



THE LONDON BOROUGH
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BROMLEY CIVIC CENTRE, STOCKWELL CLOSE, BROMLEY BRI 3UH

TELEPHONE: 020 8464 3333

CONTACT: Kerry Nicholls
philippa.gibbs@bromley.gov.uk

DIRECT LINE: 020 8461 7638

FAX: 020 8290 0608

DATE: 15 March 2017

To: Members of the
EDUCATION SELECT COMMITTEE

Councillor Nicholas Bennett J.P. (Chairman)
Councillor Neil Reddin FCCA (Vice-Chairman)
Councillors Kathy Bance MBE, Kim Botting FRSA, Alan Collins, Mary Cooke,
Judi Ellis, Ellie Harmer and Chris Pierce

Church Representatives with Voting Rights
Mary Capon and Joan McConnell

Parent Governor Members with Voting Rights
Emmanuel Arbenser,
2 x Parent Governor Representative (vacancy)

Non-Voting Co-opted Members
Tajana Reeves, (Young People's Representative)
Alison Register, (Pre-school Settings and Early Years Representative)

A meeting of the Education Select Committee will be held at Committee Rooms,
Bromley Civic Centre on **THURSDAY 23 MARCH 2017 AT 7.00 PM**

MARK BOWEN
Director of Corporate Services

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

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

All Committee Members are invited to the Preparation Meeting which will take place from 6.30pm in the Committee Rooms at the Civic Centre.

A G E N D A

PART 1 (PUBLIC) AGENDA

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

STANDARD ITEMS

1 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

2 DECLARATIONS OF INTEREST

3 MINUTES OF THE EDUCATION SELECT COMMITTEE MEETINGS HELD ON 17 JANUARY 2017, 15 FEBRUARY 2017, AND MATTERS OUTSTANDING FROM PREVIOUS MEETINGS (Pages 5 - 18)

4 QUESTIONS TO THE SELECT COMMITTEE CHAIRMAN FROM MEMBERS OF THE PUBLIC AND COUNCILLORS ATTENDING THE MEETING

To hear questions to the Committee received in writing by the Democratic Services Team by 5.00pm on Friday 17th March 2017 and to respond. Questions must relate to the work of the scrutiny committee.

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

To hear questions to the Committee received in writing by the Democratic Services Team by 5.00pm on Friday 17th March 2017 and to respond. Questions must relate to the work of the scrutiny committee.

6 PORTFOLIO HOLDER UPDATE

7 EDUCATION INFORMATION ITEMS

a MINUTES OF THE EDUCATION BUDGET SUB COMMITTEE MEETING HELD ON 31 JANUARY 2017 (Pages 19 - 28)

8 EDUCATION SELECT COMMITTEE WORK PROGRAMME (Pages 29 - 32)

9 THIRD REPORT OF THE EDUCATION SELECT COMMITTEE (Pages 33 - 64)

SELECT COMMITTEE CONSIDERATION:

SHORT ITEM

10 YOUTH OFFENDING SERVICE VERBAL UPDATE

11 SEND VERBAL UPDATE

12 NEET UPDATE (Pages 65 - 92)

13 REVIEW OF SELECT COMMITTEE PROCESSES

SUBSTANTIVE ITEM (CHILDREN MISSING EDUCATION)

14 PURPOSE OF MEETING

“To examine the work of the Local Authority to ensure children missing education are identified, tracked and attend school.”

15 WRITTEN EVIDENCE:

a CHILDREN MISSING EDUCATION (Pages 93 - 102)

16 WITNESS SESSION:

(A) JENNY MCDONALD, SENIOR EDUCATION WELFARE OFFICER

(B) REPRESENTATIVE FROM BROMLEY VIRTUAL SCHOOL

17 COMMITTEE CONCLUSIONS AND RECOMMENDATIONS

DATES OF FUTURE EDUCATION SELECT COMMITTEE MEETINGS

27 June 2017

17 October 2017

23 January 2018

27 February 2018

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EDUCATION SELECT COMMITTEE

Minutes of the meeting held at 7.00 pm on 17 January 2017

Present:

Councillor Nicholas Bennett J.P. (Chairman)
Councillor Neil Reddin FCCA (Vice-Chairman)
Councillors Kathy Bance MBE, Julian Benington,
Kim Botting FRSA, Alan Collins, Mary Cooke, Judi Ellis
and Ellie Harmer

Mary Capon, Emmanuel Arbenser and Mylene Williams
Tajana Reeves and Alison Regester

Also Present:

Councillors Peter Fortune and Tom Philpott

21 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Councillor Christopher Pierce and Mrs Joan McConnell. Councillor Julian Benington attended as substitute for Councillor Pierce.

22 DECLARATIONS OF INTEREST

The Chairman reminded the Committee that the Declarations of Interest made at the meeting on 25 May 2016 were taken as read.

Councillor Benington declared that he was a governor at Charles Darwin Primary School.

23 MINUTES OF THE EDUCATION SELECT COMMITTEE MEETING HELD ON 15 SEPTEMBER 2016

The minutes of the meeting held on 15 September 2016 were agreed, and signed as a correct record.

24 QUESTIONS TO THE SELECT COMMITTEE CHAIRMAN FROM MEMBERS OF THE PUBLIC AND COUNCILLORS ATTENDING THE MEETING

No questions had been received.

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

No questions had been received.

26 PORTFOLIO HOLDER UPDATE

The Portfolio Holder gave an update to Members on work being undertaken across the Education Portfolio. A number of visits to primary schools in the Borough had been undertaken since the last meeting. From these visits it was clear that a number of the schools offered high quality provision and achieved excellent results. The Portfolio Holder highlighted concerns around the widening gaps in achievement and reported that this would be a key focus for the Portfolio.

Since the last meeting the Portfolio Holder had attended the Bromley Trust Academy (BTA) Awards Ceremony. The Portfolio Holder highlighted how pleasing it was to see the young people being rewarded and recognised in this way for their achievements.

Arrangements were in place for the next meeting of the School Place Planning Working Group. The first meeting would take place on 7th February 2017 and an email had been sent out to members of the Committee in relation to membership of the working group. The Portfolio Holder stressed the importance of this work and the need to identify more school places across the Borough. Members attention was drawn to the consultation that was currently being undertaken in relation to a Health and Wellbeing School in the Borough which was an exciting and innovative initiative. The Portfolio Holder also reported that, with the support of colleagues in Education, an appeal had now been lodged in relation to the refusal of the planning application relating to Farnborough Primary School. Two school planning applications were due to be considered by the Development Control Committee at its next meeting. One was recommended for approval and one for refusal but efforts would be made to support the schools to get their applications approved by the Committee. The Portfolio Holder stated that he believed that the need for the additional capacity that these applications would deliver had been firmly established. In response to a question concerning community use of school sites, the Portfolio Holder reported that a number of schools were opening their facilities for wider community use in an effort to engage with and inspire parents and pupils.

The Portfolio Holder reported that 8 out of the 10 remaining primary schools in the Borough were in the process of converting to academy status. Consideration now had to be given to how the support for the remaining schools was configured as the Local Authority was now reaching the tipping point where it was no longer viable to maintain the current level of support for so few schools.

Since the last meeting the Community Learning Advisory Consortium (CLAC) had been established. The Consortium, chaired by the Portfolio Holder, was tasked with supporting the adult education service to target and gain access to the most vulnerable adults in the Borough so that the funding received could be prioritised for those most in need of learning interventions. The consortium met for the first time in October 2016 and the next meeting was planned for 21 February 2017.

Inspectors would be back to re-inspect the Youth Offending Service on 23 January 2017. The Portfolio Holder stressed that whilst improvements had been made in relation to strengthening governance arrangements there was still a lot more to do. It was expected that the YOS would be judged to have made some improvement. The Chairman noted that the Committee had previously raised concern about YOS case files and the quality of the work that was undertaken, concerns that were now acknowledged by the new Head of Service. In response to a question, the Director of Education reported that in addition to the Youth Offending Service the Head of Service had responsibility for the Education Business Partnership, Targeted Youth Services and, Young People Not in Education, Employment or Training (NEET). Work was being undertaken to identify how services could be reconfigured to strengthen the relationship between the YOS and schools as it was important to develop an holistic plan for the vulnerable young people who were accessing these services.

Finally, the Portfolio Holder reported that that, following a review of portfolio responsibilities, children's social care had been moved across to sit within the Education Portfolio. At the moment this would not impact on the terms of reference of the Education Select Committee, the Portfolio Holder would be required to attend meetings of the Care Services PDS Committee for scrutiny of children's social care. There was also no intention, as yet, to move housing into the Education Portfolio although the opportunities presented by this had been raised with the Leader of the Council. There was currently no detail in relation to what the reconfigured Portfolio may be called.

The Chairman reported that the Roman Catholic Archbishop of Southwark would be meeting representatives from Bromley Council (including the Chairman of the Select Committee and the Portfolio Holder for Education) the following week to discuss the provision of a Catholic Secondary School in the Borough. The Government had indicated that it was planning to remove the 50% faith admission bar on Free Schools and in light of this the Catholic Church was willing to consider opening a Free School.

The Chairman also reported that he had met the Secretary of State for Education at a function before Christmas and had taken the opportunity to raise the issue of acadamisation and tipping points. It was likely that Bromley was going to be left with 5 maintained schools out of 100 and it was not practical to maintain an Education Department to support so few maintained schools. The Chairman had written to the Secretary of State to follow up the conversation and would be providing the Portfolio Holder with a copy of the letter.

27 EDUCATION SELECT COMMITTEE WORK PROGRAMME

Report CSD17011

The Committee considered its work programme for 2016/17. Members noted that the update it was due to receive on the Youth Offending Service improvement Plan had been postponed until 23 March 2017. At the next meeting Members of the Committee would be asked to complete a short questionnaire concerning their experience of the select committee process in order to evaluate the pilot.

RESOLVED: That the updated work programme be noted.

28 EDUCATION PORTFOLIO PLAN 'RAG' RATING

The Committee considered an information briefing which provided the Education Portfolio Holder and the Select Committee with an update on progress against the 2016/17 Academic Year Education Portfolio Plan priorities as agreed following the Education Select Committee meeting on 15th September 2016.

A member raised concerns surrounding the objective of reducing exclusions suggesting that the objective should be reworded to differentiate between short-term and permanent exclusions. The Director of Education agreed that the objective should be reworded to place an emphasis on reducing permanent exclusions. It was important that schools were identifying pupil needs as early as possible. There were currently a worrying number of primary permanent exclusions as children should have their needs identified early in order for the right support to be provided. Members discussed the challenges faced by schools in terms of delivering an engaging offer for all pupils with a narrowing of the curriculum.

In response to a question relating to respite offered prior to a permanent exclusion the Director of Education reported that there was a Pupil Referral Unit (PRU) in the Borough which was an academy. This offered both primary and secondary provision. The Local Authority had a contract with the PRU and purchased a number of places. Schools were then able to refer through the Core Panel which also provided the opportunity for consideration of whether respite would be appropriate. A Member suggested that it would be helpful for the Committee to be provided with information concerning the total number of applications made by schools for respite and the number of these applications which had been successful. This would help the Committee to evaluate the success of the interventions.

In relation to Priority 3 – Encouraging excellent educational opportunities from the early years through to further and higher education for all Bromley children and young people, including those with Special Education Needs – the

Chairman requested that the Committee be provided with information (ward by ward) on the number of children (including percentages) that had to go out of the Borough for their education.

The Chairman noted that at a future meeting the Committee would be evaluating the reforms to Adult Education that had been implemented.

29 SUPPORTING UNDER PERFORMING PUPILS WITNESS SESSION

The Chairman was pleased to welcome Ms Rachael Dunley, Bromley Children's Project Manager; Ms Jaki Moody, Primary Education Advisor for English; Mr Kieran Osborne, Chairman of the Schools' Partnership Board; Ms Mary Çava, Joint Head of SEN; and Ms Helen Priest, Head Teacher of Bromley Virtual School to the meeting. In advance of the meeting the Committee had been provided with a range of written evidence including a report providing an overview of performance in Early Years, KS1, KS2, GCSE and A-Level, a report providing an overview of the outcomes of pupils with statements of SEND/EHC Plans, a report providing an overview of the education outcomes for LBB children in care, a report providing an overview of early years including information on families accessing children's centres and, an articles from October 2016, November 2016, and December 2016 editions of The Times Magazine. In addition to the information provided in the agenda the Committee were provided with [supplementary information](#) on transition from early years into schools and some further information about the pupil premium including a scholarly article about why it is so difficult to know about the impact.

Ms Jaki Moody, Primary Education Advisor for English

As part of its review, the Committee explored the accuracy of data in relation to the performance of pupils in receipt of free school meals (FSM) compared to the accuracy of other available data such as ethnicity, English as a second language and immigration status. The Primary Education Advisor for English confirmed that there was a range of data that could be used to track performance and different conclusions could be drawn when analysing different data.

The Chairman of the Schools Partnership Board suggested that the group that was the main cause for concern in relation to underperformance was white working class boys. The Committee heard that the 'perfect storm' in terms of underperformance was white, working class boys identified as having special educational needs.

The Pre-School Settings and Early Years representative suggested that it would be helpful for Members of the Committee to be provided with information on all the assessments that were done in pre-school settings before the end of the Foundation Stage. This could include the number of referrals for SEN as this was the group of children identified as not making the progress expected in the earliest stage of education.

The Committee explored the new system of assessment that had been introduced in 2016. This had considerably raised the bar in terms of expected achievement and a number of children, especially those that had been struggling to meet expectations had not had sufficient time to adapt to the new assessment criteria in order to demonstrate improvement in performance. As a result of this, in 2016 there had been an increase in the gap between the achievement of pupils eligible for FSM and those that were not eligible. In 2015 the gap had narrowed. The Chairman noted that in relation to KS 4, when narrowing the Attainment 8 measure down to just pupils whose attainment was grade A* to C in both English and maths, the gap between FSM and non-FSM pupils increased considerably to 31%. In response to the Chairman's question surrounding why this was the case it was suggested that a contributory factor could be that levels of engagement were lower from families from lower socio-economic backgrounds. The increase in the gap at KS4 was a national trend which appeared to demonstrate that there needed to be a review of the support provided to young people from more disadvantaged backgrounds. The Chairman of the Schools Partnership Board highlighted that Bromley Schools had been successful at keeping levels of performance higher but a consequence of this was that the gap between the highest performers and the lowest performers was widening. It was important for schools to share best practice across the Borough and ensure that the curriculum on offer supported all children regardless of performance and ability.

In response to a question from the Chairman, the Chairman of the Schools Partnership Board suggested that families categorised as "Just About Managing" (JAM) were struggling in terms of driving improvement. A programme designed to encourage aspiration and resilience was run at Hayes School and was aimed at families and children who could be described as JAM. It was a challenge for schools to raise aspiration however it was important that pupil premium funding was targeted at the pupils who would benefit the most. The Chairman suggested that it would be helpful for the 'Closing the Gap' programme to be circulated to Members of the Committee.

The Committee considered the issue of the lack of male role models within schools and Members learnt that the Local Authority did not collect any data in relation to the profile of teaching staff within the Borough of Bromley as HR was now a sold service to schools. The Portfolio Holder reported that this had been raised with the Regional Schools Commissioner as no one body was responsible for collecting this data.

The Primary Education Advisor for English reported that there was evidence that if young people attended a school that was judged to be 'Good' by Ofsted they had a better chance of making progress, catching up, and keeping up. The evidence suggested that that in a good school pupils that were eligible for FSM and those that were not eligible for FSM performed equally well. There were a large number of Bromley schools that had been judged by Ofsted as 'requiring Improvement' so one of the challenges for the Local Authority in

relation to improving the performance of pupils was to drive an improvement in school standards thus giving all pupils every available opportunity.

Ms Rachael Dunley, Bromley Children's Project Manager

The Bromley Children's Project Manager explained that one of the challenges within her service was the sharing of information between pre-school and early years settings. The Committee noted that a number of schools were not aware that children were accessing the services that were available in children's centres and this meant that pre-school and early years setting were working in total isolation, unaware of interventions that were being put in place to support a child's development. The Bromley Children's Project Manager highlighted that parents needed to give express consent for professionals to contact pre-school settings and this consent was not always given.

The Bromley Children's Project Manager reported that her service worked closely with health visiting teams and public health in the commissioning of future services. A new, exciting initiative that had been introduced was for health visitors to gather information on any pre-school or early years settings that children may attend and to seek parental consent for contact to be made with the settings. There was also a lot of positive work being undertaken with GPs in this respect.

The Committee noted that there was not a uniform process for sharing information as children and young people transitioned through education. The Chairman of the Schools Partnership Board indicated that, certainly in terms of secondary schools, the transition process did nothing to aid and support pupil progress. There was a long time lag between KS2 assessments in year 6 and the start of secondary education in year 7. There was also still a great deal that secondary schools could learn in terms of building on and developing what pupils learn at primary. In relation to the transition between pre-school and primary the Pre-School and Early Years representative reported that it was not just about completing paperwork. The most valuable aspect of the transition process was when primary teachers visited pre-school settings. This enabled pre-school settings to provide advice and assist with any behaviour issues that could arise. When visits were undertaken pre-school settings were able to give anecdotal advice, such as tensions between certain pupils, which would help smooth the transition to primary school.

In response to a question, the Bromley Children's Project Manager confirmed that data that had been gathered demonstrated that parents were willing to travel to children's centres if there was not one in their local area. This was especially the case to access specialist provision such as speech and language therapy. The services that were available at children's centres were well signposted by health visitors and other professionals.

Mr Kieran Osborne, Chairman of the Schools Partnership Board

Mr Osborne explained that the Schools Partnership Board represented an attempt to co-ordinate across all schools for the benefit of pupils in the

Borough. The aim of the Board was to overcome some of the silo effects that had developed between academies, multi-agency trusts, other agencies, and schools. The Board was looking to support the progress of all children in the Borough and was still in its infancy. There remain a degree of mistrust and uncertainty which would take time to overcome.

One of the main challenges that faced schools was that in pursuit of the headline performance figures in key areas that were used to judge schools, performance in other areas could fall away and consequently have a negative impact on pupils that were struggling to meet expectations.

The Committee considered the London Challenge what had been very successful in driving improvement across the Capital. London was now one of the few capital cities where performance outstripped the rest of the Country. This was down to a number of factors such as funding, ethnic mix, and quality of teaching and learning. A number of lessons could be learnt from the London Challenge and rolled out to other areas of the Country. Bromley was performing well as an outer London Borough however the challenge was to now match the performance of the inner London boroughs.

In terms of getting the indigenous population to understand and appreciate the value of a good education, the Chairman of the Schools Partnership Board suggested that it was important to lay the foundations in the early years, developing and establishing aspirations, resilience and the importance of family involvement early on. Currently great progress was being made in the early years and the challenge was to ensure that the aspiration remained with the young people and their families when they were in their early teens. Another important factor was to ensure that there were also exciting and viable options for young people who did not want to, or could not afford to, go to university. In recent years an emphasis had been placed on university education however, there had to be clear aspirations for those pupils who were not interested in pursuing a university education. More needed to be done to develop pathways for these young people.

The Committee considered the provision of careers advice and heard that the quality of provision varied across the Borough. Whilst it was clear that careers had a big part to play in raising aspiration, schools needed to place a value on the careers service. It was suggested that the Schools Partnership Board could be the perfect vehicle for co-ordinating the provision of careers advice across the Borough.

Ms Mary Cava, Joint Head of SEN

In response to a question concerning whether the interventions that were put in place when a child was identified as having special educational needs were reviewed, the Joint Head of SEN confirmed that reviews of outcomes were undertaken. If the review demonstrated that the intervention had been successful no further action was taken, if it was considered that further interventions were necessary these would be arranged and outcomes reviewed.

The Committee considered the importance of early diagnosis for improving performance and the Joint Head of SEN explained to Members of the Committee that there were a number of ways in which identification and diagnosis of SEN took place. Health professionals were trained in identifying additional needs and once additional needs had been identified health professionals had a duty to contact the Local Authority to raise awareness of the potential special education needs. The Local Authority would then work with parents and/or the pre-school setting to deliver any additional support that may be necessary.

The Joint Head of SEN reported that support was focused where it was needed and all specialist provisions were audited.

The Chairman noted that there was further investigation into the achievement levels for reading at KS1 for those children with a statutory plan as this had been a cause for concern. The Chairman asked for the outcome of this investigation to be provided to the Committee when it was available.

Ms Helen Priest, Head Teacher of Bromley Virtual School

The Head Teacher of Bromley Virtual School reported that Children Looked After had historically under performed at school. Virtual Head Teachers were champions and advocates for young people in care, working with schools to provide support and opportunities to improve performance and ensure that children looked after were in an appropriate setting, making progress and had all the support they needed. The Virtual Head Teacher was a statutory role meaning that every local authority was required to have a designated Virtual Head Teacher. In Bromley, the Virtual Head Teacher were responsible for overseeing the education progress of approximately 292 children varying in age from 2 to 18 years old.

In response to a question, the Virtual Head Teacher reported that around 30 16-18 year olds were currently pursuing apprenticeships with more children looked after being encouraged to embark on apprenticeship schemes.

In terms of the provision of information, the Committee heard that academies were co-operative, working with the external provider responsible for gather information in order to provide the relevant information. In Bromley there was 100% compliance in relation to submission of end of term data.

The Committee learnt that adopted children remained the responsibility of the Virtual Head Teacher until the final adoption order was issued, with support being provided during the period of transition. The Virtual Head Teacher reported that in its recent White Paper the Government had indicated that it wanted to bring adopted children into Virtual Schools. This proposal would need to be carefully considered and managed as it would have significant implications on resources, more than doubling the workload of Bromley Virtual School. In addition to this there were also implications in terms of parental responsibility.

The Chairman asked that some of the success stories of Children Looked After be shared with the Committee as it would support Members in their role as corporate parents.

The Chairman thanked the witnesses for the fascinating information they had shared with the Committee.

30 COMMITTEE CONCLUSIONS AND RECOMMENDATIONS

The Committee agreed that a further meeting be arranged once the minutes had been published to enable Members to contribute to the report that would be presented to the next Council meeting.

The Meeting ended at 9.38 pm

Chairman

EDUCATION SELECT COMMITTEE

Minutes of the meeting held at 7.00 pm on 15 February 2017

Present:

Councillor Nicholas Bennett J.P. (Chairman)
Councillor Neil Reddin FCCA (Vice-Chairman)
Councillors Kathy Bance MBE, Kim Botting FRSA,
Alan Collins, Ellie Harmer and Chris Pierce

Joan McConnell
Emmanuel Arbenser and Mylene Williams

Also Present:

Councillors Ruth Bennett and Tom Philpott

31 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Councillor Mary Cooke, Councillor Judi Ellis, and Alison Regester.

32 DECLARATIONS OF INTEREST

There were no additional declarations of interest.

33 COMMITTEE CONCLUSIONS AND RECOMMENDATIONS FOLLOWING REVIEW OF SUPPORT TO UNDER PERFORMING PUPILS

In advance of the meeting the Chairman had circulated a skeleton draft report for the Committees consideration. At the start of the meeting the Chairman explained that the vast majority of the draft report was descriptive, reflecting the statistical, written and verbal evidence that had been gathered at the meeting on 17th January 2017.

The Education Select Committee considered the recommendations that it would like to put forward following its enquiry into Underperforming Pupils.

In considering paragraph 5.12, Members noted that at the meeting they had requested more information on all the assessments carried out in pre-school settings before the end of the Foundation Stage, including the number of referrals for SEN. It was agreed that this should be a formal recommendation arising from the enquiry.

Recommendation 1: That further information be provided to the Education Select Committee concerning all the assessments carried out

in pre-school settings before the end of the Foundation Stage, including the number of referrals for SEN as this is the group of children identified as not making the progress expected in the earliest stage of education.

In relation to paragraph 5.13, a Co-opted Member stated that she was “astonished” that there continued to be issues surrounding the sharing of information between pre-school and early years settings. The Co-opted Member noted that this had been an ongoing issue for a number of years and a solution should have been identified by now. Members of the Committee suggested that consideration should be given to liaising with colleagues in other Local Authorities in order to facilitate the development of a standard pro forma for the transition.

Recommendation 2: That more action be taken to facilitate and improve information sharing between pre-school and early years settings in order to smooth the transition process.

Recommendation 3: That more work be undertaken to help all parents understand the importance of giving consent for professionals to contact pre-school settings.

Again, in considering paragraph 5.15, Members expressed concern that there was no uniform process for sharing information as children and young people moved through the education system. Members agreed that more work should be done to develop a standard protocol and pro forma for information sharing.

Recommendation 4: That more work should be done to develop a standard protocol and pro forma for information sharing as children and young people progress through the education system.

Reflecting on paragraph 5.16, the Committee again discussed the importance of establishing robust systems to support pupils as they transferred from primary to secondary school. It was essential that accurate and correct information was shared between primary and secondary schools in order to provide a seamless transition for pupils and support their ongoing progress and achievement.

Recommendation 5: That robust systems be established to support pupils as they transfer from primary to secondary school ensuring that accurate and correct information is shared between the schools in order to provide a seamless transition for pupils and support their progress and achievement.

In relation to paragraph 5.17, Members suggested that the third sentence in the paragraph be amended to read “[t]here are a large number of *schools in Bromley* that had been judged...” as it was felt that this better reflected the position in Bromley. Members agreed that the Schools Partnership Board should be asked to review support given to driving school standards in order to give all pupils every available opportunity.

Recommendation 6: That the Schools Partnership Board be asked to review support given to improving school standards in order to give all pupils every available opportunity.

During consideration of paragraph 5.19, Members agreed that improving the aspirations of indigenous groups who did not understand and appreciate the value of a good education was one of the key challenges. Members noted, with disappointment, that in recent years, nationally, there had been a great deal of emphasis placed on young people gaining a university education. Members felt that there was a need for apprenticeship schemes to be valued by both local communities and the national Government. It was noted that there were frequent stories in the national press concerning skill shortages in a number of industries and this needed to be addressed in order to ensure that Britain was competitive internationally. In addition to this it was important that companies gave more consideration to promoting apprenticeship schemes as this would attract more young people. It was also essential that parents and schools recognised the benefits of vocational training.

Recommendation 7: That signposting to non-university education be expanded in order to ensure that students are aware of the variety of career opportunities available through vocational training and to support parity of esteem between vocational and academic education.

Finally, in relation to paragraph 5.20 Members proposed to recommend that the Schools Partnership Board be the vehicle for coordinating the provision of careers advice across the Borough.

Recommendation 8: That the Schools Partnership Board be the vehicle for coordinating the provision of careers advice across the Borough.

In drawing to a conclusion, the Committee authorised the Chairman to review the written evidence that had been presented to the Committee during its enquiry in order to refine the report.

The Vice-Chairman suggested that the impact of the recommendations made by the Education Select Committee in the process of its enquiry into underperforming pupils should be reviewed within 12 to 24 months. It was agreed that this should be a formal recommendation from the Committee.

Recommendation 9: That a review of the progress made in implementing the Committee recommendation in this and other reports published in the municipal year be published in April 2018.

The Meeting ended at 7.20 pm

Chairman

EDUCATION BUDGET SUB-COMMITTEE

Minutes of the meeting held at 7.00 pm on 31 January 2017

Present:

Councillor Neil Reddin FCCA (Chairman)

Councillors Kathy Bance MBE, Nicholas Bennett J.P. and
Judi Ellis

Also Present:

Councillor Peter Fortune, Education Portfolio Holder
Councillor Tom Philpott, Education Executive Assistant

40 APOLOGIES FOR ABSENCE

There were no apologies for absence.

41 DECLARATIONS OF INTEREST

Councillor Peter Fortune declared that his wife was employed by the Step Academy Trust.

There were no additional declarations of interest.

42 QUESTIONS FROM MEMBERS OF THE PUBLIC ATTENDING THE MEETING

No questions had been received from members of the public.

43 MINUTES OF THE MEETING HELD ON 1 NOVEMBER 2016 AND MATTERS OUTSTANDING

The minutes of the meeting held on 1 November 2016 were agreed, and signed as an accurate record.

In relation to Minute 34, the Chairman noted that the report on the SEN Transport Budget had not been included on the agenda of the meeting and requested that this be actioned for the next meeting.

Action Point: That a report on the SEN transport budget, including more information on children living independently, be presented to the meeting on 15th March 2017.

44 EDUCATION PORTFOLIO DRAFT BUDGET 2017/18
Report ED17035

The Sub-Committee considered a report setting out the Education Portfolio Holder's draft 2017/18 budget which incorporated the future cost pressures and initial draft budget saving options reported to Executive on 11th January 2017. The Sub-Committee noted that there were still outstanding issues and areas of uncertainty remaining and further updates would be included in the 2017/18 Council Tax report to the next meeting of the Executive on 8th February 2017.

The report anticipated that the disproportionate cuts in direct funding to local government would continue over the remainder of the four year spending review period. The impact of funding reductions translated to a reduction in the Council's Settlement Funding Assessment of 36% by 2019/20 compared with the England average of 21.6% for the period 2016/17 to 2019/20. The Budget Strategy had to be set within the context of a reducing resource base, with Government funding reductions continuing beyond 2020. This highlighted the on-going need to reduce the size and shape of the organisation to secure priority outcomes within the resources available. The overall updated strategy had to be set in the context of the national state of public finances, with austerity continuing given the level of public debt, and the high expectation from Government that services should be reformed and redesigned with devolution contributing to the transformation of local government.

Despite being a low cost authority, Bromley had achieved general savings of over £80m since 2011/12 but it was becoming more challenging to achieve further savings with a low cost base. Overspends had been identified in the 2016/17 Budget monitoring report to Executive on 30th November 2016 relating to SEN transport. In addition to the cost pressure relating to SEN transport, there were potential funding reductions of up to £1.5m per annum towards SEN placement costs arising from the introduction of a 'High Needs' funding block from 2018/19. This highlighted the need for a fundamental review of SEN services. The Government had announced one off funding of just under £139,624 in 2016/17. This related to a High Needs Strategic Planning Fund which local authorities could use to carry out a strategic review of their high needs provision. Members were being asked to agree the release of this one off monies to undertake a review working with schools, colleges and other providers, and with parents and young people.

The latest forecast indicated that despite having a balanced budget in the next two years there remained a significant budget gap in future years that needed to be addressed. The report to Executive on 11 January 2017 identified the budget gap rising to over £23m by 2020/21 with the gap rising steeply from 2019/20.

In relation to the Education Budget, additional growth pressures had been set aside in contingency of £750,000 for the additional cost pressures in SEN transport. £477,000 had been allocated to the budget to cover the loss of Education Services Grant (ESG) due to schools conversion to Academies. ESG would cease completely in 2017/18.

The Education Department continued to deliver effective services at a time when the landscape was an evolving one, presenting considerable financial challenges. The SEND reforms had brought additional funding to support change but the extension of education, health and care plans through to age 25 had yet to work its way through the system and it was anticipated that this would have associated additional funding burdens for both DSG high needs block and RSG in the case of SEN transport. The funding for the education capital programme remained uncertain and there was concern that the increased pressure to create bulge classes would create further DSG pressures.

The introduction of the National Funding Formula (NFF) in 2018/19 held risks for Education. A second consultation had been issued by DfE in December which split out the funding into different siloes: the schools, early years, high needs, and central blocks. The latest indication was that there would be a reduction in the High Needs Block of £1.5m which would have to be managed by the Department as far as possible.

In opening discussions, a Member sought assurances that, in light of the pressures facing SEN provision in September 2017, the High Needs Strategic Planning Funding that had been received from Government would be used to undertake a strategic analysis of SEN, reviewing provision and not just focusing on SEN transport. The Member stressed the need to ensure that the Local Authority offered a SEN provision that was enticing and attractive to parents. In response, the Director of SEN assured the Sub-Committee that a full strategic review of Special Educational Needs and Disability was planned. This 'root and branch' review would allow the Local Authority to develop a strategy that would enable future needs to be identified. It was clear that in order to address the challenges facing the service in the future the Local Authority would need to be proactive in ensuring that there was a planned approach to the provision of SEND services across the Borough. The strategic analysis would also look at the ways in which mainstream schools could be equipped to enable them to better support pupils with SEND in the future, ensuring that there was a longer term approach to the provision of services. The Sub-Committee requested that as the review progressed Members be provided with information concerning the level of spend that was being considered and the areas at which the funding would be targeted.

The Director of Education noted that Bromley had some high quality SEN provision in the Borough. Acknowledging that the reality was that the funding envelope was unlikely to increase in the foreseeable future, the challenge facing the Local Authority was to now work within the current levels of funding and identify how to achieve the best value for money and provide the best possible provision from within the funding that was available. The Head of ECHS Finance highlighted that there was still uncertainty surrounding the levels of funding that the Local Authority would receive as this was dependant on the National Funding Formula. The consultation on the National Funding Formula would close on 22 March 2017 and it was suggested that the next meeting of the Sub-Committee be brought forward to earlier in March to enable the Sub-Committee to consider the Local Authority's response to the consultation.

RESOLVED: That:

- (a) the update on the financial forecast for 2017/18 to 2020/21 be noted;**
- (b) the initial draft 2017/18 budget be noted as a basis for setting the 2017/18 budget.**
- (c) the Executive be recommended to consider the comments made by the Education Budget Sub-Committee in relation to the initial draft 2017/18 budget at its meeting on 8th February 2017.**

**45 DEDICATED SCHOOLS GRANT 2017/18
Report ED17034**

The Sub-Committee considered a report setting out information on the 2017/18 Dedicated Schools' Grant (DSG) and how it would be allocated.

On 20th December 2016, the DfE released the DSG allocations for 2017/18 alongside the second stage of the consultation on the National Funding Formula (NFF) and the High Needs Funding Formula to be introduced for 2019/20. The consultation was due to close on 22nd March 2017.

The DSG allocation was in line with the expectation of LA officers. For 2017/18 the blocks were not ring-fenced and therefore an overspend in one block could be offset against an underspend in another block to ensure that the DSG was balanced overall.

The Early Years Block funding had been allocated based on the New Early Years funding Formula (EYFF) consulted on earlier in the year. As anticipated, the allocation for Bromley had increased meaning that not only had the LA not needed to find any savings in this area but also that most EY providers would see an increase in their funding in 2017/18. In November 2016 the Schools' Forum was consulted about the proposed funding formula for 2017/18. The outcome of the consultation supported the LA's recommendation to only have one element (deprivation) in the new funding formula, but for this to be allocated using both IDACI (Income of Deprivation Affecting Children Index) and EY Pupil Premium entitlement as the measures of deprivation.

As a result of this most settings would see an increase in funding, with the exception of a small number of settings that had previously received additional funding through the SEN factor which was no longer an allowable factor. It was however anticipated that the impact of this would not be significant.

Funding for 2 year olds would remain at £6.00 per hour, however the funding received by the LA would increase from £5.28 to £5.66, reducing the amount by which this was subsidised by 3 and 4 year old funding.

The outcome from the consultation also introduced a requirement for all LAs to establish an SEN Inclusion Fund – for Bromley it had already been proposed that the expenditure relating to the SEN Support in Pre-schools (SIPS) programme

would move from the High Needs Block to the Early Years Block. That this was deemed to fulfil the new requirement.

The following additional new funding allocations for 2017/18 would also be received: (i) Disability Access Funding of £73,800 – allocated to pupils in receipt of the Disability Living Allowance; and (ii) Additional 15 hours free childcare of £2.6m which would come into effect from September 2017.

The Early Years Block had been balanced to zero as expected and was therefore neither subsidised by nor subsidising either the Schools Block or the High Needs Block. The High Needs Block had received an allocation of £46m from which the DfE deducted funding recouped for an agreed number of places at special academies, AP academies and other post 16 institutions at a total of £6.774m which then brought the High Needs Block down to £39.2m.

It was anticipated that around £2m savings needed to be identified and achieved within the High Needs Block in 2017/18. There were a number of concerns from Officers and Schools Forum members that the full scale of the savings required would not be able to be achieved as many of the proposals would not take effect until September 2017 and therefore would only achieve 7/12ths of the required saving.

The following savings had been identified and included in the proposed budget allocation for 2017/18. (i) 1.5% reduction on top up bands for special schools, AP provision and unit places from September (£86,000); (ii) 1.5% reduction on banded top up funding for statemented pupils in mainstream schools from September (£25,000); (iii) Savings to be identified within the Darrick Wood Hearing Impaired Unit/sensory support (£50,000); (iv) Additional funding target for primary and secondary schools to contribute towards the cost of non PEX (permanently excluded pupils) at the PRUs (£100,000); (v) Savings to SEN transport costs charged to the DSG (£100,000); and (vi) Savings to be identified within the Phoenix Pre School Service (£392,000). This totalled savings of £753,000, considerably short of the target that was originally identified. Even after having received approximately £460,000 for population growth, the High Needs Block remained overspent by £820,000.

As the three blocks within the DSG were not yet ring-fenced and as the EY Block had been balanced against the revised EY allocation, it was proposed that the overspend within the HN Block should be met by further savings within the Schools Block. The need to find savings of around £1.5m had previously been identified and the Schools' Forum had agreed that this should be done by reducing the lump sum and the low cost high incidence SEN factor for primary schools. This would then have the effect of not just achieving the required savings but also moving the primary:secondary ratio from 1:1.19 to 1:1.24 in preparation for the introduction of the NFF. The agreed rates were for the primary lump sum to reduce from £155,000 to £130,000 and the primary LCHI factor to reduce from £1,858 to £1,450. The additional £1m to support the shortfall of funding in the High Needs Block had been taken from the AWPU value across primary and secondary schools so there was no further impact on the ratio. Adjusted AWPU values were: Primary AWPU reduced from £2,938 to £2,930; Secondary KS3 AWPU reduced from £4,168 to £4,160; and Secondary KS4 AWPU reduced from £4,559 to

£4,550.

In 2017/18 the DfE was changing the ESG (Education Services Grant) paid to LAs. Currently this was split into two elements – General Funding rate based on the number of pupils in maintained schools and the Retained Duties element based on the number of pupil in academies and maintained schools. In 2016/17, Bromley received a combined figure of £1.2m which was made up of £543,000 for the General Fund element and £742,000 for the Retained Duties element. In 2017/18, it is anticipated that the General Fund would reduce to £181,000 for the period April to August at which point it would cease.

The DfE had introduced a new function allowing LAs to retain funding within the Schools Block to cover the cost of statutory duties for maintained schools previously funded through the General Fund element of the ESG. The proposal was that schools should be asked to agree to a notional sum of £30 to be retained for each pupil which would generate a total of £97,000. This needed to be agreed by the relevant Schools' Forum representatives and at the meeting, the representatives of the maintained schools voted against the payment. In the light of this there were two options available. The first option was to take this to the Secretary of State for a final decision. The second was to adjust the funding made available in the overall funding pot. It was recommended that the second route be taken as this was a relatively small amount in comparison to the overall funding, there was a chance that the Secretary of State would uphold the decision and as there were so few remaining maintained schools, and it was expected that they too would convert to academies, this was a short term position that was not worth pursuing further.

At its meeting on 12th January 2017, Schools' Forum members were unhappy at the level of funding reductions required in order to balance the DSG budget. Forum members stated that it was regrettable that schools were being asked to find cuts and asked the Local Authority to find additional funding from alternative sources to offset this. This proposal had not been considered by officers and it was assumed that expenditure should remain within the overall funding envelope.

In opening discussions, the Chairman noted that the additional 15 hours free childcare would benefit parents across the Borough.

Turning to the savings that had been identified, the Chairman queried whether the additional contribution towards the cost of non-permanently excluded pupils at the PRU would be voluntary contributions. In response, the Director of Education reported that there was a large piece of work within the Department which was trying to identify how to address the continuing challenges in this area. One of the main issues was that of double funding whereby schools continued to receive funding for pupils that had been excluded and had therefore been provided with additional funding to attend the PRU for a period of time. The Portfolio Holder for Education highlighted that the Government White Paper appeared to be suggesting that the responsibilities placed on Local Authorities in this area may change and the Council's Education Department were trying to establish systems that would address these future challenges. A Member suggested that if schools were to be required to pay for places at the PRU they should be afforded the

choice and responsibility as to how the services available at the PRU were used. The Member reported that on a number of occasions had teachers had suggested to her that short periods of respite in the PRU could prevent a permanent exclusion yet this option was rarely made available to head teachers. In response, the Director of Education explained that the current referral route for non-permanent exclusions was the Core Panel. As part of this process schools had to demonstrate that interventions had taken place which, the Director of Education acknowledged, Head Teachers currently found challenging. The Portfolio Holder for Education highlighted that the Education Department continued to work with schools to reduce the number of permanent exclusions across the Borough which were currently too high. It was possible that in this respect there was a role for multi academy trusts to work collaboratively to provide respite across their schools for more challenging pupils when this was required.

Turning to the savings to be identified within the Phoenix Pre-School service, a Member recalled that in the past there had been concerns about high rents and sought assurances that officers were satisfied that the current rents were competitive. The Director of Education confirmed that the rent had reduced and that other aspects of the service were now being reviewed. The Portfolio Holder reiterated that there was a fixed funding envelope and the LA needed to ensure that funding in the High Needs Block was appropriately allocated. Members stressed that the services – the health, support and nurturing ethos – were key and must be retained, the physical building was of less importance. The Portfolio Holder reminded Members that as the Local Authority assured itself that the available funding was being used in the best possible way it was clear that Members would be required to take more difficult decisions.

In relation to the overspend in the High Needs Block, the Head of ECHS Finance explained that the Local Authority had not taken the decision to realign funding from the High Needs Block to the Schools' Block in 2016/17, this decision had been taken by the DfE in preparation for the introduction of the NFF. This meant that funding shifted from the High Needs Block to the Schools block where the actual spend was taking place. Since this time the high needs block expenditure has continued to grow. However the funding has not followed and therefore a pressure has occurred which needed addressing. A Member suggested that it would be helpful for Members to have been provided with a more detailed breakdown of the overspend in the Schools' Block. In response, the Director of Education explained that bulge classes had a significant impact on the Schools' Block as funding for equipment and an additional teacher was required, even when the class was not filled to capacity. In addition to this the opening of a Free School in the Borough also had an impact on the Schools' Block as pump prime funding placed additional pressures on the available budget. Previously the Department for Education had provided the funding for the start-up costs of Free Schools however this responsibility now fell to the Local Authority. The Head of ECHS Finance agreed to provide the Sub-Committee with a briefing note detailing the costs associated with bulge classes and single form entry schools.

Action Point: that the Sub-Committee be provided with a briefing note detailing the costs associated with bulge classes and single form entry schools. (Head of ECHS Finance)

The Head of ECHS Finance provided the Sub-Committee with details of the discussion held at the meeting of the Schools' Forum on 12th February 2017, reporting that the Schools' Forum had been unhappy about the level of cuts being proposed. Members of the Sub-Committee noted that the level of cuts to the schools' budgets were mirrored those currently confronting the Local Authority.

In response to a question from the Chairman, the Head of ECHS Finance reported that the Local Authority had known about the ring-fencing of the blocks in Summer 2016. Local Authority Officers had been in consultation with schools since then, especially primary schools. The Head of ECHS Finance reported that at the meeting of the Schools' Forum a Secondary Head Teacher Representative had reported that secondary heads were unhappy with the proposals and wanted the primary/secondary funding ratio to be brought in line with NFF proposals.

A Member noted that within the information provided to the Sub-Committee, there were six or seven schools where there was no caveat that pupil numbers were changing and where decreases in funding were in excess of 4%. The Member requested that the Head of ECHS Finance provide an explanation of any reductions in funding greater than 3% that did not already have an explanation.

Action Point: That an explanation be provided for any reductions in funding greater than 3% that do not already have an explanation. (Head of ECHS Finance)

RESOLVED: That:

- (a) the DSG allocation for 2017/18 be noted;**
- (b) the Portfolio Holder for Education be invited to consider the comments made by the Education Budget Sub-Committee; and**
- (c) the Portfolio Holder for Education be recommended to approve the DSG allocation for 2017/18.**

**46 CAPITAL PROGRAMME MONITORING - 2ND QUARTER 2016/17
Report FSD17015**

The Sub-Committee considered a report highlighting changes agreed by the Executive in respect of the Capital Programme for the Education Portfolio.

A revised Capital Programme was approved by Executive on 30th November 2016, following a detailed monitoring exercise carried out after the 2nd quarter of 2016/17. All changes on schemes in the Education Programme were itemised and detailed in the report considered by the Sub-Committee. As part of the 2nd quarter monitoring exercise, £3257,000 had been re-phased from 2016/17 into 2017/18 to reflect revised estimates of when expenditure on the Education schemes was likely to be incurred.

The Government had announced Bromley's allocation of £6,895,846 Basic Need

Capital Grant to cover the period 2018/19. This brought the total Basic Need Capital Grant received by the Council for the period 2011-19 to £77,773,224.

A Member noted that it appeared that the London Borough of Bromley had been more successful in maintaining its schools than some other London Boroughs. It was noted that whilst a number of Bromley Schools benefitted from extensive grounds, maintenance of the facilities was costly. In response the Director of Education confirmed that the Basic Needs funding that Bromley had received had helped provide the high levels of maintenance in schools across the Borough.

The Sub-Committee noted that a number of the schools listed in the appendix had changed their name in recent years and requested that the names be reviewed updated for future reports.

RESOLVED: That the Portfolio Holder for Education be recommended to:

(a) note and confirm the changes to the Capital Programme agreed by Executive on 30th November 2016; and

(b) note the additional £6.9m Basic Need Capital Grant received by the Council for 2018/19.

47 CONSTITUTION OF THE SCHOOLS FORUM Report ED17033

The Sub-Committee considered a report providing an overview of the representation on the Schools' Forum. The Constitution was last fundamentally reviewed in September 2012 when the DfE introduced new Schools' Forum Regulations. Since then there have been no further major DfE regulation affecting Schools' Forums.

As a result of a number of LA maintained primary schools converting to academy status there needed to be a shift in membership with an increase of two primary academy members and a decrease of two primary maintained members of the Forum.

It was proposed that:

- a) there was a reduction of one maintained primary governor representative (down to zero), the position was currently vacant.
- b) there was a reduction of one maintained primary head representative (down to one), there were currently two maintained primary head representatives.
- c) there was an increase of one academy primary head representative (up to two).
- d) there was an increase of one academy primary governor representative (up to three).

It had also come to light that there were currently two representatives from one school on the Forum, in breach of paragraph 1.10 of the Constitution. It was

recommended that the Member with the shortest length of membership should be removed from office and an alternate member sought.

It was recommended that no changes to the Non-Schools Membership be made at this time.

The Sub-Committee noted that there would be three vacancies on the Forum. The relevant group would be asked to nominate a representative using a democratic process. Where this would not be possible the Council would approach the relevant group for nominations.

The Schools' Forum had considered the proposals on 12th January 2017. One area highlighted by a forum member was the different number of head teachers represented in the Primary and Secondary sectors. Their view was that there should be equal representation. It was pointed out that the membership was determined by pupil numbers and that there was proportionally more pupils in primary settings than secondary. It was not proposed to amend the constitution to reflect this. Following a vote, the Schools' Forum, by majority, agreed with the changes being proposed by the Council.

RESOLVED: that the Education Portfolio Holder be recommended to agree the constitution of the Schools' Forum.

48 ANY OTHER BUSINESS

There was no other business.

49 DATE OF NEXT MEETING

Following discussions amongst Members, it was agreed that the next meeting of Education Budget Sub-Committee would be rescheduled to 5.30pm on Wednesday 15th March 2017.

The Meeting ended at 8.00 pm

Chairman

Report No.
CSD17050

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Education Select Committee

Date: 23 March 2017

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

Title: EDUCATION SELECT COMMITTEE WORK PROGRAMME

Contact Officer: Philippa Gibbs, Democratic Services Officer
Tel: 020 8461 7638 E-mail: philippa.gibbs@bromley.gov.uk

Chief Officer: Mark Bowen, Director of Corporate Services

Ward: Borough-wide

1. Reason for report

1.1 This report sets out the Committee's work programme for the year ahead.

2. RECOMMENDATION(S)

2.1 Members of the Education Select Committee are invited to comment on the Work Programme.

Corporate Policy

1. Policy Status: Existing Policy: As part of the Excellent Council stream within Building a Better Bromley, PDS Committees should plan and prioritise their workload to achieve the most effective outcomes.
 2. BBB Priority: Children and Young People: To secure the best possible future for all children and young people in the Borough, including a clear focus on supporting the most vulnerable children and young people in our community.
-

Financial

1. Cost of proposal: No Cost
 2. Ongoing costs: Not Applicable
 3. Budget head/performance centre: Democratic Services
 4. Total current budget for this head: £335,590
 5. Source of funding: Council's Base Budget
-

Staff

1. Number of staff (current and additional): 8 posts (7.27fte)
 2. If from existing staff resources, number of staff hours: N/A
-

Legal

1. Legal Requirement: No statutory requirement or Government guidance:
 2. Call-in: Not Applicable
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): This report is intended primarily for members of this Committee to use in controlling and reviewing their ongoing work.
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? No
2. Summary of Ward Councillors comments: Not Applicable

3. COMMENTARY

Work Programme

- 3.3 Appendix 1, sets out the meetings of the Education Select Committee, Education Budget Sub-Committee, SACRE, and Schools' Forum which have been scheduled for the 2017/18 Municipal Year.
- 3.4 The purpose of the work programme is to reference future work and enable it to be amended in the light of future developments and circumstances.
- 3.5 Members and Co-opted Members of the Education Select may wish to consider items for consideration and scrutiny during the 2017/18 Municipal Year.

Schedule of Visits

- 3.6 The programme of visits for the Summer Term is currently being developed and will be circulated to Members as soon as it is available.

Non-Applicable Sections:	Policy, Financial, Legal and Personnel Implications
Background Documents: (Access via Contact Officer)	

Education Programme 2017/18

Education Select Committee	27 June 2017
Item	Status
	Short Item
	Substantive Item
Schools' Forum	29 June 2017
SACRE	12 July 2017
Education Budget Sub-Committee	18 July 2017
Item	Status
Capital Programme Outturn	
Budget Closedown 2016/17	
Schools' Forum	21 September 2017
Education Budget Sub-Committee	26 September 2017
Capital Programme – 1 st Quarter	
Budget Monitoring 2017/18	
Education Select Committee	17 October 2017
Item	Status
	Short Item
	Substantive Item
Schools' Forum	23 November 2017
SACRE	6 December 2017
Schools' Forum	11 January 2018
Education Budget Sub-Committee	17 January 2018
Capital Programme – 2 nd Quarter	
Budget Monitoring 2017/18	
Education Select Committee	23 January 2018
Item	Status
	Short Item
	Substantive Item
Education Select Committee	27 February 2018
Item	Status
	Short Item
	Substantive Item
Education Budget Sub-Committee	28 March 2018
Capital Programme - 3 rd Quarter	
Budget Monitoring 2017/18	

Agenda Item 9

Report No.
CSD17051

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: EDUCATION SELECT COMMITTEE

Date: Thursday 23 March 2017

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

Title: THIRD REPORT OF THE EDUCATION SELECT COMMITTEE

Contact Officer: Philippa Gibbs, Democratic Services Officer
Tel: 020 8461 7638 E-mail: Philippa.Gibbs@bromley.gov.uk

Chief Officer: Director of Corporate Services

Ward: (All Wards);

1. Reason for report

To enable the Committee to refer its third report to Full Council.

2. **RECOMMENDATION(S)**

That the third report of the Select Committee be placed on the Full Council agenda to be referred to the relevant Portfolio Holders for consideration and response.

Impact on Vulnerable Adults and Children

1. Summary of Impact: Unable to quantify.
-

Corporate Policy

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

Financial

1. Cost of proposal: Not Applicable:
 2. Ongoing costs: Not Applicable: Further Details
 3. Budget head/performance centre: Democratic Services
 4. Total current budget for this head: £335,590
 5. Source of funding:
-

Personnel

1. Number of staff (current and additional): 8 posts (7.27fte)
 2. If from existing staff resources, number of staff hours:
-

Legal

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

Procurement

1. Summary of Procurement Implications:
-

Customer Impact

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

Ward Councillor Views

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

3. COMMENTARY

- 3.1 The Education Select Committee met on 17th January 2017 to conduct an Inquiry into Underperforming pupils. The Committee met again on 15th February to consider the recommendations.
- 3.2 The Inquiry looked at the performance of pupils on Free School Meals (FSM) as compared to the rest of the school population, those with Special Educational Needs and Children Looked After by the Authority and what strategies for improving performance have been successful.

Non-Applicable Sections:	Impact on Vulnerable Adults and Children, Policy Implications, Financial Implications, Personnel Implications, Legal Implications, Procurement Implications
Background Documents: (Access via Contact Officer)	Agenda and Minutes from the Education Select Committee on 17 January 2017 .

**REPORT OF THE EDUCATION SELECT COMMITTEE
2016/17**

UNDER PERFORMING PUPILS

Meeting Date: Tuesday 17 JANUARY 2017

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Education Select Committee – 3rd Report Underperforming Pupils

1. The Education Select Committee met on 17th January 2017 to conduct an Inquiry into Underperforming pupils. The Committee met again on 15th February to consider the recommendations.

Present:

Councillor Nicholas Bennett J.P. (Chairman)
Councillor Neil Reddin FCCA (Vice-Chairman)
Kathy Bance MBE, Julian Benington, (Alternate for Cllr Pierce 17/1) Kim Botting FRSA, Alan Collins, Mary Cooke, (Not 15/2) Judi Ellis (Not 15/2) and Ellie Harmer, Chris Pierce (Not 17/1).

Emmanuel Arbenser, Mary Capon (Not 15/2), Joan McConnell (Not 17/1), Tajana Reeves (Not 15/2), Alison Register (Not 15/2), Marlene Williams,.

Also Present:

Councillor Peter Fortune, Portfolio Holder for Education
Councillor Tom Philpott, Executive Assistant for Education

Witnesses

Ms Jaki Moody Primary Education Advisor for English
Ms Rachel Dunley Bromley Children's Project Manager
Mr Kieran Osborne, Chairman Schools' Partnership Board
Ms Mary Cava, Joint Head of SEN
Ms Helen Priest, Head Teacher Bromley Virtual School

Education Select Committee – 3rd Report Underperforming Pupils

2. Inquiry Remit

To examine the reasons why some groups of pupils underperform and what might be done to improve performance.

The Inquiry looked at the performance of pupils on Free School Meals (FSM) as compared to the rest of the school population, those with Special Educational Needs and Children Looked After by the Authority and what strategies for improving performance have been successful.

In advance of the meeting the Committee was provided with a range of written evidence including a report providing an overview of performance in Early Years, KS1, KS2, GCSE and A-Level, a report providing an overview of the outcomes of pupils with statements of SEND/EHC Plans, a report providing an overview of the education outcomes for LBB children in care, a report providing an overview of early years including information on families accessing children's centres and, an articles from October 2016, November 2016, and December 2016 editions of The Times Magazine. In addition to the information provided in the agenda the Committee were provided with supplementary information on transition from early years into schools and some further information about the pupil premium including a scholarly article about why it is so difficult to know about the impact.

Education Select Committee – 3rd Report Underperforming Pupils

3. Executive Summary

Recommendation 1: That further information be provided to the Education Select Committee concerning all the assessments carried out in pre-school settings before the end of the Foundation Stage, including the number of referrals for SEN as this is the group of children identified as not making the progress expected in the earliest stage of education.

Recommendation 2: That more action be taken to facilitate and improve information sharing between pre-school and early years settings in order to smooth the transition process.

Recommendation 3: That further work be undertaken to help all parents understand the importance of giving consent for professionals to contact pre-school settings.

Recommendation 4: That more work should be done to develop a standard protocol and pro forma for information sharing as children and young people progress through the education system.

Recommendation 5: That robust systems be established to support pupils as they transfer from primary to secondary school ensuring that accurate and correct information is shared between the schools in order to provide a seamless transition for pupils and support their progress and achievement.

Recommendation 6: That the Schools Partnership Board be asked to review support given to improving school standards in order to give all pupils every available opportunity.

Recommendation 7: That signposting to non-university education be expanded in order to ensure that students are aware of the variety of career opportunities available through vocational training and to support parity of esteem between vocational and academic education.

Recommendation 8: That the Schools Partnership Board be the vehicle for coordinating the provision of careers advice across the Borough.

Recommendation 9: That a review of the progress made in implementing the Committee recommendation in this and other reports published in the municipal year be published in April 2018

Education Select Committee – 3rd Report Underperforming Pupils

4. Bromley Pupils Achievement and Attainment

4.1 In written evidence to the committee Ms Jaki Moody, Primary Education Advisor for English reported:

4.1.1 For Early Years Foundation Stage (4-5 yr olds) - 56% of children eligible for free school meals (FSM) reached a GLD, against 78% of non-FSM, a gap of 22% compared to the national gap of 17%. The gap in Bromley has narrowed.

4.1.2 At Yr 1 Phonics screening (5-6 yr olds) the gap between FSM and non-FSM was 21%, which is greater than the national gap of 14%. The gap between FSM and non-FSM has been consistent except in 2015 when it narrowed.

4.1.3 At Key stage 1 (6-7 yr olds) the gap between FSM and non-FSM pupils in each subject has been broadly in line with national percentages over the past four years.

4.1.4 At Key Stage 2 (10-11 yr olds) the gap between FSM and non-FSM pupils in Bromley widened to 23%, which is greater than the national gap of 21%.

4.1.5 At Key Stage 4 (15-16 yr olds) when narrowing the Attainment 8 measure down to just pupils whose attainment was grade A* to C in both English and mathematics, the gap between FSM and non-FSM pupils increases considerably to 31% (43% and 74% respectively). Tracking this cohort back to their end of KS2 attainment reveals that their attainment gap in the combined English and mathematics measure was 19%, meaning that the gap for this particular cohort has increased by 12% in five years when looking at the most comparable measures.

4.1.6 The New Attainment 8 measures were introduced in the summer 2016. This measures achievement across 8 qualifications, including English, Mathematics and 3 more GCSE or approved non- GCSE qualifications and 3 additional Baccalaureate qualifications. (The intention is produce a value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with the same prior attainment).

4.1.7 The Attainment 8 also shows that Bromley's FSM pupils not only made less progress than Bromley's non-FSM pupils, they also made less progress than other FSM pupils nationally (-0.59 progress, with zero being the national average).

4.1.8 The Committee explored the accuracy of data in relation to the performance of pupils in receipt of free school meals (FSM) compared to the accuracy of other available data such as ethnicity, English as a second language and immigration status. The Primary Education Advisor for English confirmed that there was a range of data that could be used to track performance and different conclusions could be drawn when analysing different data.

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4.1.9 The Committee was told that the new system of assessment that had been introduced in 2016. This had set tougher criteria and some pupils, *“especially those that had been struggling to meet expectations had not had sufficient time to adapt to the new assessment criteria in order to demonstrate improvement in performance”*. As a result of this, in 2016 there had been an increase in the gap between the achievement of pupils eligible for FSM and those that were not eligible. In 2015 the gap had narrowed. It was suggested a contributory factor to the gap at Key Stage 4 of 31% between those on FSM and those paying could be that levels of engagement were lower from families from lower socio-economic backgrounds. The increase in the gap at KS4 was a national trend which appeared to demonstrate that there needed to be a review of the support provided to young people from more disadvantaged backgrounds.

4.2 We were told by Mr Kieran Osborne, Chairman of the Schools Partnership Board, that the group that was the main cause for concern in relation to underperformance was white working class boys and many were identified as having special educational needs.

4.3 The Committee also considered whether there was a certain degree of complacency in that many boys were in families where one of more parents were self employed and expected to follow into the family trade whether or not they had exam passes. In the past several schools had been described by OFSTED as ‘coasting’. The Chairman of the Schools Partnership Board suggested that families categorised as “Just About Managing” (JAM) were struggling in terms of driving improvement. A programme designed to encourage aspiration and resilience was run at Hayes School and was aimed at families and children who could be described as JAM. It was a challenge for schools to raise aspiration however it was important that pupil premium funding was targeted at the pupils who would benefit the most.

4.4 The Committee considered the issue of the lack of male role models within schools and Members learnt that the Local Authority did not collect any data in relation to the profile of teaching staff within the Borough of Bromley as HR was now a sold service to schools. The Portfolio Holder reported that this had been raised with the Regional Schools Commissioner as no one body was responsible for collecting this data. Such evidence is available suggests that there is a large imbalance between the number of male teachers to number of female ones across both the primary and secondary sector. The School Workforce Survey (DES Nov 2015) shows that 84.8% of FTE in Primary schools are women and 62.4% FTE in Secondary. Overall (including support staff) 4 of 5 FTE staff are women.

4.6 Ms Rachael Dunley, Bromley Children’s Project Manager, explained that

4.6.1 The use of MOSAIC enables the Council to classify families into nationally recognised socio-demographic groups using national datasets and compare Bromley’s population with these groups.

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4.6.2 The MOSAIC profiling shows that there are four 'MOSAIC Groups' of households over represented in high cost services; H, L, M, and O. These 4 Groups make up only 14.4% of Bromley's population and yet they are responsible for 42.8% of Children in Need cases, 68.8% of Child Protection cases, 54% of Troubled Family cases and 46% of Youth Offending cases. The data for Two Year Old Free Entitlement (TOYF) shows two further groups with an unusual over representation; I and J, but as these two groups are lower income households and TOYF criteria includes an earnings cap, this is not surprising.

4.6.3 Attainment data for Bromley for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 has been profiled using MOSAIC. This shows that in Bromley there are four Groups that underperform in addition to the 'target' groups H, L, M and O; Groups A, I, J and K. Groups A and K make up only a very small proportion of the Borough's household population. Group I is more prevalent however Group J is significant as it makes up 14.3% of Bromley's households. This data shows that the groups identified (groups, H, L, M and O) as target groups for Early Intervention services due to their propensity to be households who are high risk and over represented in high cost services should be extended to include Group J specifically in terms of education under-performance. Group J is already identified as a target group for Two Year Old Free Entitlement. Full details of the MOSAIC profiling in relation to educational attainment are provided in Appendix.

4.6.4 Every person who uses the Children and Family Centres is logged as a unique individual when they register, and this enables them to use any of the six Children and Family Centres. Data on the number of registrations each month, the number of unique individuals using the Children and Family Centres each month, and the total number of visits (footfall) each month is collected. This provides a picture of the families who know about the service, those who use it as a one-off, sporadically or regularly.

4.6.5 The number of registrations continues to rise up from 9,029 in 2014/15 to 10,313 in 2015/16 and 8,967 as at the end of December 2016 which suggests that more than 11,000 registrations this financial year. Uses of the Children and Family Centre also shows a similar increase with footfall increasing from 81,733 in 2014/15, to 84,502 in 2015/16 and 59,352 as at the end of December 2016. Since the Bromley Children Project took over the management of the Children and Family Centres, and despite the reduction in the number of Children and Family Centre from 18 to six, the registrations and footfall are showing a distinct and steady increase.

4.6.6 Since 1st September 2014, in excess of 44,711 individuals have used Bromley's Children and Family Centres (44,711 individuals had addresses that could be profiled by MOSAIC) with each person attending the centres 7 times each on average. This profiling shows that the universal provision is accessed by households with children in Bromley but when compared the 'expected' level of engagement *if* the population of Children and Family Centre users were to

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match the population of Bromley, all of the key target groups (H, J, L, M and O) are overrepresented in the Children and Family Centre user population. This shows targeting of households with a propensity to be high risk high cost families is working.

4.6.7 The evidence shows that parents are willing to travel to children's centres if there is not one in their local area. This is especially the case to access specialist provision such as speech and language therapy. The services that are available at children's centres are well signposted by health visitors and other professionals. (Appendices 1 & 2)

4.7 Mr Kieran Osborne, Chairman of the Schools Partnership Board reported that the aim of the Schools Partnership Board is to improve co-operation between schools with the aim of overcoming some of the silo effects that had developed between academies, multi-agency trusts, other agencies, and schools. The Board was looking to support the progress of all children in the Borough and was still in its infancy. There remain a degree of mistrust and uncertainty which would take time to overcome.

4.8 Ms Mary Çava, Joint Head of SEN:

4.8.1 There are currently 1,825 Bromley pupils with a statement of special educational needs or an Education, Health and Care plan. Just under one third of these pupils attend specialist provision. These pupils are assessed at Early Years foundation Stage (EYFS), at the end of KS1, KS2 and KS4, GCSE and Baccalaureate.

4.8.2 In the Early Years Foundation Stage (4-5 year olds) pupils are teacher assessed against a series of Early Learning Goals. Pupils are judged to have achieved a Good Level of Development if they have reached the expected standard in the primary areas of learning (personal, social and emotional development, communication and language and physical development) in addition to literacy and mathematics.

4.8.2 The percentage of pupils identified as receiving SEN Support and achieving the expected standard in 2016 was 30%, which is higher than the national average of 26% and a 7% increase compared to the previous year.

4.8.3 The percentage of pupils identified as in receipt of a statutory statement or EHC Plan and achieving the expected outcomes was 4%. This is in line with the national average but 2% lower than the previous year when the national average was exceeded in Bromley Schools.

4.8.4 The percentage of pupils at SEN Support who achieved the expected standard in the Year 1 Phonics assessment in 2016 was 58% which is 12% points higher than the national average. The percentage of pupils with a statutory EHC Plan or Statement was 15% which is 3% points lower than the national average of 18%.

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4.8.5 At Key Stage 2 the achievements for pupils with SEN Support and with a statutory plan in 2015 were all above the national levels. At the time of writing national percentages were not available and data will be analysed when this is received.

4.8.6 Key Stage 4 (15-16 year olds) New Attainment 8 measures were introduced in the summer 2016. Again the 2015 results for Bromley children with a statutory plan or those working at SEN Action were above the National average.

4.8.7 Overall Bromley school pupils with special educational needs are performing above the national average across the range of school assessments carried out. In some areas performance is significantly better, in particular considerable achievements are noted in KS1, particularly at SEN Support level. The achievement levels for Reading at KS1 for those children with a statutory plan are a concern and will require further discussion and investigation.

4.8.8 Identification and diagnosis of SEN at an early stage is essential. Health professionals are trained in identifying additional needs and once identified they have a duty to contact the Local Authority so that parents and/or the pre-school setting can give whatever additional support is necessary. All such support is audited.

4.9 Ms Helen Priest, Head Teacher of Bromley Virtual School:

4.9.1 Virtual Head Teachers are champions and advocates for young people in care, working with schools to provide support and opportunities to improve performance and ensure that children looked after in an appropriate setting, make progress and have all the support they need. The Virtual School seeks to ensure that children living outside Bromley receive the same level of support as those living closer to home. The time spent out of school when a child changes placement is minimised by providing tuition at home if no school place is immediately available. Children Looked After (CLA) have historically under performed at school. Every local authority is required to have a designated Virtual Head Teacher. In Bromley, the Virtual Head Teacher is responsible for overseeing the education progress of approximately 292 children varying in age from 2 to 18 years old.

4.9.2 The School ensures that special educational needs are identified and addressed, funding assessments and supporting requests for statutory assessment as necessary, including when emotional or mental health is an issue.

4.9.3 For all young people in KS4 who are accessing an academic curriculum, regardless of their level of attainment or where they live 1:1 tuition and coaching is provided.

4.9.4 The Virtual School tracks and monitors the use of Pupil Premium funding, ensuring that schools target the allocation to individual academic or social and

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emotional needs and top-sliced funding is used to provide additional resources and support, including text books and revision materials.

4.9.5 Support social workers with Personal Education Plans is provided and work closely with schools to monitor progress and maintain stability for students. Acting as corporate parents, the Virtual School ensure that students are completing coursework on time and are attending revision programmes in their school. Funding for additional revision programmes during the school holidays is available if they are requested.

4.9.6 Students are given access to the broadest possible curriculum and they are entered for examinations at the appropriate level. Support to ensure they are in school on examination days is also given.

4.9.7 At 18 the objective is to provide access to university visits and cultural experiences to build aspiration.

4.9.10 Children Looked After (CLA) numbers are very low and each tiny year group cohort has its own characteristics, with children joining and leaving (and sometimes re-joining) the group so it is hard, in general terms, to discuss trends. However, the 2016 outcome data for Key Stage 2 (11 year-olds) and Key Stage 4 (16 year-olds) provides illustrations both of what works well for children in care, enabling them to achieve academic success and, conversely, the barriers that prevent success, especially during adolescence.

4.9.11 At Key Stage 2 in 2016, 69% of Bromley CLA achieved National expectation* across the combined measures of reading, writing and maths. This is against a National figure of 53% for all children and 59% for all London children. Initial indications are that Bromley CLA have significantly outperformed their peers in London and have done exceptionally well in comparison to other vulnerable pupils in Bromley. The 2016 KS2 cohort was the largest group of 11year-old CLA since we started recording this data. It was also the most stable group we've seen for some time, with most of the children having been in care and in stable foster placements for more than 2 years. Some have been in care for up to 7 or 8 years. Although the data sample is too small to demonstrate a significant pattern, the outcomes for this cohort show some correlation between length of time in care and progress between KS1 and KS2, with a pivot point at around 40 months.

4.9.12 There is no doubt that children placed in stable foster care during KS1 and KS2 can show accelerated progression from their starting point, even if they have identified SEN. The benefits to children of good relationships between foster carers and schools are clear and the support mechanisms are mutual, with both school and carer giving and receiving knowledge and advice. The Virtual School provides training for foster carers *and* designated teachers and feedback is positive, ensuring that research and best practice are disseminated.

4.9.13 Children who have experience early neglect frequently have poor

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reading skills, in particular, they lack the skills of inference and prediction. Initial results from the TextNow pilot project support the supposition that training foster carers to become reading coaches has an impact on reading and comprehension skills. Foster carers have been encouraged to read with their children every day, asking questions about context, use of language in the text and what might happen next. The project needs developing but most children made significant gains in both word recognition and reading comprehension.

4.9.14 Similarly, such children find creative writing difficult. The lack of appropriate early stimulation and conversation means that they have gaps in their experience of the world around them and so have less from which to draw on in their writing. In Bromley, we have known for some time that creative writing is a weakness for CLA in grammar school entrance tests and KS2 SATs. The new assessment regime means that it is not yet possible to put into context this year's results, it is clear that fewer Bromley CLA met the expected standard in writing than any other area and that, despite some outstanding individual results, average progress between KS1 and KS2 was much smaller.

4.9.15 In complete contrast to the KS2 group, the outcomes for Bromley LA completing YR11 in 2016 show what creates barriers to success. This year, the YR11 reporting cohort was the smallest for some years at only 12 students. The tiny cohort means that the outcomes are 'statistically insignificant' but with 25% of those students (3 of 12) achieving the required 5 A*-C including English and Maths, Bromley CLA are in the top 10% in the country and performing significantly above their peers across London.

4.9.16 Individual children in the GCSE group, however, have not performed so well and too many of them have reached the end of statutory school age without gaining any qualifications in English or Maths.

4.9.17 Using just the reporting group (children who were CLA continuously between 1st April 2015 and 31st March 2016), it is clear why academic success is hard to achieve:

- 9 of the 12 young people (75%) have a statement of SEN or and EHC plan
- 5 of them spent KS4 in residential children's homes or specialist schools outside Bromley.

- 7 young people in this group changed care placements at least once during YR11, and some of them several times.
- 4 of these young people have difficulty relating to and engaging with adult/professional support of any kind not just in terms of education. This is reflected in the number of placement changes they experience and results in periods of refusing to attend education.
- 2 students have extensive histories of offending behaviour and involvement of YOS.

4.9.18 Other factors that create barriers to academic achievement, historically,

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include absence from school and unaddressed special needs. Poor school attendance is often so serious that students have been out of school for several months at the point at which they become CLA and re-engaging them is a complex and sometimes long-term activity, particularly if they have moved out of authority or if their experience of school has not been good.

4.9.19 Young people who become CLA during adolescence may have been on the edge of care for months or even years, experiencing neglect or family trauma. Poor attendance or other factors, such as poor behaviour, can mask special needs and prevent assessments being undertaken so children come into the care system and into the Virtual School with a range of unidentified needs. Despite the new SEN Code of Practice, it can still be difficult to persuade schools that social, emotional and mental health problems *are* special educational needs and that the statutory assessment process and an EHC Plan will protect a child now and until they are 25, providing support in the transition to post-16 education and beyond. It is essential that previous attainment is collected and reviewed by the Virtual School when child becomes CLA as it often shows an identifiable point at which they began to experience disruption and difficulties and their attainment began to dip. With analysis of this sort it often becomes clear that the student is in the wrong school or following the wrong curriculum or that they simply need additional support.

4.9.20 Any or all of these factors are exacerbated when children are placed at a distance from Bromley because a care or education placement is not available in borough. Working with professionals across 2, or even 3 authorities extends timescales and can involve many hours of phone conversations, emailing and travelling. The inability of the local authority to recruit and retain foster carers who can hold onto troubled adolescents and the lack of availability of good quality pre-secure residential provision in London has an impact on the outcomes for our most vulnerable children.

4.9.21 Around 30 16-18 year olds are currently pursuing apprenticeships with more children looked after being encouraged to embark on apprenticeship schemes.

4.9.22 Academies are co-operative, working with the external provider responsible for gather information in order to provide the relevant information. All schools in Bromley supply the data.

4.9.23 Adopted children remained the responsibility of the Virtual Head Teacher until the final adoption order is issued, with support being provided during the period of transition. The Government has indicated in a recent White paper that it wants to bring adopted children into Virtual Schools. This proposal significant implications on resources, more than doubling the workload of Bromley Virtual School. In addition to this there are also implications in terms of parental responsibility.

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5 Strategies for improvement

5.1 Pupil Premium

5.1.1 The Committee noted the impact of the pupil premium. This is additional funding that schools receive for disadvantaged pupils to close the attainment gap, and increase social mobility. Research suggests that although those eligible for pupil premium may be higher attaining, this funding is more frequently focused on those who are lower attaining, especially those who may also have special educational needs.

5.1.2 Schools are held to account by OFSTED about how the pupil premium is spent and successful schools have an individualised approach for each pupil, track pupil progress, and evaluate the impact of any interventions which have been undertaken. Inspection reports state how well schools are making use of this funding to impact on disadvantaged pupils' outcomes.

5.1.3 We heard evidence about good practice in some Bromley schools as evidenced by recent OFSTED inspections which have resulted in a good or outstanding judgement for the school. However we were also told that this good practice is not yet embedded in all Bromley schools some of which have large gaps between outcomes for disadvantaged pupils and other pupils.

5.2 The Committee received details of the findings of the DfE report: *'Supporting the attainment of disadvantaged pupils: articulating success and good practice'*. (November 2015)

Key findings include:

5.2.1 Leaders in schools that were more successful in raising the attainment of disadvantaged pupils emphasised that there was no single intervention that had led to success. Rather, more successful schools appeared to be implementing their strategies in greater depth and with more attention to detail.

5.2.2 By comparing more and less successful schools, the study identified seven building blocks for success;

- i. Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed;
- ii. having an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments;
- iii. focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours;
- iv. focus on outcomes for individual pupils rather than on providing strategies;

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- v. deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and teaching assistants (TAs) rather than using additional staff who do not know the pupils well;
- vi. make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.
- vii. have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

5.3 The report also identified school characteristics which helped improve disadvantaged pupils' performance.

- i. There is considerable consistency between the characteristics associated with a school's level of success in the most recent year and improvement in schools' results over time. (But note that these are correlations and do not necessarily imply causal relationships.)
- ii. schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics;
- iii. primary schools with disadvantaged pupils who had previously achieved higher results at Key Stage 1 had higher results for disadvantaged pupils at Key Stage 2. Similarly, secondary schools with disadvantaged pupils who had achieved higher results at Key Stage 2 performed better at Key Stage 4;
- iv. schools with a higher proportion of disadvantaged pupils were associated with higher performance among disadvantaged pupils (and schools with a lower proportion of disadvantaged pupils were associated with lower performance among disadvantaged pupils);
- v. schools with larger year groups overall (including both disadvantaged and non-disadvantaged pupils) were associated with lower performance among disadvantaged pupils;
- vi. primary schools with higher proportions of pupils with special educational needs (SEN) were associated with lower performance among disadvantaged pupils;
- vii. schools with a higher proportion of pupils from white British ethnic backgrounds were associated with lower performance among disadvantaged pupils;
- viii. schools located in certain areas (especially the South East, South West, East of England and North West) had poorer results, compared with schools in London or the North East;
- ix. rural secondary schools had lower results among disadvantaged pupils, compared with schools with otherwise similar characteristics.

5.4 In relation to school type, the study found that:

- i. Converter academies were associated with higher attainment among disadvantaged pupils at both primary and secondary level, and greater improvement over time at primary level;
- ii. there were mixed findings for sponsored academies, which were

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- associated with poorer performance at primary level, but better performance and improvement at secondary level;
- iii. selective schools and Teaching Schools were associated with higher performance among disadvantaged pupils even after taking account of the influence of a high-performing intake and other characteristics that were associated with pupil progress.

5.5 The study found no evidence of a statistically significant relationship between positive performance among disadvantaged pupils and being a member of a Teaching School Alliance (TSA). Being a member of an academy group was not associated with performance at primary level, but there was a small positive relationship between disadvantaged pupils' performance among secondary schools that were members of a small academy group. (the analysis did not take account of the length of time a school had been a member of a TSA or part of an academy group.)

5.6 This study found that between one- and two-thirds of the variance between schools in disadvantaged pupils' attainment can be explained by a number of school-level characteristics. This suggests that schools' intake and circumstance are influential but they do not totally determine pupils' outcomes. **It therefore implies that schools have meaningful scope to make a difference.** The research went on to identify a number of actions associated with schools that were more successful in raising disadvantaged pupils' attainment – both in what they do and the way they do it.

5.7 More successful schools have been focusing on disadvantaged pupils' performance for longer and appear to have developed more sophisticated responses over time. Leaders in more successful schools said it had taken a period of around three to five years to see the impact of changes they had introduced feed through to pupils' results.

5.8 Taken together, the findings suggest that schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour, setting high expectations, focusing on the quality of teaching and developing the role of TAs) and have moved on to more specific improvement strategies. These schools were 'early adopters'. Schools that are earlier in the improvement journey are more likely to have smaller proportions of disadvantaged pupils and/or to have larger year groups. In order to make further progress, the research indicates that they need to support pupils' social and emotional needs, address individual pupils' learning needs; help all staff to use data effectively and improve engagement with families. Once these strategies are in place, the next steps on the improvement journey include focusing on early intervention, introducing metacognitive and peer learning strategies and improving their effectiveness in response to data on individual pupils' progress. Schools which have made the greatest progress in improving the attainment of disadvantaged pupils are in a position to set even higher expectations and to spread good practice through working with neighbouring schools as well as continuing to learn from and contribute to national networks.

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5.9 Overall, this research suggests that there is no ‘one size fits all’ solution to closing the attainment gap. Instead, a number of measures are required, tailored to each school’s circumstances and stage on the improvement journey. These measures include setting a culture of high expectations for all pupils, understanding how schools can make a difference, selecting a range of evidence-based strategies tailored to meet the needs of individual schools and pupils, and implementing them well.

5.10 The Committee has noted the findings of the DfE study and commends them to the School Partnership Board for consideration and possible dissemination to schools.

5.11 The Committee welcomed the targeting of support to the most vulnerable children and families using MOSAIC. All the research evidence and the experience of teachers and other professional staff shows that early intervention for those children from the poorest families is essential to preventing these children fall behind through their school career.

5.12 The Committee has asked for more information on all the assessments that are done in pre-school settings before the end of the Foundation Stage. This could include the number of referrals for SEN as this is the group of children identified as not making the progress expected in the earliest stage of education.

Recommendation 1: That further information be provided to the Education Select Committee concerning all the assessments carried out in pre-school settings before the end of the Foundation Stage, including the number of referrals for SEN as this is the group of children identified as not making the progress expected in the earliest stage of education.

5.13 The Bromley Children’s Project Manager told us that one of the challenges within her service was the sharing of information between pre-school and early years settings. The Committee noted that a number of schools were not aware that children were accessing the services that were available in children’s centres and this meant that pre-school and early years setting were working in isolation, unaware of interventions that were being put in place to support a child’s development. Parents have to give express consent for professionals to contact pre-school settings and this consent is not always given.

Recommendation 2: That more action be taken to facilitate and improve information sharing between pre-school and early years settings in order to smooth the transition process.

Recommendation 3: That further work be undertaken to help all parents understand the importance of giving consent for professionals to contact pre-school settings.

5.14 We were pleased to learn that the Bromley Children’s Project works

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closely with health visiting teams and public health in the commissioning of future services. A new, initiative has been the use of health visitors to gather information on any pre-school or early years settings that children may attend and to seek parental consent for contact to be made with the settings. There is also a lot of positive work being undertaken with GPs in this respect.

5.15 The Committee noted that there was not a uniform process for sharing information as children and young people move through the education system. In relation to the transition between pre-school and primary we were told that it was not just about completing paperwork. The most valuable aspect of the transition process is when primary teachers visit pre-school settings. This enables pre-school settings to provide advice and assist with any behaviour issues that could arise including tensions between certain pupils, which would help smooth the transition to primary school.

Recommendation 4: That more work should be done to develop a standard protocol and pro forma for information sharing as children and young people progress through the education system.

5.16 The Chairman of the Schools Partnership Board told the Committee that the transition from Primary to Secondary schools did nothing to aid and support pupil progress. There is a long time lag between KS2 assessments in year 6 and the start of secondary education in year 7. There is also still a great deal that secondary schools can learn in terms of building on and developing what pupils learn at primary.

Recommendation 5: That robust systems be established to support pupils as they transfer from primary to secondary school ensuring that accurate and correct information is shared between the schools in order to provide a seamless transition for pupils and support their progress and achievement.

5.17 We were told by the Primary Education Advisor for English that there is evidence that if young people attend a school that is judged to be 'Good' by Ofsted they have a better chance of making progress, catching up, and keeping up. The evidence suggests that that in a good school pupils that are eligible for FSM and those that are not eligible for FSM performed equally well. There are a large number of schools in Bromley that had been judged by Ofsted as 'requiring Improvement' so one of the challenges for the Local Authority in relation to improving the performance of pupils is to drive an improvement in school standards thus giving all pupils every available opportunity.

Recommendation 6: That the Schools Partnership Board be asked to review support given to improving school standards in order to give all pupils every available opportunity.

5.18 London is now one of the few capital cities where performance outstrips the rest of the Country. This is partially as a result of the 'London Challenge' programme but also the influx of skilled immigrants, additional funding, and the

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quality of teaching and learning. Bromley was performing well as an outer London Borough however the challenge was to now match the performance of the inner London boroughs.

5.19 The Committee considered the challenge of improving the aspirations of those indigenous groups who do not understand and appreciate the value of a good education. We agree with the Chairman of the Schools Partnership Board that it is important to lay the foundations in the early years, developing and establishing aspirations, resilience and the importance of family involvement. Great progress is being made in the early years and the challenge is to ensure that the aspiration remains with the young people and their families when they are in their early teens. Another important factor is to ensure that there are also exciting and viable options for young people who do not want to, or cannot afford to go to university. In recent years an emphasis had been placed on university education however, there has to be clear aspirations for those pupils who were not interested in pursuing a university education. More needs to be done to develop pathways for these young people including New Apprenticeships which are currently being developed nationally.

Recommendation 7: That signposting to non-university education be expanded in order to ensure that students are aware of the variety of career opportunities available through vocational training and to support parity of esteem between vocational and academic education.

5.20 The Committee considered the provision of careers advice and heard that the quality of provision varies across the Borough. Whilst it is clear that careers have a big part to play in raising aspiration, schools need to place a value on the careers service. We support the view of the Chairman of the Schools Partnership Board that the Board could be the vehicle for co-ordinating the provision of careers advice across the Borough.

Recommendation 8: That the Schools Partnership Board be the vehicle for coordinating the provision of careers advice across the Borough.

Recommendation 9: That a review of the progress made in implementing the Committee recommendation in this and other reports published in the municipal year be published in April 2018

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MOSAIC PROFILE FOR BROMLEY

MOSAIC Groups are categorised from A to O. They are ordered based on their use of public services and loosely ordered in terms of affluence with O being the least affluent Group. Groups B and C are the most affluent Groups.

The most prevalent Groups in Bromley are Group D (21.8% of Bromley's households) and Group B (19.2% of Bromley's households). Neither of these Groups put a large strain on public services. Group J is the largest of the less affluent Groups in Bromley's population.

Table 1(below) shows the Populations of High Cost and High Risk Services in Bromley compared with Bromley's Household Population by Mosaic Group. The following colours represent how under or over represented each Group is in their respective population compared with Bromley's population as a whole. Please see Appendix 3 for full pen profiles describing the dominant features of these Groups that are over represented.

Mosaic Groups		Households in Bromley	Percentage	Low	Medium low	Medium high	High	Very High
				CIN Households Num (%)	CP Households Num (%)	TF Households Num (%)	YOS Households Num (%)	Eligible for TYOF 2016/17 Num (%)
A	Country Living	1045	0.8%	6 (0.9%)	7 (1.1%)	1 (0.2%)	6 (0.9%)	7 (0.7%)
				High	High	Low	High	Medium Low
B	Prestige Positions	26403	19.2%	58 (8.9%)	17 (2.6%)	28 (4.3%)	56 (8.6%)	33 (3.1%)
				Low	Low	Low	Low	Low
C	City Prosperity	8060	5.9%	13 (2%)	7 (1.1%)	9 (1.4%)	29 (4.5%)	41 (3.8%)
				Low	Low	Low	Low	Low
D	Domestic Success	30037	21.8%	142 (21.8%)	68 (10.4%)	106 (16.3%)	139 (21.4%)	153 (14.2%)
				Medium Low	Low	Low	Medium Low	Low
E	Suburban Stability	4354	3.2%	21 (3.2%)	17 (2.6%)	14 (2.2%)	24 (3.7%)	13 (1.2%)
				Medium High	Medium Low	Low	Medium High	Low
F	Senior Security	13015	9.5%	9 (1.4%)	5 (0.8%)	10 (1.5%)	3 (0.5%)	27 (2.5%)
				Low	Low	Low	Low	Low
G	Rural Reality	349	0.3%	1 (0.2%)	2 (0.3%)	5 (0.8%)	0 (0%)	4 (0.4%)
				Low	High	Very High	Low	High
H	Aspiring Homemakers	7080	5.1%	46 (7.1%)	95 (14.6%)	60 (9.2%)	57 (8.8%)	86 (8%)
				High	Very High	Very High	Very High	High
I	Urban Cohesion	8120	5.9%	13 (2%)	6 (0.9%)	12 (1.8%)	18 (2.8%)	82 (7.6%)
				Low	Low	Low	Low	High
J	Rental Hubs	19708	14.3%	93 (14.3%)	66 (10.1%)	106 (16.3%)	63 (9.7%)	217 (20.2%)
				Medium Low	Low	Medium High	Low	High
K	Modest Traditions	1450	1.1%	4 (0.6%)	2 (0.3%)	7 (1.1%)	9 (1.4%)	2 (0.2%)
				Low	Low	Medium High	High	Low
L	Transient Renters	769	0.6%	15 (2.3%)	39 (6%)	31 (4.8%)	17 (2.6%)	8 (0.7%)
				Very High	Very High	Very High	Very High	High
M	Family Basics	7352	5.3%	150 (23%)	211 (32.4%)	193 (29.6%)	167 (25.7%)	245 (22.8%)
				Very High	Very High	Very High	Very High	Very High
N	Vintage Value	5214	3.8%	12 (1.8%)	6 (0.9%)	1 (0.2%)	5 (0.8%)	20 (1.9%)
				Low	Low	Low	Low	Low
O	Municipal Challenge	4744	3.4%	68 (10.4%)	103 (15.8%)	68 (10.4%)	58 (8.9%)	136 (12.7%)
				Very High	Very High	Very High	Very High	Very High
Total		137700	100%					

TABLE 1: Populations of High Cost and High Risk Services in Bromley compared with Bromley's Household Population by Mosaic Group

Table 1 compares the population of Bromley with the population of various LB Bromley services such

as: -

- Child in Need (CIN) households,
- Child Protection (CP) households,
- Troubled Family (TF) households,
- Youth Offending (YOS) households, and
- Eligibility / claiming Two Year Old Free Entitlement.

This comparison demonstrates that some Groups are over represented in the service user population when compared with Bromley's residents.

Four MOSAIC Groups particularly stand out in the table above:

- H – Aspiring Homemakers
- L – Transient Renters
- M – Family Basics
- O – Municipal Challenge

These 4 Groups make up only 14.4% of Bromley's population and yet they are responsible for;

- 42.8% of CIN cases,
- 68.8% of CP cases,
- 54% of TF cases and
- 46% of YOS cases.

It is worth highlighting that the L Group makes up only a very small proportion of Bromley's population (769 households, 0.6% of all Bromley households).

The Two Year Old Funding data (TYOF) has also been added in to investigate whether there are unusual variances in the population of those eligible for and claiming the earnings related element of

free childcare. Groups I and J are unusually overrepresented (in addition to the four Groups identified above) which makes sense given the fact that households categorised as Groups I and J are generally on lower incomes.

FULL PEN PROFILES FOR TARGET MOSAIC GROUPS IN BROMLEY**Group H – Aspiring Homemakers**

Aspiring Homemakers are younger households who have, often, only recently set up home. They usually own their homes in private suburbs, which they have chosen to fit their budget.

Core Features

Aspiring Homemakers are typically younger families, couples who are yet to have children, and singles in their 20s and 30s. A good number are setting up homes for the first time. Couples can be married or more likely co-habiting, and where there are children they are usually of nursery or primary school age.

Homes are likely to be semi-detached and terraced properties, modest in size but with three bedrooms and mostly owned; three-quarters of Aspiring Homemakers are in the process of buying their house with a mortgage.

Most Aspiring Homemakers are driven by affordability when it comes to choosing where to live. They select either modest priced housing on newer estates, larger homes in better value suburbs that give them more space, or the least expensive homes in popular suburbs.

The majority of Aspiring Homemakers are in full-time employment with a few part-time workers. The starter salaries they earn mean that most can manage their household budgets, but outgoings can be high so they appreciate the benefits of buying and selling on auction sites. Unsecured loans can help with larger purchases.

They own smartphones, are keen social networkers, manage their bank accounts online and download a large number of apps.

Public Sector

Aspiring Homemakers have a lower than average need to rely on the state for financial assistance.

Aspiring Homemakers are in reasonable health. Only a small proportion, around a fifth, of people smoke, and those that do are more likely to be light smokers. While it is rare for them to drink every day, they do consume alcohol regularly, with nearly a third of this Group having a drink two or three times a week. They are one of the poorest Groups with regards to eating five portions of fruit and vegetables a day and although they are more active than people in general, they are on the whole less so than some other better-off young people and working families.

Crime is lower than average where Aspiring Homemakers live, and they perceive fewer problems than the population in general with anti-social behaviour in their local communities. They feel safe in the suburbs and on the new estates where they live and worry less than average about being a victim of crime.

They know a reasonable amount about environmental issues, without being especially knowledgeable, but are not always inclined to be particularly green at home.

Group J – Rental Hubs

Rental Hubs contains predominantly young, single people in their 20s and 30s who live in urban locations and rent their homes from private landlords while in the early stages of their careers, or pursuing studies.

Core Features

Rental Hubs represent an eclectic mix of students and young people with budding careers and more mundane starter roles. They live in urban locations in housing that attracts many young people, and most have yet to settle down with a partner or in a home of their own.

Rental Hubs are usually found in or close to the centres of the UK's major cities. They are four times more likely than average to rent their home from a private landlord, with a minority purchasing their homes as a first step on the housing ladder.

Homes are purpose-built developments of small flats or older terraces. Around half of Rental Hubs have been at their address for two years or less.

In addition to students, those in Rental Hubs work in administrative and technical roles or are climbing the corporate ladder in professional or managerial roles. A smaller proportion works in lower supervisory jobs or in service roles in bars, restaurants or hotels, particularly in London.

Having grown up in a digital environment, these people are used to accessing news and information via their digital devices and Rental Hubs have a very high level of smartphone ownership. The internet is the first port of call for information; they are very active on social networking sites and spend a lot of time online. They are less likely to spend much time watching television.

They are generally ambitious, keen to further their positions and adventurous in trying new things. They are likely to take note of an organisation's ethical and environmental credentials.

Public Sector

While the young people in Rental Hubs are more likely than most to say they would pay more for environmental goods or make lifestyle changes to benefit the environment, in reality their green credentials are limited. They are less likely than the norm to recycle, save on energy and water use or re-use items.

People in this group have a relatively low financial dependency on the state, apart from a few who access Job Seeker's Allowance.

Being young, they are in good health; there are more smokers among them than average, but most tend to be light smokers. They do tend to drink, but are not the most frequent drinkers and they try to keep in shape, being more likely than most to play sports.

The urban and student areas where they live have a far higher crime rate than average, with robberies twice as often reported here. People are more likely to have issues with anti-social behaviour, especially noisy neighbours and rowdy behaviour. However, Rental Hubs' fear of crime is in marked contrast to this; they worry less than the population in general about being a victim of crime.

Group L – Transient Renters

Transient Renters are single people who pay modest rents for low cost homes. Mainly younger people, they are highly transient, often living in a property for only a short length of time before moving on.

Core Features

Households in this Group are typically aged in their 20s and 30s and are either living alone or homesharing. Very few people are married and there are few children.

Properties are often older terraced properties, primarily rented from private landlords with a few social landlords. They include some of the lowest value houses of all, and with tenants moving on quickly and paying low rents, private landlords are often not inclined to invest in improvements.

Many work full-time, however their lower skilled jobs mean that incomes for Transient Renters are often limited. Others may be trying to improve their situation by studying for additional qualifications.

This Group are the most reliant on their mobile phones, saying they couldn't manage without them. They are the most prolific texters, and frequently check social networks and download music. They have the lowest use of landlines.

Public Sector

The generally young singles and homesharers in this Group have high levels of dependency on the state for support, in particular with benefits to help them find employment or to supplement their low incomes.

Levels of poor health are higher than average, and this Group contains the highest proportion of people who smoke. They enjoy a drink, although they are by no means the most regular drinkers. However, they are the least likely of all to follow health advice around eating enough fruit and vegetables. This Group is more likely to take part in sport than keep fit by other forms of exercise, although they are not especially active at either.

This is the least environmentally conscious Group of all, and with other challenges to face, comparatively little focus is given to helping the environment.

Crime is above average where Transient Renters live and they are one of the Groups most likely to experience issues with anti-social behaviour. As a result, the fear of crime within this Group is also higher than amongst the population in general.

Group M – Family Basics

Family Basics are families with children who have limited budgets and can struggle to make ends meet. Their homes are low cost and are often found in areas with fewer employment options.

Core Features

Typically aged in their 30s and 40s, Family Basics consists of families with school age children, whose finances can be overstretched due to limited opportunities, low incomes and the costs of raising their children. In addition to younger children, some families also

continue to support their adult offspring. While many households are headed by a couple providing two incomes, a small proportion are lone parent households.

Homes are typically low value and may be located on estates or in pockets of low cost housing in the suburbs of large cities and towns. They are usually three bedroom terraced or semi-detached houses, often dating from between the wars or from the 1950s and 1960s. Most people have lived in the area for many years.

A proportion of the working families have pushed themselves to buy their low cost homes, but more than half rent their home from social landlords.

Limited qualifications mean that people can struggle to compete in the jobs market, and rates of unemployment are above average. Employment is often in low wage routine and semi-routine jobs. As a result many families have the support of tax credits, but significant levels of financial stress still exist.

Families will take budget holidays to give the children an opportunity of getting away. Red top newspapers are popular sources of information.

They send a large number of texts every day and are keen social networkers.

Public Sector

Living on tight budgets, the often overstretched families in Family Basics depend on higher than average levels of financial assistance from the state. They are one of the most likely Groups to need to top up their incomes with Income Support.

With other priorities to focus on, this Group is one of the least likely to recycle or re-use items or particularly try to save energy or water. Their level of environmental knowledge is also lower than most.

The areas of low cost housing where Family Basics live have a crime rate that is just slightly higher than average, but these residents are more than twice as likely to feel that anti-social behaviour is a problem in their neighbourhood. Their fear of being a victim of crime is also higher than the norm and they are the Group with the least confidence in the police and in the Criminal Justice System.

Poor health is more common here than amongst the general population, with people more likely to smoke and less likely to follow a healthy diet, exercise or play sport to keep in shape. Parents in this Group do enjoy a drink, but do so less often than many others.

Group O – Municipal Challenge

Municipal Challenge are long-term social renters living in low-value multi-storey flats in urban locations, or small terraces on outlying estates. These are challenged neighbourhoods with limited employment options and correspondingly low household incomes.

Core Features

People in Municipal Challenge are typically of working age. There are some families with children, but most are singles.

Many have been renting their flats for a number of years. These are often multi-storey or high-rise blocks built from the 1960s onwards. Those in houses on estates have been settled there for a long time.

These neighbourhoods suffer from high levels of unemployment, and incomes can be particularly low. Those in work tend to be in manual or low level service jobs. People are the most likely to be finding it difficult to cope on their incomes and they often receive benefits.

Municipal Challenge contains the highest proportion of people without a current account. They have a low take up of financial products but may use short term finance occasionally. Given their income and urban location, car ownership is very low.

Generally, ownership of technology is not high, but mobile phones are important and are the preferred means of contact. On average they spend more time watching television than they do on the internet and they prefer making purchases in local shops than buying online.

Public Sector

Living in areas of high levels of unemployment and with low incomes, Municipal Challenge are in need of a high degree of financial assistance from the state. They are the most likely Group to access Job Seeker's Allowance, Income Support and benefits related to disability and incapacity.

Some have health issues, and levels of poor health are only higher among the very elderly. Significantly more people than average smoke and Municipal Challenge are the most likely – over two and a half times as likely in fact – to be heavy smokers. While they drink less than average, they also have amongst the lowest levels of exercise and fewer than average follow a healthy diet.

They live in areas where the level of crime is high, although not always the very highest. Common crimes are across the board, from public disorder through to robbery and violent crime. Municipal Challenge are the most likely to think crime and anti-social behaviour has increased a lot and is a big problem in their neighbourhood. They are also the most likely to be worried about being a victim of crime.

The environment and trying to be green is not really a concern for this Group.

Report No.
ED17043

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: EDUCATION SELECT COMMITTEE

Date: Thursday 23 March 2017

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

Title: NEET UPDATE

Contact Officer: Linda King, Youth Support Programme Manager
Tel: 020 8466 3098 E-mail: Linda.king@bromley.gov.uk

Chief Officer: Director of Education Jane Bailey

Ward: (All Wards);

1. Reason for report

On 8 March 2016 Members of the Education Policy Development and Scrutiny Committee (Education PDS Committee) received a report (Report ED 16017) on Young People Not in Education, Employment or Training (NEET).

This report provides an update on the Boroughs performance relating to the provision of support for young people who are NEET or at risk of becoming NEET and the strategies to increase the participation of young people in EET.

2. **RECOMMENDATION(S)**

The Members of the Education Select Committee are asked to consider and comment on the content of this report.

Impact on Vulnerable Adults and Children

1. Summary of Impact: Enabling vulnerable young people to access employment, education or training. Given their increased level of need, these young people are at a greater risk of not making a successful transition to EET.
-

Corporate Policy

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

Financial

1. Cost of proposal: No Cost:
 2. Ongoing costs: Not Applicable:
 3. Budget head/performance centre: Bromley Youth Support Programme
 4. Total current budget for this head: £ 585,610
 5. Source of funding: ECHS approved budget for 2016/17
-

Personnel

1. Number of staff (current and additional): 64
 2. If from existing staff resources, number of staff hours: 64 people representing a 16.85 FTE
-

Legal

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

Procurement

1. Summary of Procurement Implications: None
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): Approximately 6731 young people (this reflects the January 2017 academic age 16 – 17 year old cohort on the Client Case Load Information System).
-

Ward Councillor Views

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

3. COMMENTARY

The Education and Skills Act 2008 introduced a duty on all young people to participate in education, employment or training (EET) until their 18th birthday. This was implemented in two phases. From September 2013, young people were required to continue in education or training until the end of the academic year in which they turn 17. From 2015, they are required to continue until their 18th birthday.

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

- full-time education, such as school, college or home education
- work-based learning with training, such as an apprenticeship
- employment, self-employment or volunteering with accredited training

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

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

These complement existing duties to:

- secure sufficient suitable education and training provision for all 16-19 year olds;
- have processes in place to deliver the September Guarantee (the offer, by the end of September of a suitable place in learning to young people academic age Yr 11 and Yr 12)
- track young people's participation

From September 2016 the Department for Education (DfE) have changed the tracking requirements on local authorities. Local authorities are required to track young people who have reached the compulsory school leaving age, up to the end of the academic year in which they have their 18th birthday i.e. academic age 16 (Yr 12) and academic age 17 (Yr 13). Local authorities are no longer required to routinely track young people of academic age 18 (Yr 14). However, DfE expects local authorities to:

- Continue to meet all their obligations under the Education and Skills Act 2008 as they relate to young people and young adults with a current education, health and care plan.
- Introduce locally designed procedures to identify those academic age 18 yr olds (Yr 14) who need support to engage with education or find work and who aren't already receiving support from Jobcentre Plus.
- Intensify efforts to ensure all academic age 16 and 17 year olds are tracked efficiently to reduce the proportion whose activity is recorded as not known and to increase the proportion participating in EET after leaving school.

Bromley Youth Support Programme (BYSP) takes the lead role in delivering these duties. In September 2015 BYSP was restructured resulting in a reduction in targeted support staffing, a change in delivery methods and the development of key partnerships. The restructure also brought the Bromley Education Business Partnership (BEBP) under the wider remit of the BYSP, enabling greater coherence in the planning of provision for young people who are NEET or at risk of becoming NEET.

Summary of NEET, Not Known and Participation Performance (February 2016 – January 2017)

The participation of young people in EET is recorded on a national database called the Client Case Load Information System (CCIS). The contracted South London CCIS Service manages this on behalf of Bromley, Kingston, Merton Richmond and Sutton. On a monthly basis, statistical returns on the number of young people who are NEET and the number of young people whose participation status in 'Not Known' are made to DfE.

Alongside the change in tracking requirements the DfE has also introduced a new combined NEET and Not known headline performance indicator. This measure is calculated by adding the proportion of young people academic age 16 & 17 recorded as NEET to the proportion of those whose activity is recorded as 'Not Known', taking an average of November, December and January. This new headline performance indicator will feature in the NEET and Not Known scorecard to be published annually in June. Bromley performance is outlined in table 1.

Table 1: Bromley 3 month NEET and Not Known averages for 2016-17 (the period November to January 2017) for young people academic age 16 & 17

	3 Month Average 2015/16		3 Month Average 2016/17	
	Total no.	Percentage	Total No.	Percentage
NEET	123	1.8%	112	1.7%
Not Known	236	3.5%	119	1.8%
NEET & Not Known Combined	359	5.3%	231	3.4%

The figures for 2016/17 show an improvement in performance against 2015/16 on both the NEET and the Not Known. The average NEET figure has gone down from 1.8% to 1.7% and the average Not known figure has reduced significantly from 3.5% to 1.8%. The combined NEET and Not known figure for Bromley has reduced from 5.3% to 3.4%.

At the time of writing this report the statistical neighbour performance data for the combined NEET and Not known 3 month average is unavailable, however the data for the boroughs in the South London CCIS region is outlined in table 2. The figures highlight that Bromley has achieved the lowest Combined NEET & Not Known figure out of all the local authorities in the South London region.

Table 2: Local Authorities in South London CCIS Region NEET & Not Known 3 Month Average 2016/2017 for young people academic age 16 & 17

	Bromley	Kingston	Merton	Richmond	Sutton
NEET	1.7%	1.9%	1.5%	1.9%	1.1%
Not Known	1.8%	1.9%	3.3%	2.8%	5.0%
Combined NEET & Not known	3.4%	3.8%	4.8%	4.6%	6.1%

Analysis of the Academic Age 16 & 17 NEET and Not Known groups in January 2017

The academic age 16-17yr old NEET group is made up of young people who are not participating in EET but who are available to the labour market and also those young people who are not currently available to the labour market (for example because of illness, caring responsibilities, pregnancy or parenting responsibilities). The cohort is based on residency rather than place of education or training.

The total academic age 16-17yr old cohort for January 2017 was 6731. Of this cohort 101 (1.5%) young people were recorded as NEET compared to 125 (1.8%) of young people in January 2016. Similarly in January 2017 there were 90 (1.3%) young people whose participation status was 'Not Known' compared to 192 (2.8%) of young people in January 2016.

Statistical neighbour comparisons also indicate that Bromley's January 2017 NEET performance of 1.5% for academic age 16-17 yr olds is significantly better than the average statistical neighbour performance of 2.5% and Bromley's January 2017 Not Known figure of 1.3% is significantly better than the average statistical neighbour performance of 2.4%.

Detailed analysis of the academic age 16-17 NEET group in January 2017 highlights the following:

- The majority (77%) of the academic age 16-17 NEET group were young people academic age 17yrs (Yr 13)
- There are more males within the NEET Group than females with totals of 60 (59.4%) and 41 (40.6%) respectively.
- 72 (71.3%) of young people within the NEET had a recorded ethnicity of White.
- 22.8% (23) of the total young people within the NEET group were unavailable to the labour market. Young people who were teenage parents and young people who had an illness made up the largest proportion of the unavailable group in January 2017 with 8 (34.8%) and 14 (60.9%) young people respectively.
- 15 young people joined the NEET group and 22 left the NEET group in January 2017, with 13 going into employment, 6 going into education, 2 into work preparation courses and 1 moved away.
- The Bromley wards of Mottingham and Chislehurst North and Cray Valley West had the highest number of young people in the NEET group, with 16 (12.7%) and 15 (11.9%) of the total NEET respectively.
- Of the academic age 16 -17yr old NEET group recorded on CCIS in January 2017:
 - 9.9% (10) were SEND
 - 8.9% (9) were teenage mothers
 - 9.9% (10) supervised by Youth Offending Service (YOS)
 - 2.0% (2) were pregnant
 - 3.0% (3) were Children Looked After (CLA)
 - 2.0% (2) were care leavers
 - 2.0% (2) young carers
 - 1.0% (1) refugee/Asylum Seeker

Detailed analysis of the academic age 16-17 'Not Known' group in January 2017 highlights the following:

- Young people academic age 17 (Yr 13) were the largest group within the Not Known with 65 (72%) young people.
- The Bromley wards of Penge and Cator and Cray Valley East had the highest number of young people whose participation status is 'Not Known' with 14.3% (21) and 9.5% (14) respectively.
- 16 young people had no valid address or post code recorded.

Please see **Appendix 1** for Bromley NEET and Not Known Analysis January 2017.

In addition to reporting on the NEET and Not Known the DfE also uses a variety of formulas to measure young people's participation in EET. The 'Meeting the Duty to Participate' Formula has been developed by DfE to measure performance following the introduction of the RPA legislation. Local Authority performance using this formula is published on a monthly basis.

This formula counts young people in:

- Full time Education
- Training activities
- Full time Employment with Accredited Training (including Apprenticeship)
- Custodial Sentence
- Gap year

This formula does not take into account young people engaged in part-time education or employment, temporary employment or employment without accredited training.

In January 2017 a total of 6411 (95.2%) Bromley young people academic age 16-17 were participating in a full time activity. Of these:

5965 (88.6%) are in full time education
 327 (4.9%) are in full time apprenticeship
 60 (0.9%) are in, full time employment with training
 33 (0.5%) are in full time training
 26 (0.4%) Re engagement provision or NEET start dated agreed

A total of 320 (4.8%) young people within the 16-17 academic age groups were not participating in a full time activity. Of these:

101 (1.5%) are NEET
 90 (1.3%) participation status is Not Known
 76 (1.1%) are in employment without training
 53 (0.8%) are in part time activities

The participation levels for young people of academic age 16 and 17 show an increase in January 2017 compared to January 2016.

	Academic Age 16	Academic Age 17
January 2016	95.5%	91.0%
January 2017	97.5%	93.0%

Please see **Appendix 2** for Bromley Participation Report (January 2017)

The DfE also publishes local authority performance data on the **September Guarantee** and the **Yr 11 Activity Survey**.

Under the September Guarantee all young people academic age Years 11 and 12 are entitled to the offer of a place in education or training at the end of their academic year. The Year 11 cohort is based on those attending the boroughs educational establishments (irrespective of residency). For Year 12 the Guarantee is based on residency (irrespective of establishments attended). The borough improved on both its Year 11 and Year 12 September Guarantee performance from last year. 99.2% (3295) of Year 11 and 94.9% (3121) of Year 12 received an offer of education or training to start by October 2016 compared to last year's figures of 98.9% and 91.6% respectively. The combined Year 11 and Year 12 September Guarantee performance figures show that 97% of young people in Bromley had offers compared to a London average of 95.3% and an England average of 94.5%.

The Activity Survey reflects the activity of those who completed Year 11 in June 2016. It is based on attendance at a Bromley educational establishment, irrespective of residency. The borough improved on its performance from last year with 98% of young people meeting the duty to participate by the end of January 2017 as opposed to 97.4% last year. This also compares favourably with the boroughs of Kingston, Merton, Richmond and Sutton which were 97.3%, 97.5%, 97.6% and 98.4% respectively.

Increasing Participation in EET in Bromley

The following activities contribute to this agenda:

A) Tracking processes to identify and support young people's participation in EET

The Education and Skills Act 2008 introduced a duty on Local Authorities to make arrangements to identify young people not participating in education employment or training. The Act also places a duty on education providers to share information with the Local Authority about student participation.

Bromley Youth Support Programme (BYSP) works alongside the contracted South London CCIS Service to provide a tracking service responsible for confirming the destination of all young people between the ages of 16 and 18 in Bromley. A tracking schedule has been established with local schools and colleges whereby the LA receives data confirming which young people are on school/college role and any information that the school/college has relating to the destinations of their leavers. The South London CCIS Service also works with CCIS Services across London and in neighbouring counties to access enrolment information from out borough schools and colleges. Client data files are also obtained from The Skills Funding Agency and the National Apprenticeship Service.

However, the changes to the tracking requirements introduced by DfE from September 2016, creates significant challenges. The relaxing of the requirement to track academic age 18 (Yr 14) is accompanied by an expectation that local authorities will reduce the number of academic age 16 and 17 year olds whose activity is recorded as 'Not Known' and to increase the proportion participating in EET. As detailed previously, the Bromley Youth Support Programme has achieved a reduction in the 3 month average NEET and Not Known figures for January 2017 compared to January 2016 and an increase in the numbers participating in EET.

The improvements are a result of more strategic approach to data collection, data sharing and data management. This approach alongside the standard tracking practices using email/mail shots and telephone tracking rotas, BYSP has focused on improving the client data exchange with a wider range of services such as Tackling Troubled Families Team, Education

Welfare, Children's Social Care, Youth Offending Service, Home Tuition, Elected Home Educated teams and with key pastoral staff in schools. The service has also engaged in a more forensic analysis of individual records e.g. trawling databases for possible sibling records.

In Bromley the numbers of academic age 16-17 year olds in the NEET and Not known cohorts are low. A high proportion of young people remaining in these cohorts have entrenched and significant barriers to accessing EET and are unresponsive to the support offered. In addition, the improved networking with services supporting vulnerable clients has uncovered some young people who hitherto have not been captured within the CCIS database, many of whom have significant barriers to progression. To achieve a significant statistical improvement on the levels of Not Known and NEET has been a challenge this year and will pose an even greater challenge in subsequent years.

DfE have also made it clear that the changes to the tracking requirements are not a change in the law. The Education and Skills Act 2008 still requires local authorities to provide services, as they consider appropriate, to assist young people below the age of 20 to access EET. There is an expectation that local authorities will introduce locally designed procedures to identify those academic age 18 yr olds (Year 14) who need support and who aren't already receiving support from Jobcentre Plus. Work is now under way to identify the number of young people academic age 18 in key vulnerable group cohorts and to identify the level of support that can be provided within the resources available. The following client groups are being explored:

- Yr 14 NEET already recorded on CCIS database prior to the tracking changes
- Early yr 14 leavers from education - notified by colleges
- ESF project participants
- SEN (up to age 25)
- Case loaded YOS/probation, Care Leavers and CLA
- Young people in the Tackling Troubled Families cohort
- Homeless young people
- Young people with substance misuse issues
- Asylum Seekers/Refugees
- Self-referral cases

B) Support for Young people who are NEET or at risk of NEET to access EET

Bromley Youth Support Programme (BYSP)

Bromley Youth Support programme offers (via a combination of directly delivered and commissioned activity) an accessible programme designed to meet the needs of young people for somewhere safe to socialise and activities that will inspire, inform, motivate and generally support their personal development. In addition BYSP offers a programme of mainly one-to-one and occasional group work support to identified 'vulnerable' young people who are NEET or at risk of becoming NEET.

Each week BYSP provides 4 Information, Advice and Guidance drop-in sessions across the borough for young people who are NEET or at risk of becoming NEET. These are delivered at the West Hub (Streetwise), the East Hub (The Link) and 2 are delivered at Job Centre Plus in central Bromley. From 1 February 2016 to 31 January 2017 a total of 228 young people attended these sessions, receiving generic information and advice on range of welfare and employment, education and training issues.

BYSP Vulnerable NEET co-ordinators are case loaded with young people who are NEET or at risk of NEET. Caseload referrals are generated via the drop-in sessions, on-going tracking activity and from key partners and key multi agency meetings. In addition the BYSP has allocated a Vulnerable NEET Co-ordinator to work with Looked After young people and a Vulnerable NEET Co-ordinator to work with young people known to the Youth Offending Service (YOS).

BYSP are working as delivery partners for Prospects European Social Investment Fund Career and Learning Mentor (CALM) programme, which is enabling us to lever in additional part time staffing hours to work with 80 young people over a two year period by offering them regular and sustained support to progress to EET.

From 1 February 2016 to 31 January 2017 BYSP has had 14,386 contacts with 3768 young people of which 2582 received individual support.

Bromley Education Business Partnership (BEBP)

Bromley Education Business Partnership (Bromley EBP), part of the London Borough of Bromley's Youth Support Programme, signposts and supports young people so they can achieve more from their future working lives. BEBP promotes and organises a wide range of activities that inspire young people. Through real-life contact with professionals from the world of work, young people are helped to explore and understand future career choices.

Work Experience

Bromley EBP provides a package of services to its network members including secondary schools from other boroughs. The team have over 20 years experience of engaging employers to organise and support work placements and provide a range of services including:

- SkillsXtra – a sold service offered to schools and other agencies which provides young people with an extended work experience placement with an employer (1 or 2 days per week). Aimed at pre-16 and post 16 students who are NEET or vulnerable.
- A range of placements for young people (15/16 years old) within Council departments for those at a Bromley school or those who reside in the Borough. 35 successful placements were facilitated in 2015/16.

Bromley Mentoring Initiative

Bromley EBP has a team of fully trained mentors who are DBS cleared, available to meet with young people. Mentors support young people by listening, discussing relevant issues, exploring problems, helping with planning, giving an awareness of the world of work and 'just being there'. The Initiative has been established since 1999 and holds Mentoring & Befriending Foundation Approved Provider status.

The current programme funded through MOPAC; there is a group of over 100 volunteers who provide support for:

- children looked after/care leavers
- young offenders
- those attending a pupil referral unit
- young people who are disengaged, disaffected and have low self-esteem.

Bromley Youth Employment Scheme

Using Member Initiative Funding, Bromley EBP has been delivering the Bromley Youth Employment Scheme to help tackle local youth unemployment since September 2014. The project has worked with over 115 young people to help them find sustainable work in a range of sectors including apprenticeship opportunities.

The project has provided work experience placements for Children Looked After to help them access the workplace and improve their employability prospects. 25 successful work placements on employer premises were supported during the period 2015/17.

As part of the development of Bromley Youth Employment Scheme, the BEBP has developed a package of work-related learning opportunities specifically aimed to meet the needs and support the reduction of boundaries of a broader group of vulnerable young people.

Other strands of the programme include strong partnerships with local and national employers, Job Centre Plus and Community Links.

In addition, a series of employability 'Next Step' events have been held to help improve employability prospects for young people (aged 17/18) from local schools who are not intending to go onto university once they complete sixth form studies. Data collected from over 900 young people attending these events is used to help support them and assist with tracking those who are NEET or 'not known'.

4. IMPACT ON VULNERABLE ADULTS AND CHILDREN

BYSP support for Children Looked After (CLA)/ Leaving Care young people who are NEET or at risk of NEET

BYSP has allocated a 0.6FTE Vulnerable NEET Coordinator to the CLA/Leaving Care Teams. Their role is to provide support to all young people in school year 11 and over who are NEET or at risk of NEET to look at options, facilitate progression to EET and minimise the risk of drop-out. The NEET coordinator also works to quality assure the data that is held on the different IT systems that the council uses to ensure data on CLA/Leaving Care young people's EET status is recorded accurately.

The BYSP Manager and the Vulnerable NEET Co-ordinator (CLA) work with key managers in CLA, Leaving Care and the Virtual Head to scrutinise participation levels and to identify the support needs of CLA and Leaving Care young people who are at risk of becoming or who are NEET.

As of 31 January 2017 the total number of academic age 16- 17 CLA was 25 of which 21 were in EET and the total number of academic age 16-17 care leavers was 20 of which 18 were in EET.

CLA young people face multiple barriers to participation in EET. For a young person living independently, managing issues such as accommodation (independent, supported or temporary), budgeting and food planning often takes priority over active engagement in EET. For many the issues that led them to becoming CLA are complex and have an impact on education attainment and subsequent ability to engage in EET. In some cases the young person may also be facing additional challenges such as teenage pregnancy, domestic violence or drug and alcohol issues. It is therefore important that the support is consistent to maintain motivation and momentum and flexible e.g. be able to re-arrange EET appointments quickly if necessary.

Case Study to highlight the support offered by BYSP to young people who are CLA/Leaving Care

This case study is a female care leaver who has been in the care for a number of years; and whose case is now on the verge of closure. She is currently living in her own accommodation after successfully bidding on a property.

Support provided by BYSP Vulnerable NEET Co-ordinator (CLA / Leaving Care):

- Arrangements were made for the young woman to attend an external provider for work experience, Drive Forward Foundation.
- Regular meetings were arranged with the young woman to explore training and employment opportunities and make relevant applications, adjustments were made to her CV, ensuring all training and employment was recorded..
- During appointments interviews skills and practice were given to build confidence.
- Referrals made to the housing association; Affinity Sutton, giving support to gain an apprenticeship.
- A second referral was made to Drive Forward after she lost her job, as well as regular appointments to discuss issues she had experienced.
- Continued contact to ensure updates regarding this young woman and her current status are recorded.

Outcome

- The young woman gained work experience with Saatchi & Saatchi which was very successful, and was given a glowing reference.
- Was invited to become an ambassador with Drive Forward as she had attended several workshops and had made substantial improvement in her confidence and self esteem
- She successfully gained an interview with Premier Inn which resulted in gaining a full time position.
- Young woman lost her job after a few months, which she took responsibility for; a referral was sent again to Drive forward which she was very keen to take up.
- Currently she is attending college 4 days per week, at City Gate College, this was through Drive Forward and her attending various workshops.
- She has also had an interview for a new job.

BYSP support for young people with the Youth Offending Service (YOS) who are NEET or at risk of NEET

BYSP has allocated a 0.6 FTE Vulnerable NEET Coordinator to the Youth Offending Service. Their role is to:

- To monitor the ETE destination of all 16+ young people serving a Court Order and update both IYSS and Child View databases.
- Provide IAG and intensive support to all 16+ vulnerable NEETs presenting complex needs (including Y11s in transition to), to help their progression into Further Education, Employment and Training.
- Work in partnership with YOS case managers, specialist professionals and relevant organisations (employers, training providers and local colleges) to provide coordinated support to young people and broker opportunities for their development.

As of 31 January 2017 the total number of young people academic age 16- 17 with the YOS was 39 of which 29 were in EET.

Case Study to highlight the support offered by BYSP to young people with the Youth offending Service (YOS) who are NEET or at risk of NEET

This case study is a young female with a background related to the travelling community and a history of social isolation. At the time of the referral, she was 16 and had just started a 9 month Youth Rehabilitation Order at Bromley YOS. She had stopped attending school at the end of year 9, when mum made the decision to home educate her (Elective Home Education); she did not sit any exams at the end of year 11 and arrived at the YOS without formal qualifications.

At the beginning of her contact with the YOS she presented as demotivated, reluctant to consider any training opportunities and with unrealistic careers expectations.

Support provided by the Vulnerable NEET coordinator (YOS):

The client was offered intensive support into ETE through regular appointments at the YOS, during which the following areas were addressed:

- Explored strengths and interests and offered general IAG to raise awareness on importance of training and steps needed to achieve career goals.
- Worked on motivation, confidence and self-esteem.
- Identified relevant training opportunities and providers able to meet her learning needs.
- Helped with college applications and preparation for interviews.
- Made referrals and arranged interviews with local training providers
- Supported her with CV writing and job searches.
- Monitored progress through follow up activities (regular liaison with training provider and YOS Case manager).

Outcomes:

- The client has recognised the importance of accessing training opportunities to increase her chances of securing employment.
- As a result of a referral to a local training provider, she is now on course to successfully complete an NVQ Level 1 in Customer Service; she is also working towards her Maths and English GCSEs and her attendance is 95%.
- The client managed to secure a part time job in a restaurant, which is giving her financial independence, relevant customer service experience and the opportunity to develop other transferable skills.
- The client has successfully completed her Youth Rehabilitation Order and continues to keep in contact with BYSP for further support into employment. Her long term ambition is to secure an apprenticeship within an office environment.

Support for Young People with LDD who are at risk of NEET

Under the new SEND reforms, the local authority is continuing to develop its local offer to support young people who are at risk of NEET. The Bromley SEN department have strong partnership working with a range of services, including Youth Offending Service, Youth Support Programme, Disabled Children Team and The Virtual School.

The local authority also has close working relationships with schools and colleges and is able to provide focused support for young people where a placement is at risk. Across services,

the local authority identifies provision and projects that arise from grant funding to maximise what is available for young people, such as ESF funded programmes.

The local authority works closely with Bromley College to stagger intake times across the academic year and has good links where possible with the college's inclusion team. The college are experienced in supporting young people across a wide range of SEND and have developed their curriculum so that they are able to support young people with more complex needs.

The local authority also has a Preparing for Adulthood (PfA) team, who work with young people and their families in special schools with more complex needs. The PfA team also provide more focused information, advice and support. In addition, a PfA Coordinator is allocated to the Bromley Youth Offending Service to support young people with SEND involved in the youth justice system to get back into education.

5. POLICY IMPLICATIONS

The activities contained within this report are in line with the priorities for 'Building a Better Bromley'.

6. FINANCIAL IMPLICATIONS

There are no direct financial implications arising from this report.

7. PERSONNEL IMPLICATIONS

There are no personnel implications arising from this report.

8. LEGAL IMPLICATIONS

There are no legal implications arising from this report.

9. PROCUREMENT IMPLICATIONS

There are no procurement implications arising from this report.

Non-Applicable Sections:	[List non-applicable sections here]
Background Documents: (Access via Contact Officer)	ED 16017 Young People Not in Education, Employment or Training (NEET) and Strategies for Increasing Participation -March 2016

South London CCIS Service

Local Authority Cohort Report January 2017

NEET, Not Known & Participation

London Borough of Bromley

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

This report contains the monthly Local Authority performance for 16 & 17 (Years 12 & 13) NEET, Not Known and Participation data.

REPORT HEADLINES

Page 79

Cohort		
Age Group	Total	%
16	3314	49.2%
17	3417	50.8%
Total	6731	100%

2016/17

NEET		
Age Group	Total	%
16	25	0.8%
17	76	2.2%
Total	101	1.5%

NEET Reporting
Pages 3 - 7

Not Known		
Age Group	Total	%
16	25	0.8%
17	65	1.9%
Total	90	1.3%

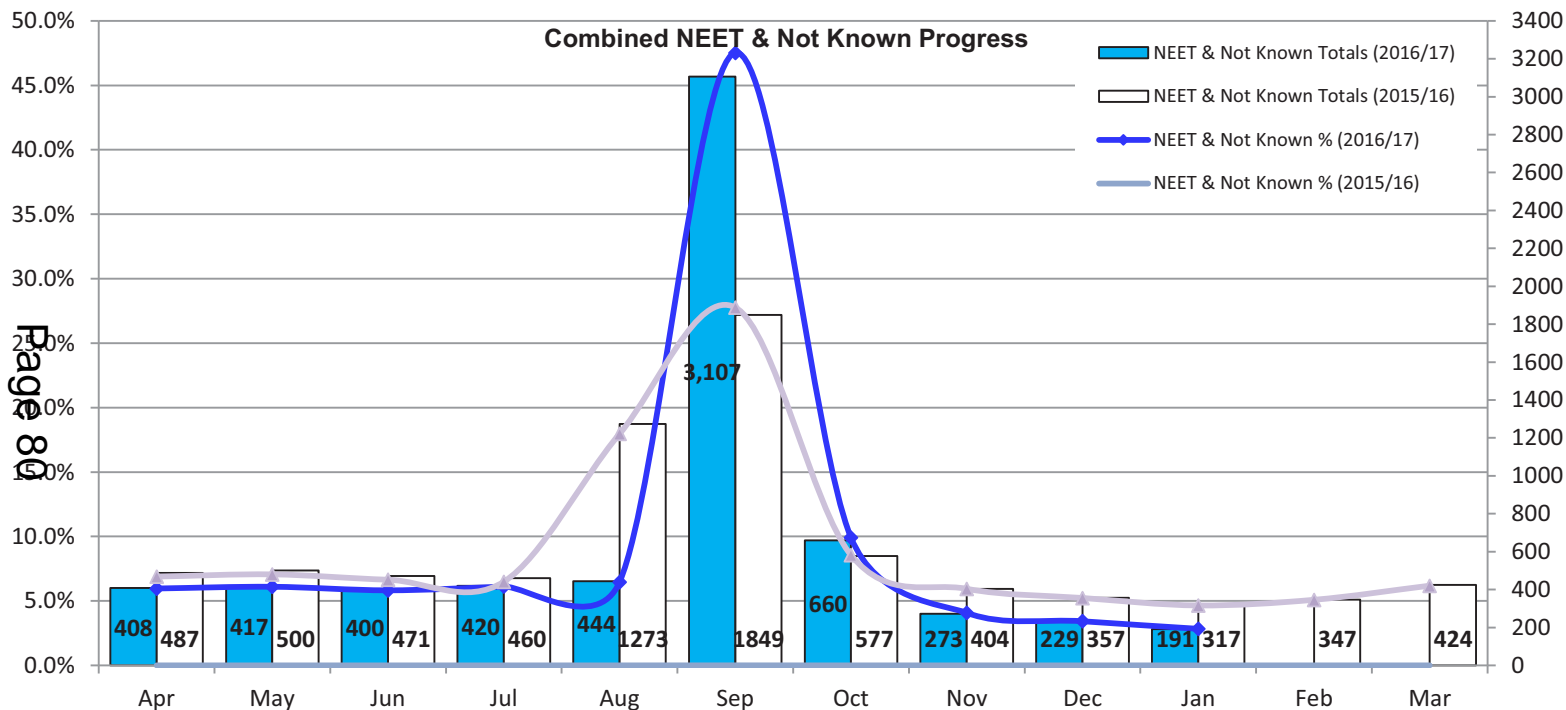
Not Known Reporting
Pages 8 - 11

Participation		
Age Group	Total	%
16	3230	97.5%
17	3179	93.0%
Total	6409	95.2%

Participation Reporting
Pages 12 - 13

Academic Age 16-17 Combined NEET & Not Known (School Year 12 & 13)

NEET & Not Known	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
NEET & Not Known % (2016/17)	6.0%	6.1%	5.8%	6.1%	6.5%	47.5%	9.9%	4.1%	3.4%	2.8%		
Monthly Change	-0.2%	0.1%	-0.3%	0.3%	0.4%	41.1%	-37.6%	-5.8%	-0.7%	-0.6%		
NEET Totals (2016/17)	161	158	173	182	191	106	123	126	108	101		
Not Known Totals (2016/17)	247	259	227	238	253	3001	537	147	121	90		
NEET & Not Known Totals (2016/17)	408	417	400	420	444	3107	660	273	229	191		
NEET & Not Known % (2015/16)	6.9%	7.1%	6.6%	6.5%	18.0%	27.8%	8.6%	5.9%	5.2%	4.7%	5.1%	6.2%
NEET & Not Known Totals (2015/16)	487	500	471	460	1273	1849	577	404	357	317	347	424
Yearly Change %	-0.6%	-0.4%	-0.2%	-0.3%	-11.5%	19.8%	1.4%	-1.9%	-1.8%	-1.8%		



There are currently 191 young people within London Borough of Bromley's 16-17 academic age cohort who are recorded as either being part of the NEET or Not Known groups.

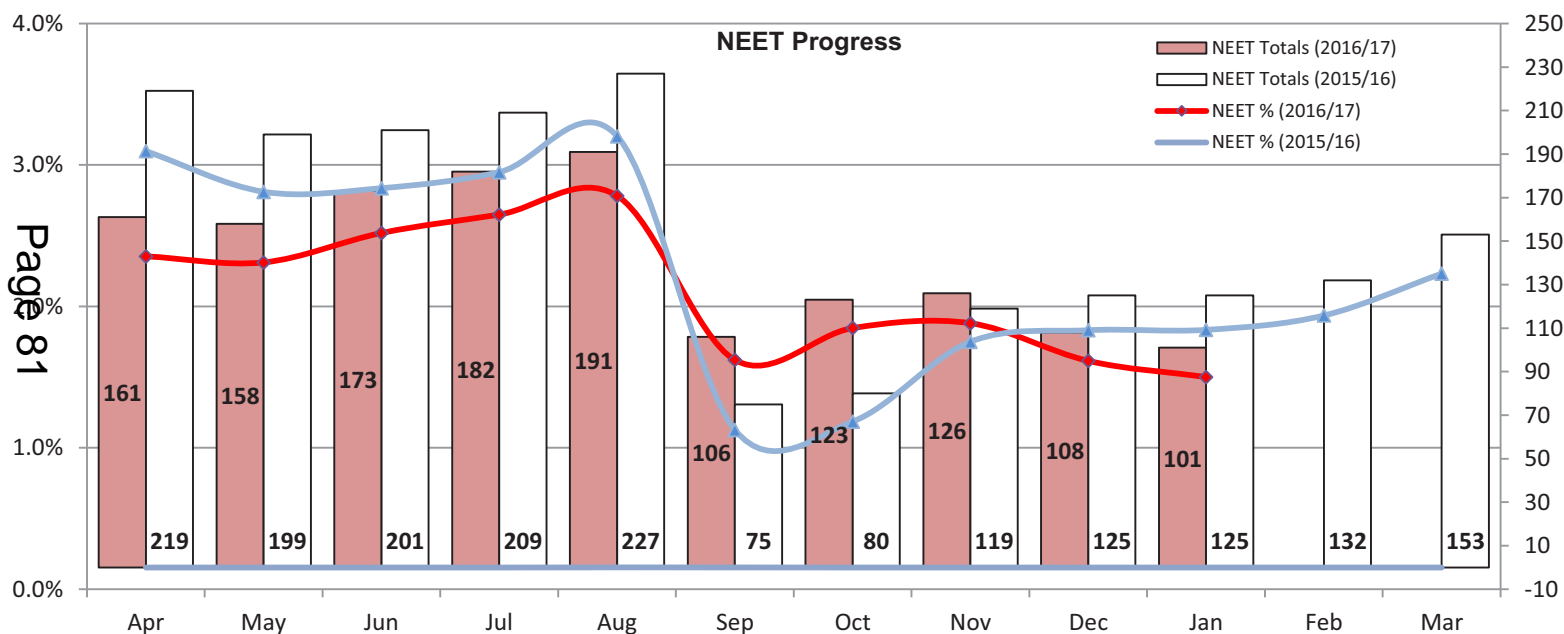
The monthly combined NEET and Not Known percentage for the London Borough of Bromley is 2.8%. This is a change of -0.6% on the previous month's performance.

Overall 47.1% of the total combined NEET and Not Known group are currently from Not Known activities, with the NEET group making up 52.9%.

When compared with national benchmarking the London Borough of Bromley would be within performance Quintile 1 (Ranking 10/150)

Academic Age 16-17 NEET (School Year 12 & 13)

NEET Progress	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
NEET % (2016/17)	2.4%	2.3%	2.5%	2.6%	2.8%	1.6%	1.8%	1.9%	1.6%	1.5%	1.5%	1.5%
Monthly Change	0.1%	0.0%	0.2%	0.1%	0.1%	-1.2%	0.2%	0.0%	-0.3%	-0.1%		
NEET Totals (2016/17)	161	158	173	182	191	106	123	126	108	101		
Year 12 Totals (2016/17)	62	61	69	72	81	28	33	31	24	25		
Year 12 % (2016/17)	1.8%	1.8%	2.0%	2.1%	2.4%	0.9%	1.0%	0.9%	0.7%	0.8%		
Year 13 Totals (2016/17)	99	97	104	110	110	78	90	95	84	76		
Year 13 % (2016/17)	2.9%	2.8%	3.0%	3.2%	3.2%	2.3%	2.6%	2.8%	2.5%	2.2%		
NEET % (2015/16)	3.1%	2.8%	2.8%	2.9%	3.2%	1.1%	1.2%	1.8%	1.8%	1.8%	1.9%	2.2%
NEET Totals (2015/16)	219	199	201	209	227	75	80	119	125	125	132	153
Yearly Change %	-0.7%	-0.5%	-0.3%	-0.3%	-0.4%	0.5%	0.7%	0.1%	-0.2%	-0.3%		



There are currently 101 young people within London Borough of Bromley's 16-17 academic age NEET group.

The monthly NEET percentage for the London Borough of Bromley is 1.5%. This is a change of -0.1% on the previous month's performance.

The largest proportion of the 16-17 academic age NEET group are from the Year 13 age group with 75.2% of the total NEET group at 76 young people.

When compared with national benchmarking the London Borough of Bromley would be within performance Quintile 1 (Ranking 18/150)

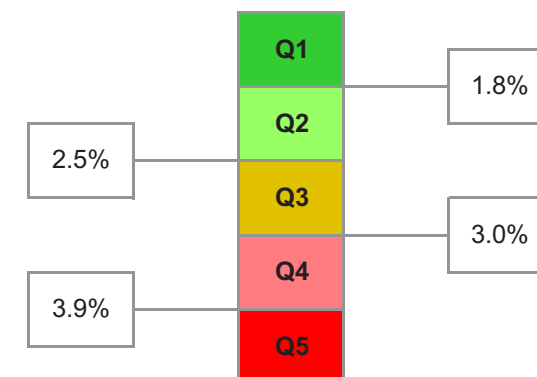
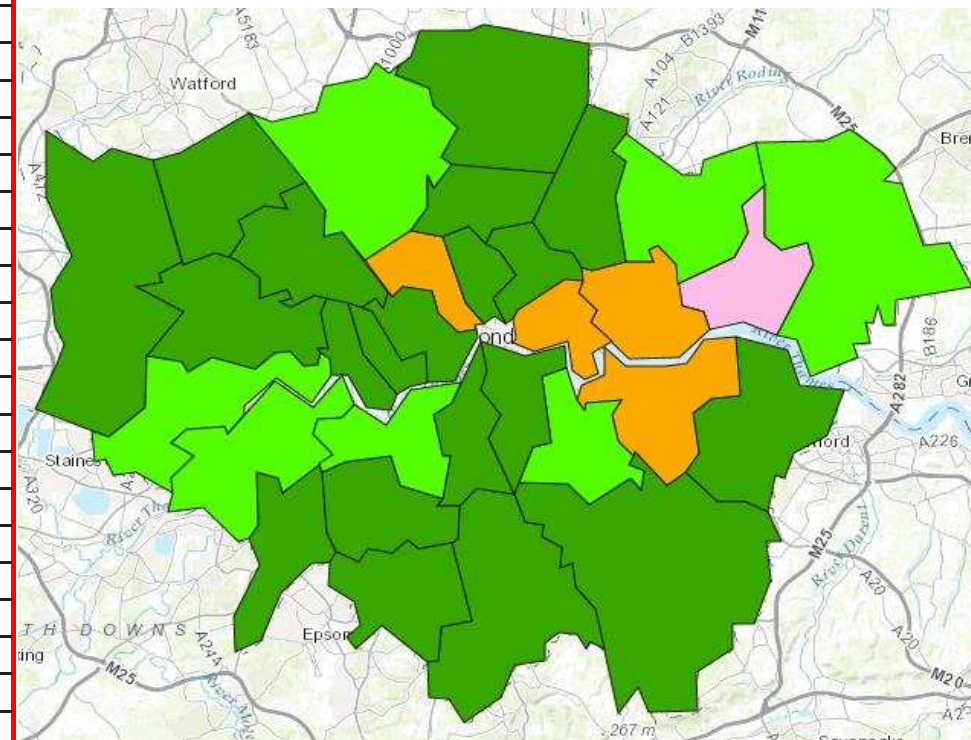
NEET Report (Not in Education Employment or Training)

London Borough of Bromley

Academic Age 16-17 NEET (School Year 12 & 13)

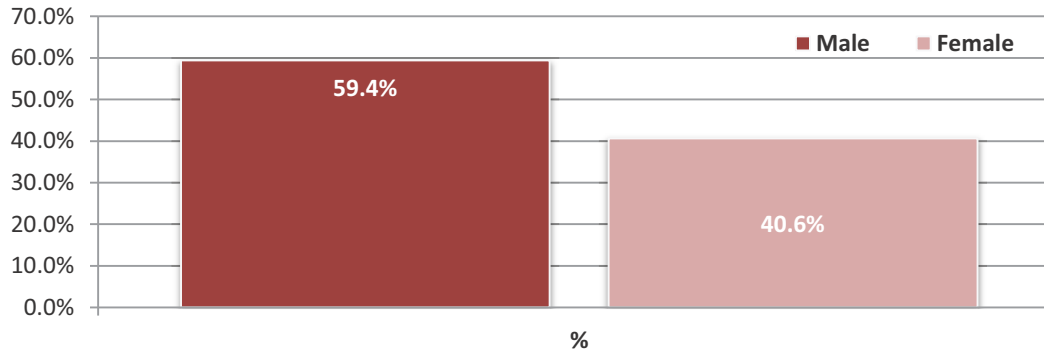
Map Source: ESRI, ONS Geography

	Nov-16	Dec-16	Jan-17	Quintile	Rank
ENGLAND	2.6%	2.7%	2.8%		
LONDON	1.8%	1.8%	1.8%		
Barking & Dagenham	3.4%	3.8%	3.3%	Q4	100
Barnet	1.8%	1.8%	1.8%	Q2	32
Bexley	2.0%	2.0%	1.6%	Q1	23
Brent	1.7%	1.6%	1.5%	Q1	17
Bromley	1.9%	1.6%	1.5%	Q1	18
Camden	2.5%	2.7%	2.7%	Q3	70
Croydon	0.9%	1.1%	1.3%	Q1	9
Ealing	1.5%	1.5%	1.4%	Q1	14
Enfield	1.2%	1.2%	1.6%	Q1	19
Greenwich	3.5%	3.6%	2.5%	Q3	62
Hackney	1.0%	1.3%	1.4%	Q1	10
Hammersmith & Fulham	1.7%	1.7%	1.6%	Q1	21
Haringey	0.8%	1.0%	1.7%	Q1	29
Harrow	1.3%	1.2%	1.1%	Q1	4
Havering	2.9%	2.4%	2.1%	Q2	43
Hillingdon	1.6%	1.3%	1.4%	Q1	13
Hounslow	2.1%	2.1%	1.9%	Q2	36
Islington	1.1%	1.0%	1.0%	Q1	2
Kensington & Chelsea	1.1%	1.3%	1.3%	Q1	7
Kingston	1.9%	2.5%	1.3%	Q1	6
Lambeth	0.6%	0.8%	1.4%	Q1	11
Lewisham	1.9%	2.1%	2.3%	Q2	51
Merton	1.4%	1.7%	1.5%	Q1	15
Newham	2.5%	2.7%	2.8%	Q3	77
Redbridge	2.0%	2.0%	2.0%	Q2	37
Richmond	1.7%	2.0%	1.9%	Q2	34
Southwark	1.3%	1.4%	1.3%	Q1	8
Sutton	1.1%	1.1%	1.2%	Q1	5
Tower Hamlets	3.4%	3.2%	3.0%	Q3	89
Waltham Forest	1.1%	1.6%	1.7%	Q1	26
Wandsworth	1.8%	2.1%	2.0%	Q2	38
Westminster	0.9%	1.0%	1.0%	Q1	3
City of London	2.3%	2.3%	2.3%	#N/A	N/A

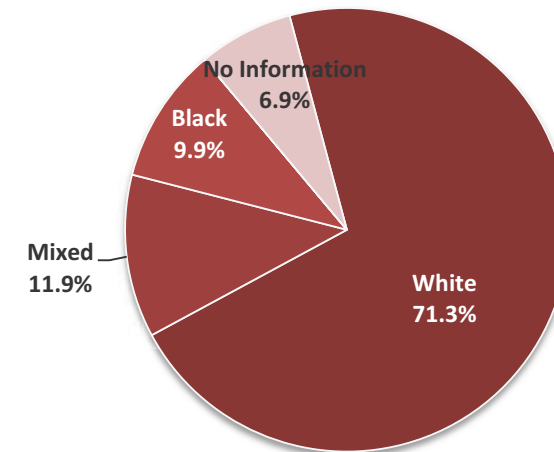


Academic Age 16-17 NEET (School Year 12 & 13)

Gender	Totals	%	Yearly Change	Cohort	
Male	60	59.4%	-1.4% ↓	3418	50.8%
Female	41	40.6%	1.4% ↑	3303	49.1%



Ethnicity	Totals	%	Yearly Change	Cohort	
White	72	71.3%	13.7% ↑	4763	70.8%
Mixed	12	11.9%	4.7% ↑	481	7.1%
Black	10	9.9%	4.3% ↑	547	8.1%
Asian	0	0.0%	-2.4% ↓	301	4.5%
Chinese	0	0.0%	-0.8% ↓	51	0.8%
Other	0	0.0%	-2.4% ↓	89	1.3%
No Information	7	6.9%	-17.1% ↓	499	7.4%



Overall the Male gender group has a higher rate of young people within in the NEET group than their Female counterparts. At this time the Male gender group is overrepresented within the NEET by 8.6% when compared against the cohort percentage.

The White ethnic group has a highest rate of young people within the NEET group with 71.3%. The Mixed ethnic group is overrepresented within the NEET group by 4.7% when compared against the cohort percentage.

Vulnerable Groups	Totals	%	Yearly Change	Cohort	
SEND (Statemented)	10	9.9%	-1.3% ↓	278	4.1%
Looked After/In Care	3	3.0%	1.4% ↑	25	0.4%
Teenage Mother	9	8.9%	6.5% ↑	11	0.2%
Pregnancy	2	2.0%	-0.4% ↓	4	0.1%
Supervised by YOTS	10	9.9%	-4.5% ↓	39	0.6%
Care Leaver	2	2.0%	1.2% ↑	20	0.3%
Substance Misuse	1	1.0%	1.0% ↑	2	0.0%
Carer	2	2.0%	0.4% ↑	3	0.0%
Refugee/Asylum Seeker	1	1.0%	1.0% ↑	3	0.0%

Academic Age 16-17 NEET (School Year 12 & 13)

NEET Available to labour market

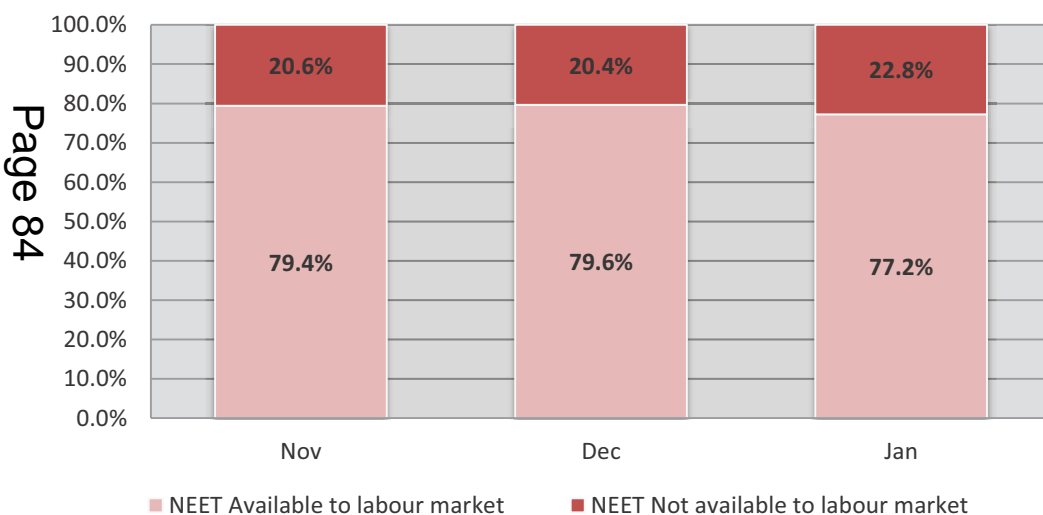
77.2% (78) of the NEET Group are available to the Labour Market.

	Totals	%
Working not for reward	1	1.3%
Not yet ready for work or learning	2	2.6%
Start date agreed (other)	0	0.0%
Start date agreed (RPA compliant)	0	0.0%
Seeking employment, education or training	75	96.2%

NEET Not available to labour market

22.8% (23) of the NEET Group are available to the Labour Market.

	Totals	%
Young carers	1	4.3%
Teenage parents	8	34.8%
Illness	14	60.9%
Pregnancy	0	0.0%
Religious grounds	0	0.0%
Unlikely to be economically active	0	0.0%
Other reason	0	0.0%



NEET Joiners

15 Young people have joined the NEET Group this month

Totals	%	
7	46.7%	from Education
3	20.0%	from Employment
1	6.7%	from Training
2	13.3%	from Re-engagement
0	0.0%	from NEET in other area
2	13.3%	from Other (inc custodial sentence)

NEET Leavers

22 Young people have left the NEET Group this month

Totals	%	
6	27.3%	into Education
13	59.1%	into Employment
0	0.0%	into Training
2	9.1%	into Re-engagement
0	0.0%	into NEET in other area
0	0.0%	into Custodial Sentence
1	4.5%	into Moved Away
0	0.0%	into Cannot Be Contacted
0	0.0%	into Refused to disclose activity
0	0.0%	into Unknown Activity
0	0.0%	into Other Reason

77.2% (78 young people) of the NEET group are available to the labour market. This includes 75 young people who are Seeking employment, education or training.

22.8% (23 young people) of the NEET group are not available to the labour market. This includes 14 young people who are NEET Illness.

15 young people have joined the NEET group this month. 13 of these young people have entered the NEET group from an Education, Employment or Training (EET) activity.

22 young people have left the NEET group during this period of which 21 young people have moved from the NEET group into an Education, Employment or Training (EET) activity. This equates to 19.4% of the of the previous months NEET cohort moving into EET.

NEET Report (Not in Education Employment or Training)

London Borough of Bromley

Academic Age 16-17 NEET by Ward

Ward Name	Total	NEET %	Gender		Ethnicity							Academic Age		Target Groups					
			M	F	Wh	Mi	Bl	As	Ch	Ot	No	16	17	SEND	TM	P	L	CL	
Bickley	5	4.0%	40.0%	60.0%	60.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%	80.0%	40.0%	0.0%	0.0%	0.0%	0.0%
Biggin Hill	3	2.4%	33.3%	66.7%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	33.3%	66.7%	0.0%	0.0%	33.3%	0.0%	0.0%
Bromley Common and Keston	6	4.8%	50.0%	50.0%	66.7%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	16.7%	50.0%	50.0%	16.7%	16.7%	16.7%	0.0%	0.0%
Bromley Town	3	2.4%	100%	0.0%	33.3%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Chelsfield and Pratts Bottom	1	0.8%	0.0%	100%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%
Chislehurst	6	4.8%	33.3%	66.7%	50.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	16.7%	50.0%	50.0%	0.0%	16.7%	0.0%	16.7%	16.7%
Clock House	7	5.6%	71.4%	28.6%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	14.3%	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Copers Cope	3	2.4%	0.0%	100%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	0.0%	100%	0.0%	0.0%	33.3%	33.3%	0.0%
Cray Valley East	11	8.7%	54.5%	45.5%	81.8%	9.1%	9.1%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%	9.1%	9.1%	0.0%	0.0%	0.0%	0.0%
Cray Valley West	15	11.9%	73.3%	26.7%	80.0%	6.7%	6.7%	0.0%	0.0%	0.0%	0.0%	6.7%	13.3%	86.7%	6.7%	6.7%	6.7%	0.0%	0.0%
Crystal Palace	7	5.6%	42.9%	57.1%	42.9%	28.6%	14.3%	0.0%	0.0%	0.0%	0.0%	14.3%	57.1%	42.9%	0.0%	0.0%	0.0%	0.0%	0.0%
Darwin	3	2.4%	66.7%	33.3%	66.7%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%	33.3%	0.0%	0.0%	0.0%
Farnborough and Crofton	3	2.4%	66.7%	33.3%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Hayes and Coney Hall	4	3.2%	75.0%	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	25.0%	75.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kelsey and Eden Park	4	3.2%	100%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Mottingham and Chislehurst North	16	12.7%	62.5%	37.5%	75.0%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	12.5%	6.3%	93.8%	12.5%	6.3%	0.0%	6.3%	6.3%
Orpington	6	4.8%	66.7%	33.3%	83.3%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Penge and Cator	11	8.7%	54.5%	45.5%	63.6%	9.1%	9.1%	0.0%	0.0%	0.0%	0.0%	18.2%	27.3%	72.7%	9.1%	9.1%	0.0%	0.0%	0.0%
Petts Wood and Knoll	2	1.6%	0.0%	100%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	100%	0.0%	50.0%	0.0%	0.0%	0.0%
Plaistow and Sundridge	7	5.6%	100%	0.0%	57.1%	0.0%	42.9%	0.0%	0.0%	0.0%	0.0%	0.0%	28.6%	71.4%	0.0%	0.0%	0.0%	0.0%	0.0%
Shortlands	2	1.6%	100%	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%
West Wickham	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Unknown Ward - Bromley	1		100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%

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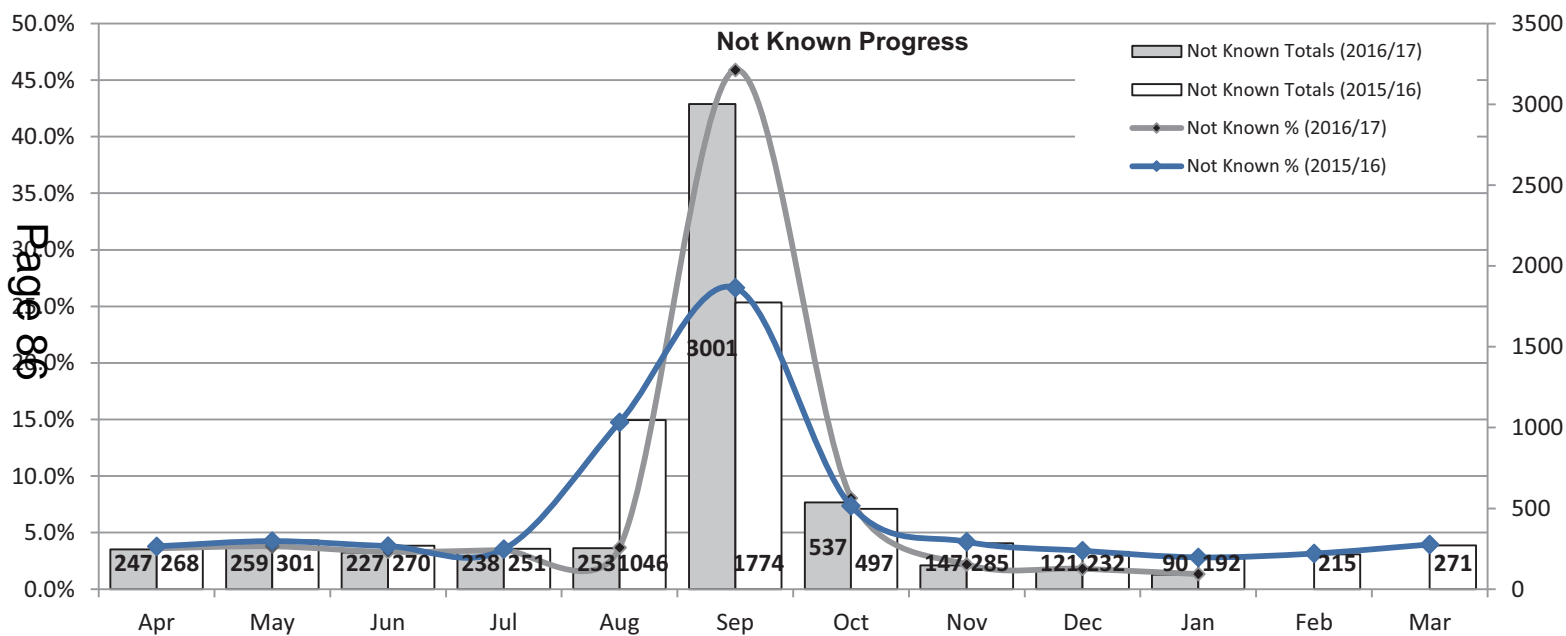
The ward with the largest number of young people described as NEET were from the Bromley ward of Mottingham and Chislehurst North with 16 young people from the 16-17 group.

The ward with the largest percentage of young people described as NEET were from the Bromley ward of Mottingham and Chislehurst North with 12.7%.

M	Male	Wh	White	SEND	Statemented/EHCP
F	Female	Mi	Mixed	TM	Teenage Mother
		Bl	Black	P	Pregnancy
		AS	Asian	L	Looked after/In Care
		Ch	Chinese	CL	Care Leaver
		Ot	Other		
		No	No Information		

Academic Age 16-17 Not Known (School Year 12 & 13)

Not Known Progress	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Not Known % (2016/17)	3.6%	3.8%	3.3%	3.5%	3.7%	45.9%	8.1%	2.2%	1.8%	1.3%		
Monthly Change	-0.3%	0.2%	-0.5%	0.2%	0.2%	42.2%	-37.8%	-5.9%	-0.4%	-0.5%		
Not Known Totals (2016/17)	247	259	227	238	253	3001	537	147	121	90		
Year 12 Totals	81	81	67	64	61	1377	173	47	34	25		
Year 12 %	2.4%	2.4%	2.0%	1.9%	1.8%	43.6%	5.3%	1.4%	1.0%	0.8%		
Year 13 Totals	166	178	160	174	192	1624	364	100	87	65		
Year 13 %	4.8%	5.1%	4.6%	5.0%	5.5%	48.0%	10.7%	2.9%	2.6%	1.9%		
Not Known % (2015/16)	3.8%	4.3%	3.8%	3.5%	14.8%	26.6%	7.4%	4.2%	3.4%	2.8%	3.2%	4.0%
Not Known Totals (2015/16)	268	301	270	251	1046	1774	497	285	232	192	215	271
Yearly Change %	-0.2%	-0.5%	-0.5%	-0.1%	-11.1%	19.3%	0.7%	-2.0%	-1.6%	-1.5%		



There are currently 90 young people within London Borough of Bromley's 16-17 academic age Not Known group.

The monthly Not Known percentage for the London Borough of Bromley is 1.3%.

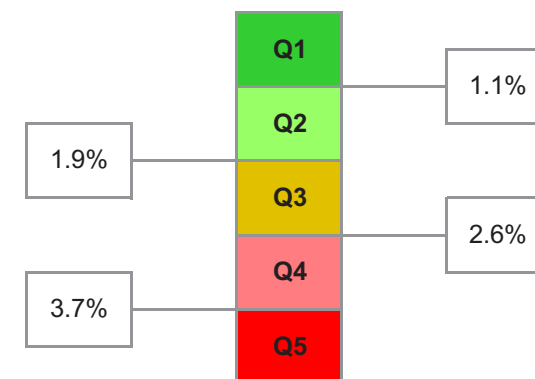
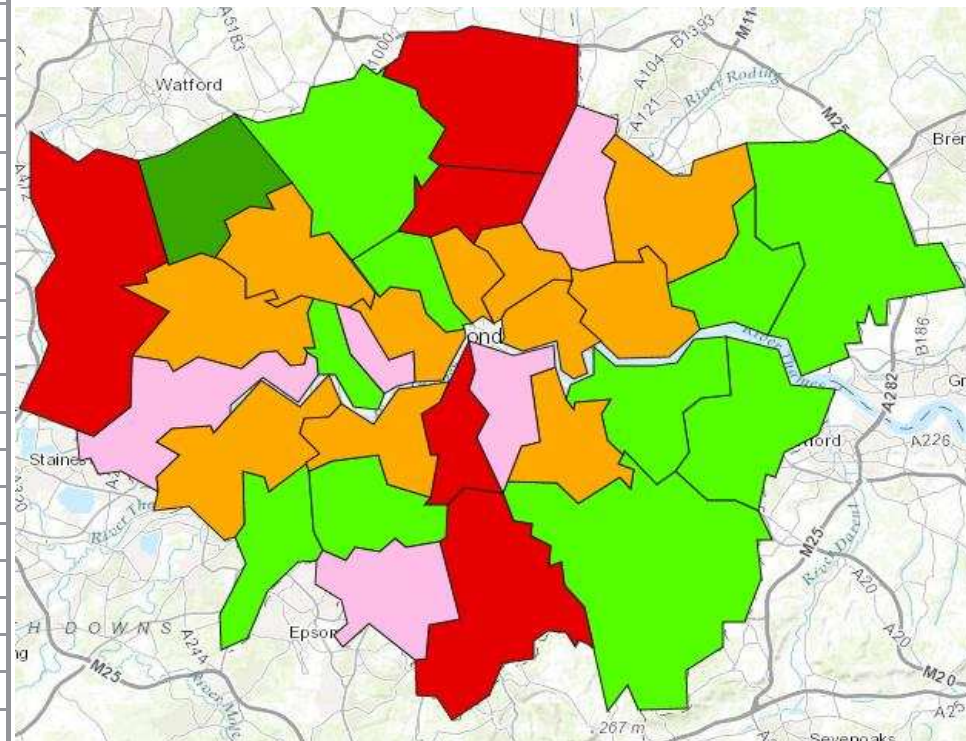
The largest proportion of the 16-17 academic age Not Known group are from the Year 13 age group with 72.2% of the total Not Known group at 65 young people.

When compared with national benchmarking the London Borough of Bromley would be within performance Quintile 2 (Ranking 41/150)

Academic Age 16-17 Not Known (School Year 12 & 13)

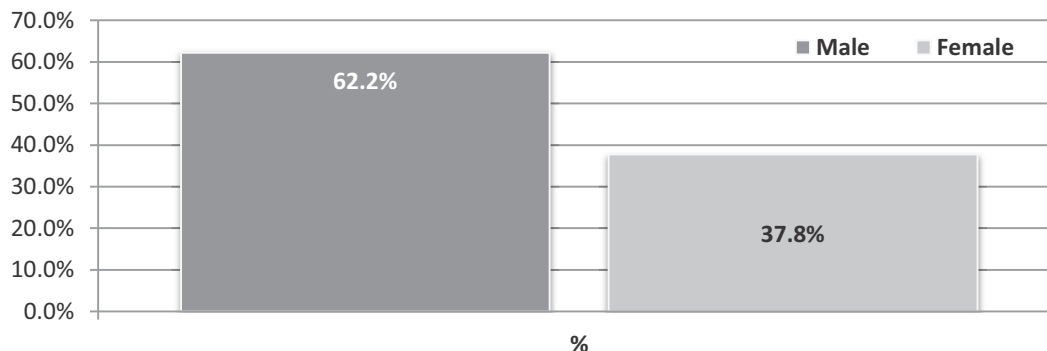
Map Source: ESRI, ONS Geography

	Nov-16	Dec-16	Jan-17		
ENGLAND	5.2%	4.1%	2.9%		
LONDON	7.0%	4.9%	2.9%	Quintile	Rank
Barking & Dagenham	4.4%	3.2%	1.7%	Q2	56
Barnet	3.7%	2.4%	1.2%	Q2	37
Bexley	2.7%	2.3%	1.8%	Q2	60
Brent	2.6%	2.4%	2.5%	Q3	88
Bromley	2.2%	1.8%	1.3%	Q2	41
Camden	5.7%	4.3%	1.5%	Q2	48
Croydon	16.7%	14.5%	6.5%	Q5	145
Ealing	3.2%	2.9%	2.5%	Q3	89
Enfield	15.3%	8.3%	6.2%	Q5	142
Greenwich	3.5%	3.2%	1.5%	Q2	47
Hackney	10.2%	5.4%	2.3%	Q3	79
Hammersmith & Fulham	1.4%	1.2%	1.2%	Q2	35
Haringey	20.5%	12.1%	9.6%	Q5	149
Harrow	1.7%	1.3%	0.8%	Q1	20
Havering	2.4%	1.9%	1.1%	Q2	32
Hillingdon	11.7%	8.0%	5.4%	Q5	139
Hounslow	3.9%	3.6%	3.2%	Q4	107
Islington	5.3%	3.4%	1.9%	Q3	62
Kensington & Chelsea	11.8%	5.2%	2.9%	Q4	99
Kingston	2.4%	1.7%	1.5%	Q2	46
Lambeth	9.9%	8.5%	3.7%	Q5	121
Lewisham	14.4%	8.4%	2.0%	Q3	69
Merton	5.6%	2.7%	1.6%	Q2	55
Newham	6.7%	4.7%	2.4%	Q3	85
Redbridge	4.8%	4.0%	2.0%	Q3	66
Richmond	3.6%	2.8%	1.9%	Q3	63
Southwark	6.0%	4.1%	2.6%	Q4	92
Sutton	6.1%	5.7%	3.2%	Q4	109
Tower Hamlets	4.6%	3.4%	2.2%	Q3	73
Waltham Forest	8.8%	5.4%	3.4%	Q4	112
Wandsworth	6.5%	4.6%	2.5%	Q3	90
Westminster	3.4%	2.4%	1.9%	Q3	61
City of London	2.3%	2.3%	0.0%	#N/A	N/A



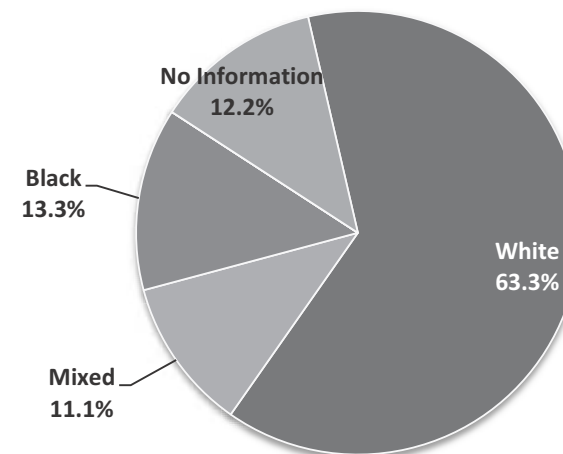
Academic Age 16-17 Not Known (School Year 12 & 13)

Gender	Totals	%	Yearly Change	Cohort
Male	56	62.2%	15.3% ↑	3418 50.8%
Female	34	37.8%	-14.3% ↓	3303 49.1%



Ethnicity	Totals	%	Yearly Change	Cohort
White	57	63.3%	14.4% ↑	4763 70.8%
Mixed	10	11.1%	3.8% ↑	481 7.1%
Black	12	13.3%	5.5% ↑	547 8.1%
Asian	0	0.0%	-3.6% ↓	301 4.5%
Chinese	0	0.0%	-0.5% ↓	51 0.8%
Other	0	0.0%	-0.5% ↓	89 1.3%
No Information	11	12.2%	-19.0% ↓	499 7.4%

Vulnerable Groups	Totals	%	Yearly Change	Cohort
SEND (Statemented)	6	6.7%	0.3% ↑	278 4.1%
Looked After/In Care	1	1.1%	0.3% ↑	25 0.4%
Teenage Mother	0	0.0%	0.0% ↔	11 0.2%
Pregnancy	0	0.0%	0.0% ↔	4 0.1%
Supervised by YOTS	0	0.0%	0.0% ↔	39 0.6%
Care Leaver	0	0.0%	-0.8% ↓	20 0.3%
Substance Misuse	0	0.0%	0.0% ↔	2 0.0%
Carer	0	0.0%	-0.8% ↓	3 0.0%
Refugee/Asylum Seeker	0	0.0%	0.0% ↔	3 0.0%



Overall the Male gender group has a higher rate of young people within in the Not Known group than their Female counterparts. At this time the Male gender group is overrepresented within the Not Known group by 11.4% when compared against the cohort percentage.

The White ethnic group has a highest rate of young people within the Not Known group with 63.3%. The Black ethnic group is overrepresented within the Not Known group by 5.2% when compared against the cohort percentage.

Academic Age 16-17 Not Known by Ward

Ward Name	Total	Not Known %	Gender		Ethnicity							Academic Age		Target Groups				
			M	F	Wh	Mi	Bl	As	Ch	Ot	No	16	17	SEND	TM	P	L	CL
Bickley	3	2.0%	0.0%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	33.3%	0.0%	0.0%	0.0%	0.0%
Biggin Hill	3	2.0%	33.3%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	0.0%	100%	33.3%	0.0%	0.0%	0.0%
Bromley Common and Keston	4	2.7%	25.0%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	
Bromley Town	3	2.0%	0.0%	0.0%	66.7%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	
Chelsfield and Pratts Bottom	5	3.4%	20.0%	0.0%	80.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%	80.0%	0.0%	0.0%	0.0%	0.0%	
Chislehurst	5	3.4%	40.0%	0.0%	60.0%	20.0%	0.0%	0.0%	0.0%	20.0%	0.0%	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%	
Clock House	11	7.5%	54.5%	0.0%	63.6%	9.1%	18.2%	0.0%	0.0%	0.0%	9.1%	54.5%	45.5%	9.1%	0.0%	0.0%	0.0%	
Copers Cope	6	4.1%	66.7%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	16.7%	0.0%	0.0%	0.0%	
Cray Valley East	14	9.5%	35.7%	0.0%	85.7%	0.0%	14.3%	0.0%	0.0%	0.0%	0.0%	28.6%	71.4%	14.3%	0.0%	0.0%	0.0%	
Cray Valley West	10	6.8%	40.0%	0.0%	60.0%	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	30.0%	70.0%	0.0%	0.0%	0.0%	0.0%	
Crystal Palace	13	8.8%	38.5%	0.0%	38.5%	15.4%	30.8%	0.0%	0.0%	7.7%	7.7%	46.2%	53.8%	0.0%	0.0%	0.0%	7.7%	
Darwin	1	0.7%	0.0%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	
Farnborough and Crofton	2	1.4%	50.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	
Hayes and Coney Hall	1	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	
Kelsey and Eden Park	7	4.8%	42.9%	0.0%	42.9%	28.6%	14.3%	0.0%	0.0%	0.0%	14.3%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	
Mottingham and Chislehurst North	8	5.4%	25.0%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	0.0%	0.0%	0.0%	
Orpington	3	2.0%	66.7%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	
Penge and Cator	21	14.3%	28.6%	0.0%	38.1%	14.3%	23.8%	9.5%	0.0%	0.0%	14.3%	57.1%	42.9%	4.8%	0.0%	0.0%	0.0%	
Petts Wood and Knoll	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Plaistow and Sundridge	4	2.7%	75.0%	0.0%	50.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	25.0%	75.0%	0.0%	0.0%	0.0%	0.0%	
Shortlands	2	1.4%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	
West Wickham	5	3.4%	80.0%	0.0%	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%	0.0%	0.0%	0.0%	0.0%	
Unknown Ward - Bromley	16		50.0%	0.0%	62.5%	6.3%	18.8%	0.0%	0.0%	0.0%	12.5%	12.5%	87.5%	12.5%	0.0%	0.0%	0.0%	

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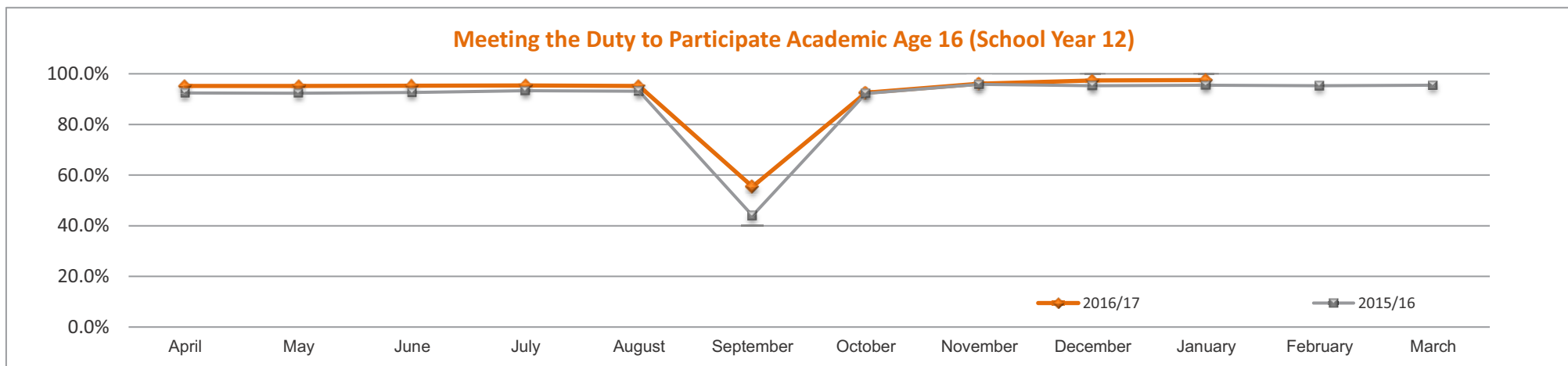
The ward with the largest number of young people described as Not Known were from the Bromley ward of Penge and Cator with 21 young people and a Not Known of 14.3%.

The ward with the lowest number of young people described as Not Known were from the Bromley ward of Petts Wood and Knoll with a Not Known of 0.0%.

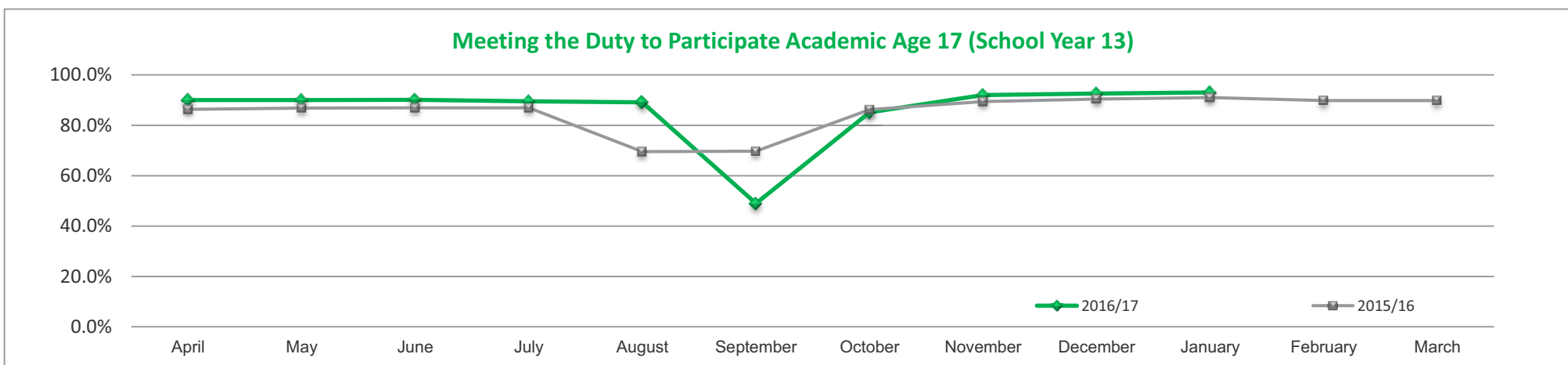
M	Male	Wh	White	SEND	Statemented/EHCP
F	Female	Mi	Mixed	TM	Teenage Mother
		Bl	Black	P	Pregnancy
		AS	Asian	L	Looked after/In Care
		Ch	Chinese	CL	Care Leaver
		Ot	Other		
		No	No Information		

Academic Age 16 & 17 Meeting the Duty to Participate (School Year 12 & 13)

Graphs to show Year on Year comparisons for young people of Academic Ages 16 & 17 (School Year 12 & 13)



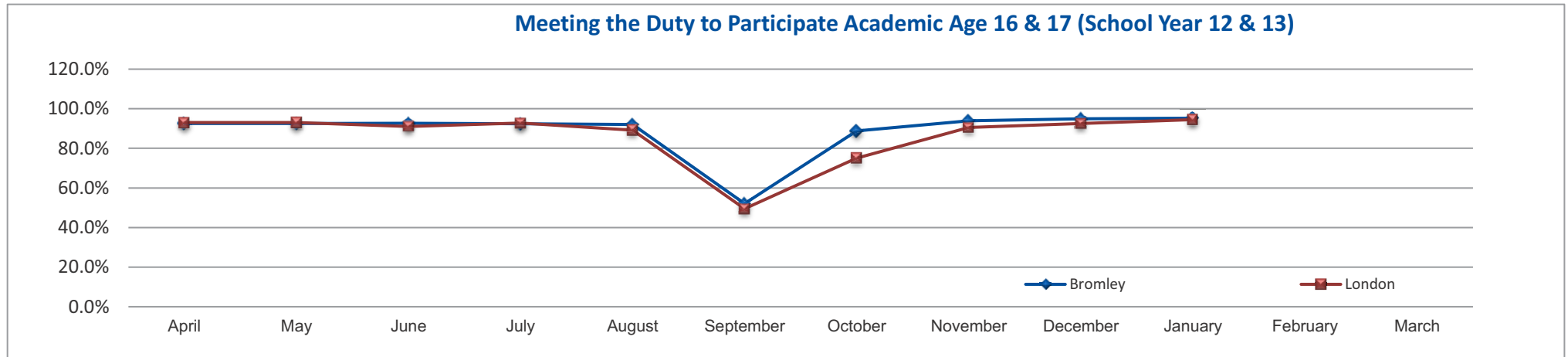
Meeting the Duty to Participate (16)	April	May	June	July	August	September	October	November	December	January	February	March
2016/17	95.2%	95.2%	95.3%	95.4%	95.2%	55.4%	92.5%	96.1%	97.3%	97.5%		
2015/16	92.4%	92.3%	92.6%	93.3%	93.1%	44.0%	92.2%	95.8%	95.3%	95.5%	95.3%	95.5%



Meeting the Duty to Participate (17)	April	May	June	July	August	September	October	November	December	January	February	March
2016/17	90.1%	90.0%	90.1%	89.5%	89.1%	49.0%	85.2%	91.9%	92.6%	93.0%		
2015/16	86.4%	86.8%	86.9%	87.0%	69.5%	69.7%	86.2%	89.4%	90.4%	91.0%	89.8%	89.8%

Academic Age 16 - 17 Meeting the Duty to Participate (School Year 12 & 13)

Graphs to show comparisons for young people of Academic Ages 16 & 17 (School Year 12 & 13)



Meeting the Duty to Participate 16-17	April	May	June	July	August	September	October	November	December	January	February	March
Bromley	92.6%	92.6%	92.7%	92.4%	92.1%	52.1%	88.7%	94.0%	94.9%	95.2%		
London	93.0%	93.1%	91.1%	92.8%	89.2%	49.5%	75.0%	90.6%	92.5%	94.5%		

Report No.
ED17044

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Education Select Committee

Date: Wednesday 23rd March 2017

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

Title: CHILDREN MISSING EDUCATION

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

Chief Officer: Ade Adetosye, Executive Director of ECHS

Ward: (All Wards);

1. Reason for report

- 1.1 To update the Education PDS Committee members on the legal framework and Bromley's processes regarding Children Missing Education.
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2. **RECOMMENDATION(S)**

- 2.1 The Education Select Committee is asked to note and comment on the information detailed in this report.

Corporate Policy

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

Financial

1. Cost of proposal: Not Applicable:
2. Ongoing costs: Not Applicable:
3. Budget head/performance centre: Education Welfare Service
4. Total current budget for this head: £241,470.00 Controllable; £225,257.00 Total Cost
(This budget includes staffing for one officer allocated to issuing Child Employment and Entertainment Licences and Chaperone Licences)
5. Source of funding: RSG

Staff

1. Number of staff (current and additional): Child Employment Officer @ 0.8FTE;
Child Missing Education Officer @1 FTE; Education Welfare Officers @ 5.4 FTE ;
Senior Education Welfare Officers @ 1.9 FTE
2. If from existing staff resources, number of staff hours: Not applicable

Legal

1. Legal Requirement: Statutory Requirement The LA has a statutory duty to investigate cases where they believe an offence has been committed under S441 and 441A Education Act 1996; Instigate School Attendance Orders; Consider Education Supervision Orders and Issue Penalty Notices. The LA has a statutory duty to identify children that may be missing from education. The LA has a statutory duty to safeguard children in Entertainment and Child Employment. This is undertaken by Issuing of licences. Children Performance Regulations and Children and Young Person Act apply.
2. Call-in: Not Applicable:

Customer Impact

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

	2012-2013	2013-2014	2015-2016
Referrals for attendance that met criteria	252	442	503
Referrals for Elective Home Education	115	111	156
Information cases – Early Intervention	151	242	480
Of which Case work that resulted in:			
Penalty Notices Issued	66	105	81
Court Action	39	37	55
Children Missing Education Referrals	105	124	213

Ward Councillor Views

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

3. COMMENTARY

3.1 The Education Welfare Service discharges the Local Authority's statutory duties in relation to children missing education and holds parents to account for ensuring the regular attendance of their children at school.

Recent Ofsted Inspection in May, published in June 2016 stated:

"The local authority is more effective in tracking and identifying children and young people missing education. At the time of the inspection, there were nine children missing education, with staff demonstrating tenacity and determination in locating them. They liaise effectively to undertake relevant checks with other agencies such as revenue and benefits, schools and other local authority services to establish children's whereabouts. Of 199 referrals, only one child could not be traced. Most return to school or join a new school" **Inspections .34 - Page 13.**

3.2 Children Missing Education (CME)

3.2.1 Children Missing Education is defined as all children of compulsory school age who are not on a school roll, nor being educated otherwise and who have been out of any educational provision for a substantial period of time.

3.2.2 Ofsted, when undertaking inspections of Local Authorities, have broadened the definition of CME to also include those young people at risk of becoming CME and who are:

- attending alternative provision;
- have been permanently excluded;
- in receipt of home tuition due to medical needs
- whose parents have declared elective home education
- are currently looked after by the Local Authority

3.2.3 There is an expectation that Local Authorities will have mechanisms to identify and monitor this cohort on a regular basis. Bromley has a Children Missing Education Policy that has been cascaded to all schools and partner agencies.

3.2.4 Schools are expected to notify the Local Authority of any child that they intend to remove from their school roll prior to removal as well as notifying the LA of any child that has failed to attend school for 10 days and they have been unable to trace. This is now available as an on line service referral.

3.2.5 Partner agencies, Health and Voluntary organisations are able to refer into the LA any child they believe to be out of education. This is now available as an on line service referral.

3.2.6 There is one dedicated officer within Education Welfare Service who receives CME referrals. On receipt of a referral the officer will undertake all relevant enquiries including making contact with the family and young person in order to support them to reengage with education and liaising with supporting agencies as necessary

3.2.7 Table 1 shows the number of referrals received as CME and Outcomes.

Number of referrals for Children Missing Education	213
Identified as being at a Bromley School	100
Identified as attending other LA Schools	16
In receipt of home tuition as provided by LA	3
Identified as being Electively Home Educated In Borough	10
Returned to school	3
Moved out of Borough	44
Moved overseas	36

3.3 School 2 School National Data Base

3.3.1 Families and young people who have not been traced are placed on a national data base called S2S. This operates on 2 levells, firstly as a resource for schools to upload Common Transfer Files (CTF) of students who have left. It will record either the proposed destination of the child or the fact that the destination is unknown. Secondly it operates as a resource for Local Authorities. The LA permissions allow access to the school section as well as sending alerts to all or specific LAs requesting they check their databases in order to trace and locate children deemed as missing. The LA checks this database on a regular basis as a safety measure, taking note of children who have been removed from roll or where schools have not previously notified the LA and undertakes enquiries as is necessary to discharge the LA's duty.

3.3.2 A case study detailing use of the S2S system

Child JS	<p>Referral received from B Primary School, as child had failed to return to school. Parent had notified school they were moving to Leicester however refused to give details.</p> <p>Steps taken by CME Officer</p> <ol style="list-style-type: none"> 1. Telephone call to parent who stated that as yet they had not applied for new school given it was the Easter Holidays and Schools had been closed. Disclosed that she had moved to Coventry and terminated the call. 2. Officer telephoned parent 1 week later. Parent became hostile, citing harassment by LA. Offer of assistance given in order to speed up and support any applications Details of new address declined.. Call terminated by parent. 3. Council Tax checks made . Family in arrears No forwarding address. Established Housing Association stock 4. Housing Association contacted. Forwarding address obtained. Address allegedly in Birmingham. 5. CME Officers in Birmingham contacted – address given was false and did not exist. 6. Home visit to Bromley address made. Caretaker advised that property locks had been changed by tenant and forced entry had been made by Housing Association. No information available regarding possible new addresses. Enquiries with neighbours negative.
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	<p>7. Circulated on S2S</p> <p>8. Through S2S system it was established that an application had been made to a School in Gravesend area.</p> <p>9. Confirmation obtained that child was attending at identified new school</p>
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3.4 Elective Home Education

- 3.4.1 Recent Ofsted Inspection in May, published in June 2016, Inspections page 14 “The local authority has a good understanding of the reasons why parents choose to home educate their children, and holds good information on children’s individual circumstances. A multi-agency panel oversees elective home education (EHE). There is effective work between the children missing education officer and the EHE adviser. The adviser undertakes routine home visits and checks on the suitability of the education of the vast majority of children. Effective working with the MASH team and children’s social care ensures that children’s welfare needs are known. Those children moving into Year 11 after being home educated receive effective help on their next steps from the targeted youth support service “
- 3.4.2 Elective Home Education referrals are checked with Social Care prior to an initial home visit by the Children Missing Education Officer and where deemed appropriate completion of a Common Assessment Framework (CAF) is offered to the family.
- 3.4.3 All EHE cases are discussed at a multi-agency forum that meets on a fortnightly basis, which comprises of Health, Social Services, Child and Adolescent Mental Health Representative, Police and Education Services.
- 3.4.4 A follow up visit is then undertaken by a qualified teacher within 10 weeks. If the visit is deemed satisfactory, a further visit will then be undertaken 6 months later. The frequency of visits by the Education Advisor will be increased should the child be on a Child Protection Plan and if this is the case the advisor will be invited to attend the Initial CP Plan and any subsequent reviews.
- 3.4.5 In conjunction with Admissions there is a clear process for students who wish to return to mainstream education, including the Fair Access Protocol which is used to ensure that vulnerable pupils are appropriately placed in school..
- 3.4.6 The law places a responsibility upon Bromley Local Authority to satisfy itself that a child’s right to a suitable education, as defined by the Education Act and others, is protected. The LA is charged with a duty to ensure that the education provision will enable the child to develop the skills required to participate fully in society, as well as ensuring that general safeguarding requirements are met. This is achieved by reviewing the provision available, most frequently via face to face contact with the families concerned, during which advice relating to EHE is also distributed.
- 3.4.7 Attainment levels of children who are EHE are not recorded. To record such data suggests the LA would use this as a bench mark for intended visits by the Education Advisor, who in law has no jurisdiction for testing or assessing future education other than in general terms. In practical terms very few parents are likely to be prepared to agree to such information to be collected by formal testing in the home environment, which is primarily a school based method of assessing academic achievement.
- 3.4.8 The legal background supporting EHE is reflected in the DFE guidance of 2007.

3.4.9 The last 3 years has seen a consistent and widespread increase in the numbers of UK families declaring home education and this is the case within Bromley. 156 children were declared as being Electively Home Educated with 59 of those children returning to a mainstream school and 12 becoming post compulsory school age at the start of this academic year.

3.4.10 The general information available from inter authority meetings supports the view that Bromley's position regards EHE is reflective of our geographical and statistical neighbours and there appears to be no significant issues unique to this borough.

3.4.11 Accumulative Table for Elective Home Education Students 2015-16

National Curriculum Year Group	Total Number	Boys	Girls
Reception	0	1	0
Year 1	12	5	7
Year 2	9	5	4
Year 3	14	8	6
Year 4	8	4	4
Year 5	15	12	3
Year 6	15	9	5
Year 7	11	6	5
Year 8	24	9	15
Year 9	22	8	14
Year 10	20	11	9
Year 11	21	10	11
Total number in receipt of EHE	171	88	83

3.4.12 Table on reasons cited for EHE

Reasons for EHE	2014/15	2015/16
Travel distance to school	2	3
Religious/cultural beliefs	22	24
Philosophical views/ethos	44	57
Dissatisfaction with provision	21	23
Bullying/anxiety	29	39
Short term intervention	7	15
School refusal	8	16
SEN	3	1
Parental relationship preference	5	3
Other/not given	37	31
Totals	178	212

3.4.13 Table on Ethnicity

Ethnic Background	2011/12	2012/13	2013/14	2014/15	2015/16
WBRI	65	90	92	82	119
MOTH	2	7	4	9	12
BCRB	5	6	4	8	9
ROM	5	2	4	5	9
BAFR	4	3	4	5	5
TRAV	2	2	1	2	4
MWBA	2	0	4	2	2
MWAO	0	3	3	0	0
ABAN	0	0	0	2	0
Other/Not given	37	26	30	63	52
Totals	122	139	146	178	212

3.4.14 Data on inspections carried out

2015/16: 236
2014/15: 205
2013/14: 179

3.5 Attendance Context

3.5.1 Historically, The Education Welfare Service visited all Bromley Schools and assisted the schools in identifying poor attenders and delivering an early intervention service to prevent cases escalating to a legal arena.

The national academy agenda encouraged increased autonomy for schools, passing funding to academies that was previously held by the Local Authority. This, together with the reduction in Council funding, meant that Bromley has taken the decision to focus on statutory delivery only.

The EWS delivers a sold service to 27% of Bromley Schools (this is a 6% decrease from the previous year), offering early intervention support to identify and address poor attendance and thus negate the need for escalation to legal disposal.

Within the team, one officer is seconded to the Youth Offending Service (YOS) for 2 days a week and another officer is seconded to the Common Assessment Team (CAF) for 3 days a week

3.6 Poor Attendance/Truancy

3.6.1 The Education Act 1996 makes it an offence for any parent who fails to ensure the regular attendance of their child at school. This applies to all children of compulsory school age i.e. 5 – 16yrs old.

3.6.2 The Local Authority discharges its statutory duty to investigate poor attendance through the Bromley Education Welfare Service. All schools are able to refer to the EWS via an on line referral. All referrals received for investigation adhere to the Police and Criminal Evidence Act 1984 and Criminal Procedures and Investigation Act 1996

3.6.3 Following investigation, cases can be disposed through either issuing a penalty notice; a summons or a simple caution or penalty notice warning letter.

3.6.4 The table below lists the outcomes following referrals received from schools and interventions from education welfare officer s delivering a sold service.

	Academic Year 2015-2016	Academic Year 2014-2015
Sold Service Schools interventions by EWS service	1082	1041
In school surgeries with parents	456	466
Attendance work following surgeries	137	127
All other interventions and advice	464	468
All Legal Referrals for poor attendance	66	88
Sold Service Schools	8	9
All other schools	58	79
Total Of Penalty Notices issues for Holidays in term time	273	249

	Academic Year 2015-2016	Academic Year 2014-2015
Total Penalty Notice Warning Letter issued	90	87
Sold Service Schools	18	11
All other schools	72	76
Total Penalty Notices Issued for Attendance	81	88
Sold Service Schools	23	43
All other Schools	58	45
Simple Cautions Given	5	7
All cases in the court arena	56	52
Sold Service Schools	20	13
All other Schools	36	39

3.6.5 The table below lists the outcomes following legal disposal for 2015 -2016 in relation to direct Summons' for non-attendance. It does not include data on summonses issued for penalty notices that went unpaid and resulted in court action.

Table relating to outcomes following court action

Child	School	% attendance for prosecution period	% attendance in term following prosecution	Additional notes
A	Coopers School	59%		Traveller background Subsequent referral made
B	Harris Academy Bromley	39%	0%	Parent declared EHE – Lewisham resident
C	Ravens Wood School	30%	0%	Parent declared EHE – enrolled in a football training scheme and correspondence learning
D	Harris Academy Bromley	0%	11.54%	Student now attending Harris Aspire
E	Harris Primary Academy Kent House	43%	71%	Parent has been prosecuted previously for other children
F	Coopers School	44%		
G	Harris Academy Beckenham	32%	2.94 %	Child has now been accommodated – attending Harris Aspire
H	Chislehurst School for girls	23%	0%	Parent declared EHE post prosecution
I	Burwood School	24%	50%	Attended 100% of a reduced time table
J	Chislehurst School for Girls	23%	97%	
K	Bromley College	44%		Post Compulsory school age – Family now within SC arena
L	Mottingham Primary	81%	64%	Family now within SC arena
M	Mottingham Primary	77%	63%	Family now within the SC arena
N	Kemnal Technology	51%	43%	During court proceeding attendance improved- post prosecution has dropped and subsequent referral has been made
O	Harris Academy Bromley	13%	100%	Child returned for exams
P	Oak Lodge Primary School	44%	48%	Child now within SC arena
Q	Perry Hall Primary	68%	98%	
R	St Paul's Cray Primary	61%	85%	
S	Chislehurst School for Girls	64%	88%	

T	Bullers Wood School	22%	72%	Now attending Bromley College – SC arena
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3.6.6 The data shows that for the majority of cases court action has been effective. It should be noted that in taking court action the LA is doing so to protect the rights of the child to an education.

4. POLICY IMPLICATIONS

4.1 The LA has a statutory duty to investigate cases where they believe an offence has been committed under S444(1) and 444(1a) Education Act 1996; Instigate School Attendance Orders and Issue Penalty Notices.

4.2 The LA has a statutory duty to identify children that may be missing education, and to safeguard children in entertainment and child employment. This is undertaken through the issuing of licences. This is governed by relevant legislation.

5. LEGAL IMPLICATIONS

5.1 The London Borough of Bromley is the body charged with ensuring a pupil for whom it is responsible within the context of the Education Act 1996 attends school or receives an appropriate education at home .The London Borough of Bromley is the body tasked within education legislation to take appropriate legal action to ensure a child receives an appropriate education.

Non-Applicable Sections:	Financial Implications and Personnel implications
Background Documents: (Access via Contact Officer)	

