The project end date was extended due to additional works required (asbestos and water leaks). High level variations include planning changes due to judicial review (£470k), Asbestos management (£507k), diversion/extension to LPSG / Water services (£244k), SALTO security system amendment (£185k). Full budget commitment of £38.3m. Outstanding claim on contract which is subject to formal consideration and may result in additional costs.
68	Contract-031120	Education and Care Services_Children's SEN & Disability	Home to School Transport for children with Special Educational Needs	P J Yeoull	60	5	31-Aug-15	£237,525	£45,732	0	£0	0	£0	£63,780.00	£63,780.00	0	SEN Transport is sourced through a framework contract with multiple providers. The routes for each provider are agreed on an annual basis and will vary significantly from year to year. The annual contract value quoted on the Register is the most recently available academic year actual (2012/13) and is updated each year as routes are confirmed. The whole life value is extrapolated from the actual spend to date and updated each year. No CPI uplift built into the framework contract.
69	Contract-031116	Education and Care Services_Children's SEN & Disability	Home to School Transport for children with Special Educational Needs	Ladybirds	60	5	31-Aug-15	£262,943	£47,129	0	£0	0	£0	£19,444.00	£19,444.00	0	SEN Transport is sourced through a framework contract with multiple providers. The routes for each provider are agreed on an annual basis and will vary significantly from year to year. The annual contract value quoted on the Register is the most recently available academic year actual (2012/13) and is updated each year as routes are confirmed. The whole life value is extrapolated from the actual spend to date and updated each year. No CPI uplift built into the framework contract.
	Contract-031118	Education and Care Services_Children's SEN & Disability	Home to School Transport for children with Special Educational Needs	Lightning Cars	60	5	31-Aug-15	£519,140	£117,314	0	£0	0	£0	£98,877.00	£98,877.00	0	SEN Transport is sourced through a framework contract with multiple providers. The routes for each provider are agreed on an annual basis and will vary significantly from year to year. The annual contract value quoted on the Register is the most recently available academic year actual (2012/13) and is updated each year as routes are confirmed. The whole life value is extrapolated from the actual spend to date and updated each year. No CPI uplift built into the framework contract.
71	Contract-031101	Education and Care Services_Children's SEN & Disability	Home to School Transport for children with Special Educational Needs	21st Century Cars	60	5	31-Aug-15	£602,860	£104,290	0	£0	0	£0	£167,756.00	£167,756.00	0	SEN Transport is sourced through a framework contract with multiple providers. The routes for each provider are agreed on an annual basis and will vary significantly from year to year. The annual contract value quoted on the Register is the most recently available academic year actual (2012/13) and is updated each year as routes are confirmed. The whole life value is extrapolated from the actual spend to date and updated each year. No CPI uplift built into the framework contract.

No.	ID	Department	Title	Suppliers	Duration Months	Duration Years	End Date (inc extension)	Original Contract Total Value £	Original Annual Contract Value £	No of Waivers	Value of Contract Waivers Approved	No of Variations / Extensions	Value of Variations / Extensions	2013/14 Budget £	2013/14 Projected £	Cost Difference £	Comments
72	Contract-031125	Education and Care Services_Children's SEN & Disability	Home to School Transport for children with Special Educational Needs	The Keen Group	60	5	31-Aug-15	£620,278	£124,892	0	£0	0	£0	£149,711.00	£149,711.00	0	SEN Transport is sourced through a framework contract with multiple providers. The routes for each provider are agreed on an annual basis and will vary significantly from year to year. The annual contract value quoted on the Register is the most recently available academic year actual (2012/13) and is updated each year as routes are confirmed. The whole life value is extrapolated from the actual spend to date and updated each year. No CPI uplift built into the framework contract.
73	Contract-031105	Education and Care Services_Children's SEN & Disability	Home to School Transport for children with Special Educational Needs	Cannon Cars	60	5	31-Aug-15	£909,163	£160,050	0	£0	0	£0	£165,596.00	£165,596.00	0	SEN Transport is sourced through a framework contract with multiple providers. The routes for each provider are agreed on an annual basis and will vary significantly from year to year. The annual contract value quoted on the Register is the most recently available academic year actual (2012/13) and is updated each year as routes are confirmed. The whole life value is extrapolated from the actual spend to date and updated each year. No CPI uplift built into the framework contract.
74	Contract-031123	Education and Care Services_Children's SEN & Disability	Home to School Transport for children with Special Educational Needs	Stage Two	60	5	31-Aug-15	£1,216,995	£254,333	0	£0	0	£0	£200,597.00	£200,597.00	0	SEN Transport is sourced through a framework contract with multiple providers. The routes for each provider are agreed on an annual basis and will vary significantly from year to year. The annual contract value quoted on the Register is the most recently available academic year actual (2012/13) and is updated each year as routes are confirmed. The whole life value is extrapolated from the actual spend to date and updated each year. No CPI uplift built into the framework contract.
75	Contract-031100	Education and Care Services_Children's SEN & Disability	Home to School Transport for children with Special Educational Needs	1st Class Cars	60	5	31-Aug-15	£1,432,150	£270,485	0	£0	0	£0	£312,390.00	£312,390.00	0	SEN Transport is sourced through a framework contract with multiple providers. The routes for each provider are agreed on an annual basis and will vary significantly from year to year. The annual contract value quoted on the Register is the most recently available academic year actual (2012/13) and is updated each year as routes are confirmed. The whole life value is extrapolated from the actual spend to date and updated each year. No CPI uplift built into the framework contract.
76	Contract-031112	Education and Care Services_Children's SEN & Disability	Home to School Transport for children with Special Educational Needs	Centaur Overland Travel	60	5	31-Aug-15	£1,685,228	£339,108	0	£0	0	£0	£370,790.00	£370,790.00	0	SEN Transport is sourced through a framework contract with multiple providers. The routes for each provider are agreed on an annual basis and will vary significantly from year to year. The annual contract value quoted on the Register is the most recently available academic year actual (2012/13) and is updated each year as routes are confirmed. The whole life value is extrapolated from the actual spend to date and updated each year. No CPI uplift built into the framework contract.
77	Contract-031115	Education and Care Services_Children's SEN & Disability	Home to School Transport for children with Special Educational Needs	Kensway Tours	60	5	31-Aug-15	£1,940,720	£400,979	0	£0	0	£0	£306,125.00	£306,125.00	0	SEN Transport is sourced through a framework contract with multiple providers. The routes for each provider are agreed on an annual basis and will vary significantly from year to year. The annual contract value quoted on the Register is the most recently available academic year actual (2012/13) and is updated each year as routes are confirmed. The whole life value is extrapolated from the actual spend to date and updated each year. No CPI uplift built into the framework contract.
78	Contract-031114	Education and Care Services_Children's SEN & Disability	Home to School Transport for children with Special Educational Needs	Kelly Kar Hire	60	5	31-Aug-15	£2,059,350	£436,396	0	£0	0	£0	£443,209.00	£443,209.00	0	SEN Transport is sourced through a framework contract with multiple providers. The routes for each provider are agreed on an annual basis and will vary significantly from year to year. The annual contract value quoted on the Register is the most recently available academic year actual (2012/13) and is updated each year as routes are confirmed. The whole life value is extrapolated from the actual spend to date and updated each year. No CPI uplift built into the framework contract.
79	Contract-031124	Education and Care Services_Children's SEN & Disability	Home to School Transport for children with Special Educational Needs	Stratfords Private Hire	60	5	31-Aug-15	£2,162,480	£426,850	0	£0	0	£0	£431,717	£431,717	0	SEN Transport is sourced through a framework contract with multiple providers. The routes for each provider are agreed on an annual basis and will vary significantly from year to year. The annual contract value quoted on the Register is the most recently available academic year actual (2012/13) and is updated each year as routes are confirmed. The whole life value is extrapolated from the actual spend to date and updated each year. No CPI uplift built into the framework contract.
80	Contract-031121	Education and Care Services_Children's SEN & Disability	Home to School Transport for children with Special Educational Needs	Ruskin Private Hire Ltd	60	5	31-Aug-15	£2,376,960	£420,142	0	£0	0	£0	£420,142	£420,142	0	SEN Transport is sourced through a framework contract with multiple providers. The routes for each provider are agreed on an annual basis and will vary significantly from year to year. The annual contract value quoted on the Register is the most recently available academic year actual (2012/13) and is updated each year as routes are confirmed. The whole life value is extrapolated from the actual spend to date and updated each year. No CPI uplift built into the framework contract.
81	Contract-048679	Education and Care Services_Children's Social Care	Post 16 Learner Tracker and Transition Support	Royal Borough of Kingston upon Thames	21	1.75	31-Mar-14	£105,000	£105,000	0	£0	1	£79,900	£79,900	£79,900	0	Services provision is a statutory requirement. Contract managed under a 5 Borough shared services arrangement. Comparable in-house provision uneconomical (est. 40% increase). The contract was awarded via Exemption for a 2012/13 9 month period following approval by PDS for at a part year value of £105,000 (full year value of £140,000) with option to extend for 1 year The Extension period has been taken at a reduced annual value of £79,900.

London Borough of Bromley

PART 1 - PUBLIC

Briefing for Education Policy Development and Scrutiny Committee 12 November 2013

ACADEMIES' UPDATE

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1. SUMMARY

This is the updated information for Members on the academy conversion programme as at 28 October 2013.

2.

ACADEMY DEVELOPMENTS IN BROMLEY (AS AT 28 October 2013)

SECTION 1: Overall Summary

Type	Converted		Maintained - Conversion in Progress		Maintained - Potential Conversion		Maintained		Total	
Secondary	16	94%	1	6%	0	0%	0	0%	17	100%
Primary	23	31%	13	18%	19	25%	19	26%	74	100%
Special	0	0%	0	0%	0	0%	4	100%	4	100%
Total	39	41%	14	15%	19	20%	23	24%	95	100%

SECTION 2: Schools which have Converted to Academy Status

Primary Phase Schools

PRIMARY SCHOOLS		POSITION	TIMESCALE
1	Hayes Primary School	Conversion	1 July 2011
2	Warren Road Primary School	Conversion	1 July 2011
3	Balgowan Primary School	Conversion	1 August 2011
4	Biggin Hill Primary School Consulting with parents and public about a sponsored arrangement with Charles Darwin school.	Conversion	1 August 2011
5	Darrick Wood Infant School and Nursery	Conversion	1 August 2011
6	Green Street Green Primary School	Conversion	1 August 2011
7	Pickhurst Infant School	Conversion	1 August 2011
8	Pickhurst Junior School	Conversion	1 August 2011
9	The Pioneer Academy (formerly Stewart Fleming Primary School)	Conversion	1 August 2011
10	Valley Primary School	Conversion	1 August 2011
11	Crofton Junior School	Conversion	1 December 2011
12	Tubbenden Primary School	Conversion	1 March 2012
13	St James' RC Primary School	Conversion	1 April 2012
14	Crofton Infant School	Conversion	1 September 2012
15	Hillside Primary School	Sponsored Conversion	1 September 2012
16	Parish Primary School	Conversion	1 August 2013
17	Alexandra Juniors	Conversion	1 September 2013
18	Highfield Infants' School	Conversion	1 September 2013
19	Raglan Primary School	Conversion	1 September 2013
20	Harris Academy Kent House (formerly Royston Primary)	Sponsored Conversion	1 September 2013
21	Harris Academy Crystal Palace (formerly Malcolm Primary School)	Sponsored Conversion	1 September 2013
22	Grays Farm Primary School	Sponsored Conversion	1 September 2013
23	Highfield Junior	Conversion	1 October 2013

Secondary Phase Schools

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

SECTION 3: Schools Either Considering or in the Process of Conversion to Academy Status

Primary Phase Schools

PRIMARY SCHOOLS		POSITION	TIMESCALE
1	Alexandra Infants	Conversion to academy status as part of a chain of eight schools (Alexandra Infants, Alexandra Juniors, Highfield Infants, Highfield Juniors, Farnborough, Manor Oak, Perry Hall and Raglan). Academy Order received: 12 June 2013.	November 2013
2	Castlecombe	Application received by DfE of Castlecombe joining the Realise Academy Partnership Trust.	1 January 2014 (confirmed)

		Application received by DfE (August 2013 list). Academy Order received 14 August 2013	
3	Farnborough Primary	Conversion to academy status as part of a chain of eight schools (Alexandra Infants, Alexandra Juniors, Highfield Infants, Highfield Juniors, Farnborough, Manor Oak, Perry Hall and Raglan). Academy Order received 17 June 2013.	1 December 2013
4	Holy Innocents Catholic Primary School	Consultation on Academy status on website – March 2013. . Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese. Application received by DfE (June 2013 list) Awaiting approval from DfE.	TBC
5	Manor Oak Primary	Conversion to academy status as part of a chain of eight schools (Alexandra Infants, Alexandra Juniors, Highfield Infants, Highfield Juniors, Farnborough, Manor Oak, Perry Hall and Raglan). Academy Order received 17 June 2013.	1 December 2013
6	Mottingham	Notification to LA of Governing Body decision on 13 March 2013 to convert as a stand-alone academy. Application received by DfE (May 2013 list). Application refused by Minister as a stand-alone academy.	TBC
7	Perry Hall Primary	Conversion to academy status as part of a chain of eight schools (Alexandra Infants, Alexandra Juniors, Highfield Infants, Highfield Juniors, Farnborough, Manor Oak, Perry Hall and Raglan). Application received by DfE (April 2013 list). Application approved by DfE. Academy Order received 10 September 2013.	1 December 2013
8	St Johns	Sponsored academy with Diocese of Rochester acting as sponsor. Academy Order received 17 July 2013	1 April 2014
9	St Josephs	Consultation on Academy status on website – January 2013. No formal notification to LA. Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese. Application received by DfE (June 2013 list)	TBC

10	St. Marys RC Primary School	<p>Formal consultation on academy conversion – 12 October 2012.</p> <p>Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.</p> <p>Application received by DfE (October 2013 list)</p>	TBC
11	St Peter and St Pauls	<p>Consultation on Academy status on website – January 2013.</p> <p>Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.</p> <p>Application received by DfE (August 2013 list).</p>	TBC
12	St Philomena's RC Primary School	<p>Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.</p> <p>Application received by DfE (July 2013 list).</p>	TBC
13	St Vincents	<p>Consultation on Academy status on website – January 2013.</p> <p>Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.</p> <p>Application received by DfE (June 2013 list).</p>	TBC
14	Burnt Ash Primary School	<p>Burnt Ash is consulting with parents on the question of conversion to academy status (March 2013)</p> <p>No formal application logged by DfE as yet.</p>	TBC
15	Primary School (to be confirmed)	<p>Committed to academy conversion and considering potential partners.</p> <p>No formal application logged by DfE as yet.</p>	TBC
16	Hawes Down Infants	<p>Confirmation to LA of intent to submit Expression of Interest to DfE – 31 January 2013</p> <p>Consultation (April 2013) on conversion to academy status potentially as part of an umbrella trust (including Langley Boys, Langley Girls, Pickhurst Infants, Hayes Primary, Hayes Secondary)</p> <p>No formal application logged by DfE as yet.</p> <p>June statement from school states that academy decision has been deferred to a later date (not specified).</p>	TBC

17	James Dixon Primary School	Notification 15 February 2013 of Governor decision to apply for academy conversion No formal application logged by DfE as yet. Confirmation to LA of intent to change status from community to foundation school as of December 2013.	TBC
18	Southborough Primary	Southborough is consulting with parents on the question of conversion to academy status (March 2013) No formal application logged by DfE as yet.	TBC
19-22	Southborough Schools – collaborative or umbrella academy trust	A potential partnership of six schools including Southborough Primary and Burnt Ash. No formal application logged by DfE as yet.	TBC
23	St Anthony's RC Primary School	Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese. DfE has asked the Archdiocese to consider another RC school to sponsor St. Anthony's in a MAT arrangement within the UT. No formal application logged by DfE as yet.	TBC
24	Primary School (to be confirmed)	Considering academy conversion and potential partners.	TBC
25 - 30	Group of four- six primary schools with shared ethos for school improvement	Considering creating a MAT – geographically spread across the Borough.	TBC
31-32	Two further schools	One school considering joining existing groups and one school considering converting as a stand alone.	TBC

Secondary Phase Schools

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