



THE LONDON BOROUGH
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DATE: 12 March 2024

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

Councillor Kira Gabbert (Chairman)

Councillor Jonathan Andrews (Vice-Chairman)

Councillors Graeme Casey, Sophie Dunbar, Robert Evans, Hannah Gray,
Colin Hitchins, Alexa Michael, Ryan Thomson and Rebecca Wiffen

Church Representatives with Voting Rights
Reverend Roger Bristow and Vacant

Parent Governor Members with Voting Rights
Shamilah Martin, Vacant and Vacant.

Non-Voting Co-opted Members

Rosie White, Non-School Representative (Early Years)

Alice Kirby, Bromley Youth Council (Part 1 Only)

Tommy Velvick, Bromley Youth Council (Part 1 Only)

A meeting of the Children, Education and Families Policy Development and Scrutiny
Committee will be held at Bromley Civic Centre, Stockwell Close, Bromley, BR1 3UH
on **WEDNESDAY 20 MARCH 2024 AT 7.00 PM**

TASNIM SHAWKAT

Director of Corporate Services & Governance

**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**

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 QUESTIONS FROM COUNCILLORS AND MEMBERS OF THE PUBLIC ATTENDING THE MEETING

In accordance with the Council's Constitution, members of the public may submit one question each on matters relating to the work of the Committee. Questions must have been received in writing 10 working days before the date of the meeting - by **5.00pm on Wednesday 6 March 2024.**

Questions seeking clarification of the details of a report on the agenda may be accepted within two working days of the normal publication date of the agenda – by **5.00pm on Thursday 14 March 2024.**

a QUESTIONS FOR THE CHILDREN, EDUCATION AND FAMILIES PORTFOLIO HOLDER

b QUESTIONS FOR THE CHAIRMAN OF THE CHILDREN, EDUCATION AND FAMILIES PDS COMMITTEE

4 MINUTES OF THE CHILDREN, EDUCATION & FAMILIES PDS COMMITTEE MEETING HELD ON 1 FEBRUARY 2024 (Pages 5 - 18)

5 MATTERS OUTSTANDING AND FORWARD WORK PROGRAMME (Pages 19 - 24)

HOLDING THE PORTFOLIO HOLDER TO ACCOUNT

6 PORTFOLIO HOLDER UPDATE

a CHILDREN, EDUCATION AND FAMILIES PORTFOLIO PLAN - 2023/24 Q3 UPDATE (Pages 25 - 72)

7 PRE DECISION SCRUTINY OF DECISIONS FOR THE CHILDREN, EDUCATION & FAMILIES PORTFOLIO HOLDER

a BUDGET MONITORING 2023/24 (Pages 73 - 90)

b CAPITAL PROGRAMME MONITORING - QUARTER 3 2023/24 (Pages 91 - 96)

- c EXTENSION OF EDUCATION PSYCHOLOGY SUPPORT CONTRACT (TO FOLLOW)

HOLDING THE EXECUTIVE TO ACCOUNT

8 PRE DECISION SCRUTINY OF EXECUTIVE REPORTS

- a BASIC NEED UPDATE REPORT (Pages 97 - 124)

9 POLICY DEVELOPMENT AND OTHER ITEMS

- a BROMLEY YOUTH COUNCIL ANNUAL REPORT (Pages 125 - 132)
- b BROMLEY VIRTUAL SCHOOL ANNUAL REPORT 2022/23: 'A TRAUMA-INFORMED APPROACH TO TEACHING VULNERABLE CHILDREN INCLUDING THOSE IN OUR CARE' (Pages 133 - 182)
- c EDUCATION OUTCOMES FOR CHILDREN IN BROMLEY SCHOOLS 2022/23 (Pages 183 - 234)
- d CHILDREN, EDUCATION AND FAMILIES RISK REGISTER - 2023/24 Q3 UPDATE (Pages 235 - 242)
- e PERFORMANCE REPORTING - CHILDREN'S SCRUTINY DATASET PART 1 (PUBLIC) REPORT (Pages 243 - 252)
- f CONTRACT REGISTER PART 1 (PUBLIC) REPORT (Pages 253 - 262)

PART 2 (CLOSED) AGENDA

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

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

	Items of Business	Schedule 12A Description
11	EXEMPT MINUTES OF THE CHILDREN, EDUCATION & FAMILIES PDS COMMITTEE MEETING HELD ON 1 FEBRUARY 2024 (Pages 263 - 264)	Information relating to the financial or business affairs of any particular person (including the authority holding that information)
12	POLICY DEVELOPMENT AND OTHER ITEMS PART 2 (EXEMPT)	

- a** **PERFORMANCE REPORTING - CHILDREN'S SCRUTINY DATASET PART 2 (EXEMPT) REPORT** (Pages 265 - 272) Information relating to the financial or business affairs of any particular person (including the authority holding that information)

- b** **CONTRACT REGISTER PART 2 (EXEMPT) REPORT** (Pages 273 - 276) Information relating to the financial or business affairs of any particular person (including the authority holding that information)

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CHILDREN, EDUCATION AND FAMILIES POLICY DEVELOPMENT AND SCRUTINY COMMITTEE

Minutes of the meeting held at 7.00 pm on 1 February 2024

Present:

Councillor Kira Gabbert (Chairman)
Councillor Jonathan Andrews (Vice-Chairman)
Councillors Graeme Casey, Sophie Dunbar, Robert Evans,
Hannah Gray, Colin Hitchins, Alexa Michael,
Ryan Thomson and Rebecca Wiffen

Reverend Roger Bristow and Shamilah Martin
Alice Kirby and Tommy Velvick

Also Present:

Councillor Kate Lymer, Portfolio Holder for Children, Education
and Families
Councillor Jeremy Adams (observing)

40 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Rosie White.

41 DECLARATIONS OF INTEREST

There were no additional declarations of interest.

42 QUESTIONS FROM COUNCILLORS AND MEMBERS OF THE PUBLIC ATTENDING THE MEETING

Two questions for oral reply and one question for written reply were received at the meeting. A copy of those questions, together with the Portfolio Holder's responses can be viewed as Appendix A to these Minutes.

43 MINUTES OF THE CHILDREN, EDUCATION & FAMILIES PDS COMMITTEE MEETING HELD ON 22 NOVEMBER 2023

RESOLVED: That the minutes of the meeting held on 22 November 2023 be agreed and signed as a correct record.

44 MATTERS OUTSTANDING AND FORWARD WORK PROGRAMME Report CSD24014

The report set out progress against outstanding actions from previous meetings and the forward work programme of the Committee.

With regard to Minute 30: Matters Outstanding and Forward Work Programme, the Committee were advised that the Deep Dive on supporting vulnerable or disadvantaged young people to transition from education to employment scheduled for March 2024 would be considered later in the meeting as part of the Deep Dive on youth support and NEET. The next Deep Dive would be held at the June meeting and would focus on the first destinations of 16- and 18-year-old school leavers, including those educated at home. A Member suggested expanding this Deep Dive to incorporate the Local Authority's role in overseeing home education as well as the qualifications and first destinations of young people educated at home, and this was supported by the Committee.

RESOLVED: That the report be noted.

45 PORTFOLIO HOLDER UPDATE

The Portfolio Holder for Children, Education and Families provided an update to the Committee on her activities.

As Lead Member for Children, Education and Families, the Portfolio Holder was delighted at the outcome of the recent Ofsted Inspection in which Children's Social Care Services had been judged to be outstanding across all areas. The Portfolio Holder paid tribute to the exceptional work of Officers and Senior Leaders in securing this amazing achievement, as well to the vital work of Members who were active and committed Corporate Parents. The best practice of the Children's Social Care team was being recognized at a national level; however, there was still scope to learn and Mark Riddell MBE, the National Advisor for Care Leavers had made some suggestions for developing this already outstanding service area which were being acted on. Upcoming events included the Celebration of Achievement for Children Looked After which all Members were invited to attend, and a meeting of the 1st Hayes Rangers Group hosted in the Council Chamber to which the Mayoress would speak about her experiences as a previous Mayor of Bromley and as a senior officer in the Metropolitan Police.

RESOLVED: That the update be noted.

46 OFSTED INSPECTION OF CHILDREN'S SERVICES Report ECHS19017

The report set out the findings of the Ofsted Inspection of the Local Authority's Children's Social Care Services in November 2023 which had concluded that children in the Borough received "exceptionally strong services". The outstanding rating in all areas was the highest rating that Ofsted could give, and the Local Authority was only the third local authority to have received a judgement of outstanding in all areas of children's social work since the introduction of the new Ofsted Inspection framework in 2022, which included a new judgement for care leavers.

The Chairman led the Committee in congratulating officers, the Senior Leadership Team, the Portfolio Holder and the Committee for their contribution to such an outstanding achievement which was the culmination of several years of hard work. The Director of Children, Education and Families also thanked Members for their excellent support which had also been acknowledged by Ofsted in recognising the 'strong corporate and political commitment' to the shared vision for Children's Services at Bromley.

The Chairman asked about the one area identified for improvement by the Inspectors, and the Director of Children, Education and Families confirmed that this related to using plainer language in correspondence with parents where the Local Authority was seeking to remove children from their care via the Court process. In response to a question from another Member, the Director of Children, Education and Families explained that the terms 'Children's Social Worker' and 'Young Person's Advisor' used in the Inspection Report referred to different roles within the service with the Young Person's Advisor role being a non-Social Worker qualified post that supported Care Leavers. With regard to next steps, the Director of Children, Education and Families underlined that an outstanding rating was not the final destination. The needs and demands within Children's Social Care were ever changing and there were many challenges ahead, including managing resources more effectively.

The Chairman moved that the Committee's thanks to officers, the Senior Leadership Team, the Portfolio Holder and Members be recorded as a recommendation. The motion was seconded by the Vice-Chairman, put to the vote and CARRIED UNANIMOUSLY.

RESOLVED: That:

- 1) The findings of the Ofsted report and the outlined plan to address the recommendation identified in the report be noted; and,**
- 2) The Committee's thanks to Officers, the Senior Leadership Team, the Portfolio Holder and Members be conveyed for their hard work and excellent achievement in securing an outstanding rating in all areas of Children's Social Care services.**

**47 PRE DECISION SCRUTINY OF DECISIONS FOR THE
CHILDREN, EDUCATION & FAMILIES PORTFOLIO HOLDER**

The Committee considered the following Part 1 (Public) report where the Children, Education and Families Portfolio Holder was recommended to take a decision:

**A 2024/25 DEDICATED SCHOOLS GRANT (DSG)
Report CEF23067**

The report provided an outline of the final Dedicated Schools Grant allocation for 2024/25 and an overview of how this would be spent. The Schools' Forum had also considered the report at its meeting on 18 January 2023 and had recommended that the Portfolio Holder for Children, Education and Families approve the final Dedicated Schools Grant allocation for 2024/25 and the methodology of its distribution.

The Chairman was pleased to note the funding increase of £14.7M for the Early Years block for 2024/25 which reflected the new funding available for younger children aged two and under and an increased part-time equivalent rate for three- and four-year olds and disadvantaged two-year olds, as well as an increased Early Years Pupil Premium and Disability Access Fund across the new funding streams. Another Member expressed significant concern regarding the deficit budget for the High Needs Block with a deficit of approximately £21M projected for the end of 2024/25. The Head of Finance: Children, Education and Families explained that the ongoing and significant deficit in funding within the High Needs Block was a national issue impacting local authorities across the country. The Government had put a Financial Disregard in place which meant that the deficit did not have to be counted within the Local Authority's reserves and the Local Authority had developed a Dedicated Schools Grant Recovery Management Plan in consultation with the Department for Education to mitigate the overspend as far as practicable.

The Chairman asked what the views of the Schools' Forum had been on the proposed final Dedicated Schools Grant allocation for 2024/25 and was advised that the Schools' Forum had agreed with Scenario 2 and Option 4 for the Early Years' and Schools' Blocks respectively which would maximise the funds provide directly to Early Years providers and schools. Early Years providers had also been consulted on their preferred funding model and had expressed a strong preference for Scenario 2. These preferred options were the closest to the Department for Education's National Funding Formula which was not yet mandatory but would become a requirement for future years. The Schools' Forum had also commented on the overall funding envelope for the High Needs Block which, as well as being insufficient overall, had not received any budget increase for 2024/25, although an additional one-off grant had been paid for 2023/24.

A Member observed that school rolls had fallen dramatically in parts of London in recent years and queried whether this was the case for Bromley and, if so, what the financial implications would be. The Director of Education advised that demand for primary and secondary school places fluctuated over time. While birth rates were currently falling across London, Bromley continued to see high demand for its primary and secondary schools, although there was some evidence of falling demand at secondary level which would impact individual schools as funding was allocated on a per pupil basis. School places were reviewed annually by the Committee's School Place

Planning Working Group, and it may be that some schools would seek to reduce their published admissions number to mitigate an anticipated fall in demand in the short- to medium-term. The Head of Finance: Children, Education and Families added that the Department for Education had established a Falling Rolls Fund for the 2024/25 financial year which was allocated on the basis of Super Output Areas but that no area within the Borough qualified for funding under this scheme at present.

RESOLVED: That the Portfolio Holder be recommended to approve the Dedicated School Grant allocation for 2024/25 and the methodology of its distribution, taking into account the views of the Children, Education and Families PDS Committee and the Schools' Forum.

48 POLICY DEVELOPMENT AND OTHER ITEMS

A CHILDREN, EDUCATION AND FAMILIES PORTFOLIO DRAFT BUDGET 2024/25 Report CEF23068

The report considered the Portfolio Holder's draft 2024/25 budget which incorporated the future cost pressures and initial draft budget saving options reported to the Council's Executive on 17 January 2024. Members were requested to consider the initial draft budget being proposed and to identify any further action that might be taken to reduce cost pressures facing the Council over the next four years with a view to the Council's Executive making recommendations to Council on the 2024/25 Council Tax levels. There were still outstanding issues and areas of uncertainty remaining and any further updates would be included in the 2024/25 Council Tax report to the meeting of the Council's Executive on 7 February 2024.

In reviewing the draft budget, a Member observed that emergency foster placements remained a substantial cost pressure for the Portfolio and queried whether it would be feasible to establish a Local Authority-owned children's home that offered better value for money than placements made via Independent Fostering Agencies. The Director of Children, Education and Families confirmed that all options for future service delivery would be considered. Moving forward, a significant emphasis would be placed on developing innovative and cost-effective service models that would help contain the cost pressures caused by increasing demand for statutory services and regular updates on the findings of this work would be reported to the Committee. A Member suggested there may be scope for innovative practice within the youth service as some local charities and organisations were already working effectively with young people within local communities. Another Member asked about transformation work already delivered within SEND Transport and was advised that two travel trainers were now in place and details of the number of children and young people benefitting from this service would be provided to the Committee following the meeting.

1 February 2024

A Member underlined the need to continue to focus on recruitment and retention as permanent staff were more cost effective than those employed via an agency. The Director of Children, Education and Families was pleased to report that the Local Authority's overseas recruitment work continued to be very effective in securing high quality staff and it was anticipated that the 'Outstanding' Ofsted judgement would help attract the highest quality staff to join the Local Authority in a permanent role. Another Member highlighted the Local Authority's low settlement funding per head of population which was £123 per head of population for the 2024/25 financial year against a London average of £330 and stated that this disparity in funding levels needed to be resolved. The Chairman queried whether recharges were made to the Adult, Care and Health Portfolio with respect to services for young people with special educational needs and disabilities aged 18-25 years and the Head of Finance: Children, Education and Families confirmed that a funding mechanism was in place to ensure that costs were charged to the appropriate Portfolio. It was expected that an additional social care grant would be provided to the Local Authority for the 2024/25 financial year to help offset some costs and this would also be apportioned between the adults' and children's services.

In considering how the draft budget was displayed to the Committee, a Member noted that the original 2023/24 budget was shown alongside the draft 2024/25 budget with further columns for increased costs and other changes. The Member suggested that it could be helpful to include the projected end 2023/34 budget to enable Members to compare the actual costs for 2023/24 with the draft budget for 2024/25 and this request would be noted for future reporting.

Councillor Rebecca Wiffen tabled an additional recommendation requesting the Committee:

2.2 Consider extending full council tax relief for care leavers, offering 100% discount on council tax for care leavers until the age of 25, provided the following criteria are met:

You must be a London Borough of Bromley care leaver, having been/being looked after by the Borough, and have applied for other discounts such as single person discount/student discount.

The Chairman stated that any such decision was in the remit of Full Council and moved that the recommendation be deferred to the meeting of Full Council on 26 February 2024 when the 2024/25 budget would be set. This motion, proposed by the Chairman, was seconded by Councillor Alexa Michael, put to the vote and CARRIED.

RESOLVED: That:

- **The update on the financial forecast for 2024/25 to 2027/28 be noted;**

- **The initial draft 2024/25 budget be noted as a basis for setting the 2024/25 budget; and,**
- **The Council's Executive be recommended to note the comments of the Children, Education and Families PDS Committee on the initial draft 2024/25 budget at its meeting on 7 February 2024.**

**B CEF RISK REGISTER 2023/24
Report CEF23070**

The report set out the Children, Education and Families Risk Register update for Quarter 3 for the 2023/24 financial year.

RESOLVED: That the current Children, Education and Families Risk Register and the existing controls in place to mitigate the risks be noted.

**C PERFORMANCE REPORTING - CHILDREN'S SCRUTINY
DATASET PART 1 (PUBLIC) REPORT
Report CEF23069A**

The report presented a regular update on the performance of services for children across a suite of performance measures.

RESOLVED: That the November 2023 outturn of key performance indicators and associated management commentary be noted.

**D DEEP DIVE: YOUTH SUPPORT AND NEET
Report CEF23071**

The Committee welcomed Linda King, Youth Support Programme Manager (Universal) who shared her expertise in the area of Youth Support and the support of young people who were not in education, employment or training (NEET), including mentoring and work experience opportunities.

A Member observed that Bromley Youth Support Service had been asked to make £125k savings for both the 2024/45 and 2025/26 financial years and queried whether this was achievable. The Assistant Director: Specialist Services clarified that the service was looking for ways to work more effectively rather than cutting its provision and spoke of the recent launch of the Good Work Bromley Exchange as an example of innovative partnership working to support young people into employment, including those with additional needs. A Member asked how the Bromley Youth Support Programme encouraged young people who were NEET to engage with Information, Advice and Guidance and was advised that an individualised approach was taken which could include one-to-one or group employability work and other mechanisms for support and encouragement. The Youth Support Service had strong links with a range of partners including schools, voluntary sector youth groups and health partners such as Child and Adolescent Mental Health Services and Bromley Y.

1 February 2024

With regard to work experience, a Member queried why 22 young people had refused an offer of work experience with the Local Authority in 2023/24. The Youth Support Programme Manager (Universal) explained that some young people applied for several work experience opportunities and other young people were limited by time as to which offers they could accept. Work experience opportunities with the Local Authority were promoted across all secondary schools as well as via the Bromley Education Business Partnership. A Member described the work experience model used at London Biggin Hill Airport in which young people rotated between different departments and the Youth Support Programme Manager (Universal) explained that whilst the Local Authority tended to place work experience students in a single team, participants were encouraged to use a careers tool to choose a placement linked to their interests and ambitions. A Member asked whether any of the young people who had undertaken work experience with Bromley had gone on to work for the Local Authority, suggesting that this could be beneficial for shortage areas such as planning and social care work. The Youth Support Programme Manager (Universal) advised that the majority of work experience students were still attending secondary education, but the Local Authority did employ a number of staff or apprentices who had prior links to the Local Authority, including work experience or as Children Looked After. Young people accessing Information, Advice and Guidance services in Bromley were also encouraged to consider shortage skills areas for their future career.

In considering other areas of service provision, a Member highlighted the benefits of mentoring programmes and encouraged all Members to become mentors and to promote this opportunity across their own networks. Another Member suggested that care leavers be prioritised to participate in the Bromley Mentoring Initiative. A range of supportive internship models were delivered in partnership for young people who were NEET or had special educational needs or disabilities and a Co-opted Member emphasised that suitable work experience and preparation opportunities should be available to young people of all abilities. The Co-opted Member underlined the need for an expansion of further education for young people with special educational needs and disabilities, including those of high ability, and for the Local Authority and its partners to be ambitious for this cohort by providing more specialist further education, training and employment opportunities. In response to a question from a Member regarding the Youth Support Service's mobile buses not being ULEZ compliant, the Youth Support Programme Manager (Universal) advised that the service had been able to offset other grant funding to help fund a replacement vehicle to undertake mobile and detached youth engagement. Existing service users were being consulted on how to fit out this vehicle and this included reviewing similar provisions by other local authorities and charitable organisations.

The Chairman led the Committee in thanking Linda King for sharing her expertise.

RESOLVED: That the thematic session be noted.

49 CHILDREN, EDUCATION AND FAMILIES INFORMATION ITEMS

The items comprised:

- Contracts Activity Report

RESOLVED: That the Information Briefing be noted.

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

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

**The following summaries
refer to matters involving exempt information**

51 EXEMPT MINUTES OF THE CHILDREN, EDUCATION & FAMILIES PDS COMMITTEE MEETING HELD ON 22 NOVEMBER 2023

The Part 2 (Exempt) minutes of the meeting held on 22 November 2023 were agreed and signed as a correct record.

52 PORTFOLIO HOLDER PART 2 (EXEMPT) UPDATE

The Committee heard a Part 2 (Exempt) Update of the Portfolio Holder.

53 POLICY DEVELOPMENT AND OTHER ITEMS PART 2 (EXEMPT)

A PERFORMANCE REPORTING - CHILDREN'S SCRUTINY DATASET PART 2 (EXEMPT) REPORT

The Committee considered a report setting out Part 2 (Exempt) aspects of performance reporting against the Children's Scrutiny Dataset.

The Meeting ended at 9.18 pm

Chairman

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**CHILDREN, EDUCATION AND FAMILIES PDS COMMITTEE
1 FEBRUARY 2024**

QUESTIONS FOR ORAL REPLY

1. From Debra Rose, Local Resident

Why is the council not engaging with Roots4learning, a specialist provider of education for children with SEND? The response to parents so far has been that the council only engage DfE and Ofsted registered providers yet they often use an agency, Supply & Demand Consultancy Ltd, who are not.

Reply:

It would not be appropriate to discuss commercially sensitive decisions relating to specific providers. The council has made it very clear in its correspondence that it will be willing to explore the commissioning of any new Alternative Provision in the Borough once it is appropriately registered and assessed as able to safely educate children. A teacher supply agency is not comparable to a community-based learning programme attended by children and young people.

Supplementary Question:

Bromley's policy at the moment is to use approved providers of education when a child is not in school – they will typically be called alternative providers. What happens when the child is not provided using those specific approved providers. What happens when the Council are not able to provide a full-time education using the providers that they currently have approved?

Reply:

The Council will always work with parents to try and ensure that their children are able to access their full education entitlement. Unfortunately for a variety of reasons some children are unable to access this education provision or even to access full-time education. The Council will continue to work with families to seek to ensure this is possible and work towards a full reintegration into full-time education at the earliest possible opportunity.

2. From Rebecca Lisney, Local Resident

What is the policy around oversight of children's education when they are unable to attend school? Who oversees the teachers who are going into homes and libraries, arranged by the local authority/agency, to ensure quality, value, curriculum and outcomes? Is it the council or the agency providing the teacher?

Reply:

The responsibility to monitor and oversee Alternative Provision varies depending on the situation and needs of the child and which agency is commissioning the additional

support, which can include the school or LA. In most instances, the LA Personalised Learning Service will maintain oversight of the learning and progress of children accessing the education put in place for learners unable to attend school for medical reasons.

All providers of education or Alternative Provision are required to maintain records for the tracking of progress and impact and to make these available for scrutiny and review as required.

Supplementary Question:

Are you saying that the policy is that they hold records which can be scrutinised and if so, who reviews these records and how often? Who reviews the assessments to make sure that what they say is happening is actually happening and what framework do you use to assess the quality of this provision?

Reply:

The answer is that it depends on the alternative provision put in place for the child or young person. It could be that an alternative provision is stipulated as part of a child's Education, Health and Care Plan in which case it would be reviewed on a yearly basis as part of the EHC Plan annual review. The frequency of assessment will also vary depending on the type of alternative provision put in place for the child or young person, their individual circumstances, the progress made, who commissioned the provision and the accountability around that. There is no single policy or arrangement that applies to all scenarios.

CHILDREN, EDUCATION AND FAMILIES PDS COMMITTEE
1 FEBRUARY 2024

QUESTIONS FOR WRITTEN REPLY

1. From Councillor Alisa Igoe

Could the Portfolio Holder please explain what support the Council provides in its special guardian support plan for those undertaking the role of Special Guardian and what provision, under the financial support requirement, is there for ensuring the child or children have adequate living conditions?

Reply:

Special Guardianship Order assessments are undertaken in conjunction with a child specific support plan. The Special Guardianship Support Plan addresses areas of need not just of the child but also the prospective special guardians and what support may be available. This includes areas around Health, Education, Emotional and Behavioural need, needs around children's identity and self-care. The needs set out are specific to each child and therefore the suggested support may be different depending on the child's needs.

In cases where Special Guardianship allowance applies following an income and expenditure mean test, the allowance is paid to the Special Guardian(s) until the child is 18 years or no longer in the care of the Special Guardian. Currently, Bromley remains responsible for reviewing Special Guardianship allowances whilst children are cared for under the Special Guardianship order or until the children are 18 years old.

The permanency Service runs a duty service to respond to enquiries from the Special Guardians and where applicable young people subject to Special Guardianship Orders can also contact the service for advice and support. Post Special Guardianship Support is a needs-led service. Through our Permanency App, the Support plan and our quarterly Newsletter, families are made aware of how they contact the service for support if any need arise. There are no allocated social workers post Special Guardianship Order as children are no longer looked after. However, where there is a need for an assessment of needs, this is allocated to a practitioner in the Service to undertake the assessment and make recommendations for support going forward.

On an annual basis for the first 3 years post order, Bromley contacts the families where children were previously looked after to undertake annual reviews by way of checking in with families and to identify any support needs. These annual reviews are offered to families; however, they can also decline our involvement. The Service also undertake a review of financial arrangement to ensure the allowance is still meeting needs.

Bromley has a 5-year contract with the charity, KINSHIP (previously Grandparents Plus) to provide services under their Kinship Connected programme. This programme ensures Special Guardian families receive independent support from a leading provider in KINSHIP support. KINSHIP, in conjunction with the Permanency Service and Bromley Special Guardians have set up Kinship specific support groups in different locations across the Borough which are run online and in person.

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Report No.
CSD24043

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: CHILDREN EDUCATION AND FAMILIES POLICY
DEVELOPMENT AND SCRUTINY COMMITTEE

Date: Wednesday 20 March 2024

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

Title: MATTERS OUTSTANDING AND FORWARD WORK
PROGRAMME

Contact Officer: Kerry Nicholls, Democratic Services Officer
Tel: 020 8461 7840 E-mail: Kerry.Nicholls@bromley.gov.uk

Chief Officer: Director of Corporate Services and Governance

Ward: All Wards

1. Reason for decision/report and options

1.1 This report deals with the Committee's business management including:

- Monitoring progress against actions arising from previous meetings; and
- Developing the Committee's Forward Work Programme.

2. **RECOMMENDATION(S)**

2.1 That PDS Committee reviews and comments on:

1. Progress on matters arising from previous meetings; and
2. The Committee's Forward Work Programme, indicating any changes or particular issues that it wishes to scrutinise for the year ahead.

Impact on Vulnerable Adults and Children

1. Summary of Impact: None
-

Transformation Policy

1. Policy Status: Not Applicable
 2. Making Bromley Even Better Priority (delete as appropriate): Not Applicable
-

Financial

1. Cost of proposal: Not Applicable
 2. Ongoing costs: Not Applicable
 3. Budget head/performance centre: Democratic Services
 4. Total current budget for this head: £366k
 5. Source of funding: Revenue Budget
-

Personnel

1. Number of staff (current and additional): 6
 2. If from existing staff resources, number of staff hours: N/A
-

Legal

1. Legal Requirement: None
 2. Call-in: Not Applicable: Non-Executive reports are not subject to call-in
-

Procurement

1. Summary of Procurement Implications: Not Applicable
-

Property

1. Summary of Property Implications: Not Applicable
-

Carbon Reduction and Social Value

1. Summary of Carbon Reduction/Sustainability Implications: Not Applicable
-

Impact on the Local Economy

1. Summary of Local Economy Implications: Not Applicable
-

Impact on Health and Wellbeing

1. Summary of Health and Wellbeing Implications: Not Applicable
-

Customer Impact

1. Estimated number of users or customers (current and projected): This report is intended primarily for the benefit of Committee Members.
-

Ward Councillor Views

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

3. COMMENTARY

Matters Outstanding from Previous Meetings

- 3.1. **Appendix 1** provides a progress update on requests made by the Committee at previous meetings. This list is checked after each meeting so that any outstanding issues can be addressed at an early stage and timely progress made.

Work Programme

- 3.2 Each PDS Committee determines its own work programme, balancing the roles of (i) pre-decision scrutiny and holding the Executive to account, (ii) policy development and review and (iii) external scrutiny. E&R PDS Committee has the additional role of providing a lead on scrutiny issues and co-ordinating PDS work.
- 3.3 PDS Committees need to prioritise their key issues. The work programme also needs to allow room for items that arise through the year, including Member requests, call-ins and referrals from other Committees. Committees need to ensure that their workloads are realistic and balanced, allowing sufficient time for important issues to be properly scrutinised. Members also need to consider the most appropriate means to pursue each issue – the current overview and scrutiny arrangements offer a variety of approaches, whether through a report to a meeting, a time-limited working group review, a presentation, a select committee style meeting focused on a single key issue, or another method.
- 3.4 The Committee may wish to consider establishing Task and Finish Groups for specific focused policy development work.
- 3.5 **Appendix 2** sets out the Education, Children and Families PDS Committee Work Programme for 2023/24. The Committee is invited to comment on the proposed schedule and suggest any changes it considers appropriate.
- 3.6 Other reports will be added to the Forward Work Programme as items arise.

Non-Applicable Headings:	Impact on Vulnerable Adults and Children, Transformation/Policy Implications, Financial Implications, Personnel Implications, Legal Implications, Procurement Implications, Property Implications, Carbon Reduction/Social Value Implications, Impact on the Local Economy, Impact on Health and Wellbeing, Customer Impact, Ward Councillor Views
Background Documents: (Access via Contact Officer)	Minutes of previous meetings

MATTERS OUTSTANDING FROM PREVIOUS MEETINGS

Minute Number/ Title/ Date	Action/PDS Request	Update	Action by	Expected Completion Date
30: Matters Outstanding and Forward Work Programme (22 November 2023)	Deep Dive on First Destinations of 16- and 18-year-old school leavers, including those educated at home to be added to the Forward Work Programme.	Following discussions at the meeting on 1 February 2024, the scope of the review was widened as follows: Deep Dive: First Destinations of 16- and 18-year-old school leavers, including the qualifications and first destinations of young people educated at home and the Local Authority's role in overseeing home education.	Director of Education.	June 2024.
31. Portfolio Holder Update (22 November 2023)	Details of payments made with respect to the rulings of the Local Government and Social Care Ombudsman to be provided to the Committee.	Payments of £4,000 and £5,900 were required in respect of the two cases for which the Ombudsman ruled against the Local Authority.	Director: CEF	Completed.
48a: CEF Portfolio Draft Budget 2024/25 (1 February 2024)	The projected end year budget to be included in future reporting of the draft budget (alongside actual costs for the current year and the draft budget for the next year) Details of the number of children and young people benefitting from the SEND Travel Training service to be circulated to the Committee	To be included in future reporting Further details were circulated to the Committee.	Head of Finance: CEF Head of Service: Access to Education	Completed. Completed.

Children, Education & Families Work Programme 2023/24

Children, Education & Families PDS Committee		June 2024
Item		Status
Appointment of Co-opted Members		Annual report
Children, Education and Families Portfolio Plan Update		Holding PH to Account
Education Planned Maintenance Programme		PH Decision
Early Intervention and Family Support Service Update	Annual Report	PH Decision
School Place Planning Report		PH Decision
CEF Outturn Report		PH Decision
Gateway Report: Commissioning Strategy of Transport Services for all Client Groups - JOINT ITEM WITH ACH PDS COMMITTEE		Exec Decision
Award of Contract at Red Hill Primary School Report		Exec Decision
Risk Register		PDS Item
Performance Management 2024/25 (Part 1 and Part 2)		PDS Item
Contracts Register and Database (Parts 1 and 2)		PDS Item
Deep Dive: First Destinations of 16- and 18-year-old school leavers, including the qualifications and first destinations of young people educated at home and the Local Authority's role in overseeing home education.		PDS Item
Children, Education & Families PDS Committee		September 2024
Item		Status
Children, Education and Families Portfolio Plan Update		Holding PH to Account
Budget Monitoring 2024/25		PH Decision
Capital Programme Monitoring 2024/25 Q1		PH Decision
Performance Management 2024/25 (Part 1 and Part 2)		PDS Item
Adoption Update Annual Report	Annual Report	PDS Item
Private Fostering Annual Report	Annual Report	PDS Item
Corporate Parenting Annual Report	Annual Report	PDS Item
Risk Register		PDS Item
Spending on Primary, Secondary and Special Schools 2022/23	Annual Report	PDS Item
0-25 Service Update – JOINT ITEM WITH ACH PDS COMMITTEE	Annual Report	PDS Item
Deep Dive: To be Confirmed		PDS Item
Children, Education & Families PDS Committee		November 2024
Item		Status
Children, Education and Families Portfolio Plan Update		Holding PH to Account
Budget Monitoring 2024/25		PH Decision
Capital Programme Monitoring 2024/25 Q2		PH Decision
Performance Management 2024/25 (Part 1 and Part 2)		PDS Item

Bromley Safeguarding Children Partnership Annual Report 2022/23	Annual Report	PDS Item
Independent Reviewing Officer Annual Report	Annual Report	PDS Item
Local Authority Designated Officer Annual Report	Annual Report	PDS Item
Youth Justice Service Annual Update	Annual Report	PDS Item
Annual CEF Compliments & Complaints Report	Annual Report	PDS Item
Risk Register		PDS Item
Contracts Register and Database (Parts 1 and 2)		PDS Item
Deep Dive: To be Confirmed		PDS Item
Children, Education & Families PDS Committee		February 2025
Item		Status
Children, Education and Families Portfolio Plan Update		Holding PH to Account
2024/25 Dedicated Schools Grant	Annual Report	PH Decision
Performance Management 2024/25 (Part 1 and Part 2)		PDS Item
Risk Register		PDS Item
CEF Draft Portfolio Budget 2025/26	Annual Report	PDS Item
Contracts Register and Database (Parts 1 and 2)		PDS Item
Deep Dive: To be Confirmed		PDS Item
Children, Education & Families PDS Committee		March 2025
Item		Status
Children, Education and Families Portfolio Plan Update		Holding PH to Account
Budget Monitoring		PH Decision
Capital Programme Monitoring 2024/25 Q3		PH Decision
Basic Need Capital Programme Update		Exec Decision
Virtual School Annual Report	Annual Report	PDS Item
Performance Management 2024/25 (Part 1 and Part 2)		PDS Item
Education Outcomes	Annual Report	PDS Item
Bromley Youth Council End of Year Report (BYC Representatives to present with Youth Service support)	Annual Report	PDS Item
Risk Register		PDS Item
Contracts Register and Database (Parts 1 and 2)		PDS Item
Deep Dive: To be Confirmed		PDS Item
Children, Education & Families PDS Committee		To be programmed
Item		Status
Bromley Mencap Individual Short Breaks - Draft Contract Variation Report		PH Decision

Report No.
CEF23073

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: CHILDREN, EDUCATION AND FAMILIES POLICY
DEVELOPMENT AND SCRUTINY COMMITTEE

Date: Wednesday 20th March 2024

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

Title: CHILDREN, EDUCATION AND FAMILIES PORTFOLIO PLAN –
2023/24 Q3 UPDATE

Contact Officers: Naheed Chaudhry, Assistant Director Strategy, Performance and Corporate
Transformation
Tel: 020 8461 7554 Email: naheed.chaudhry@bromley.gov.uk

Chief Officer: Richard Baldwin, Director of Children's Services

Ward: All Wards

1. Reason for report

- 1.1 This report presents the Children, Education and Families Policy Development and Scrutiny Committee with a Children, Education and Families Portfolio Plan 2023-24 Quarter 3 update.

2. **RECOMMENDATION(S)**

- 2.1 Members are asked to note progress on the actions associated with the Children, Education and Families Portfolio Plan (Appendix 1, note key highlights in this report):

Impact on Vulnerable Adults and Childre

1. Summary of Impact: To provide the Scrutiny Committee with a regular update on the performance of services for children.
-

Transformation Policy

1. Policy Status: Existing Policy: The monitoring of the Portfolio Holder Plan is part of the performance management framework developed to ensure that there is strong leadership and management oversight of children's services in Bromley.
 2. Making Bromley Even Better Priority:
 - (1) For children and young People to grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home.
 - (5) To manage our resources well, providing value for money, and efficient and effective services for Bromley's residents.
-

Financial

1. Cost of proposal: Not Applicable
 2. Ongoing costs: Not Applicable
-

Personnel

1. Number of staff (current and additional): Not Applicable
 2. If from existing staff resources, number of staff hours: Not Applicable
-

Legal

1. Legal Requirement: Non-Statutory - Government Guidance
 2. Call-in: Not Applicable: No Executive Decision.
-

Procurement

1. Summary of Procurement Implications: Not Applicable
-

Property

1. Summary of Property Implications: Not Applicable: No Executive decision.
-

Carbon Reduction and Social Value

1. Summary of Carbon Reduction/Sustainability Implications: Not Applicable
-

Customer Impact

1. Estimated number of users or customers (current and projected): Not Applicable
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable

3. COMMENTARY

- 3.1 The Children, Education and Families Portfolio Plan focuses on delivering the longer-term strategic priorities for children and families in Bromley and has been refreshed in line with the Council's Transformation Programme and the Corporate Strategy, Making Bromley Even Better.
- 3.2 The Children, Education and Families Portfolio Plan focusses on five priority outcomes:
- Safeguarding
 - Affordable, Decent and Secure Homes
 - Life chances, resilience and wellbeing
 - Supporting and challenging effective multi-agency working
 - Ensuring efficiency and effectiveness
- 3.3 Within each priority are a number of statements which are underpinned by actions and measures of success within the work of Children's Services and other departments which impact on children and families.
- 3.4 Full progress against the Portfolio Holder Plan as at start of financial year 2023-24 (Quarter 3) is provided in Appendix 1.
- 3.5 Please see below a few key highlights for Quarter 3:
- a) Caren Boiling – Interim Head of Service, Early Years, School Standards and Adult Education** – As of 17th January 2024, there were 371 (65%) of eligible children accessing 2-year old funded places (National benchmark 72%). 98.35% of early years settings in Bromley that have been inspected are rated as Good or Outstanding (National benchmark 96%). As of 17th January 2024 DAF funding has been paid out for a total of 30 children in early years settings during the 2023/24 academic year.
- b) Scott Bagshaw, Head of Access to Education & Inclusion** – 390 children electively home educated. Education transformation restructure has created new dedicated Access to Education officer posts, which will include EHE duties within the revised Education Welfare Service.
- c) Rob Bollen, Head of Sufficiency** – Scheme to create new 30 place Additionally Resourced Provision (ARP) at Oaklands Primary School underway.
- d) Rachel Dunley, Head of Service Early Intervention and Family Support** – The Children & Family Hub is moving into Phase 2 with the introduction of a Portal in Spring 2024 and the MAPE will be revised to run after the Portal has gone live, giving a single message regarding access options. Early Years Education run termly and attendance is excellent with sell-out dates. A range of bespoke training is available to Children Social Care colleagues, alongside Single Point of Contact ('SPOC') surgeries for case and intervention options discussions.
- e) Cathy Lloyd-Williams, Head of Children Looked After (CLA) and Care Leavers** – Local London have funded the commissioning of bespoke 1:1 ETE support for care leavers aged 16 plus. Delivery began January 2024. Creation of ETE Improvement board in March 2024 to support engagement with local business community to create roles and opportunities for care leavers. 79% of Review Health Assessments held in timeframe for CLA and 81% of immunisations for CLA are in timeframe.

- f) Mark Smith, Head of 0-25 Service – Children and Young People with Disabilities -** Future events are to be considered to inform families of localised options. Marjorie McClure held a transition event and the Local Authority held a local offer event in the autumn term 2023 which supported the sharing of information on preparing for adulthood. An initial Transitional Working Group has been held and a further meeting planned for March 2024. The group will aim to move forward on future Preparing for Adulthood (PfA) events and developing information and operational practices on the 4 PfA pathways. A new Integrated Transition Register has been developed, which will support future commissioning of services.
- g) Johanna Dench, Senior Commissioning Manager for Children & Young People Mental Health & Wellbeing –** Work continues to progress on the creation of an integrated single point of access between Bromley Y and CAMHS, which will see a joint screening and triage process to support CYP accessing the right support in a timelier manner. Focused work to reduce the wait for CAMHS also continues, with significant reductions in both the overall waiting list and those waiting the longest – with total waits at 155 as of December 2023, down 61% on December 2022 and a reduction of almost 30% of those waiting 52 weeks plus, over the same period. However, waiting times continue to be a challenge, particularly within the neuro pathway.

A full deep dive analysis has been conducted to review presentations to A&E. A working group will be established to review the findings and develop a cross-organisational action plan that seeks to promote early intervention and prevention. The Pilot is progressing well and developing increased staff confidence to support children and promote early identification, advice and support, through specialist consultations with Maudsley Centre for Child & Adolescent Eating Disorders (MCAEDS). The second element to this pilot is the delivery of the 'me and my body' and 'happy being me' programmes, to promote positive self-esteem/image, which is being successfully piloted in 3 Primary Schools and 3 Secondary Schools across the borough.

- h) Wenifred Marshall, Head of Service for Permanency –** THRIVE have received 64 referrals for children subject to adoption and children looked after. 9 additional referrals for foster Carers and children subject to Special Guardianship Orders from April 2023 to date. The work undertaken by THRIVE with children and their carers, prevents placement breakdown and enable children and their care-givers to develop positive strategies to help regulate emotions, pre-empt dysregulated behaviours and develop pro-social responses to manage difficult feelings.

Virtual Reality continues to be a well embedded practice tool in Bromley Children Social Care as well within the practice of Education Partners. There are trained VR practitioners within each service area of Children Social Care and champions to lead and promote VR as a practice tool in their services. 25 additional practitioners have received VR training from April 2023 to date with a total of 66 certified VR across Children Social Care since April 2022. From April 2023, 19 foster carer attended VR training on Trauma and Child Sexual exploitation and the feedback was overwhelmingly positive.

- i) Sonia Aulak, Interim Head of SEN –** There have been significant improvements in clearing the backlog of assessments and improving overall 20 week timeliness.
- j) Betty McDonald, Head of Youth Justice Service –** YJS has continued to strengthen and enhance preventative work with children and young people, including the implementation of Engage and Turnaround projects. The increased focus on the preventative support offer continues to support the positive trend achieved in reducing numbers of first time entrants into the YJS.

Commission Youth Ink peer to peer mentoring network work with CYPs offering additional support and mentoring, which includes contributing to interventions delivered by the YJS by seeking the views of the children who access this service.

Providing positive and aspirational interventions with children and young people which has continued to improve, with support through funding from the Jack Petchey award. This includes CYPs having the opportunity to engage with projects including music production, street art, boxing and cooking, and receiving awards for their contributions/achievements.

The YJS has monthly multi-agency meetings with SEN to ensure all SEN children open to the YJS, and who require an EHCP, receive the appropriate educational support according to their needs. There are fortnightly education and health panels for health specialists to discuss any potential referrals where children's health support is part of their YJS intervention.

- k) Linda King, Youth Support Programme Manager** – The youth service review continues, and we are now relooking at the service in light of the statutory positive activity duties in the newly issued guidance in September 2023 for “Statutory guidance for local authorities on services to improve young people’s well-being.”

The service continues to deliver positive activities across its hubs and mobile team offering a safe environment and personal social education. NEET performance for care leavers is now directly monitored by the Care Leaving team. The youth support programme team offer support to the CLA/LCT NEET panel meetings and via informal support between workers. The service has the statutory responsibility for tracking and supporting young people who are NEET or at risk of being NEET and we continue to ensure all young people have an offer of individual or small group support for information, advice and guidance and employability support.

- l) Helayna Jenkins, Principal Loneliness Champion** – In November 2023, the Principal Loneliness Champion met with over 500 residents across the community at the Children and family centres, Library ‘baby rhyme time’ sessions, Bromley Market, and the Inspired Youth Conference (29th November 2023) providing printed leaflets, information and signposting services to parents and young people to support these groups through loneliness and social isolation.

In December, 44 schools (primary and secondary), 6 children and family centres and a Mytime Active afterschool club made 5,000 cards which were delivered to a variety of local community locations including care homes, libraries, charities, health and hospitals.

The Bromley Children’s Project continue to support efforts to connect people via the Children and Family centres during various celebration days and awareness weeks i.e., religious festivals and Month of Community (June 2024).

The PLC continues to deliver the [Tackling Loneliness Workshop](#) to front line professionals supporting childing and young adults who may be experiencing loneliness within Bromley. Dedicated sessions with teachers and Health visitors are scheduled for late 2024.

A Tackling Loneliness [SharePoint page](#) was created for all staff at the LBB which will help the signpost services within their role. Bromley Childrens Project is taking part in a survey to capture, specifically how the Children and Family centres are helping to bring people together within the community and its impact around loneliness and isolation. This is a multi-agency study and results will be shared when the results are gathered in spring 2024.

The PLC delivered the now professionally accredited Tackling Loneliness Workshop to 11 Bromley Youth Council members in December 2023. We have now created a group of Youth Loneliness Champions. Future training will be delivered in March 2024 for all new Council members.

m) Kelly Sylvester, Head of Community Living Commissioning Programmes Team – The commissioning team have had the opportunity to utilise the new Short Breaks for Disabled Children Framework, resulting in school holiday activities that maximise the skills and potential of children and young people. The team are preparing for the upcoming Domiciliary Care tender which will include a service for children with disabilities and children that have Continuing Care needs. The Team is working with other boroughs to consider how the Family Drug and Alcohol Service will be commissioned in the future.

n) Michael Watts, Engagement Strategy Manager – New framework and toolkit developed during 2022/23. Framework endorsed by CEF PDS on 20 June and ACH PDS on 27 June 2023. 6 monthly ‘You said, we did’ highlight reports are presented to the Children’s Executive Board and CEF PDS. Digital “Childs Voice Hub” is enabling the Children Executive Partnership to share best practice, a toolkit and feedback findings amongst other professionals.

4. IMPACT ON VULNERABLE ADULTS AND CHILDREN

4.1 Examination of performance by elected members holding scrutiny roles is part of a broader performance management framework which supports improvement of services delivered to children, including those vulnerable to poorer outcomes.

5. TRANSFORMATION/POLICY IMPLICATIONS

5.1 The monitoring of key performance measures is part of the performance management framework developed to ensure that there is strong leadership and management oversight of children’s services in Bromley.

6 CUSTOMER IMPACT

6.1 A Children’s Performance Management Framework agreed in 2018 and updated in 2023, stipulates that the Children’s PDS Committee should receive a regular updates ton the Portfolio Holder Plan in respect of children’s services. Reports should enable Members to *‘ask challenging questions about areas of underperformance and make recommendations accordingly to the Executive’*.

Non-Applicable Sections:	Financial/Personnel/Legal/Procurement/Property/Carbon Reduction and Social Value Implications and Ward Councillor Views
Background Documents: (Access via Contact Officer)	Portfolio Holder Plan 2023/24



Children, Education and Families

Portfolio plan for 2023 to 2024

Welcome

Message from the Portfolio Holder for Children, Education and Families

Welcome to the Children, Education and Families Portfolio Plan for 2023 to 2024.

This Portfolio Plan will contribute to the delivery of our long-term vision as presented in our corporate strategy, **Making Bromley Even Better**; available from www.bromley.gov.uk/corporatestrategy.

Our department leads on the delivery of the first of five ambitions, for.

'For children and young people to grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home'.

Our priorities included

- ✓ Targeted early intervention and good universal service
- ✓ Safeguarding children and adolescents
- ✓ Being the best corporate parents
- ✓ Challenging disproportionality
- ✓ Engaging with children, young people and families

Clearly many if not all of our activity involves working closely with or through partners agencies, we will continue to develop and maintain these key relationships to enable effective service delivery. By implementing this plan, I truly believe that we can enable our children and young people to achieve, thrive and reach their full potential.

Achieving this ambition in a changing regulatory, financial and physical environment remains a challenge and should not be underestimated. Members will monitor the delivery of this Portfolio Plan through our Children, Education and Families Policy, Development and Scrutiny Committee, as part of the Children's Services Performance Framework.

We remain ambitious for our children and will continue to engage with them effectively, co-producing where possible. Our Bromley Relationship Social Work Model promotes 'doing with' rather than 'doing to' approach, we pride ourselves on the relationships we build with our families in order to support and assist positive change.

Cllr Kate Lymer

Deputy Leader and Portfolio Holder for Children, Education and Families

About this Portfolio Plan

This Portfolio Plan will contribute to the delivery of our long-term vision as presented in our corporate strategy, **Making Bromley Even Better**; available from www.bromley.gov.uk/corporatestrategy

Our vision

We want Bromley to be...

a fantastic place to live and work, where everyone can lead healthy, safe and independent lives

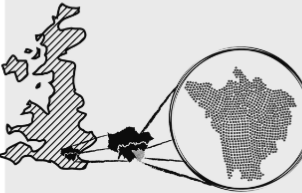
Our plan will be delivered jointly by the Council and partner agencies. We firmly believe that strong partnerships formed the foundation of our previous plan 'Building a Better Bromley'.

Together we have five new ambitions:

- 1** For children and young people to grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home.
- 2** For adults and older people to enjoy fulfilled and successful lives in Bromley, ageing well, retaining independence and making choices.
- 3** For people to make their homes in Bromley and for business, enterprise and the third sector to prosper.
- 4** For residents to live responsibly and prosper in a safe, clean and green environment great for today and a sustainable future.
- 5** To manage our resources well, providing value for money, and efficient and effective services for Bromley's residents.

Making Bromley Even Better 2021 to 2031
 Our corporate plan on a page

Get to know Bromley




We are located in **south east London**, we are the **largest London borough**.

We cover **59 square miles**.

We have more than **330,000 people** living here - in an estimated **141,000 households**.

We have a **vibrant rural and urban mix** - with **51%** of our space being **green belt land** and we have **eleven distinct town centres**.

We have relatively **low levels of deprivation** - we are the 4th least deprived of the 33 London boroughs.



Our children thrive and flourish secure into adult

We support our residents with **good universal services** for everyone:

- 99% of early years settings are 'Good' or better
- 90% of schools are 'Good' or better
- 91% of GPs are 'good' or better

We have **high life expectancy** which exceeds national figures:

- 81 for males and 85 for females
- 7 year gap in some parts

Our adults enjoy fulfilling and successful lives

We have a well **qualified and skilled working age** population:

- 50% have qualifications beyond A-Levels
- 3% have no qualifications

We have a high proportion of our **working age adults in employment**:

- 78% of adults are in employment
- 2% claiming out of work benefits
- average household income is just £43,000+

Our families, businesses and communities thrive

We a mixture of **quality homes**:

- 12% increase in number of households
- mixed tenure - 72% home ownership and 14% social housing

We support our **businesses and town centres**:

- 15,000+ individual enterprises
- four Business Improvement Districts (BID)
- investment in public realm works

Our borough is safe, clean and sustainable for the future

We care for and protect our **environment**:

- 50% of domestic waste is recycled
- becoming a direct 'net zero carbon' Council

We have lots of **green and historic spaces**:

- 45 conservation areas
- 1,000+ locally and 800 statutory listed buildings
- 7,000 hectares of green spaces
- 129 open spaces

We support our **residents with additional needs** well:

- 100,000+ visits to our Children and Families Centres
- 3,000 children have Education, Health and Care Plans
- 3,400 referrals to children's social care
- 9,000 requests for adult social care and support
- 2,000 adults receive care in their home
- 1,500 adults live in care homes

We have a strong and innovative **early help and intervention offer**:

- mix of holistic statutory, private and voluntary services
- single points of access

We support our **vulnerable residents** well through our:

- strengths-based approach
- relationship model
- Continuums of Need

We have a range of **quality homes** available:

- 1,500+ families are in temporary accommodation
- 1,000 affordable homes to be built

We encourage our children and adults to live **healthy and safe lives**:

- obesity levels and smoking rates are lower than national averages
- proportion of residents with mental health problems has increased

Making it even better

Our vision

A fantastic place to live and work, where everyone can lead healthy, safe and independent lives

Our ambitions

For children and young people to grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home

For adults and older people to enjoy fulfilled and successful lives in Bromley, ageing well, retaining independence and making choices

For people to make their homes in Bromley and for business, enterprise and the third sector to prosper

For residents to live responsibly and prosper in a safe, clean and green environment great for today and a sustainable future

To manage our resources well, providing value for money, and efficient and effective services for Bromley's residents

Action plan

Ambition 1

For children and young people to grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home

Portfolio links

This priority has links with the following portfolio plans:

- Children, Education and Families

Strategic links:

This priority has links with the following strategic plans:

- Children and Young People's Plan

What are we going to do?

Children, Education and Families Portfolio plan for 2023 to 2024

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>1. Support the local childcare and early education market to maintain high standards and a good level of choice for parents, promoting inclusion and school readiness as well as monitoring those children who are educated at home.</p>	<p>a) Promote educational inclusion for all. Continue to provide high quality and timely information through a range of sources to support families.</p> <p>b) Work with local early years settings and childminders to increase the number of Early Years places provided for vulnerable children and those with SEN.</p>	<p>Early Years directory published annually and updated monthly; Bromley Education Matters updated monthly and accessible to schools and families. (https://bromleyeducationmatters.uk)</p> <p>Capacity to enable 30 hours of funded childcare; Take-up of funded 2yr old places; % Childminders / Early Years Settings rated good or outstanding; Take up of Disability Access Fund.</p>	<p>April 2024 (AP)</p> <p>April 2024 (AP)</p>	<p>Director Education</p>	<ul style="list-style-type: none"> • Early years directory published annually and updated weekly. • Bromley Education Matters continues to be updated regularly and is accessible to schools, colleges and early years settings. • School Circular is issued fortnightly. • As of 17 January 2024, there were 371 (65%) of eligible children accessing 2-year-old funded places (National benchmark 72%). • 98.35% of early years settings in Bromley that have been inspected are rated as Good or Outstanding (National benchmark 96%). • As of 17 January 2024 DAF funding has been paid out for a total of 30 children in early years settings during the 2023/24 academic year.

Children, Education and Families Portfolio plan for 2023 to 2024

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>1. Support the local childcare and early education market to maintain high standards and a good level of choice for parents, promoting inclusion and school readiness as well as monitoring those children who are educated at home.</p>	<p>c) Promote school readiness through the provision of training, targeted at Bromley early years providers, that contribute to the promotion of school readiness in pre-school children.</p> <p>d) Work with parents choosing to electively home educate their child to fulfil their legal obligations to provide a satisfactory education. Further embed monitoring arrangements.</p>	<p>Number of training courses that have taken place.</p> <p>Number of settings represented, and practitioners participated.</p> <p>Contact and monitoring arrangements for electively home educated children</p>	<p>April 2024</p> <p>April 2024</p> <p>April 2024</p>	<p>Director Education</p>	<p>Training summary</p> <ul style="list-style-type: none"> • One ‘Leaders and Managers’ Forum • One Childminder Quality Forum • One Schema Play training session <p>Participation by:</p> <ul style="list-style-type: none"> • 27 Settings • 46 Practitioners <ul style="list-style-type: none"> • 390 children electively home educated. • Education transformation restructure has created new dedicated Access to Education officer posts, which will include EHE duties within the revised Education Welfare Service

Children, Education and Families Portfolio plan for 2023 to 2024

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>2. Build on the success of Bromley's excellent schools, academies and further education offer. We consistently deliver a high 'first choice' school preference for our children and we will continue to ensure a sufficiency of school places in high quality provision, enabling high quality local choice for parents and young people.</p>	<p>a) Enable all children to access good educational outcomes through increasing places at Good and Outstanding schools</p>	<p>% of schools/ places in Good or Outstanding provision</p>	<p>Sept 2023</p>	<p>Director Education</p>	<ul style="list-style-type: none"> 96% of Bromley Schools are good or outstanding with 97% of pupils attending schools judged good or outstanding.
	<p>b) Sufficient school places to sustain percentage of pupils offered one of their first three preferences</p>	<p>% of children in receipt of first and second choice school places.</p>	<p>April 2024 (AP)</p>		<ul style="list-style-type: none"> 68.7% of secondary school children in receipt of first choice and 94% in receipt of a preference. 87.9% of primary school children in receipt of first choice and 98.8% in receipt of a preference.
	<p>c) Sufficient local provision for children with special educational needs and/or disabilities (SEND)</p>	<p>SEN Free School delivered</p>	<p>April 2024 (AP)</p>		<ul style="list-style-type: none"> SEN estates review underway to identify opportunities for additional SEN places. Scheme to create new 30 place Additionally Resourced Provision (ARP) at Oaklands Primary School underway. Special Free School project ongoing led by DfE, currently at feasibility stage.

Children, Education and Families Portfolio plan for 2023 to 2024

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>3. Work with our partners across the education sector to improve outcomes for all children and young people across the range of academic and narrowing attainment and progress gaps for vulnerable and disadvantaged pupils</p>	<p>a) Ensure that there is a strong and coherent offer of support to Bromley Schools focussed on local priorities including closing the attainment gap for disadvantaged children</p>	<p>Clearly articulated offer for schools closely aligned to key priority of improved outcomes for disadvantaged children through Closing the Gap Workshops</p>	<p>April 2024 (AP)</p>	<p>Director Education</p>	<ul style="list-style-type: none"> • Offer in place and circulated to schools. Addressing the Attainment Gap events. • Addressing the needs of pupils from Gypsy Roma and Traveller backgrounds at primary and secondary school events. • Expansion of the successful Family Learning Outreach pilot supporting Ukrainian pupils and their parents in schools. • Working in partnership with 3 maintained primary schools and the Education Endowment Foundation (EEF) on a pilot project focussed on metacognition and narrowing the attainment gap for vulnerable and disadvantaged pupils.

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>4. Embed our mental health and wellbeing model across the multi-agency children’s workforce to further improve the identification of additional needs in children, to improve assessment of need and risk, and to improve access to targeted and specialist services.</p>	<p>a) Place prevention and early intervention at the heart of the mental health and wellbeing offer for children and young people.</p> <p>b) Ensure staff supporting families are trained in mental health first aid and are provided with training and advice on CYP mental health and wellbeing support</p>	<p>Build on the success of the mental health support team (MHST) pilot in Bromley schools, with a long-term solution that helps ensure the resilience of Bromley schools to manage mental health challenges, in partnership with other mental health and wellbeing services.</p> <p>Ongoing training programme by Bromley Y and Oxleas CAMHS.</p>	<p>April 2024 (AP)</p> <p>April 2024 (AP)</p>	<p>Senior Commissioning Manager – C&YP’s Mental Health & Wellbeing</p>	<ul style="list-style-type: none"> • Bromley was awarded a third Mental Health Support Team (MHST) in 2023/24. • These teams will now cover 75% of schools with other schools receiving a tailored school responder offer. • Work continues to take place between the Director of Education, commissioners, and Bromley Y to review the total MHST offer and the future delivery model. • Ongoing training programme monitored through normal CYP Mental Health and Wellbeing contracting processes.

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>4. Embed our mental health and wellbeing model across the multi-agency children’s workforce to further improve the identification of additional needs in children, to improve assessment of need and risk, and to improve access to targeted and specialist services.</p>	<p>c) Embed and develop our new THRIVE inhouse therapeutic provision. This team provides a psychological support service to our foster carers, special guardians, and adopters.</p>	<p>The number of referrals into THRIVE and feedback.</p>	<p>April 2024 (AP)</p>	<p>Assistant Director Specialist Services</p>	<ul style="list-style-type: none"> THRIVE have received 64 referrals for children subject to adoption and children looked after. 9 additional referrals for foster Carers and children subject to Special Guardianship Orders from April 2023 to date.

Children, Education and Families Portfolio plan for 2023 to 2024

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>5. Encourage take up of our multi-agency early help services.</p>	<p>a) Enable parents to access information, advice, and support</p>	<p>Families report that they are able to find the information that they need at the right time.</p> <p>Provide training to partners to effectively signpost families to EIFS. Attendance at Multi Agency Partnership Events (MAPE) which promote early help.</p>	<p>April 2024 (AP)</p> <p>April 2024 (AP)</p>	<p>Assistant Director Specialist Services</p>	<ul style="list-style-type: none"> • EIFS social media platforms actively promote services for families with at least 3 posts per week. • Multi-Agency Partnership Events 'MAPE' sessions paused in Spring 2023 when the new front door model was introduced to prevent confusion during the roll out of Phase1 of the Children and Families Hub (*C&FH). The C&FH is moving into Phase 2 with the introduction of a Portal in Spring 2024 and the MAPE will be revised to run after the Portal has gone live, giving a single message regarding access options. • Sessions targeting specific cohorts of professionals; Health, Education and Early Years Education run termly, and attendance is excellent with sell-out dates.

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>5. Encourage take up of our multi-agency early help services.</p>	<p>b) Continue to provide high quality and timely information through a range of sources to support families. Information is available through:</p> <ul style="list-style-type: none"> • Early years directory • SENDMatters newsletters, • Early Intervention and Family Support (EIFS) Social Media platforms • EIFS Parenting Hub website • IASS website 	<p>Early support is joined up across health and education to reduce duplication.</p>	<p>April 2024 (AP)</p>	<p>Assistant Director Specialist Services</p>	<ul style="list-style-type: none"> • A range of bespoke training is available to Children Social Care colleagues, alongside Single Point of Contact ('SPOC') surgeries for case and intervention options discussions. • Use of QR codes to make access to digital information easy. Introduction of 'flipbooks' for parents and staff and accessed via QR codes is in place and well used. • Bromley Education Matters continues to be updated monthly and is accessible to all education settings. • Schools Circular is produced fortnightly during term time and is accessible to schools, colleges and early years settings. • The Young Person area of the Local Offer is currently in development. • Bromley Information Advice and Support Service provides Specialist SEND support for families - website launched remains active. • EIFS launched the Parenting Hub website for parents and professionals and active.

Children, Education and Families Portfolio plan for 2023 to 2024

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>6. Continue to improve our children’s safeguarding practice in Bromley, embedding the statutory safeguarding partnership and strengthening our focus on non-familial (contextual) safeguarding risks, including children going missing, children missing education, child sexual and criminal exploitation, and gang affiliation.</p>	<p>a) Carry out an annual Strategic Threat Assessment including considering issues of disproportionality, community alienation and isolation.</p> <p>b) The Safeguarding Partnership challenges partners’ safeguarding practices</p> <p>c) Bromley Safeguarding Partnership commission a comprehensive training programme</p>	<p>Strategic Threat Assessments circulated to all partners</p> <p>Challenge Log referenced in BSCP annual report; Escalations recorded in case notes; Children’s Safeguarding Scrutiny Board and InterChairs Board merged in 2023</p> <p>Training evaluation included in BSCP annual report</p>	<p>April 2024 (AP)</p> <p>April 2024 (AP)</p> <p>April 2024 (AP)</p>	<p>Independent Chair of Bromley Safeguarding Children’s Partnership (BSCP)</p>	<ul style="list-style-type: none"> • Five Strategic Threat Assessments published to date. • Challenge Log Updated • InterChairs Partnership Board taking place every 6 months. • Multi agency audit of serious youth violence/extra familial harm completed in 2023. Learning event held. • Training evaluation was published in annual report 2022-23. • New training programme procurement for 2022-25 complete. • Multi-agency BSCP Training Subgroup monitors quality and impact of training.

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MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>6. Continue to improve our children’s safeguarding practice in Bromley, embedding the statutory safeguarding partnership and strengthening our focus on non-familial (contextual) safeguarding risks, including children going missing, children missing education, child sexual and criminal exploitation, and gang affiliation.</p>	<p>d) Children and Family Act 2014 Assessments carried out promptly Protect Vulnerable adolescents, especially those vulnerable to child sexual exploitation (CSE), child criminal exploitation (CCE), modern-day slavery</p>	<p>i) Timeliness of assessments; Child seen during assessment.</p>	<p>April 2024 (AP)</p>	<p>Assistant Director, Children’s Social Care, Safeguarding & Care Planning Services</p>	<ul style="list-style-type: none"> 92% of assessments were completed within timeframe (YTD – December 2023), with the majority of children seen (97%) during the assessment.

Children, Education and Families Portfolio plan for 2023 to 2024

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>7. Maintain a relentless focus on improving outcomes for Bromley’s looked after children and care leavers. In-order to meet the pledge, the Council has made to these young people, we will continue to develop our partnerships across the Council, NHS, DWP and housing providers to: increase the choice of high-quality placements; improve our education offer; help young people maintain good health and wellbeing; and increase housing and employment opportunities.</p>	<p>a) Ensure sufficiency of good quality placements for Children Looked After and accommodation for Care Leavers</p>	<p>Effective sufficiency strategy</p>	<p>April 2024 (AP)</p>	<p>Director Children’s Education and Families</p>	<ul style="list-style-type: none"> • CLA Sufficiency Strategy 2022-2024 was signed off by members November 2022. • An associated action plan has been drafted in-order-to monitor our performance in relation to the strategy. This action plan is updated every quarter. • Bromley are also signed up to the Commissioning Alliance as a commissioning platform who offer a QA framework and support for all providers. • Work is on-going to develop local residential provision along with investigating the possibility and potential benefits of block booking beds in the SI market.
	<p>b) Improve education, employment and training outcomes</p>	<p>Successful Delivery of Care Leavers EET Strategy</p>	<p>April 2024 (AP)</p>	<p>Assistant Director, Children’s Social Care, Safeguarding & Care Planning Services</p>	<ul style="list-style-type: none"> • Delivery of high education outcomes presented in Annual Virtual Head School report. • Successful Delivery of Care Leavers EET Strategy • Local London have funded the commissioning of bespoke 1;1 ETE support for care leavers aged 16 plus. Delivery began January 2024.

Children, Education and Families Portfolio plan for 2023 to 2024

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>7. Maintain a relentless focus on improving outcomes for Bromley's looked after children and care leavers. In order to meet the pledge, the Council has made to these young people, we will continue to develop our partnerships across the Council, NHS, DWP and housing providers to: increase the choice of high-quality placements; improve our education offer; help young people maintain good health and wellbeing; and increase housing and employment opportunities.</p>	<p>c) Ensuring easy access to Bromley health services where every child has a named specialist nurse, has their health plan regularly reviewed and has regular health-related checks and immunisations</p>	<p>Good performance in regard to annual health checks, immunisation and dental checks.</p>	<p>April 2024 (AP)</p>	<p>Assistant Director, Children's Social Care, Safeguarding & Care Planning Services</p>	<ul style="list-style-type: none"> • Creation of ETE Improvement board in March 2024 to support engagement with local business community to create roles and opportunities for care leavers • The scheme for free prescriptions for care experienced young people aged 18-25 has been rolled out in June 2023 to all our young people in conjunction with Pharmacy Alliance and CLA health. • Integrated Care Board (ICB) have also agreed ongoing funding for our Mental Health (MH) Practitioner who sits within our Leaving Care service and is able to deliver responsive interventions and support to young people with MH need, they also support with hospital discharge and complex multi-agency work. • 79% of RHAs held in timeframe for CLA and 81% of immunisations for CLA are in timeframe.

Children, Education and Families Portfolio plan for 2023 to 2024

<p>7. Maintain a relentless focus on improving outcomes for Bromley's looked after children and care leavers. In-order to meet the pledge, the Council has made to these young people, we will continue to develop our partnerships across the Council, NHS, DWP and housing providers to: increase the choice of high-quality placements; improve our education offer; help young people maintain good health and wellbeing; and increase housing and employment opportunities.</p>		<p>Embed THRIVE (mental health) provision to ensure access it available for all children in need, and carers in need of support.</p>	<p>April 2024 (AP)</p>	<p>Assistant Director Specialist Services</p>	<ul style="list-style-type: none"> • The THRIVE Team provides therapeutic intervention and support to any child or young person (and carers) known to Bromley Children's Services who, for whatever reason do not live with their birth parents. This includes adopted children, children looked-after and children cared for by special guardians or connected persons. • The service has a dedicated worker who works in conjunction with CAHMS to provide therapeutic services to children looked after. • Therapeutic sessions are also undertaken with the children and their carers'. The work includes therapeutic life journey, which supports young people and the carers to consolidate the experiences of the child's emotional care journey. • The work undertaken by THRIVE with children and their carers, prevents placement breakdown and enable children and their care-givers to develop positive strategies to help regulate emotions, pre-empt dysregulated behaviours and develop pro-social responses to manage difficult feelings.
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Children, Education and Families Portfolio plan for 2023 to 2024

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
	<p>d) Further develop the local offer for care leavers</p>	<p>Care leavers will receive improved assessment, support, and services and each will have their own advisor; local offer reviewed regularly</p>	<p>April 2024 (AP)</p>	<p>Assistant Director, Children’s Social Care, Safeguarding & Care Planning Services</p>	<ul style="list-style-type: none"> • Consultation, engagement and coproduction with Bromley Living in Care Council (LinCC), Change for Care Leavers Forum (CfCL) and senior leaders from Corporate Parenting Board. • The local offer has been revised in conjunction with CfCL in January 2023 and the updated documents have been published and shared.

Children, Education and Families Portfolio plan for 2023 to 2024

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>8. Build on the progress we have made in improving services for children who have Special Educational Needs (SEND), continuing to build on working partnerships with parents, carers, agencies and SEND Governance Board</p>	<p>a) Implement our SEND vision and priorities. Improved multi-disciplinary and cross agency support (health, education and social care) for young people</p>	<p>Targets for completion of Education Health Care Plan's (EHCPs) within 20 weeks are met</p>	<p>April 2024 (AP)</p>	<p>Director Education</p>	<ul style="list-style-type: none"> • EHCP timeliness is reported on a calendar year basis. • Performance for 2022 was 31%, significantly below target, primarily as a result of receiving late advice as part of the process. • The new Bromley Funded Inclusion Plans are being rolled out, which provides support for CYP, whose needs are best met with an enhanced level of support not within the statutory route. • There have been significant improvements in clearing the backlog of assessments and improving overall 20 week timeliness.

Children, Education and Families Portfolio plan for 2023 to 2024

<p>8. Build on the progress we have made in improving services for children who have Special Educational Needs (SEND), continuing to build on working partnerships with parents, carers, agencies and SEND Governance Board</p>	<p>b) Increase the effectiveness of partnership working between education settings, health, social care and other partner agencies, providing support and advice to staff, children and young people and families to support those with SEN</p>	<p>Settings understand the 'local offer' and are confident about who they need to contact in order to provide appropriate and timely support to CYP and families</p>	<p>April 2024 (AP)</p>	<p>Director of Education</p>	<ul style="list-style-type: none"> Continued and focused work delivered by SEN Advisory Teams, providing support and challenge to schools, promoting the graduated approach. Continuing to provide traded and project work through Education Provision Service, early support, promoting inclusion at pre-statutory work. Local Offer kept under review and promoted with co-production of families and professionals.
	<p>c) Improve services for children and young people with social communication difficulties including Autism</p>	<p>Waiting times measured through All-Age Autism Board and Autism Family Support Contract feedback from families</p>	<p>April 2024 (AP)</p>	<p>Associate Director of Integrated Commissioning</p>	<ul style="list-style-type: none"> Bromley Council and NHS South-East London Integrated Care Board (ICB) in partnership with Bromley Healthcare and Oxleas, have been reviewing current ASD pathway linked to the South-East London ASD core offer. We are working over the next few months on future recommendations on the ASD pathway model to address waiting time pressures. We are also looking at short term improvements to address current waiting time pressures.

Children, Education and Families Portfolio plan for 2023 to 2024

<p>9. Promote the proper inclusion of young people who have SEND in local universal services, through: developing and implementing joint commissioning strategies; prioritising localise needs, including increasing more local specialist placement choice; and establishing a service structure which supports mainstream schools, settings and partnership working</p>	<p>a) Mainstream schools and settings are able to provide for an increased level of complexity, enabling children & young people (CYP) who have SEND to be supported effectively within mainstream settings</p>	<p>Increased number of children and young people accessing mainstream settings in their local community</p>	<p>April 2024 (AP)</p>	<p>Director Education</p>	<ul style="list-style-type: none"> Continuing to provide traded and project work through EP Service, early support, promoting inclusion at pre-statutory work. Support and challenge to settings where the Local Authority is not assured that reasonable adjustments have been made in-order-to support CYP in mainstream schools. Investment in resource for mainstream schools to promote and enable higher levels of inclusion.
	<p>b) Ensure sufficient schools places to meet rising demand for SEND places</p>	<p>Deliver new SEN Free School and Multi-Agency Centre for Excellence (MACE)</p>	<p>April 2024 (AP)</p>		<ul style="list-style-type: none"> DfE feasibility for SEN Free School underway. Site clearance work undertaken to enable surveys to be completed.

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MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
	<p>c) Transform the Bromley CYP Integrated Therapies (Physiotherapy, Speech & Language, and Occupational Therapy) commissioning and provision achieved through co-production</p>	<p>Commission and provide extra resource; Coproduce, redesign and strengthen a Graduated 3-tier (Universal, Targeted and Specialist) Approach; Develop a Commissioning Framework for Therapies</p>	<p>April 2024 (AP)</p>	<p>Associate Director Children's Commissioning</p>	<ul style="list-style-type: none"> • We have been working across Bromley Healthcare, ICB and Council on the proposed balanced model implementation. • Initial proposals have been agreed and a detailed implementation plan is being worked on. • This will be supported by Project Management support and an overarching governance board, plus task and finish engagement group. • The implementation will be developed during the next quarter, with the current planned for start of February-April 2024. • A phased approach will be undertaken to ensure appropriate resources are in place for the successful delivery of the model.

Children, Education and Families Portfolio plan for 2023 to 2024

<p>10. Develop our offer to young adults aged 18 to 25 who have SEND, including improving transitions into adulthood and, for those with continuing needs, adult services.</p>	<p>a) Helping young people prepare for adulthood from the earliest years</p>	<p>Young people and their families being fully involved in strategic planning and service design supporting commissioners in the development of services</p>	<p>April 2024 (AP)</p>	<p>Head of Service, 0-25 Service, Children and Young People with Disabilities</p>	<ul style="list-style-type: none"> • A third worker has now been recruited within the Preparing for Adulthood Team, this will support the service supporting young people whose primary need is a physical disability. • A Performance Management Framework Report has been drafted to set standards for the service, consider how future needs are identified and setting key performance indicators to monitor the delivery of the service. • Future events are to be considered to inform families of localised options. Marjorie McClure held a transition event and the LA held a local offer event in the autumn term 2023 which supported the sharing of information on preparing for adulthood. An initial Transitional Working Group has been held and a further meeting planned for March 2024. • The group will aim to move forward on future Preparing for Adulthood (PfA) events and developing information and operational practices on the 4 PfA pathways. A new Integrated Transition Register has been developed, which will support future commissioning of services.
	<p>b) Providing services that are focused on how they can support young people to progress through 'preparing for adulthood' outcomes</p>	<p>Young people and their families being at the centre of individual service planning, delivery and review.</p> <p>Evidencing positive and improving outcomes for young people.</p>	<p>April 2024 (AP)</p>		
	<p>c) Achieving an effective, fully engaged, strategic partnership of agencies working collaboratively with an inclusive ethos</p>	<p>Providing a well-maintained Local Offer with up-to-date and clear information</p>	<p>April 2024 (AP)</p>		

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MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>11. Work collaboratively across the Council, schools, health and voluntary sector services to improve the identification of, and support to, children and young people who are young carers</p>	<p>a) Enable young carers to access information, online, advice, support, and access to services</p>	<p>Delivery of an effective young carers' strategy, support and action plan</p>	<p>April 2024 (AP)</p>	<p>Assistant Director Integrated Commissioning</p>	<ul style="list-style-type: none"> • A Carers Plan, including support to young carers has been agreed between London Borough of Bromley and the Integrated Care Board (ICB). The Plan includes the local offer and actions in support of improving the offer to young carers. • A Carers Charter to be led by Bromley Well will invite other Bromley agencies to take part in a broader Bromley support offer to Carers. • The Carers Plan was signed off at the Children's, Education & Families PDS in September 2023.

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<p>12. Work to improve the emotional wellbeing and mental health of young people in Bromley, providing support earlier in schools and other settings, and improving access to, and waiting times for, more specialist Child and Adolescent Mental Health Services (CAMHS). We will focus resources on improving our response to: young people with eating disorders; perpetrators and victims of</p>	<p>a) Transform the Bromley CYP Mental Health and Wellbeing Single Point of Access (SPA) in order to deliver improved services, shorter waiting times and integrated delivery across CAMHS and Bromley Y</p>	<p>Supporting higher number of children and young people coming into services with multi-faceted and complex challenges and waiting times being reduced</p>	<p>April 2024</p>	<p>Senior Commissioning Manager – Children and Young People’s Mental Health and Wellbeing</p>	<ul style="list-style-type: none"> • Work continues to progress on the creation of an integrated single point of access between Bromley Y and CAMHS, which will see a joint screening and triage process to support CYP accessing the right support in a timelier manner. • Focused work to reduce the waits for CAMHS also continues, with significant reductions in both the overall waiting list and those waiting the longest – with total waits at 155 as of December 2023, down 61% on December 2022 and a reduction of almost 30% of those waiting 52 weeks plus, over the same period. • However, waiting times continue to be a challenge, particularly within the neuro pathway. • A full deep dive analysis has been conducted to review presentations to A&E. A working group will be established to review the findings and develop a cross-organisational action plan that seeks to promote early intervention and prevention.
	<p>b) Reduce the number of referrals of children and young people into A&E due to their mental ill health in Bromley, but instead provide an embedded partnership system of early intervention and support</p>	<p>Joint work across Oxleas CAMHS, Bromley Y, South East London Integrated Care Board, Bromley Council, schools and other partners to consider the outcomes of a refreshed analysis of Bromley A&E/crisis cases for children and young people with mental health challenges.</p>	<p>April 2024 (AP)</p>		

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MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>sexually harmful behaviour; and young people in youth offending services (YOS).</p>	<p>c) Establish an eating disorders early intervention pilot in Bromley, linked to the Single Point of Access (SPA) and Mental Health Support Teams (MHSTs) in schools</p>	<p>An innovative early intervention/prevention pilot between the NHS/voluntary sector to support children and young people who have disordered eating challenges to receive support, advice and clinical input where required</p>	<p>April 2024</p>	<p>Senior Commissioning Manager – Children and Young People’s Mental Health and Wellbeing</p>	<ul style="list-style-type: none"> • The Pilot is progressing well and developing increased staff confidence to support children and promote early identification, advice and support, through specialist consultations with Maudsley Centre for Child & Adolescent Eating Disorders (MCAEDS). • The second element to this pilot is the delivery of the ‘me and my body’ and ‘happy being me’ programmes, to promote positive self-esteem/image, which is being successfully piloted in 3 Primary Schools and 3 Secondary Schools across the borough. • A full evaluation of the pilot will take place to review impact, look at lessons learned and inform future commissioning decisions.

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<p>13. Deliver our Youth Justice strategy by working holistically and collaboratively to deliver our ‘child first’ principle – aiming to reduce the numbers of children and young people offending or at risk of offending, including developing the YOS work with younger offenders and our partnership approach to addressing harmful gang activity and violent crime. We will continue to engage offenders and victims in developing our restorative justice approaches.</p>	<p>a) Provide multi-agency support to those at risk of entering the youth justice system or who have been convicted</p>	<p>Reducing the numbers of children entering the youth justice system.</p>	<p>April 2024 (AP)</p>	<p>Assistant Director Specialist Services</p>	<ul style="list-style-type: none"> • London Borough of Bromley’s rate of first-time entrants has reduced annually by 1% and is 27% lower than the average for London. • The rate is also 19% below the national average and 27% lower than London. • First-time entrant rate is also 8% lower than stat neighbours and is the lowest rate compared with the 6 surrounding boroughs.
	<p>b) Address disproportionality</p>	<p>YOS disproportionality action plan delivered.</p>	<p>April 2024 (AP)</p>	<ul style="list-style-type: none"> • Youth Justice Service (YJS) has continued to strengthen and enhance preventative work with children and young people, including the implementation of Engage and Turnaround projects. The increased focus on the preventative support offer continues to support the positive trend achieved in reducing numbers of first-time entrants into the YJS. • Commission Youth Ink peer to peer mentoring network work with CYPs offering additional support and mentoring, which includes contributing to interventions delivered by the YJS by seeking the views of the children who access this service. 	

Children, Education and Families Portfolio plan for 2023 to 2024

<p>13. Deliver our Youth Justice strategy by working holistically and collaboratively to deliver our 'child first' principle – aiming to reduce the numbers of children and young people offending or at risk of offending, including developing the YOS work with younger offenders and our partnership approach to addressing harmful gang activity and violent crime. We will continue to engage offenders and victims in developing our restorative justice approaches.</p>	<p>c) Provide multi-agency support to CYP with SEND at risk of entering the youth justice system or who have been convicted</p>	<p>Multi-agency meetings held monthly to share intelligence, agree solutions to provide wrap-around support for the young person, to achieve the best outcome</p>	<p>April 2024 (AP)</p>	<p>Assistant Director Specialist Services</p>	<ul style="list-style-type: none"> • We have a new refreshed Youth Justice Plan 2023/24 that sets out our work for the next year including addressing our strategic priorities; how we intend to promote long term desistance; our commitment to understanding and effecting change in behaviour through the support and resources we have available. • Assurance reports presented quarterly to the Youth Justice Service (YJS) Executive Board. • YJS have commissioned Trauma training for all staff in YJS. • Restorative justice interventions are delivered with a high level of engagement with victims and their wishes included which has focused on information giving in indirect reparation.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 60</p>	<p>d) To ensure Speech and Language Therapy (SALT) support to Youth Offending Service (YOS) is provided through a tiered model (universal, targeted and specialist support) with clear agreed outcomes</p>	<p>Young people being referred for assessment and support.</p>	<p>April 2024 (AP)</p>	<p>Assistant Director Specialist Services</p>	<ul style="list-style-type: none"> • Young people coming into the service have an initial SALT SCREENING, assessing need, areas of development and strengths – 3-6 sessions agreed. • The collaborative approach between YJS and SEN continues to meet to support improvements for children with ECHP and young people through ETE pathways. • Provide positive and aspirational interventions with children and young people which has continued to improve, with support through funding from the Jack Petchey award. • The YJS had monthly multi-agency meetings with SEN to ensure all SEN children open to the YJS and who require an EHCP, receive the appropriate educational support according to their needs. There are fortnightly education and health panels for health specialists to discuss any potential referrals where children’s health support is part of their YJS intervention
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Children, Education and Families Portfolio plan for 2023 to 2024

<p>14. Provide venues where young people can mix in a safe environment, learn, explore and develop skills and where, if required, early intervention can be identified, including vocational training and apprenticeships in line with local business needs.</p>	<p>a) Review Youth Services</p> <p>b) Provide careers advice and offer work experience and apprenticeships to young people together with support in education, training, and employment</p>	<p>Ensure appropriate youth services offer is operational</p> <p>Retain good NEET performance for post 16</p>	<p>April 2024</p> <p>April 2024 (AP)</p>	<p>Assistant Director Specialist Services</p>	<ul style="list-style-type: none"> • The youth service review continues, and we are now relooking at the service in light of the statutory positive activity duties in the newly issued guidance in September 2023 for “Statutory guidance for local authorities on services to improve young people’s well-being.” • The service continues to deliver positive activities across its hubs and mobile team offering a safe environment and personal social education. • Ongoing group work offer for young people needing pre-employability skills and confidence raising. • NEET performance for care leavers is now directly monitored by the Care Leaving team. The youth support programme team offer support to the CLA/LCT NEET panel meetings and via informal support between workers. • The service has the statutory responsibility for tracking and supporting young people who are NEET or at risk of being NEET and we continue to ensure all young people have an offer of individual or small group support for information, advice and guidance and employability support.
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Children, Education and Families Portfolio plan for 2023 to 2024

<p>15. Information about how Bromley is supporting young people experiencing loneliness and/or getting involved in this topic.</p>	<p>Loneliness Champion to continue to build local partnership working and make stronger links with care leavers</p>	<p>Children and young people becoming less lonely and isolated; improving their mental health and linking older generations with younger generations together within local communities</p>	<p>April 2024 (AP)</p>	<p>Assistant Director Strategy, Performance and Corporate Transformation</p>	<ul style="list-style-type: none"> • As part of the Children and Family Assessments, loneliness and social isolation are identified, and families are sign-posted to appropriate services. • The Principal Loneliness Champion (PLC) has a resident spot on the Agenda at the Schools Mental Health and Wellbeing leads networking event which occurs each term during the academic year. • In November 2023, the Principal Loneliness Champion met with over 500 residents across the community at the Children and family centres, Library 'baby rhyme time' sessions, Bromley Market, and the Inspired Youth Conference (29th November 2023) providing printed leaflets, information and signposting services to parents and young people to support these groups through loneliness and social isolation. • In December, 44 schools (primary and secondary), 6 children and family centres and a Mytime Active afterschool club made 5,000 cards which were delivered to a variety of local community locations including care homes, libraries, charities, health and hospitals. • The Bromley Children's Project continue to support efforts to connect people via the Children and Family centres during various
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 63</p>			<p>Assistant Director Strategy, Performance and Corporate Transformation</p>	<p>celebration days and awareness weeks i.e., religious festivals and Month of Community (June 2024).</p> <ul style="list-style-type: none"> • The PLC continues to deliver the Tackling Loneliness Workshop to front line professionals supporting childing and young adults who may be experiencing loneliness within Bromley. Dedicated sessions with teachers and Health visitors are scheduled for late 2024. • A Tackling Loneliness SharePoint page was created for all staff at the LBB which will help the signpost services within their role. • Bromley Childrens Project is taking part in a survey to capture, specifically how the Children and Family centres are helping to bring people together within the community and its impact around loneliness and isolation. This is a multi-agency study and results will be shared when the results are gathered in spring 2024. • The PLC delivered the now professionally accredited Tackling Loneliness Workshop to 11 Bromley Youth Council members in December 2023. We have now created a group of Youth Loneliness Champions. Future training will be delivered in March 2024 for all new Council members.
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Ambition 5

To manage our resources well, providing value for money, efficient and effective services for Bromley's residents.

Portfolio links

This priority has links with the following portfolio plans:

- Children, Education and Families

Strategic links:

This priority has links with the following strategic plans:

- Performance Management Framework
- Quality Assurance Framework
- Bromley Relationship Social Work Model
- User Voice and Engagement Framework

Children, Education and Families Portfolio plan for 2023 to 2024

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>2. Being opportunistic and collaborative in making bids to Government and other funding sources to increase resources available to the Partnership. Lobby the Government and Government departments strongly for increased resources when we see a need or opportunity</p>	<p>a) Lobby the government for increased resources</p>	<p>Be opportunistic in making bids for funding sources and additional resources</p>	<p>April 2024 (AP)</p>	<p>Director Children, Education and Families</p>	<ul style="list-style-type: none"> • Children’s services take every opportunity to lobby for a fairer funding for services. • SEN demand pressures are regularly raised at discussions with the Regional Director’s office. • We do surveys for London Councils in terms of our financial position which they use as London wide lobbying. • Peter Turner (Director of Finance) meets with government representatives to discuss funding for Bromley and London as part of his role in the Society of London Treasurers. This is ongoing and for all areas but has discussed the financial disregard, etc. • We are currently in discussion with DfE around the Deficit recovery plan.

Children, Education and Families Portfolio plan for 2023 to 2024

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>3. Recognising the importance of our workforce to the achievement of our ambitions and implementing workforce strategies which help to recruit and retain the highest quality staff for services in the borough</p>	<p>a) Recruit and retain the highest quality staff across the whole workforce</p>	<p>Workforce Stable</p>	<p>April 2024 (AP)</p>	<p>Director Children, Education and Families / Director of HR</p>	<ul style="list-style-type: none"> • The Recruitment and Retention Board Chaired by the Director of HR continues to ensure Bromley are best placed to mobilise a stable and well-trained workforce. • Bromley has relaunched its Wake Up 2 Care programme which had previously successfully recruited over 35 carers in the last round. • We are also supporting the care homes and domiciliary care agencies with overseas recruitment. • The Council continues to support and facilitate the Proud to Care initiative.

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>4. Maintaining our focus on commissioning and market shaping, developing integrated and joint commissioning where it makes sense to do so, and ensuring we commission intelligently with clear outcomes in mind. Ensuring our commissioned services deliver what is expected through robust and active contract management</p>	<p>a) Commission services intelligently and integrate services where appropriate</p>	<p>Effective contract management</p> <p>Timely procurement</p> <p>Good co-production where appropriate</p>	<p>April 2024 (AP)</p>	<p>Assistant Director of Integrated Commissioning</p>	<ul style="list-style-type: none"> • Contracts continue to be monitored robustly to ensure that services are delivered to meet expectation. • The department continues to work through inflation related issues with providers. • The commissioning team have had the opportunity to utilise the new Short Breaks for Disabled Children Framework, resulting in school holiday activities that maximise the skills and potential of children and young people. • The team are preparing for the upcoming Domiciliary Care tender which will include a service for children with disabilities and children that have Continuing Care needs. • The Team is working with other boroughs to consider how the Family Drug and Alcohol Service will be commissioned in the future.

Children, Education and Families Portfolio plan for 2023 to 2024

MAKING BROMLEY EVEN BETTER	DETAIL	MEASURES OF SUCCESS	TARGET DATE	LEAD	UPDATES
<p>5. Continuing to exploit the benefits of digitalisation in service delivery through a new Digital Strategy, integrating systems and processes where it is feasible and practical. The Council will learn from best practice with a view to utilising technologies which provide practical improvements to our services.</p>	<p>a) Exploit the benefits of digitalisation</p>	<p>Bed in use of Liquid Logic new social care management system</p> <p>Continually explore opportunities and implement, such as the use of Virtual Reality Headsets for Domestic Violence Training.</p>	<p>April 2024 (AP)</p> <p>April 2024 (AP)</p>	<p>Director Children, Families and Education</p> <p>Assistant Director of Specialist Services</p>	<ul style="list-style-type: none"> • New Microsoft Power BI dashboards are being developed to enable greater management oversight. • LBB are also embarking on the Digital and IT Strategy which will be delivered in the next 5 months and children services will be consulted for it. • Virtual Reality continues to be a well embedded practice tool in Bromley Children Social Care as well within the practice of Education Partners. There are trained VR practitioners within each service area of Children Social Care and champions to lead and promote VR as a practice tool in their services. • 25 additional practitioners have received VR training from April 2023 to date with a total of 66 certified VR across Children Social Care since April 2022. • From April 2023, 19 foster carer attended VR training on Trauma and Child Sexual exploitation and the feedback was overwhelmingly positive.

Children, Education and Families Portfolio plan for 2023 to 2024

<p>6. Developing information and knowledge sharing across Partnership agencies to enhance the intelligence available to all agencies in planning and evaluating our services</p>	<p>b) Maintain effective strategic and operational partnership</p>	<p>Including; Children’s Executive, Bromley Safeguarding Children Partnership, Corporate Parenting Board</p>	<p>April 2024 (AP)</p>	<p>Director Children, Families and Education</p>	<ul style="list-style-type: none"> Operational and strategic partnership work is ongoing and mature. Escalations are used appropriately within agencies to enable resolutions to emerging issues. Strategic Threat Assessments shared across partnership with contemporary intelligence.
	<p>c) Maintain and Effective ‘Engagement Framework’</p>	<p>Deliver annual ‘you said we did’ reports as evidence</p>	<p>April 2024 (AP)</p>	<p>Assistant Director Strategy, Performance and Corporate Transformation</p>	<ul style="list-style-type: none"> New framework and toolkit developed during 2022/23. Framework endorsed by CEF PDS on 20 June and ACH PDS on 27 June 2023. 6 monthly ‘You said, we did’ highlight reports are presented to the Children’s Executive Board and CEF PDS. Digital “Childs Voice Hub” is enabling the Children Executive Partnership to share best practice, a toolkit and feedback findings amongst other professionals.

Our ambitions framework

OUR VISION

A fantastic place to live and work, where everyone can lead healthy, safe and independent lives

OUR AMBITIONS

For children and young people to grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home

For adults and older people to enjoy fulfilled and successful lives in Bromley, ageing well, retaining independence and making choices

For people to make their homes in Bromley and for business, enterprise and the third sector to prosper

For residents to live responsibly and prosper in a safe, clean and green environment great for today and a sustainable future

To manage our resources well, providing value for money, and efficient and effective services for Bromley's residents

WHAT WE WILL DO

A good start to life

- Focus our primary healthcare on promoting protective factors
- Promote and enhance multi-agency early help services
- Embed our wellbeing model

Growing older positively

- Improve health outcomes for adults and older people with a focus on prevention
- Embed our 'strengths based approach' in adult social care
- Integrate our health and care services

A home for everyone

- Meet the housing needs of our residents
- Support those who are at risk of becoming homeless
- Provide longer-term housing options to reduce the use of temporary accommodation

A safe and protected community

- Adopt 'systems thinking' to problem solve and reduce crime and disorder
- Protect communities from nuisance behaviour, rogue traders, poor food hygiene and the risk of fire
- Protect the local environment through effective and responsible enforcement

Living within our means

- Work within our budgets and maintain sound financial processes and systems
- Lobby the government for increased resources when we see a need
- Effectively manage the collection of Council Tax and Business Rates

Learning and living well

- Maintain high educational standards and enable parents to have choice
- Promote educational inclusion for all
- Improve life outcomes for children in care and care leavers, those who have special educational needs, and young carers

Living independently

- Improve life outcomes for those have a learning disability or mental health, and those who are informal carers
- Help older people age well and independently
- Explore and implement innovation in seeking to improve outcomes for service users

A home for businesses

- Encourage economic growth and regeneration across the borough
- Improve the public realm, especially in town centres and business investment districts
- Develop our town centres to provide focal points for communities

A clean and green environment

- Collectively sustain a clean, green and tidy environment
- Increase levels of recycling and minimise levels of waste
- Promote more sustainable forms of transport and enhance the travel offer

Transforming our services

- Recruit and retain the highest quality staff across the whole workforce
- Exploit the benefits of digitalisation
- Make the best use of our resources, including the public estate and our people

Healthy and safe lives

- Improve support for those with poorer health outcomes
- Maintain our safeguarding practice
- Focus on reducing the number of young people in the youth justice system

Living well

- Promote and enhance multi-agency early help services
- Maintain and develop our education and skills offer
- Maintain our safeguarding practice

A community for all

- Maintain our collective investment in leisure facilities and cultural assets
- Maintain our high quality library service
- Support the enhancement of the third sector and increase volunteering

A carbon neutral environment

- Tackle carbon levels in the borough by becoming a net zero carbon Council
- Encourage residents and businesses to reduce their carbon-emissions
- Improve air quality

Collaborating and innovating together

- Be opportunistic in making bids for funding sources and additional resources
- Commission services intelligently and integrate services where it makes sense to do so
- Explore and implement innovation in service delivery and design

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Report No.
CEF23076

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: PORTFOLIO HOLDER FOR CHILDREN, EDUCATION AND FAMILIES

Date: For Pre-Decision Scrutiny by the Children, Education and Families Policy Development and Scrutiny Committee on 20 March 2024

Decision Type: Non-Urgent Executive Non-Key

Title: BUDGET MONITORING 2023/24

Contact Officer: David Bradshaw, Head of Finance, Children, Education and Families
Tel: 020 8313 4807 E-mail: David.Bradshaw@bromley.gov.uk

Chief Officer: Director, Children, Education and Families

Ward: All Wards

1. Reason for report

- 1.1 This report provides the budget monitoring position for 2023/24 based on activity up to the end of December 2023.
-

2. RECOMMENDATION(S)

2.1 The Children, Education and Families Policy Development and Scrutiny Committee are invited to:

- (i) Note that the latest projected overspend of £7,721,000 is forecast on the controllable budget, based on information as at December 2023;
- (ii) Note the full year effect cost pressures of £9,115,000 in 2024/25 as set out in section 4;
- (iii) Note the comments of the Department in section 8 of this report; and,
- (iv) Refer the report to the Portfolio Holder for approval.

2.2 The Portfolio Holder is asked to:

- (i) Note that the latest projected overspend of £7,721,000 is forecast on the controllable budget, based on information as at December 2023; and,
- (ii) Recommend that Executive agree the release of funds from the Central Contingency as set out in section 5.

Corporate Policy

1. Policy Status: Not Applicable
 2. BBB Priority: Health and Integration
-

Financial

1. Cost of proposal: Not Applicable:
 2. Ongoing costs: Not Applicable:
 3. Budget head/performance centre: CEF Portfolio
 4. Total current budget for this head: £70,660k
 5. Source of funding: CEF approved budget
-

Staff

1. Number of staff (current and additional): 1,250 Full time equivalent
 2. If from existing staff resources, number of staff hours: N/A
-

Legal

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

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): The 2023/24 budget reflects the financial impact of the Council's strategies, service plans etc which impact on all of the Council's customers (including council tax payers) and users of the services
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Ward Councillor Views

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

3. COMMENTARY

- 3.1 The 2023/24 projected outturn for the Children, Education and Families Portfolio is detailed in Appendix 1a, broken down over each division within the service. Appendix 1b gives explanatory notes on the movements in each service. The current position is an overspend of £7,721k. Some of the main variances are highlighted below.
- 3.2 Senior officers meet on a regular basis to scrutinise and challenge the expenditure position and formulate management action to address any issues.

Education - £1,180k overspend

- 3.3 Overall the position for Education is a predicted £1,180k overspend. The main areas of movement are in SEN Transport, Strategic functions and SEN and Inclusion.

SEN Transport

The current overspend position stands at £1,660k overspent.

Route optimisation has taken place over the summer which has reduced the overall number of routes whilst increasing the volume of clients. There has also been successful travel training and personal budgets put in place which have reduced costs.

However, continued high demand for transport has far outstripped initial predictions with 87 additional clients requiring transport from April to the end of December. It is envisaged that a further 38 places will be required by the end of the financial year. This is 55 more clients than anticipated. It is the view that this level will now continue in future years at least in the medium term. An initial analysis of the reasons driving this rise in demand is linked to the impact of cost of living pressures for some families who previously took their children to school themselves are now needing to request Council support to reduce costs

Moreover additional costs due to the lack of supply of suitable transport, availability of drivers, workforce moving to alternative occupations, London living wage, the introduction of ULEZ and a general increase in costs across the board in the transport sector our contract costs have risen significantly.

Adult Education/Strategic Functions/SEN and Inclusion/Early Years commissioning - £504k underspend

There has been a drop in fee income in Adult education partially offset by an underspend on running costs. SEN have seen an underspend in staffing whilst new posts are being recruited to offset in part by an increase in running costs. There is an underspend in running costs in strategic functions and early years commissioning.

Dedicated Schools Grant (DSG) - £3,857k in year overspend

- 3.4 An element of the Education Budget is classed as Schools' Budget and is funded by the Dedicated Schools Grant (DSG). Grant conditions require that any over or under spend should be carried forward to the next financial year.
- 3.5 There is a current projected in year overspend in Dedicated Schools Grant (DSG) of £3,857k. This will be added to the £12,706k deficit that was carried forward from 2022/23. There was also an adjustment which resulted in an increase in the 2022/23 Early years DSG of £600k which effectively reduces the negative reserve position. This gives an estimated DSG deficit at the end of the year of £15,963k.

- 3.6 Although additional grant was given by DfE including additional Supplementary grant, demand continues to outstrip funding. Bromley was one of the last authorities in London to fall into a deficit position regarding its DSG. The overspends are in the main in the high needs block area and are related to the cost of placements in all types of education settings.
- 3.7 The unsustainability of the SEN system is a national issue as acknowledged in the DfE's SEND Review. The DfE published its SEND and Alternative Provision Improvement Plan in March 2023, however the proposals are not anticipated to provide any quantifiable impact on SEND pressures within the next two years. Nevertheless, officers are seeking to further reduce costs, within the tight constraints of the legal framework. Officers are working with DfE and are in discussion with them regarding recovery plans and actions that can be taken to reduce the deficit position.
- 3.8 EHCP's are still increasing but at a lower rate. A focus on earlier intervention and clarification of local decision making has reduced the number of requests for assessment by 10% and number of agreed assessments by 14% between 2022 and 2023 calendar years. This has been reflected in the Medium Term Financial Strategy and the position is close to what was expected.
- 3.9 The current number of EHCP's as at the end of December 2023 is 4,065, up 483 from 3,582 at the end of December 2022, an increase of around 13.5%, partially accounted for by a backlog in professional advice which has now been addressed.
- 3.10 Section 25 of the Local Government Act 2003 requires the Section 151 Officer to report on the robustness of the budget calculations and adequacy of reserves. The 151 Officer within that commentary is now required to consider the Councils DSG deficit position, despite the statutory override being in place.

The statutory override effectively means that any DSG deficits are not included in the Councils main revenue budgets. However, funding will ultimately need to be identified

In effect the Council has to still set aside resources to meet the DSG deficit and where no ongoing funding is identified such funding will need to come from the Councils reserves. On that basis the budget monitoring report identifies a deficit of £3,857k which has to ultimately be funded from the Councils reserve.

Although DSG is effectively ring fenced the ongoing increase through funding by reserves (general and earmarked) creates a financially unsustainable position in the medium to longer term

The External Auditor as part of the annual accounts, are required to comment on the Councils Value for money arrangements and will be required to consider any DSG deficit and the impact on the Councils finances

In terms of presentation of the DSG deficit of £12,706k up to 31/3/2023 and the estimated in year sum of £3,857k in 2023/24, there will need to be adequate funding from the Councils reserves unless alternative savings can be found. The use of reserves have been assumed in this report, although the specific reserves to use have not been identified at this stage.

- 3.11 A summary of the main variations can be found within Appendix 1B.

Children's Social Care (CSC) - £6,541k overspend

- 3.12 The Children's Social Care division is currently forecast to overspend by £6,541k. The main areas of over/underspend are highlighted in the paragraphs below and in Appendix 1B.

- 3.13 These figures include the contribution from Bromley Clinical Commissioning Group (BCCG) of £2.85m for 2023/24, £500k of which is one off funding.
- 3.14 A challenging target for the budgeted number of children looked after was set at 321 at the start of the financial year (excluding UASC). At the beginning of April the figure was 329 and although the figure went as low as 318 the figure has risen back to 329 as at December 2023, which will have a significant impact on the budget position. The CLA per 10,000 figures for Bromley continue to be lower than statistical neighbours.
- 3.15 There continues to be a significant increase in costs of placements. Over £1.7m of additional placements costs occurred in quarter 3 placements. Although some growth was assumed in the budget, these costs have outstripped the growth assumptions.

There have been particularly high placement costs, with new placements reaching levels of £13k to £15k a week. It is of concern that these levels of cost are increasingly becoming the norm for placements of children with any degree of complexity. The profile is different than budgeted with a more children in residential than expected and more in IFA's leading to an overspend. The trend is seeing this likely to continue as children are presenting with higher end needs than in previous years although the levels of Children Looked After (CLA) appears to be levelling off. There is also increasing pressures in Direct Payments and Domiciliary Care in Children with Disabilities. Officers are looking at further actions that can be taken to mitigate against this.

The current position on placements is £3.9m overspent and assumes some further future growth in costs. Should these not materialise, then the position will reduce.

- 3.16 Some transformation savings targets have been delayed and therefore are unlikely to be achieved in the financial year, which has caused an overspend position.
- 3.17 The other main area of risk is staffing. Additional staffing costs are in the region of £2m. This is due to the need to maintain a number of agency staff because of market pressures across the recruitment sector. These levels of interims/agency staff mean that we have needed to maintain, high staffing costs and continuing temporary staffing beyond budgeted term. The department are looking at this and trying to reduce costs where possible. Following the conclusion of the Ofsted inspection we have written to all agency staff inviting staff to convert to permanent posts. This has resulted in a number of expressions of interest which are currently being followed up. We have also taken the decision to not renew a number of agency contracts in order to reduce costs for agency posts.
- 3.18 The budget was set on the basis of 90% permanency across all staff in CSC in 2023/24. Levels are currently around 81% permanent staff, including the 'in the pipeline' appointments. There is an allowance for agency staff within the budget, but this will result in a significant overspend if this continues to be lower than expected. As mentioned above there are staff in pipeline, but this figure will also depend on the level of those leaving the organisation. Like many other professions, recruitment into these roles is becoming increasingly challenging.

- 3.19 Full details of all the over and underspends are contained in Appendix 1.

4. FULL YEAR EFFECT GOING INTO 2024/25

- 4.1 The cost pressures identified in section 3 above will impact in 2024/25 by £9,115k. Management action is assumed and contained within this figure. Management action will continue to need to be taken to ensure that this does not impact on future years.
- 4.2 Given the significant financial savings that the Council will need to make over the next four years, it is important that all future cost pressures are contained, and that savings are identified

early to mitigate these pressures. However, the continuation of the impact from Covid and the economic impact of the war in Ukraine continue to remain a further factor in relation to these financial pressures. Whether there is an easing of measures in the foreseeable future, the increase in referrals and the complexity is likely to continue over the next year.

4.3 Further details are contained within Appendix 1.

5. REQUESTS FOR DRAWDOWNS FROM CENTRAL CONTINGENCY

5.1 DfE Delivery Support Fund £66k Dr & Cr

The delivery support funding grant is provided to local authorities to support with meeting programme and delivery costs associated with rolling out the expanded early years entitlements. It funds the 2023/24 financial year.

6. POLICY IMPLICATIONS

- 6.1 The Resources Portfolio Plan includes the aim of effective monitoring and control of expenditure within budget and includes the target that each service department will spend within its own budget.
- 6.2 One of the “Making Bromley Even Better” ambitions is to manage our resources well, providing value for money, and efficient and effective services for Bromley’s residents and to meet this we will need to maintain a relentless focus on efficiency, outcomes of services and prudent management of our finances.
- 6.3 The four year financial forecast report highlights the financial pressures facing the Council. It remains imperative that strict budgetary control continues to be exercised in 2023/24 to minimise the risk of compounding financial pressures in future years.
- 6.4 Chief Officers and Departmental Heads of Finance are continuing to place emphasis on the need for strict compliance with the Council’s budgetary control and monitoring arrangements.

7. FINANCIAL IMPLICATIONS

- 7.1 A detailed breakdown of the projected outturn by service area is shown in appendix 1(a) with explanatory notes in appendix 1(b). Appendix 1 (c) shows the latest full year effects. Appendix 2 gives the analysis of the latest approved budget. Other financial implications are contained in the body of this report and Appendix 1b provides more detailed notes on the major services.
- 7.2 Overall the current overspend position stands at £7,721k (£9,115k overspend full year effect). The full year effect will need to be addressed in 2023/24 and 2024/25 in due course.
- 7.3 Costs attributable to individual services have been classified as “controllable” and “noncontrollable” in Appendix 1. Budget holders have full responsibility for those budgets classified as “controllable” as any variations relate to those factors over which the budget holder has, in general, direct control.
- 7.4 “Non-controllable” budgets are those which are managed outside of individual budget holder’s service and, as such, cannot be directly influenced by the budget holder in the shorter term. These include, for example, building maintenance costs and property rents which are managed by the Property Division but are allocated within individual departmental/portfolio budgets to reflect the full cost of the service. As such, any variations arising are shown as “non-controllable” within services but “controllable” within the Resources Portfolio. Other examples include cross departmental recharges and capital financing costs.

7.5 This approach, which is reflected in financial monitoring reports to budget holders, should ensure clearer accountability by identifying variations within the service that controls financial performance. Members should specifically refer to the “controllable” budget variations relating to portfolios in considering financial performance.

8. DEPARTMENTAL COMMENTS

8.1 The Children, Education and Families Portfolio has a projected overspend of £7,721k for the year.

8.2 The Education Division (core funding) has a projected overspend of £1,180k.

8.3 SEN Transport continues to be a risk area. There are a number of causal factors affecting the position on transport:

- An increase in number and complexity of Special Educational Needs and Disabilities over the past five years. The national increase in EHCPs is widely acknowledged as unsustainable and the rate of increase is accelerating across the country. In Bromley, the rate on increase had reached 17% in 2021/22. We have taken significant steps to reduce the rate of increase in EHCPs, including the introduction of new guidance on Ordinarily Available Provision and the expectations of support before statutory assessment is considered. This multi-agency approach has helped to reduce the rate of increase to 10% (January 2022-January 2023). Furthermore, we have put in place additional measures over the past 12 months to support families and provide alternative services at an earlier stage. Nevertheless, we continue to see the impact of increasing numbers of EHCPs, leading to c80 additional children or young people requiring transport between April and November 2023 and a forecast increase of c120 by the end of the financial year. This pressure is exacerbated by the shortage of local specialist provision leading to high numbers of placements to out of Borough and independent non-maintained providers, which increases transport costs.
- The complexity of children and young people’s needs continues to be at a higher level than prior to the Covid pandemic. These high levels of demand have continued for the past 3 years. A number of these cases have acute social, emotional and mental health needs, which require specialist provision which is typically costly independent provision outside of Bromley. Transport is often required and although officers seek to minimise costs, transport is often required to meet children’s needs
- There is continued Transport provider pressures linked to the cost fuel and wages. The number of children requiring transport has increased by circa 17%, but this only accounts for part of the increase in costs. The reduced availability of drivers has resulted in more expensive providers having to be used from the call off framework.
- Significant management action has been taken to reduce the costs of SEN Transport. Following agreement by Members within 2022/23, the implementation of these measures has led to cost reductions as per the savings targets in the MTFs.

8.4 There is a current projected in year overspend in Education (DSG funding) of £3,857k in year. This will be added to the £12,706k carried forward in the reserves from 2022/23. There has been a prior year Early Year adjustment which has increased the 2022/23 DSG allocation by £600k, and this is off set against the DSG reserve that effectively reduces the reserve. This gives us an estimated DSG reserve of £15,963k at the end of the financial year.

- 8.5 We have recently met again with representatives from the DfE to review our management of the DSG over-spend. They were able to confirm that they were satisfied with the steps that we continue to take and confirmed that they did not wish to meet with us again until next year. DfE officials were asked whether their experience monitoring 20-30 other LAs highlighted any additional mitigations for Bromley to consider, but none were put forward.
- 8.6 The impact of additional legal duties from the SEND Reforms, has led to unsustainable financial pressures on High Needs costs within the DSG. The increase in Government funding is not sufficient to meet the increased costs. We are aware that Bromley was one of the last London Boroughs to incur a deficit in the DSG, with some local authorities having deficits well in excess of £20m. The legal framework is heavily weighted in favour of parental preference, which is often for independent day and residential provision. We continue to assess all cases carefully and with a view to carefully balancing the education needs of young people and ensuring the best value for money from specialist education placements. Where it is appropriate to do so we continue to defend our decisions at Tribunal.
- 8.7 The demand management mitigations referenced earlier in this report are anticipated to have a significant impact on the further growth in costs of provision for children and young people with an EHCP.. We have sought to commission additional local specialist provision, including a new special free school, with successive delays encountered for the DfE-led scheme. The needs and tribunal challenges are such that we have no choice but to continue placing children in more costly provision to ensure we are not in default of our legal statutory duties.
- 8.8 A review of High Needs Funding Bands is nearing conclusion, with oversight from the SEND Governance Board and CEF PDS. Recommendations will be made how the funding bands can be simplified and to identify where any savings can be made. We continue to work on increases to local specialist provision, including the special free school and increases in Additionally Resourced Provisions, which are specialist classes within mainstream schools.
- 8.9 In Children's Social Care the projected overspend is £6,541k.
- 8.10 The ongoing pressures that relate to emotional and mental health concerns for young people, combined with the impact of inflation and cost of living pressures continues, especially in respect of contacts into our MASH. These continue to remain consistently around 1,100 contacts per month with little sign of a reduction. This compares to around 600 in April 2020 and it is the complexity of need from the families and children that have an added dimension.
- 8.11 Although much reduced from the previous year, the financial pressures across CSC continue to be primarily driven by placement costs for young people and also by the cost of agency staff.
- 8.12 Nationally, the cost of residential placements increased by 18.78% in 2022/23 (ADCS 2023) as demand continues to be greater than the number of placements available, particularly for children with complex or specialist requirements. Although our recruitment of permanent staff has increased and we now have fewer agency staff than in the past two years, our spend on agency staff still contributes to the pressures on the CSC staffing budget. As previously outlined to PDS, we are currently exploring options for the Council to set-up it's own Children's home and/or agree the block booking of beds at a competitive rate in order to more actively influence costs and sufficiency.

8.13 There also continues to be a high level of demand for support particularly in Children with Disabilities (CWD) which has meant a rise in demand for our short break provision. In response we have sought to increase the number of nights available for the number of families requiring this. Whilst these continued pressures have meant an increase in our looked after population in CWD despite the innovative and expensive care packages put in to support with health provision short breaks. The resilience for some families is now being significantly tested following two years of Covid challenges. This is primarily seen in families for children with profound and complex health and challenging sometimes aggressive behaviour.

8.14 The risks in the Children, Education & Families Portfolio are:-

- Recruitment and retention of permanent staff/ ability to recruit skilled staff for the posts vacant and competitive salaries being paid at this time.
- Limited supply and increasing costs of residential placements – including the specialist placements for very complex young people. The cost of such placements is high and then with the delay to final hearing families are being retained in these placements beyond the assessment.
- Continued complexity of children (SEND).
- Shortage of local school places (particularly for Specialist schools).
- Increasing High Needs Block expenditure not matched by a commensurate increase in Government Grant.

Non-Applicable Sections:	Legal/Personnel/Customer Implications
Background Documents: (Access via Contact Officer)	2023/24 Budget Monitoring files in CEF Finance Section

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Children, Education and Families Portfolio Budget Monitoring Summary

2022/23 Actuals £'000	Service Areas	2023/24 Original Budget £'000	2023/24 Latest Approved £'000	2023/24 Projected Outturn £'000	Variation £'000	Notes	Variation Last Reported £'000	Full Year Effect £'000
CHILDREN, EDUCATION AND FAMILIES PORTFOLIO								
Education Division - Core funding								
Cr 347	Adult Education Centres	Cr 430	Cr 360	Cr 340	20	1	114	0
576	Schools and Early Years Commissioning & QA	739	758	689	Cr 69	2	Cr 62	0
2,771	SEN and Inclusion	2,525	2,615	2,375	Cr 240	3	Cr 257	0
100	Strategic Place Planning	56	56	56	0		0	0
17	Workforce Development & Governor Services	Cr 22	Cr 22	Cr 22	0		0	0
7,516	Access & Inclusion	8,134	9,134	10,818	1,684	4	1,432	2,315
196	Other Strategic Functions	459	357	142	Cr 215	5	30	0
Cr 40	Central School Costs	Cr 60	Cr 60	Cr 60	0		0	0
10,789		11,401	12,478	13,658	1,180		1,257	2,315
Children's Social Care								
1,911	Bromley Youth Support Programme	1,798	1,833	1,895	62	6	140	0
1,260	Early Intervention and Family Support	1,545	1,503	1,457	Cr 46	7	Cr 120	0
10,034	CLA and Care Leavers	11,485	12,352	13,183	831	8	944	1,646
22,122	Fostering, Adoption and Resources	23,880	24,380	26,174	1,794	9	1,323	5,117
5,184	0-25 Children Service (Disability Services)	3,714	4,313	5,740	1,427	10	1,358	72
5,073	Referral and Assessment Service	4,765	5,280	5,743	463	11	515	Cr 35
4,582	Safeguarding and Care Planning East	4,181	4,181	5,082	901	12	534	0
2,998	Safeguarding and Care Planning West	2,493	2,134	2,908	774	13	693	0
Cr 2,489	Safeguarding and Quality Improvement	Cr 6,255	Cr 6,426	-6,091	335	14	Cr 32	0
50,675		47,606	49,550	56,091	6,541		5,355	6,800
61,464	TOTAL CONTROLLABLE FOR CEF CORE FUNDING	59,007	62,028	69,749	7,721		6,612	9,115
129	Total Non-Controllable	1,424	1,424	1,424	0		0	0
11,182	Total Excluded Recharges	7,208	7,208	7,208	0		0	0
72,775	TOTAL CEF PORTFOLIO CORE FUNDING	67,639	70,660	78,381	7,721		6,612	9,115
Education Division - DSG Funding								
21,691	Schools and Early Years Commissioning & QA	21,512	22,589	22,054	Cr 535	15	Cr 535	0
39,401	SEN and Inclusion	40,787	40,787	45,288	4,501	16	4,402	0
3,272	Access & Inclusion	3,635	3,635	3,492	Cr 143	17	177	0
22	Strategic Place Planning	94	94	94	0		0	0
6	Workforce Development & Governor Services	20	20	20	0		0	0
130	Other Strategic Functions	481	739	738	Cr 1		Cr 1	0
Cr 97,312	Schools Budgets	Cr 103,139	Cr 104,474	Cr 104,474	0		0	0
17,840	Special Schools and Alternative Provision	18,983	18,983	18,983	0		0	0
7,847	Primary Schools	10,075	10,075	10,110	35	18	0	0
4,005	Secondary Schools	3,798	3,798	3,798	0		0	0
0	Charge to Reserves	0	0	Cr 3,857	Cr 3,857	19	Cr 4,043	0
Cr 3,098		Cr 3,754	Cr 3,754	Cr 3,754	0		0	0
Cr 3,098	TOTAL CONTROLLABLE FOR CEF - DSG FUNDING	Cr 3,754	Cr 3,754	Cr 3,754	0		0	0
11	Total Non-Controllable	81	81	81	0		0	0
3,087	Total Excluded Recharges	3,673	3,673	3,673	0		0	0
0	TOTAL CEF PORTFOLIO - DSG FUNDING	0	0	0	0		0	0
TOTAL CEF PORTFOLIO		67,639	70,660	78,381	7,721		6,612	9,115

REASONS FOR VARIATIONS**1. Adult Education Centres - Dr £20k**

This area is currently expected to overspend by £20k and this is due to an under collection of fees income of £177k. This is being offset by an underspend on staffing of £56k and £101k on running costs.

2. Schools and Early Years Commissioning & QA - Cr £69k

The in-house nursery is currently expected to overspend by £19k, due to an under collection of income of £101k being offset by an underspend on staffing of £81k and running costs of £1k.

Across the rest of the service there is a £88k underspend relating to staffing.

3. SEN and Inclusion - Cr £240k

The staffing in this area is currently forecasting an underspend by £182k - this is due to a number of posts that are currently or have been vacant during the year. There is an additional £20k in income and an overspend of £22k.

The Education Psychologists are currently have a number of vacant posts in their team. This is causing the statutory service they are required to provide to be underspent by £253k and the Trading Service they offer to the Schools to be overspent by £193k. This is a net underspend of £60k.

4. Access & Inclusions - Dr £1,684k

The overspend in this area is due to the costs around SEN Transport that is currently forecast to overspend by £1,660k due to the increasing number of children qualifying for this service, and the increases in costs. The remaining £24k is due to various running costs and under collection of income.

5. Other Strategic Functions - Cr £215k

There is current an underspend of £215k in this area relates to underspends on running costs.

Children's Social Care - Dr £6,541k

The current budget variation for the Children's Social Care Division is projected to be an overspend of £6,541k, this is an increase from £1,186k at the time of the last report. Additional funding has been identified of £1,370k due to above inflationary increases in prices across the board in CSC. This has been applied but some pressures/demands remain.

6. Bromley Youth Support Programme - Dr £62k

The BYSP budget is projected to overspend by £62k this year. The service is currently looking at transformational savings that have not yet been realised and this is the main cause behind the overspend on running costs of £243k. This is being offset by an underspend on staffing of £74k and over collection on income of £107k.

7. Early Intervention and Family Support - Cr £46k

The main projected variance relates to services is a projected underspend on staffing of £44k and running costs of £24k. These are then offset by a £22k under collection of income.

8. CLA and Care Leavers - Dr £831k

The budget for placements in this area is currently projected to overspend by £892k this year. This amount is analysed by placement type below.

- Staying Put - Dr £435k (Dr 437k)
- Direct Accommodation - Dr £1,118k (£Dr 740k)
- Placement Support Leaving Care - Cr £661k (Dr £510k)

This leaves an underspend of £61k on all of the other areas, and this is made up of a £113k overspend on staffing that is then being offset by an underspend on running costs of £174k.

9. Fostering, Adoption and Resources - Dr £1,794k

The budget for children's placements is currently projected to overspend by £1,699k this year. This amount is analysed by placement type below.

- Community Home's / Community Home's with Education - Dr £3,169k (Dr £2,811k)
- Boarding Schools - Cr £184k (Cr £149k)
- Secure Placement - Cr £250k (Cr £230k)
- Fostering services (IFA's) - Dr £105k (Dr £31k)
- Fostering services (In-house, including SGO's and Kinship) - Cr £833k (Cr £792k)
- Adoption placements - Cr £200k (Cr £200k)
- Outreach Services - Dr £109k (Dr £109k)
- Transport Costs - Cr £154k (Cr £157k)
- Dom Care - Cr £63k (Cr £63k)

Additionally there is an extra £362k worth of income - most of which relates to the cost of the placements. This is then being offset by overspends in staffing of £404k and running cost of £53k.

10. 0-25 Children Service - Dr £1,427k

The main area of overspend is the use of Direct Payments (£65k) and Dom Care (£1,081k) to support our clients. There is also a overspend in staffing of £55k and running costs of £226k.

11. Referral and Assessment Service Dr £463k

The main projected variance relates in this area relate to an overspend on staffing of £464k, with additional pressure on running costs of £52k.

This is then offset by a £53k underspend related to No Recourse to Public Funds (NRPF) clients.

12. Safeguarding and Care Planning East Dr £901k

The budget in this area is currently projected to overspend by £901k, and is due to staffing overspends of £485k and £181k on running costs. Additionally there is an overspend of £235k related to various costs related to supporting our clients.

13. Safeguarding and Care Planning West Dr £774k

The projected variance relates to a projected overspends on staffing of £520k and £254k on running costs that mostly relates to looked after clients.

14. Safeguarding and Quality Improvement Dr £335k

The projected overspend of £335k in this area mainly relates to staffing (£149k), and this includes the costs of recruiting and retaining social workers across the whole of Children's Social Care. This is also an overspend of £186k relating to general running costs.

Schools Budgets (no impact on General Fund)

Expenditure on Schools is funded through the Dedicated Schools Grant (DSG) provided by the Department for Education (DfE). DSG is ring fenced and can only be applied to meet expenditure properly included in the Schools Budget. Any overspend or underspend must be carried forward to the following years Schools Budget.

There is a current projected overspend in DSG of £3,857k. This will be added to the £12,706k carried forward in the reserves from 2022/23. There has been a prior year Early Years DSG adjustment which increased the 2022/23 DSG allocation by £600k, and this is offset against the DSG reserve and effectively reduces the reserve. This gives an estimated DSG deficit reserve of £15,963k at the end of the financial year.

15. Schools and Early Years Commissioning & QA Cr £535k

There is a projected underspend on the costs of child care payments for 2, 3 and 4 year olds of £454k. This includes the costs related to the Early Years Supplementary Grant.

Additionally there are underspends of £81k due to staffing underspends over a range of cost centres.

16. SEN and Inclusion Dr £4,501k

SEN placements are projected to overspend by a total of £4,898k. The overspend is being caused by the Maintained Day (£1,647k), Independent Day (£866k), Alternative Programmes (£1,432k), Maintained Boarding Schools (£234k), Direct Payment (£224k), Matrix funding (£705k) and other overspends (£40k). This is then slightly offset by an underspend on Independent Boarding Schools (£250k). In addition to the placement costs, there are underspends on staffing across a number of areas of £377k and on running costs of £20k.

17. Access & Inclusion Cr £143k

The £143k underspend in this area is due to an overspend of £319k on running costs and an under collection of income of £89k. These are being offset by staffing underspends of £551k.

18. Primary School Dr £35k

The cost pressure in this area relates to the closing deficit in a school when it converted to academy status

19. Charge to Reserves Cr £3,857k

Section 25 of the Local Government Act 2003 requires the Section 151 Officer to report on the robustness of the budget calculations and adequacy of reserves. The 151 Officer within that commentary is now required to consider the Councils DSG deficit position, despite the statutory override being in place.

The statutory override effectively means that any DSG deficits are not included in the Councils main revenue budgets. However funding will ultimately need to be identified

In effect the Council has to still set aside resources to meet the DSG deficit and where no ongoing funding is identified such funding will need to come from the Councils reserves. On that basis the budget monitoring report identifies a deficit of £3,857k which has to ultimately be funded from the Councils reserve.

Although DSG is effectively ring fenced the ongoing increase through funding by reserves (general and earmarked) creates a financially unsustainable position in the medium to longer term

The External Auditor as part of the annual accounts, are required to comment on the Councils Value for money arrangements and will be required to consider any DSG deficit and the impact on the Councils finances

In terms of presentation of the DSG deficit of £12,706k up to 31/3/2023 and the estimated in year sum of £3,857k in 2023/24, there will need to be adequate funding from the Councils reserves unless alternative savings can be found. The use of reserves have been assumed in this report, although the specific reserves to use have not been identified at this stage.

Waiver of Financial Regulations

The Council's Contract Procedure Rules state that where the value of a contract exceeds £50k and is to be exempt from the normal requirement to obtain competitive quotations the Chief Officer has to obtain the agreement of the Director of Corporate Services, the Director of Finance and the Director of Commissioning and (where over £100,000) approval of the Portfolio Holder and report use of this exemption to Audit Sub-Committee bi-annually. Since the last report to the Executive, there has been in Children's Social Care 22 waivers agreed for placements of between £50 and £100k, 1 between £100k and £150k, and 19 for a value of over £200k.

Virements Approved to date under Director's Delegated Powers

Details of virements actioned by Chief Officers under delegated authority under the Financial Regulations "Scheme of Virement" will be included in financial monitoring reports to the Portfolio Holder. Since the last report to Executive, there have been no virements processed.

Description	2023/24 Latest Approved Budget £'000	Variation To 2023/24 Budget £'000	Potential Impact in 2024/25
Children's Social Care	49,550	3,619	The overall full year effect of the Children's Social Care overspend is a net £6,800k, analysed as Residential Care, Fostering and Adoption of £5,117k, Leaving Care costs of £1,646k, CWD costs of £72k, and referral and assessment of Cr £35k.
SEN Transport	10,324	1,660	The overall full year impact is £2,315k

Reconciliation of Latest Approved Budget	£'000
Original Budget 2023/24	67,639
Contingency:	
Carry forwards:	
Deed Settlement for Hawes Down Site	
expenditure	5
income	Cr 5
Virtual School - CIN Grant Carry Forward	
expenditure	82
income	Cr 82
Homes for Ukraine DfE Grant	
expenditure	1,187
income	Cr 1,187
BAEC upgrading hardware and supporting software - GLA Grant	
expenditure	26
income	Cr 26
YOT NHS Money	
expenditure	29
income	Cr 29
COVID Recovery Grant	
expenditure	130
income	Cr 130
National Tutoring Programme	
expenditure	22
income	Cr 22
GLA Adult Ed Grant Repayment	
expenditure	16
income	Cr 16
Supporting Families; Investing in Practice Grant	
expenditure	475
income	Cr 475
Homes for Ukraine Main Grant	
expenditure	300
income	Cr 300
Other:	
Transfer of Staff from LD Care Management to Children's 0-25 years' service	144
Transfer of Care Placements Team Staff to Children's Services	320
S31 Leaving Care Uplift Grant	
expenditure	68
income	Cr 68
GLA free school meal payment	
expenditure	6,036
income	Cr 6,036
UKSPF funding	
expenditure	275
income	Cr 275
Above Inflation Pressures on Children Placements	1,370
Drawdown of SEN Transport	1,000
Early Years Supplementary Grant	
expenditure	1,669
income	Cr 1,669
Extended Personal Advisor Grant	
expenditure	11
income	Cr 11

Homes for Ukraine Main Grant - Adult Education		
expenditure		80
income	Cr	80
Reducing Parental Conflict Grant		
expenditure		30
income	Cr	30
Adult Education GLA Grant Funding		
expenditure		82
income	Cr	82
Uplift to Youth Justice Board Grant		
expenditure		12
income	Cr	12
Change in DSG Early Years and High Needs Block		
expenditure - Early Years		1,077
expenditure - High Needs		258
income	Cr	1,335
Draw Down from Reserve to meet demand in EHCP's / High Needs		
Expenditure		525
Income		-525
Increase in Fuel Costs		187
Autism Funding transferred from ACH		
expenditure		42
income	Cr	42
Youth Justice Grant Increase		
expenditure		3
income	Cr	3
DFE Delivery Support Fund		
expenditure		66
income	Cr	66
Strengthening Multi-Agency Leadership Grant		
expenditure		47
income	Cr	47

Latest Approved Budget for 2023/24

70,660

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Report No.
FSD24017

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: PORTFOLIO HOLDER FOR CHILDREN, EDUCATION, AND FAMILIES

Date: For Pre-Decision Scrutiny by the Children, Education and Families Policy Development and Scrutiny Committee on 20th March 2024

Decision Type: Non-Urgent Executive Non-Key

Title: CAPITAL PROGRAMME MONITORING - QUARTER 3 2023/24

Contact Officer: James Mullender, Head of Corporate Finance & Accounting
Tel: 020 8313 4196 E-mail: james.mullender@bromley.gov.uk

Chief Officer: Director of Finance

Ward: All Wards

1. Reason for report

- 1.1 At its meeting on 7th February 2024, the Executive considered a report summarising the current position on capital expenditure and receipts following the third quarter of 2023/24 and be asked to agree a revised capital programme for the period 2023/24 to 2027/28. This report highlights changes to be considered by the Executive in respect of the capital programme for the Children, Education and Families portfolio. The revised programme for this portfolio is set out in Appendix A and detailed comments on individual schemes are shown in Appendix B.
-

2. **RECOMMENDATION(S)**

- 2.1 **The Portfolio Holder is asked to note and acknowledge the changes agreed by the Executive on 7th February 2024.**

Impact on Vulnerable Adults and Children:

1. Summary of Impact:

Corporate Policy

1. Policy Status: Existing Policy: capital programme monitoring is part of the planning and review process for all services. Capital schemes help to maintain and improve the quality of life in the borough. Effective asset management planning (AMP) is a crucial corporate activity if a local authority is to achieve its corporate and service aims and objectives and deliver its services. For each of our portfolios and service priorities, we review our main aims and outcomes through the AMP process and identify those that require the use of capital assets. Our primary concern is to ensure that capital investment provides value for money and matches the Council's overall priorities as set out in the Community Plan and in "Making Bromley Even Better". The capital review process requires Council Directors to ensure that bids for capital investment provide value for money and match Council plans and priorities.
 2. Making Bromley Even Better Priority: To manage our resources well, providing value for money, and efficient and effective services for Bromley's residents.
-

Financial

1. Ongoing costs: Not Applicable
 2. Budget head/performance centre: Capital programme
 3. Total current budget for this head: £46.0m for the Children, Education and Families Portfolio over the period 2023/24 to 2027/28
 4. Source of funding: Capital grants, capital receipts, s106 and earmarked revenue contributions
-

Personnel

1. Number of staff (current and additional): 1 FTE
 2. If from existing staff resources, number of staff hours: 36 hours per week
-

Legal

1. Legal requirement: Non-Statutory - Government Guidance
 2. Call-in: Applicable
-

Procurement:

1. Summary of procurement implications:
-

Customer Impact

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

Ward Councillor Views

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

3 COMMENTARY

Capital monitoring – variations considered by the Executive on 7th February 2024

3.1 A revised capital programme was considered by the Executive on 7th February 2024, following a detailed monitoring exercise carried out after the third quarter of 2023/24. The base position is the programme approved by the Executive on 18 January 2023, as amended by variations approved at subsequent Executive meetings. All changes to schemes in the Children, Education and Families Portfolio programme are itemised in the table below and further details are included in paragraphs 3.2 to 3.3. The revised programme for the Children, Education and Families Portfolio is attached as Appendix A, whilst Appendix B shows actual spend against budget up to the end of the third quarter of 2023/24, together with detailed comments on individual scheme progress.

	Budget 2023/24	Budget 2024/25	Budget 2025/26	Budget 2026/27	Budget 2027/28	Total
	£'000	£'000	£'000	£'000	£'000	£'000
Programme approved by Executive 18/01/23	4,318	10	0	0	0	4,328
Net underspend 22/23 rephased to 23/24	20,301					20,301
Net changes agreed in Q1 monitoring	Cr 17,902	10,000	8,000			98
Net changes agreed in Q2 monitoring	Cr 2,295	14,246	9,405			21,356
Approved programme prior to Q3 monitoring	4,422	24,256	17,405	0	0	46,083
Net rephasing from 23/24 to future years (p. 3.4)	Cr 300	300				0
Removal of complete schemes	Cr 18	Cr 70				Cr 88
S/T - changes not requiring Executive approval	Cr 318	230				Cr 158
Revised Children Education and Families programme	4,104	24,486	17,405	0	0	45,995

3.2 Schemes re-phased between 2023/24 and future years

As part of the third quarter monitoring exercise, £300k has been re-phased from 2023/24 into 2024/25 for the capital maintenance in schools programme to reflect revised estimates of when expenditure is likely to be incurred. Comments on scheme progress are provided in Appendix B.

3.3 Variations not requiring the approval of Executive (decrease of £88k)

As part of the third quarter monitoring exercise, a review identified that the Mobile technology to support children's social workers (£18k) and feasibility studies (£70k) schemes could be removed from the capital programme.

3.4 Post-completion reports

Under approved capital programme procedures, capital schemes should be subject to a post-completion review within one year of completion. These reviews should compare actual expenditure against budget and evaluate the achievement of the scheme's non-financial objectives. Post-completion reports on the following schemes are currently due for the Children, Education and Families Policy Development and Scrutiny Committee:

- Glebe School Expansion

- Performance Management/Children's Services IT scheme

4 POLICY IMPLICATIONS

4.1 Capital programme monitoring and review is part of the planning and review process for all services. The capital review process requires Chief Officers to ensure that bids for capital investment provide value for money and match Council plans and priorities.

5 FINANCIAL IMPLICATIONS

5.1 These were be reported in full to the Executive on 7th February 2024. Changes considered by the Executive for the Children Education and Families Portfolio capital programme are set out in the table in paragraph 3.1.

Non-applicable sections:	Legal, Personnel and Procurement Implications, Impact on Vulnerable Adults and Children
Background documents: (Access via Contact Officer)	Capital programme monitoring Q1 23/24 (Executive 20/09/2023) Capital programme monitoring Q2 23/24 (Executive 29/11/2023) Capital programme monitoring Q3 22/23 (Executive 18/01/2023)

CHILDREN, EDUCATION & FAMILIES PORTFOLIO - APPROVED CAPITAL PROGRAMME Q3 2324									
Scheme	Total approved estimate	Spend up till 31.03.23	Estimate 2023/24	Estimate 2024/25	Estimate 2025/26	Estimate 2026/27	Estimate 2027/28	Responsible officer	Remarks
	£'000	£'000	£'000	£'000	£'000	£'000	£'000		
Devolved Formula Capital	5,671	5,616	55	0	0	0	0	Bradshaw, David	100% government grant. In and out to schools. Funding is covered by grant received.
Children and Family Centres	6,662	6,613	49	0	0	0	0	Dunley, Rachel	100% DfES grant.
Transforming Children's & Family Centres	1,420	1,223	197	0	0	0	0	Dunley, Rachel	
Refurbishment of Saxon Family Contact Centre	160	14	146	0	0	0	0	Dunley, Rachel	
Capital maintenance in schools	14,149	10,995	1,306	1,800	0	0	0	Bollen, Rob	100% government grant. Also incorporates remaining monies from closed schemes (notably, Seed Challenge Fund.)
Basic Need	105,126	81,766	2,081	13,280	8,000	0	0	Bollen, Rob	100% government grant. Also incorporates remaining monies from closed and finalised schemes (notably, Glebe School expansion.)
Youth centres - Capital improvements	72	69	3	0	0	0	0	King, Linda	Youth Capital Fund grant £72k
S106 - Education (unallocated)	2	0	2	0	0	0	0	Bollen, Rob	S106 receipts - now transferred to Basic Need budget. Remaining £2k represents interest on balances.
Sub-total - other education schemes	133,262	106,296	3,839	15,080	8,000	0	0		
OPR Children and family centres	7,113	0	99	3,507	3,507	0	0	Essex, Darren	
OPR SEN services	500	0	7	247	246	0	0	Essex, Darren	
OPR adult education centres	7,853	0	109	3,872	3,872	0	0	Essex, Darren	
OPR youth offending service	0	0	0	0	0	0	0	Essex, Darren	
OPR youth centres	3,610	0	50	1,780	1,780	0	0	Essex, Darren	
Sub-total - Operational Property Review schemes	19,076	0	265	9,406	9,405	0	0		
Total - Children, Education and Families portfolio	152,338	106,296	4,104	24,486	17,405	0	0		

CHILDREN, EDUCATION & FAMILIES PORTFOLIO - APPROVED CAPITAL PROGRAMME Q3 2324				
Scheme	Estimate 2023/24 as at Sep 2023	Actual at Q3 2023/24	Estimate 2023/24 as at Q3	Commentary
	£'000	£'000	£'000	
Devolved Formula Capital	55	0	55	In and out to Schools. Funding is covered by grant received.
Children and Family Centres	49	0	49	Works are managed by Operational Property (now Amey). £50k Budget for any unforeseen premises issues and planned improvements. Current priority for the budget has been agreed for works to be carried out at outside play areas. These funds are likely to be used for that.
Transforming Children's & Family Centres	197	41	197	
Refurbishment of Saxon Family Contact Centre	146	0	146	
Capital maintenance in schools	1,606	1,101	1,306	c.£800k invoice from the DfE for completed works on the DfE delivered Marjorie McClure new build and relocation project has now been paid and further c.£100k invoice has been approved for payment. Current year's budget agreed by the CEF Porffolio Holder at CEF PDS in June 2023, most of these works will not be undertaken until summer 2024 and monies have been re-phased accordingly. Monies being held unallocated to support the refurbishment of the old Marjorie McClure school which is currently at feasibility but with works expected to be undertaken during 2024/25.
Basic Need	2,081	1,039	2,081	Basic Need Programme Update agreed by the Executive March 2023. Contract was awarded at November 2023 Exec for new SEN schemes at Oaklands Primary School with preparatory work underway.
Youth centres - Capital improvements	3	0	3	The remaining budget of £3k will be used for the disabled toilets at Mason's Hill in order to comply with DDA. Youth Centres are re opening with Public Health advice and measures in place. Funds needed for minor improvement work/ repairs on buildings.
S106 - Education (unallocated)	2	0	2	Apart from residual £2k (interest) all S106 funds allocated to schemes in Basic Need Programme
Mobile technology to support children's social workers	18	0	0	
Sub-total - other education schemes	4,157	2,181	3,839	
OPR Children and family centres	99	0	99	Not previously reported to CEF PDS.
OPR SEN services	7	0	7	Not previously reported to CEF PDS.
OPR adult education centres	109	0	109	Not previously reported to CEF PDS.
OPR youth offending service	0	0	0	Not previously reported to CEF PDS.
OPR youth centres	50	0	50	Not previously reported to CEF PDS.
Sub-total - Operational Property Review schemes schemes	265	0	265	
Total - Children, Education and Families portfolio	4,422	2,181	4,104	

Report No.
CEF23077

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: EXECUTIVE

Date: For Pre-Decision Scrutiny by the Children, Education and Families Policy Development and Scrutiny Committee on Wednesday 20 March 2024

Decision Type: Non-Urgent Executive Key

Title: BASIC NEED UPDATE REPORT

Contact Officer: Robert Bollen, Head of Sufficiency
Tel: 020 8313 4697 E-mail: Robert.Bollen@bromley.gov.uk

Chief Officer: Director of Education

Ward: All Wards

1. Reason for decision/report and options

- 1.1 This report provides an update on funding and the capital schemes included within the Council's Basic Need Programme.
-

2. RECOMMENDATION(S)

- 2.1 That the Executive agrees the updated Basic Need Programme as set out in Appendix 3 subject to Full Council approval;
- 2.2 That the Executive agrees that new projects at Bromley Beacon Academy (Orpington), Hawes Down Primary School, The Glebe, the former Marjorie McClure school site, and Midfield Primary School, be added to the Basic Need Programme as detailed in the scheme appraisals in Appendix 1;
- 2.3 That the Executive agrees that schemes to deliver additional primary places at Scotts Park Primary School and St Marys Cray Primary be removed from the Basic Need Programme as these schemes have been on hold for several years and there is currently no projected need for additional places at either of these schools;
- 2.4 That the Executive agrees the allocation of an additional £177,726 of additional S106 allocations to projects within the Basic Need Capital Programme as outlined in Appendix 2;
- 2.5 That Members note that a further High Needs Capital Provision allocation for 2024/25 is expected in March 2024. An estimation of its value has been included within this report. The programme as outlined in Appendix 3 will be amended when the amount of allocation is known' and,

2.6 That schemes within the Basic Need Programme will be delivered in line with the previously agreed procurement strategy. Awards of contract for schemes within the programme will be delivered in line with the Council's Contract Procedure Rules. In instances grant will be allocated to schools for school led delivery.

Impact on Vulnerable Adults and Children

1. Summary of Impact: This programme has already benefitted local children and young people through providing an additional 1,680 temporary and 3,715 permanent schools places in both mainstream and specialist settings.
-

Transformation Policy

1. Policy Status: Existing Policy
 2. Making Bromley Even Better Priority (*delete as appropriate*):
(1) For children and young people to grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home.
-

Financial

1. Cost of proposal: Not Applicable
 2. Ongoing costs: Not Applicable
 3. Budget head/performance centre: Education Capital Programme
 4. Total current budget for this head: £109,824k
 5. Source of funding: DfE Basic Need Capital Grant, DfE SEND Provision Capital funding, DfE School Condition Allocations (SCA), S106 contributions
-

Personnel

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

Legal

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

Procurement

1. Summary of Procurement Implications: There are no procurement implications arising from this report. The procurement strategy for the Basic Need Capital Programme has been set out in previous reports.
-

Property

1. Summary of Property Implications:
-

Carbon Reduction and Social Value

1. Summary of Carbon Reduction/Sustainability Implications:
-

Impact on the Local Economy

1. Summary of Local Economy Implications:
-

Impact on Health and Wellbeing

1. Summary of Health and Wellbeing Implications:
-

Customer Impact

1. Estimated number of users or customers (*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 This report provides a progress update on the delivery of the Council's Basic Need Capital Programme over the past year, additional capital funds received, and new schemes being added to the programme.
- 3.2 The focus of the Basic Needs Programme has now shifted from the delivery of mainstream to specialist places. The programme incorporates High Needs Provision Capital funding received from central government to increase places and improve the suitability of specialist provision.
- 3.3 Starting in Autumn Term 2022 the Council has been undertaking a strategic review of high needs funding and the specialist estate in Bromley. The estates review is ongoing and is enabling the development of a multi-year capital programme to increase specialist places in Bromley schools. This is the second year in which new schemes are being added through this process to the Basic Need Programme.
- 3.4 The Council intends to broadly allocate its High Needs Provision Capital funding over the next 4 years as follows:
- Provision of additional specialist capacity through (i) the creation of new, or expansion of existing Additionally Resourced Provisions (ARPs) and (ii) the expansion of maintained special schools (75%)
 - Improvements to existing ARPs and maintained special schools (15%)
 - Support to mainstream schools to enhance the inclusion of children with special education needs (SEN) (10%).
- 3.5 However, annual funding allocations will be targeted based on need. The Council is allocating £500k in 2024/25 to support mainstream, schools to enhance the inclusion of children with SEN. This will be allocated via a bidding round for schools delivered projects. Schools will be expected to demonstrate how the funding provided would support the inclusion of children with SEN and applicants would need to make a 20% contribution towards scheme costs.
- 3.6 There is not currently sufficient funding to deliver all schemes. Unfunded schemes will be brought forward into the Projects in Delivery (Funded) programme once funds become available.

Funding

- 3.7 The Council receives Basic Need Capital Grant from the DfE to support the delivery of sufficient school places, with over £80m allocated to Bromley since 2011-2022. The Council has received no additional mainstream allocation since 2021-22. The formula for allocation is based principally on projected population growth for children and young people aged 2-18.
- 3.8 The Council is currently awaiting a new High Needs Capital Provision allocation for 2024-25. This is expected to be received in March 2024. An estimation of the value of the allocation has been made below based on recent allocations. It is hoped that the actual allocation can be updated before the Committee date.
- 3.9 These allocations are provided in addition to the Basic Need Capital Grant to support local authorities to provide new specialist placements and improve SEN facilities.
- 3.10 In addition, the Council has received £177,726 in new S106 allocations during 2023/24 to support new school places that is now being drawn down into the Basic Need Programme.

Basic Need Allocation

2011-12 allocation	£4,496,771
Autumn 2011 exceptional in-year allocation	£1,277,936
2012-13 allocation	£2,404,519
Spring 2012 exceptional in-year allocation	£1,590,436
2013-15 allocation	£9,968,079
2015-16 allocation	£20,635,153
2016-17 allocation	£21,666,911
2017-18 allocation	£8,837,573
2018-19 allocation	£6,895,846
2021-22 allocation	£2,237,466
	<u>£80,010,690</u>

High Needs Capital Provision

2018-19 allocation	£865,510
2019-20 allocation	£865,510
2020-21 allocation	£865,510
Additional allocation 2018-21 (May '18)	£603,844
Additional allocation 2018-21 (Dec '18)	£1,207,688
2021-22 allocation	£2,450,780
2022-23 allocation	£4,169,618
2023-24 allocation	£4,308,004
	<u>£15,336,464</u>

Estimated 2024-25 allocation (Expected March '24)	£4,450,000
Estimated High Needs Provision Funding	<u>£19,786,464</u>

Section 106 Funding

April 2014 draw down	£705,653
July 2017 draw down	£2,889,855
March 2021 draw down	£4,127,637
March 2022 draw down	£980,680
March 2023 draw down	£42,965
March 2024 draw down	£177,726
	<u>£8,924,516</u>

- 3.11 The table above provides details of all the Basic Need Capital Grant and High Needs Provision Capital Funding received by the Council, along with Section 106 funds drawn down since 2011.
- 3.12 In addition, the Basic Need capital programme also includes capital contributions from a range of other capital funding programmes including DfE School Condition Allocations (SCA) and Section 106 contributions. These are detailed in Section 6 of this report.
- 3.13 Appendix 1 provides an appraisal of new schemes being added to the Basic Need Programme.
- 3.14 Appendix 2 provides details of new Section 106 funding being drawn down against schemes within the programme. All S106 funds currently available for education has been allocated to projects in the Basic Need Programme. This funding has either been spent or supports projects currently in delivery.

3.15 Appendix 3 provides details of the Basic Need Programme and the funding allocated for individual projects. Projects are categorised as follows:

- A Completed projects, including projects that are in defects and yet to reach Final Account.
- B Projects in Delivery (Funded) – schemes that are in the delivery phase, including projects under construction and in procurement, and have available funding allocated to them to allow delivery
- C Projects in Development (Unfunded) – schemes that are not an immediate priority and are therefore not fully funded, but are being delivered to a ‘shovel ready’ status

3.16 Design development of schemes not in the delivery phase (funded or unfunded) of the programme will continue and funding is allocated to support feasibility and design work, but schemes will not be brought forward for delivery until there is sufficient need and funding is available.

Recently Completed Schemes

3.17 Since the last Basic Need Update Report to the Executive in March 2023, the following schemes have been completed:

Darrick Wood School	A small access scheme improving the acoustic performance of the Secondary Deaf Base at Darrick Wood School.
Farnborough Primary School	Council contribution of S106 monies towards school led scheme focussing on enhancements and re-providing specialist spaces rather than expansion.
Riverside (Phoenix)	Works associated with the opening of a temporary satellite site for Riverside School

Projects In Delivery (Funded)

3.17 The Council has now completed the first wave of feasibilities arising from the High Needs Funding and Estates Review. Schemes have been prioritised based on their deliverability and the number of additional school places that they will deliver.

3.18 As a result new schemes at at Bromley Beacon Academy (Orpington), the former Marjorie McClure site, and Midfield Primary School are being brought forward as Projects in Delivery (Funded).

3.19 The schemes at Burnt Ash Primary School and Trinity CE Primary School are being moved forward from the Projects in Development (Unfunded) to become a Projects in Delivery (Funded) scheme.

3.20 Due to the current status of the scheme the proposal for the new ARP at The Highway Primary School the scheme is being moved from being Projects in Delivery (Funded) to Projects in Development (Unfunded).

3.21 The following schemes are currently being delivered or progressed to the Projects in Delivery (Funded) stage:

B1	Beacon Academy Orpington	Expansion of school to admit more pupils with Social Emotional and Mental Health Needs, now the second largest primary need of children with an EHCP in Bromley.
B2	Burnt Ash Primary School	Scheme to add either 1 or 2 additional classes to the existing SEN additional Resourced Provision at the School
B3	Marian Vian Primary School (Phase 2)	S106 scheme to replace dilapidated year 6 accommodation block. S106 funded. Scheme delivery reliant on further expected S106 contributions.
B4	Former Marjorie McClure School	Scheme to provide temporary accommodation for Redwood Academy at the former Marjorie McClure site until such point as the new school accommodation is ready. The long-term proposal is that the site becomes a new site for Riverside replacing the current provision at Phoenix and West Wickham
B5	Midfield Primary School	Scheme to add 2 additional classes to the existing SEN additional Resourced Provision at the School
B6	Mental Health AP Scheme	New mental health alternative provision accommodation for Council's Home Hospital Tuition Service (HHTS) and Bromley Trust Academy Blenheim (BTAB). It is proposed the provision will be based at the site of the former Duke Youth Centre behind St Marys Cray School
B7	Oaklands Primary School	Expansion of the school premises to create a new 3 class additionally resource provision (ARP). A contractor has been appointed and works due to start Spring 2024.
B8	Red Hill Primary Schools	This scheme involves carrying out remodelling and limited new build construction at the school to ensure that there is sufficient accommodation to admit 4FE in KS2, creating a guaranteed place KS2 for all pupils leaving Mead Road Infant School. The scheme is currently being reviewed to reduce costs.
B9	St John's CE Primary School	S106 funded scheme. Design works and discussions ongoing with Aquinas Trust. Potential need for more school places in area in future years and/or SEN provision. Delivery of full scheme reliant on further expected S106 or trust contributions.
B10	St Marys Cray Primary School	Works to enhance hygiene facilities and accessibility to support a child placed at the school.
B11	Trinity Primary School	Minor works to address suitability and health and safety at the school site
B10	Secondary bulge classes	Allocation to support the Council meet its statutory duty for ensuring sufficient school places. Pressure is currently in NW Bromley and will continue until Harris Kent House opens.

B11	Specialist placements	Allocation to support the Council to ensure it has sufficient placements for children and young people with an EHCP through capital works
B14	Redwood Academy	Allocation to cover Council's contribution to abnormal works to enable the DfE delivered special free school including eradication of Japanese Knotweed present on the site

Projects in Development (Unfunded)

- 3.22 Following the completion of the first phase of feasibility schemes at the Glebe and Hawes Down Primary are being added to the Projects in Development (Unfunded) tranche of projects. A financial appraisal of both schemes has been included within Appendix 1. The appraisal costs are early estimates and subject to revision through the development of each project.
- 3.23 In line with 3.20 above the Council has been unable to date to reach an agreed revenue funding position with SOLA multi academy trust on the proposed new ARP at The Highway Primary School. Preparation work on this scheme will pause at the end of feasibility work until an agreement is reached.
- 3.24 During 2022/23 works has continued on the Elmstead Wood Primary School with S77 approval from the Secretary of State for Education for the disposal achieved and marketing of the site now underway.
- 3.25 Further development of the schemes at St John's CE Primary and Marian Vian are subject to the receipt of sufficient S106 funding being received by the Council.

4 IMPACT ON VULNERABLE ADULTS AND CHILDREN

- 4.1 The Basic Need Capital Programme has added 1,680 temporary and 3,715 permanent school places in mainstream and specialist settings.

5 TRANSFORMATION/POLICY IMPLICATIONS

- 5.1 Bromley Council has an established policy for the review and strategic planning of school places and related school organisation. The need to ensure sufficient school places, the quality of those places and their efficient organisation is a priority within the Council's strategy Making Bromley Even Better 2021-31; 'For children and young people to grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home.' In seeking best value in the delivery of school places this proposal will be the priority; 'To manage our resources well, providing value for money, and efficient and effective services for Bromley's residents.' The proposals contained within this report also contribute to key targets within the Children, Education and Families Portfolio Plan.

6 FINANCIAL IMPLICATIONS

- 6.1 The Council has been granted £95.3m in 100% Basic Need Capital Grant and High Needs Provision Capital Funding for the financial years 2011-24 to meet the need for mainstream, specialist and alternative provision school places. A new allocation is due in Spring 2024 for a single year. This is estimated to be in the region of £4.45m based on previous allocations. The programme includes various transfers from other schemes to support the delivery of the Council's Basic Need Programme. Allocations have also been made to Basic Need to support other education capital schemes, resulting in a total current budget of £109.8m as shown in the table below.

External DfE Funding

Basic Need Allocation	80,011
High Needs Provision Capital Allocation	15,336
Estimated 2024-25 High Needs Provision Capital	4,450
	99,797

Other funding streams

Approved S106 allocations	8,997
Transfers from DfE Capital Maintenance (SCA)	1,294
Transfer from Reconfiguration of Special Schools Scheme	113
DfE payment Towards Trinity CE Primary School MUGA	301
	10,705

Total Basic Need Budget**110,502**

Transfer to The Highway Capital Project	-650
Transfer to Beacon House Capital Project	-577
Transfer back from the Highway Capital Project	113
Transfer back from the Beacon House Capital Project	391
Transfer from Langley Park BSF Capital Project to Basic Need	3
Transfer from Early Education for Two Year Olds Funding	42
New Basic Need Programme	109,824

- 6.2 The table above sets out the Council's updated Basic Need Capital Programme including the High Needs Provision Capital Funding and the addition of £178k additional S106 funding detailed in Appendix 2.
- 6.3 For the purposes of monitoring total Basic Need related expenditure, and to ensure that any underspends are returned to Basic Need, the £650k and £577k transfers to the Highway Primary Rebuild and Beacon House Refurbishment Schemes respectively have been added back into the list of projects, and the Section 106 funding removed and shown as other funding. £113k, £391k, £3k and £42k have been passed to Basic Need from the Highway, Beacon House, Langley Park School for Boys Capital Project and Early Education for Two Year Olds respectively now that these schemes are closed.
- 6.4 To date, a total of £123,636k expenditure has been committed (completed schemes plus schemes in delivery). Funding of this is broken down as follows:-

	£'000s
Expenditure Committed	123,636
Funded by:	
Basic Need Capital Grant	79,958
High Needs Provision Capital*	19,771
Other (Including S106 and school contributions)	23,907
Funding in balance	<u>0</u>

- 6.5 The High Needs Provision Capital* figure above includes an estimation of the 2024/25 allocation. The DfE have confirmed that an allocation for 2024/25 will be received in Spring 2024. The figure included in 2024/25 is an estimate based on recent allocation. These funds will only be committed once received and the overall budget will be adjusted to reflect the grant received.

7 LEGAL IMPLICATIONS

- 7.1 Under Section 14 Education Act 1996 the Council has a statutory duty to ensure that there are sufficient quality primary and secondary school places available to meet the need of pupils aged 5 years to 16 years. This need to ensure sufficient school places, the quality of those places and their efficient organisation is included as a priority within the Council's strategy Making Bromley Even Better 2021-31 which outlines the Council's aspirations in relation to education of its children and young persons and how the Council will ensure compliance with legislative requirements and the discharge of the Council's legal and statutory obligations.
- 7.2 Officers have provided this Report as an annual update on the Basic Need Programme which relates to the steps the Council is taking in line with its strategic goals. The report outlines the progress of the Programme including source and allocation of funds.
- 7.3 The Executive is asked to note the contents of the Report and the recommendations of Officers.
- 7.4 Legal Services are available to assist Officers and the Executive, in relation to any queries on the contents of the Report and/or the implementation of the Programme generally, as and when required.

8 PROPERTY IMPLICATIONS

- 8.1 The programme set out within this report includes proposed works at single corporate property, the former Duke Youth Centre, St Mary Cray which is planned to be repurposed as a new Mental Health Alternative Provision site for Council services and Bromley Trust Academy (Blenheim). This project will be subject to future reports with regards planning consent and contract award.

9. IMPACT ON THE LOCAL ECONOMY

- 9.1 The specific impact on the local economy of the Basic Need Programme will be set out within individual reports on delivery of schemes within the programme. The Council in the delivery of its programme has contracted a range of business including local consultancy and construction businesses and continues to encourage local business to tender for contracts.

10. CARBON REDUCTION/SOCIAL VALUE IMPLICATIONS

- 10.1 Schemes being delivered as part of the Basic Need Programme are designed in line with current Building Regulations and need to comply with planning requirements around sustainability.
- 10.2 The Council has bid to SALIX for Public Sector Decarbonisation Scheme (PSDS) grant for the Former Marjorie McClure School project within the Basic Need Programme. The outcome of the application is expected by the end of March 2024. If the application is successful, the additional funding will enable the replacement of the existing boilers at the site with low carbon air source heat pumps.

Non-Applicable Headings:	Personnel/Procurement Implications; Impact On Health and Wellbeing; Customer Impact; Ward Councillor Views
Background Documents: (Access via Contact Officer)	[List any documents used in preparation of this report - Title of document and date]

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APPENDIX 1 – NEW CAPITAL SCHEME APPRAISALS

Bromley Beacon Academy (Orpington site)

	2023/24	2024/25	2025/26	2026/27	Total
	£'000s	£'000s	£'000s	£'000s	£'000s
Construction	0	0	2,000	1,529	3,529
Fees	30	86	67	10	193
Legal costs (2%)	0	20	50	1	71
FF&E			30	80	110
Contingency	0	0	200	153	353
	30	106	2,347	1,773	4,256

Glebe

	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
Construction						1,396	74	1,470
Fees	30			30	30	19	6	115
Legal costs	5	5	5	5	60	15	5	100
FF&E						80		80
Contingency	0					140	7	147
	35	5	5	35	90	1,650	92	1,912

Hawes Down Primary School

	2023/24	2024/25	2025/26	2026/27	2027/28	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
Construction	0	0	2,000	493	131	2,624
Fees	30	50	50	18	8	156
Legal costs (2%)	0	15	19	15	3	52
FF&E				30		30
Contingency	0	0	200	49	13	262
	30	65	2,269	605	155	3,124

The former Marjorie McClure school site

	2023/24	2024/25	2025/26	2026/27	Total
	£'000s	£'000s	£'000s	£'000s	£'000s
Construction	0	0	2,259	119	2,378
Fees	30	63	54	8	155
Legal costs (2%)	0	0	45	2	48
FF&E			30	80	110
Salix Contingency*			250		250
Contingency	0	0	226	12	238
	30	63	2,864	221	3,179

* The Council has submitted a bid to Salix under the Public Sector Decarbonisation Scheme to install new air source heat pumps at the school as opposed replacing the existing gas boilers. If the bid is successful, the Council is required to make a contribution towards the cost of the air source heat pumps.

Midfield Primary School,

	2023/24	2024/25	2025/26	2026/27	Total
	£'000s	£'000s	£'000s	£'000s	£'000s
Construction	0	156	500	35	691
Fees	10	50	24	4	88
Legal costs (2%)	0	3	10	1	14
FF&E			30		30
Contingency	0	16	50	4	70
	10	225	614	44	893

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APPENDIX 2: SECTION 106 SCHEDULE

Planning Reference	Development	S106 Agreement Education Clause	How the money will be allocated	Justification	Works Period	Value of Works	S106 Contribution
19/01263/ FULL1	Allum House , 92 Plaistow Lane, Bromley, BR1 3HU	"Education Contribution" means the sum of £31,502.91 (thirty one thousand five hundred and two pounds and ninety one pence) to be paid to the Council towards education provision within the London Borough of Bromley	Towards the construction of a new education provision for children with mental health needs including Bromley Trust Academy Blenheim alternative provision.	Meets the need for more alternative education provision in Bromley	2024-24	£4,375,000	£31,502.91
17/05084/ FULL1	Land Adjacent To Bromley College, London Road, Bromley	"Education Contribution" means the sum of £86,300.24 (Eighty Six Thousand Three Hundred Pounds and Twenty Four Pence); "Education Contribution Purpose means the provision of education facilities and/or the improvement of and/or	The money was allocated towards the refurbishment of the former Education Development Centre at Trinity CE Primary school that allows the school to admit more pupils	Need to increase capacity and to improve facilities at Trinity CE Primary School	2020-21	£890,000	£86,300.24

		support for existing education facilities at Trinity CE Primary School or for other education projects for residents of the Council's administrative area in receipt of no more than four other such contributions under the Act;					
19/01637/ FULL1	Carlton Court , Beckenham Road, Beckenham, BR3 4PP	"Education Contribution" means the sum of £59,922.90 (fifty nine thousand, nine hundred and twenty-two pounds and ninety pence)) to be paid to the Council towards education provision within t he London Borough of Bromley;	Towards the construction of a new education provision for children with mental health needs including Bromley Trust Academy Blenheim alternative provision.	Meets the need for more alternative education provision in Bromley	2024-24	£4,375,000	£59,922.90
TOTAL						£177,726.05	

APPENDIX 3 - BASIC NEED PROGRAMME 2011-23

	School	Description of Works	Type	Year (S)	Status	Project Cost	Funding Sources				Description	Budget Changes		
							Basic Need	High Needs Capital	New S106 Funding	Other		Cost March 2023	Change	Explanation
Completed Projects														
A1	Balgowan Primary School	Internal refurbishment	Bulge Class	2014	Complete	£10,000	£10,000					£10,000	£0	
A2	Balgowan Primary School	Access works at school	Access initiative	2017	Complete	£230,390	£230,390					£230,390	£0	
A3	Bickley Primary School	Kitchen works to complete 2FE expansion	Permanent Expansion	2010-11	Complete	£103,000	£103,000					£103,000	£0	
A4	Bishop Justus	All Phases of Scheme	Permanent Expansion	2016-17	Complete	£4,820,000	£3,224,105			£1,595,895	S106	£4,820,000	£0	
A5	Bishop Justus	Access Initiative	Hygiene Room	2022-23	Pre-tender	£172,075	£172,075					£362,000	£189,925	Scheme delivered within budget
A6	Blenheim Primary School	Minor works to support admission of additional pupils	Bulge Class	2014	Complete	£23,877	£23,877					£23,877	£0	
A6	Bromley Beacon Academy (Beacon House)	Refurbishment of site to provide vocational offer and extend services to KS2 and girls.	SEN Expansion	2015-16	Complete	£4,886,000	£186,000			£4,700,000	DSG	£4,886,000	£0	
A7	Bromley Beacon Academy (Orpington Site) Phases 1,2 & 3	External works and new build block	SEN Expansion	2017-19	Defects/ Final Account	£5,220,000	£3,728,600	£1,184,000		£307,400	CIF Funding	£5,220,000	£0	
A8	Bromley Beacon Academy	Expansion to provide additional 28 places	SEN Expansion	2020	Complete	£20,000		£20,000				£0	£20,000	
A9	Burnt Ash Primary School	Internal SEN unit modifications to address Ofsted recommendations	SEN	2013	Complete	£50,000	£50,000					£50,000	£0	

A10	Castlecombe Primary School	Permanent expansion of the school to 2FE in KS2 including temporary accommodation	Temporary Accommodation	2016-17	Complete	£3,564,662	£3,202,496			£362,166	DSG, CIF	£3,564,662	£0	
B2	Chislehurst School for Girls	Access Initiative	Hygiene Room and Access Improvements	2022-23	Procurement	£156,072	£156,072					£187,000	£30,928	Scheme delivered within budget
A11	Churchfields Primary School	Internal refurbishment, infill expansion, new nursery block	3 x bulge class, 1FE permanent expansion	2011-16	Complete	£1,367,000	£1,367,000					£1,367,000	£0	
A12	Clare House Primary School	Internal modifications to existing school, 3 temporary classroom units, demolition of existing school and construction of new 2FE school building.	3 x bulge class, 1FE permanent expansion	2011-2016	Complete	£6,756,736	£6,546,571			£210,165	DSG	£6,756,736	£0	
A13	Coopers School	Feasibility into options for expansion	Feasibility	2015	Complete	£5,000	£5,000					£5,000	£0	
A14	Crofton Infant School	New build class and facilities for additional 'Busy Bees' class	Additional SEN Unit Class	2014	Complete	£409,000	£384,000			£25,000	Access Initiative	£409,000	£0	
A15	Crofton Junior School	Access Works - New hygiene room, lift and ramps	Access initiative	2017	Complete	£393,188	£393,188					£393,188	£0	
A16	Darrick Wood School	Access Works - acoustic partitions and associated ICT/M&E works	SEN	2012	Complete	£45,000	£45,000					£45,000	£0	
B1	Darrick Wood School	Access works - acoustic Improvement to classroom	Improvements	2023-24	School delivery	£12,955	£12,955					£0	-£12,955	New Scheme
A17	Darrick Wood Infants School	Review of space at school	Site sufficiency	2014	Complete	£3,395	£3,395					£3,395	£0	
A18	Darrick Wood Junior School	Review of space at school	Site sufficiency	2014	Complete	£3,395	£3,395					£3,395	£0	

A19	Dorset Road Infants School	Feasibility	Potential Expansion		Complete	£24,000	£24,000				£24,000	£0	
A20	Edgebury Primary School	New build to support expansion from 1 FE to 2 FE	Permanent Expansion	2016	Complete	£4,434,626	£3,622,388		£812,238	S106 & Planned Maintenance	£4,434,626	£0	
A21	Farnborough Primary School	Internal refurbishment and FF&E	2 x bulge classes	2015 & 2016	Complete	£230,685	£230,685				£230,685	£0	
B2	Farnborough Primary School	LBB Contribution to school scheme to make improvements, and address impact of bulge classes admitted by the school.	Bulge Classes	2022-23	School delivery	£773,391	£0		£773,391		£773,391	£0	
A22	Glebe	New classroom block to support 2FE ASD secondary expansion	SEN Expansion	2015-16	Defects	£4,887,000	£0		£4,887,000	DSG, School, S106	£4,887,000	£0	Final Account reached. Project under budget, saving to be updated.
A23	Green Street Green	Feasibility on options to expand the school from 2FE to 3FE	Potential Expansion	2015	Complete	£58,211	£58,211				£58,211	£0	
A24	Harris Beckenham Green (Bromley Road Primary)	Internal remodelling/ refurbishment to provide accommodation for the re-organised school	Change of age range + linked to Worsley Bridge	2015-16	Defects	£1,124,988	£1,124,988				£1,124,988	£0	
A25	Harris Primary Academy Crystal Palace	Minor refurbishment and temporary toilet unit to facilitate an extra form of entry in 2011 & 2012. Internal refurbishment and external works to Permanent support permanent expansion of school	3 x bulge classes and permanent expansion	2011-2016	Complete	£1,159,488	£1,138,688		£20,800	DSG	£1,159,488	£0	

A26	Harris Primary Academy Kent House	Modular accommodation to provide an additional form of entry in 2011.	Bulge Class	2011	Complete	£263,000	£263,000				£263,000	£0
A27	Harris Primary Academy Orpington	Works to SEN Unit	SEN	2010/11	Complete	£100,000	£57,000		£43,000	Primary Capital Programme	£100,000	£0
A28	Hawes Down Infants School	Internal refurbishments for single bulge class	Bulge Class	2012	Complete	£115,000	£115,000				£115,000	£0
A29	Hawes Down Junior School	Additional class to admit bulge class from infant school and SEN Unit class	Bulge Class	2015	Complete	£829,325	£763,299		£66,026	S106	£829,325	£0
A30	Hawes Down Primary School	Additional class SEN Unit class	SEN Expansion	2021	Complete	£16,000		£16,000			£0	
A30	James Dixon Primary School	Temporary reception block and relocation of contact centre	2 x Bulge Class	2014 & 2015	Complete	£851,631	£729,951		£121,680	DSG	£851,631	£0
A31	Keston CE Primary School	internal and external works to provide permanent facilities for 2012 class.	Bulge class	2012	Complete	£935,804	£935,804				£935,804	£0
A32	Langley Park School for Boys	Internal refurbishment	Bulge class	2015	Complete	£56,000	£56,000				£56,000	£0
A33	Leesons Primary School	Internal refurbishment and FF&E	3 x Bulge Class	2014-16	Complete	£30,000	£30,000				£30,000	£0
A34	Leesons Primary School	Refurbishment of area separated from former day care centre and new teaching block to support 1 to 2 FE expansion	Permanent Expansion	2017-18	Procurement	£4,426,000	£3,816,216		£609,784	S106, Early Years Capital and Seed Challenge	£4,426,000	£0
A35	Marian Vian Primary School	Internal works and FF&E For Bulge class in advance of new facilities being brought forward.	2 x Bulge Class	2015 & 2016	Complete	£154,869	£154,869				£154,869	£0
B4	Marian Vian Primary School (Phase 1)	Conversion of CFC to nursery and new drop off/pick up arrangements	Bulge classes an other improvements	2021	Procurement	£669,000	£0		£669,000	S106	£669,000	£0

A36	Mead Road Infants School	Review of space at school	Site sufficiency		Complete	£19,080	£19,080				£19,080	£0
A37	Midfield Primary School	Internal refurbishment, new classroom block and nursery	3 x bulge classes and permanent expansion	2012 -2015	Complete	£1,624,077	£1,606,277		£17,800	S106	£1,624,077	£0
A38	Mottingham Primary School	Internal refurbishment, kitchen and utilities works	KS2 bulge classes	2014 & 2015	Complete	£1,019,340	£1,019,340				£1,019,340	£0
A39	Oaklands	Bulge Class and provision of new reception block to ensure school has sufficient pupil accommodation	Sufficiency and Suitability	2016 & 2018-19	Complete	£2,524,625	£2,391,521		£133,104		£2,524,625	£0
A40	Parish CE Primary School	3 New reception classrooms, new teaching block and secondary path to support 2 to 3FE expansion	Permanent Expansion	2012 -2014	Complete	£3,509,000	£3,509,000				£3,509,000	£0
A41	Parish Primary School	Kitchen works to support 2 to 3FE expansion			Complete	£175,000	£175,000				£175,000	£0
A42	Pickhurst Junior School	Hygiene and Sensory Room and capital works to support creation of Resource Provision			Complete	£456,000	£70,000	£386,000			£456,000	£0
A43	Poverest Primary School	New accommodation block and refurbishment of dining hall and CFC to form new early years block, enabling 1 to 2 FE expansion	3 x Bulge Class and Permanent Expansion	2014-20	Complete	£5,529,935	£4,631,255		£898,680	S106, Early Years Capital and School Contribution	£5,529,935	£0
A44	Red Hill Primary School	Improvement of toilet facilities to support increase in pupil numbers	Bulge Class	2012	Complete	£82,000	£82,000				£82,000	£0
A45	Ravensbourne School	Move Gym to provide new classroom	Bulge Class	2015-16	Complete	£950,890	£950,890				£950,890	£0
A46	Ravenswood School	First stage of Feasibility	Feasibility	2015	Complete	£6,375	£6,375				£6,375	£0

A47	Riverside School	New school hall and ASD specific entrance	SEN Expansion	2013-14	Complete	£1,239,506	£836,653			£402,853	S106	£1,239,506	£0	
A48	Riverside School	Opening 3rd site		2020	Complete	£175,000		£175,000				£175,000	£0	
	Riverside School	Opening Temporary site at Phoenix Centre Masons Hill	SEN Temporary Expansion	2022	Complete	£105,000		£105,000				£0	£105,000	Not reported
A49	Scotts Park Primary School	Refurbishment of early years area and temporary accommodation block	4 x Bulge Class	2012-14	Complete	£498,000	£463,000			£35,000	S106	£498,000	£0	
A50	St George's CE Primary School	Conversion of existing space to form single bulge class	Bulge Class	2015	Complete	£2,660,000	£1,907,721			£752,279	S106	£2,660,000	£0	
A51	St John's CE Primary 2 Classroom refurbishment	Works during Summer 2017 to convert smaller spaces into classrooms and feasibility on expansion	Bulge Classes		Complete	£369,898	£369,898					£369,898	£0	
A52	St Mark's CE Primary School	Refurbishment of reception classrooms	Suitability	2013	Complete	£135,000	£135,000					£135,000	£0	
A53	St Marys Cray Primary School	Minor works to support admission of additional pupils and feasibility	Additional Pupils	2012	Complete	£78,705	£78,705					£78,705	£0	
A54	St Nicholas CE Primary School	Feasibility into expansion of School to 2FE Primary School	Potential Relocation and Expansion	2015 to 2016	Scheme on hold	£71,000	£71,000					£71,000	£0	
A55	St Paul's Cray CE Primary School	Mixed refurbishment and new build to allow expansion from 1 to 2 FE	Permanent Expansion	2015	Complete	£2,561,720	£2,375,608			£186,112	S106, Early Year Capital, Seed Challenge, UKPN	£2,561,720	£0	
A56	Stewart Fleming Primary School	Temporary accommodation block and internal refurbishment	2 x Bulge Class plus decant accommodation	2015	Complete	£795,000	£421,000			£374,000		£795,000	£0	
	Stewart Fleming Primary School Phases 1 & 2	Phase 1 & 2				£10,587,000	£9,691,281			£895,719	School & S106	£10,178,000	£409,000	Covid claim settlement and legal costs

A58	Trinity CE Primary School	Temporary accommodation block and internal refurbishment, new access road and multi use games area	Bulge Class	2013-16	Complete	£1,781,772	£1,053,472		£86,300	£642,000	S106, ESFA & DSG	£1,781,772	£0	
A59	Trinity CE Primary School	EDC Block Refurbish	Permanent Expansion		Award	£890,000	£640,000			£250,000	S106	£890,000	£0	
A60	Tubbenden Primary School	New unit classroom and ancillary accommodation	SEN Expansion	2017	Defects	£1,056,398	£8,000	£1,006,398		£42,000	School	£1,056,398	£0	
A61	Unicorn Primary School	Temporary Classroom and new build expansion to ensure sufficient hall space, new classroom accommodation for 'bulge' class and hygiene facilities	Bulge Class	2015	Complete	£1,438,000	£1,410,000			£28,000	DSG	£1,438,000	£0	
A62	Valley Primary School	Modular accommodation to facilitate an extra form of entry in 2011 & 2012.	Bulge Class	2011	Complete	£353,000	£353,000					£353,000	£0	
A63	Widmore Centre	Review of accommodation	Feasibility		Complete	£7,000	£7,000					£7,000	£0	
A64	Worsley Bridge Primary School	Temporary modular classrooms for additional 2 classes in 2013, refurbishment and extension	Permanent Expansion and School Re-organisation	2013-16	Complete	£4,850,718	£4,375,808			£474,910	DSG, S106	£4,850,718	£0	
A65	The Highway Primary School	Contingency to cover over-spend on project	Suitability	2010-11	Complete	£537,000	£537,000					£537,000	£0	
A66	Access Initiative	2016-2022 costs	Accessibility	2020-2024	Complete	£520,000	£520,000					£420,000	£100,000	Additional year's schemes
A67	Capitalised Staffing Costs	Education capital project management costs	n/a	2013-24	n/a	£880,000	£800,000	£80,000				£730,000	£150,000	Reflects additional costs during 2022/23
Cost of Completed Schemes						£96,876,801	£73,482,101	£2,972,398	£86,300	£20,336,002		£96,284,700	£991,898	

	School	Description of Works	Type	Year (S)	Status	Project Cost	Funding Sources				Description	Budget Changes		
							Basic Need	High Needs Capital	New S106 Funding	Other		Cost March 2023	Change	Explanation
Projects in Delivery (Funded)														
B1	Bromley Beacon	New special school block	SEN expansion	2024-26		£4,256,000	£1,256,000	£3,000,000						New Scheme
B2	Burnt Ash Primary School	Expansion of provision to 3 FE and consolidation on site	SEN Expansion and Improvements	2024-26	Feasibility	£2,046,531		£2,046,531				£1,350,000	£696,531	Scheme now includes and additional SEN Class
B3	Marian Vian Primary School (Phase 2)	New Year 6 block	Bulge classes an other improvements	2024-26	Pre-tender	£890,134				£890,134	S106.	£890,179	£45	Funding adjustment
B4	Old Marjorie McClure site	Refurbishment of site for temporary use by Special Free School and further SEN use		2024-26		£3,179,000		£2,179,000		£1,000,000	Capital Maintenance			New Scheme
B5	Midfield Primary School	2 class SEN expansion	SEN Expansion	2024-26		£892,000		£892,000						New Scheme
B6	Mental Health AP Provision	New facilities for BTAB and HHTS	New accommodation	2024-25	Feasibility	£4,375,000	£2,407,574	£1,876,000	£91,426			£2,800,000	£1,575,000	Scheme detailed development and move to new build option
B7	Oaklands Primary School	New Resource Provision class	SEN expansion	2023-24	Construction	£3,505,000		£3,505,000				£3,593,000	£-88,000	Award cost lower than at scheme appraisal stage
B8	Red Hill Primary School	To allow school to admit all children leaving Mead Road Infants School	4FE in KS2 (40 extra pupils)	2024-25	Procurement	£1,500,000	£1,000,624			£499,376	S106 & school contribution	£2,160,000	£-660,000	Scheme subject to affordability review
B9	St John's Primary School	Review of accommodation and possible options for expansion utilising S106	Possible expansion and Improvements	TBC	Feasibility	£1,004,047				£1,004,047	Section 106 funded	£0	£1,004,047	Progress of full scheme reliant on additional funding

B10	St Mary Cray	Access Initiative	Hygiene Room and Access Improvements	2023-24	Construction	£113,804	£113,804							
B11	Trinity CE Primary School	SEN Improvement & H&S Works	SEN Improvements	TBC	Feasibility	£200,000		£200,000				£848,000	-£648,000	Scope of scheme reduced at feasibility
B12	Secondary bulge classes	Contingency to support bulge classes and expansion if required	Contingency	n/a	In preparation	£500,000	£500,000					£3,000,000	-£2,500,000	
B13	Specialist placements	Contingency to support additional specialist places if required	Contingency	n/a	In preparation	£500,000		£500,000				£500,000	£0	
B14	Redwood Academy	Abnormal costs associated with delivery of special free school	Council contribution	2024-28	Surveys and in preparation	£750,000	£500,000	£250,000				£500,000	£250,000	Greater understanding of risk and survey costs
B15	Projects In Development	Support for development works for projects in development (unfunded)	Programme development	Ongoing	Feasibility	£100,000	£100,000					£100,000	£0	
B16	SEN Mainstream Fund	Support to schools to increase inclusivity	Grants to schools	2024-25		£900,000		£900,000						
B17	Special Provision Capital Feasibilities	Feasibilities to identify priorities for future SEN investment	Programme development	2021-22	Feasibility	£450,000	£0	£450,000				£450,000	£0	
B18	Access Initiative 2022-23	Accessibility and adaptations at schools	Capital support for placements	n/a	Programme	£100,000	£100,000					£100,000	£0	Annual allocation
B19	Capitalised Staffing Costs 2024-2026	Staffing cost for project management of programme	Programme delivery cost	n/a	n/a	£400,000	£200,000	£200,000				£450,000	-£50,000	
Cost of schemes in delivery						£25,661,516	£6,178,002	£15,998,531	£91,426	£3,393,557	Total complete and in delivery value	Complete + in delivery minus programme contingency		
Programme Contingency (5%)						£1,098,076	£298,149	£799,927	£0	£0				
In delivery (Funded) Schemes Total						£26,759,592	£6,476,151	£16,798,458	£91,426	£3,393,557				
Completed Schemes and In delivery Schemes Total						£123,636,393	£79,958,252	£19,770,856	£177,726	£23,729,559	£123,636,393	£122,538,317		
Current i) Basic Need Scheme Budget ii) SEN capital Budget								£80,010,690	£15,336,464					
Estimated 2024/25 High Needs Provision Capital Allocation (expected March '24)									£4,445,000					
Remaining i) Basic Need Scheme Budget ii) SEN capital Budget								£52,438	£10,608					
Changes to programme in delivery														



	School	Description of Works	Type	Year (S)	Status	Project Cost	Funding Sources				Description	Budget Changes				
							Basic Need	High Needs Capital	New S106 Funding	Other		Cost March 2016	Change	Explanation		
Projects in Development (Unfunded)																
C1	The Glebe	Expansion of SEN school	SEN expansion	2027-29	Feasibility	£1,912,000		£1,912,000								New Scheme
C2	St John's CE Primary School	Refurbishment and new accommodation block to enable expansion 1.5 FE to 2 FE	Permanent Expansion	On hold	On hold/Planning	£4,430,300	£4,430,300					£4,430,300	£0			
	Hawes Down Primary School	Improvements to existing SEN provision, possible expansion	SEN improvement/expansion	2025/26	Feasibility	£3,124,000		£2,000,000		£1,124,000						New Scheme
C3	The Highway Primary School	Creation of new additionally resourced provision	SEN expansion	2025/26	Feasibility	£2,455,000		£2,455,000								
C4	Trinity CE Primary School	Remaining Phases for expansion to 4FE	Permanent Expansion	On hold	Post Planning/On hold	£3,013,000	£3,013,000					£3,013,000	£0			
C5	Marian Vian Primary School	Remaining phases of scheme	S106 Improvements	TBC		£2,500,000	£2,500,000					£2,500,000	£0			
Total cost of schemes in development						£17,434,300	£9,943,300	£6,367,000	£0	£1,124,000						

Report No.
CEF23079

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: CHILDREN, EDUCATION AND FAMILIES PDS COMMITTEE

Date: Wednesday 20 March 2024

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

Title: BROMLEY YOUTH COUNCIL ANNUAL REPORT

Contact Officer: Linda King, Youth Support Programme Manager
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Ward: All Wards

1. Reason for decision/report and options

- 1.1 The purpose of this report is to inform Members and Officers of the London Borough of Bromley of the progress of the 2023-24 Youth Council Manifesto Campaign Objectives. The report will show progress and achievements made by Bromley Youth Council and its members in working on their campaign areas of Drug Awareness and Youth Mental Health; Managing Stress and Anxiety.
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2. **RECOMMENDATION(S)**

- 2.1 Children, Education and Families Policy Development and Scrutiny Committee is asked to note and comment on the contents of this report and the progress made towards the actions identified in the Bromley Youth Council 2023/24 Campaigns Work Plan

Impact on Vulnerable Adults and Children

1. Summary of Impact: Summary of Impact: Bromley Youth Council aim to provide opportunities for vulnerable children to gain awareness and understanding of campaign issues and avenues of support through their work. Youth Council members proceed to share their learning with young people in their school councils and school communities and the information they produce is publicised and distributed to young people across the borough.

Transformation Policy

1. Policy Status: Existing Policy
2. Making Bromley Even Better Priority:
 - (1) For children and young people to grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home.
 - (5) To manage our resources well, providing value for money, and efficient and effective services for Bromley's residents.

Financial

1. Cost of proposal: Not Applicable:
2. Ongoing costs: Recurring Cost Non-Recurring Cost Not Applicable: Further Details
3. Budget head/performance centre: Youth Support Programme R1102.
4. Total current budget for this head: £29,750
5. Source of funding: LBB and external grant funding

Personnel

1. Number of staff (current and additional): 2 representing 0.6FTE.
2. If from existing staff resources, number of staff hours: 0.6 Full Time Equivalent.

Legal

1. Legal Requirement: Statutory Requirement to consult with young people.
2. Call-in: Not Applicable: No Executive decision.

Procurement

1. Summary of Procurement Implications: N/A

Property

1. Summary of Property Implications: N/A

Carbon Reduction and Social Value

1. Summary of Carbon Reduction/Sustainability Implications: N/A

Customer Impact

1. Estimated number of users or customers (current and projected): Currently 1,100 young people have had some involvement with the work of the Bromley Youth Council during the 2023/2024 period. We anticipate this rising to 5,000 young people by the culmination of the campaign.

Ward Councillor Views

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

- 3.1 Bromley Youth Council is a representative forum organised and supported by Bromley Youth Support Programme staff which enables young residents of the Borough to have a voice in local decision making and encourages young people to take part in campaigns and projects to address the priority issues that they have identified affect them.
- 3.2 Bromley Youth Council currently have 32 youth councillors elected or co-opted from Bromley secondary schools, colleges, and youth projects. We currently have elected youth councillors from 14 Bromley educational establishments, including Schools and Colleges. Bromley Youth Council host borough wide biennial youth elections. All educational establishments and local services working with young people are invited to participate. The next elections will take place in February 2024. Due to the nature of a 2-year election cycle, our active youth councillor numbers always tend to be lower in the second year due to commitments and changes for the young people involved.
- 3.3 The Youth Manifesto sets out the key priorities that have been identified through consultation with young people, at the Youth Manifesto Conference held at The Warren, Hayes, which in turn, Bromley Youth Council members have committed to address during their term of office.
- 3.4 The Bromley Youth Council Annual Manifesto Event took place in March 2023. The event was attended by 76 young people and represented various school council's and student voice groups. Participants on the day voted on the youth council campaigns for the forthcoming year and contributed with key headline areas they would like to see Bromley Youth Council campaign address. The 2023/24 Youth Manifesto was launched in May 2023.
- 3.5 The Youth Council was directed, because of young people voting, to focus on the following key issues, to campaign and facilitate positive change for young people in Bromley:
- Primary campaign Area: Drug awareness
 - Subsidiary/Secondary Campaign Area: Youth Mental Health: managing stress and anxiety.
- 3.6 Drug Awareness was voted as a key area of concern for young people; this will now form the primary campaign for the year. Particular areas of concern raised by young people included:
- Young people expressed that they would like to see better and more education and access to help and support tackling drug misuse and support for young people addicted to vapes.
 - Young people are concerned about young people's addiction to vapes and turning to vapes, cannabis and other illegal drugs to self-medicate without knowing the dangers and harmful effects.
 - Young people feel there is a lack of knowledge around what are illegal drugs; what are the side effects and the criminal consequences. There is a lack of knowledge and education around illegal drugs and vaping.
- 3.7 To address the issues the Youth Council proposed to:
- Provide a training workshop for BYC members on drugs, vaping side effects & impacts.
 - Work with Public Health to conduct a survey monkey for local young people to gather up to date information and statistics on vaping.
 - Work with the Bromley Changes, police, and Youth Justice Service to understand key drugs young people are using.

- Develop a 3-minute stock motion film, with 4/5 scenarios around illegal drug use/vaping and the side effects as an education tool for young people.
- Host a launch event and promote in school assemblies to young people.
- Work with Bromley Changes to promote local and national help services for young people in Bromley & distribute posters and use social media.
- advise and contribute to any local campaigns & strategies developed to tackle vaping amongst young people.

3.8 The outcomes achieved to date during this primary campaign include;

- The Youth Council, in partnership with Chocolate films have developed and produced a short stock motion film, raising awareness on drugs and vaping and how to stay safe.
- 32 Youth Councillors are better informed around the dangers of drugs and vaping and how to stay safe.
- Bromley youth Council have been nominated for an award vis the Met Police for their hard work and contributions to keeping young people safe in the community, by the Borough Commander, Luke Baldock.
- 18 Youth Councillors have raised discussions with Bromley Changes regarding the need for more advertising of the service, as our experience, from our youth councillors speaking to young people in their schools was that young people across Bromley do not know this service exists or how to access it.
- 18 Youth Councillors informed and shared information around the services provided by Bromley Changes
- 32 Youth Councillors campaigned for Trading Standards and Public health to take more action to shops that they believed were selling vaping products to young people under the age of 18.
- All secondary schools and Youth groups in the borough have been emailed the link to the short video and this has reached over 10,000 young people across Bromley.
- Be Wise, the short film has been uploaded to YouTube and the film has been added to the Youth Council social media platforms.
- Youth Councillors attended and presented at the annual Bromley Crime Summit
- The Youth Council used their social media platforms to inform young people about Bromley Changes service for young people through creating posts and stories with key information.

3.9 Actual outputs of the work undertaken by youth council members during this campaign have included:

- 32 Youth Councillors have worked on this campaign to date.
- 32 Youth Councillors researched drug misuse amongst young people.
- 32 Youth Councillors researched key services and educational programmes locally to inform, educate and support young people in bromley with Drugs and vaping.

- 18 Youth Councillors undertook research around accessibility of vapes and what health information is available to young people.
- 32 Youth Councillors researched what key drug misuse is locally and nationally and the impacts on young people and the wider community.
- 16 Youth Councillors met with Bromley Changes, Public Health and bromley Y to discuss the campaign and concerns.
- 16 Young People met with Bromley Changes to discuss what the service offers, how to inform young people what the service is, managing expectations and challenging myths.
- 8 Youth Councillors undertook a workshop and training with Bromley Y around various drugs, vapes and their effects on young people's wellbeing.
- 8 Youth Councillors consulted on Bromley Changes short video raising awareness of vaping to parents.
- 12 Youth Councillors researched local film companies.
- 18 Youth Councillors undertook planning and training on how to Make a Stock Motion short film.
- 18 Youth Councillors informed and gained knowledge around peer pressure and feeling confident to say 'No' and how to convey this in the short film.
- 32 Youth Councillors learned around the importance of personal safety.
- 32 Youth Councillors gained knowledge and skills around vaping/illegal drugs and the law.
- 18 Youth Councillors gained decision making and teamwork skills, working together over two days to create the short film.
- 18 Youth Councillors developed key skills sharing responsibilities and achieving task set to use images and take photos to create a stock motion film.
- 18 Youth Councillors gained confidence in making a stock motion film, positing the camera, adjust the lighting to be correct, use various angles and designing images.
- 18 Youth Councillors developed their design and creativity skills to convey key messages.
- 18 Youth Councillors gained skills using different forms of media to campaign on an important issue.
- 18 Youth Councillors researched content for the short film to raise awareness around drugs and vaping.
- 18 Youth Councillors drafted a script and worked with Chocolate films, Bromley Changes and Public Health to complete a script for a BYC Film on Drug Awareness.
- 32 Youth Councillors have promoted the short film at key community events and school assemblies.

The secondary campaign area is Mental health, stress and anxiety.

3.10 Young people also identified Youth Stress & Anxiety as a key area of concern and will form the secondary campaign. Youth Mental Health has been voted as a key campaign consecutively for the last seven years. Areas of concern for young people included:

- Young people raised concerns around not knowing what services are available to them or how to access early help with stress and anxiety.
- Young people feel there is an increase in stress and anxiety around exam time and would like accessible information how to deal with this both in person and through different forms of media. Young people would like to a platform to share their personal experiences on how they have overcome or managed personal stress and anxiety.
- Young people would like to see more awareness around stress and anxiety and overcoming the stigma.
- Young people feel schools should be more proactive and provide better access to school counselling services and resources to aid stress & anxiety and safe places to go within the school environment.

3.11 To address the issues the Youth Council proposed to:

- Look at solutions to tackle factors that can cause stress and anxiety.
- Undertake a Survey Monkey to find out what the main causes of stress are amongst young people in Bromley, and how they deal with this stress and anxiety.
- Present our Survey Monkey results to services and organisations who can act of these results.
- Research costs and prices for a magazine
- Create a digital magazine based around stress and anxiety by young people for young people (can include quizzes, adverts, services which can help) this can be handed out in schools and youth clubs. We would aim to create two of these this year.

3.12 The outcomes achieved to date during this secondary campaign include:

- 32 youth councillors are more informed regarding the key issues around Youth Mental Health, Stress and Anxiety facing young people.
- 32 young people participated in contributing to a youth magazine, written by young people for young people.
- 32 young people all have more knowledge around key issues facing young people in bromley around stress and anxiety.
- 32 young people have skills around resilience and ways to manage your stress and anxiety and are more informed how to manage their feelings and emotions.
- 32 young people gained skills around managing change in their life and were more informed about local and national and local services available to help and support.
- 32 young people developed creative skills around writing personal articles to share within the magazine to help other young people.

- 32 young people developed decision making skills on content and design and being inclusive.
- 4 young people successfully bought an iPad and subscription to Canva pro to help with creative projects through Jack Petchey Award scheme.
- 32 young people increased their knowledge around meeting deadlines, task setting and producing a magazine, print and design costs.
- 18 Youth Councillors are due to deliver a day in The Glades to raise awareness of Youth Mental Health and stress and anxiety to pass on the skills and knowledge they have gained. This will happen on Saturday 19th February.

3.13 Actual outputs during this campaign have included:

- 32 Youth Councillors have worked on this campaign in a variety of ways; they have researched, undertaken training, spoken to their peers, designed the campaign plan and started to progress the work.
- 32 undertook discussion and research within their schools on what is stress and anxiety.
- 32 Youth Councillors have worked with Bromley Y to develop a meaningful campaign to raise awareness of stress and anxiety.
- 7 Youth Councillors attended a visit and tour of the Bromley Y building and asked questions about the service available to young people.
- 18 Youth Councillors researched various definitions and meaning of stress and anxiety, the causes and help options.
- 18 Youth Councillors researched the effectiveness of producing a and printing a magazine vs a e-magazine and how to reach their audience.
- 18 Youth Councillors researched key content ideas and successful magazines that are appealing to their 11 – 19-year-old young people.
- 4 Youth Councillors created adverts to seek young people's art work to add to the BYC Magazine
- 15 young people emailed BYC art work and poems around Mental health to be added as content to the magazine.
- 18 Youth Councillors attended workshops lead by Bromley Y and Kooth on stress and anxiety.
- 18 Youth Councillors planned a Mental health Awareness event during Childrens Mental health week 2024.

3.14 Over 5,100 individual youth councillors' hours have been dedicated to these campaigns to date and undoubtedly both BYC campaigns on Drug awareness and Youth mental health, Stress and Anxiety are important issues facing young people in Bromley today. They are both campaigns that need a partnership and joined up working strategy with local services to make a real difference and raise awareness, inform, and educate young people.

3.15 The campaigns have both been successfully received by young people and key partners within Bromley. They have tangible products that the youth council can measure their success and

outcomes through the number of young people that watch the short film or read the magazine produced and all young people are able to provide feedback through a number of channels. All BYC members have worked incredibly hard on both campaigns.

3.16 Note from BYC Chair.

“Bromley Youth Council has worked incredibly hard this year and determined to create tangible campaigns for young people. It is important that young people incorporate various forms of media into their campaigns as the world around us is constantly changing. It is vital for BYC campaigns to be successful to have the buy in from key, local services, and the continued funding to support great work. We are very proud of both our campaigns this year and the real difference we make to other young people’s lives and our own. “

Hannah Dumbrell

Chair of the Bromley Youth Council

3.17 Bromley Youth Council would like to thank all the Young People, Officers, Services and Members who have supported and helped the Youth Council in their 2023/2024 campaigns to date.

4. IMPACT ON VULNERABLE ADULTS AND CHILDREN

4.1 During the past year the youth council has so far had an involvement with 1,100 young people via their campaigns and assembly work and their preparation for their day in the Glades. Several of these young people are vulnerable and needed additional support. Some examples of positive quotes we have received from young people:

“it is really good hearing from other young people who understand how I am feeling.”

“Thank you, I feel like someone is listening to me and helping me find ways of feeling better.”

5. PROPERTY IMPLICATIONS

5.1 All changes to properties will be considered and approved by the Operational Property group.

Non-Applicable Headings:	Transformation/Financial/Personnel/Legal/Procurement/Carbon Reduction and Social Value Implications; Customer Impact; Ward Councillor Views
Background Documents: (Access via Contact Officer)	[Title of document and date]

Report No.
CEF23080

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: CHILDREN, EDUCATION AND FAMILIES POLICY
DEVELOPMENT AND SCRUTINY COMMITTEE

Date: Wednesday 20 March 2024

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

Title: BROMLEY VIRTUAL SCHOOL ANNUAL REPORT
2022/23: A TRAUMA-INFORMED APPROACH TO
TEACHING VULNERABLE CHILDREN INCLUDING
THOSE IN OUR CARE

Contact Officer: Sally Kelly, Headteacher of the Bromley Virtual School
Tel: 07966 774 298 E-mail: Sally.Kelly@bromley.gov.uk

Chief Officer: Richard Baldwin, Director of Children, Education and Families

Ward: All Wards

1. Reason for report

- 1.1. To provide the Scrutiny Committee with a regular update on the performance of the Virtual School for children in care and children previously in care currently adopted or cared for under a Special Guardianship Order.
-

2. **RECOMMENDATION**

- 2.1. The Committee to note and comment on progress made towards the actions identified in the Corporate Parenting Strategy as laid out in the outcomes and evaluation section of this report.

Impact on Vulnerable Adults and Children

1. See Section 4.
-

Corporate Policy

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

Financial

1. Cost of proposal: No Cost
 2. Ongoing costs: Not Applicable
 3. Budget head/performance centre: N/A
 4. Total current budget for this head: £ N/A
 5. Source of funding: N/A
-

Personnel

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

Legal

1. Legal Requirement: Statutory Requirement
 2. Call-in: Not Applicable: No Executive Decision
-

Procurement

1. Summary of Procurement Implications: N/A
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): All Bromley children in care.
-

Ward Councillor Views

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

3. COMMENTARY

3.1 See Bromley Virtual School Annual Report 2022/23 at **Appendix A**.

4. IMPACT ON VULNERABLE ADULTS AND CHILDREN

4.1 The academic year 2022/23 was a successful year, building on the previous 2 years developments under the new Virtual School Headteacher. Leadership and practice go from strength to strength. We have developed the new duties further and integrated them into our team, and wider across Children's Services and partners. At the time of completing this report we have just taken part in the OFSTED ILAC inspection in which our strengths have been firmly validated. The impact of our work on outcomes for our young people continues to be strong. Young people and the professionals and parents in our network value the work that we do.

4.2 School placements and placement planning is strong and joined up.

Through good placement planning, the Virtual School has been successful in ensuring a high proportion of children are in good and outstanding schools (95%), and that children who have to move schools do so at the right time and to the right school with the right support. Through good placement planning, the Virtual School has been successful in ensuring a high proportion of children are in good and outstanding schools (95%), and that children who must move schools do so at the right time and to the right school with the right support.

4.3 PEP compliance and Quality is very strong.

The Virtual School has been successful in maintaining high compliance rates for PEPs of over 95%, successful implementation of the new PEP in the social care system, introduction of a complex needs and post18 PEP. We have continued to improve quality through good quality assurance and management oversight. This was recognised in the recent ILACS inspection.

4.4 Use of Pupil Premium is very strong.

The Virtual School uses Pupil Premium effectively and creatively and administers it effectively with minimum administration. It has had a positive impact on young people's outcomes and well-being.

4.5 Attendance and Behaviour at school is strong.

The Virtual School has been successful in improving absence figures and persistent absence figures and these figures compare favourably to benchmark data. We have improved practice around exclusions (suspensions) and we compare well to national benchmarks. The 2023 ILACs inspection report read: "Attendance is good and improving"

4.6 Attainment and progress is strong.

The OFSTED ILAC inspection report (2024) states "Children in care in Bromley achieve well in school". 29% of year 11 students achieved English at Level 4 and 33% achieved level 4 in Maths. The combined scores are 21% as a number of our young people have specific learning needs such as dyspraxia and dyscalculia which affected their ability in the other subject. Attainment and Progress at Key Stage 4 are broadly average. At Key stage 1 and 2 pupils achieved significantly above the average, but progress was lower, although

caution should be taken with these very low cohort sizes. At Key Stage 5 we have improved our EET figures (those in Education, Employment and Training) in year 12 and 22% of young people achieved a Level 3 qualification, with 3 more young people continuing into year 14 on Level 3 courses. 8 young people went on to Higher Education, with 2 further taking a gap year.

4.7 The work on previously looked after children (PLAC) and children with a social worker (CWSW) is very strong.

Virtual school, in accordance with the Children and Social Work Act 2017 and now the 2021 guidance has been very successful in structuring the roles in the team to ensure expertise and good overview of the journey of the child. In 2023-4 we appointed a further advisor on an interim basis but meet the demands of the new role, and this has since been made permanent which has meant that we have been able to engage with adoption and SGO teams well and move forward the DESTY and Virtual Reality Headsets programme. Communication with partners has been excellent and feedback has been overwhelmingly positive. We know from two DFE visits – one to look at attendance and one to look at the work of the Virtual School that we are considered to be well advanced in this work. Outcomes for Children with a social worker compare positively with the National data and we have reduced permanent exclusions. We see from the number of successful interventions, and compliments from professionals and parents the difference we are making strategically and to individual children and families.

4.8 Our training offer is excellent, well planned and well thought out and is delivered by expert and engaging staff.

Training is integral to what we do. In 2022-23 we further expanded our offer and we continue to deliver quality training to many groups of professionals locally, regionally, nationally. The “attachment and trauma informed schools” offer was launched at the end of the year and that has taken off well in 2023 – 2024. The ILAC inspection found that “the dynamic virtual school provides strong support to children and practitioners”

4.9 Management and Leadership is strong. Management oversight is good, we have good Quality

Management oversight is good, we have good Quality Assurance and a strong monitoring and evaluation cycle which involves the whole team in evaluating what we do and improving both systems process and improving practice. The staff team are strong, experienced, and committed to their work. We continue to play a significant role in planning and delivering the Corporate Parenting Strategy through membership of the Corporate Parenting Board. The leadership of the achievement and participation subgroup by the Virtual Head has launched the co-production training programme for schools. We also contribute to Support and Stability Corporate Parenting Sub Group.

<p>Non-Applicable Sections:</p>	<p>Policy Implications, Financial Implications, Personnel Implications, Legal Implications, Procurement Implications</p>
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Bromley Virtual School

Annual Report 2022-2023

Headteacher: Sally Kelly



Executive summary

1.1 Summary of Impact

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Glossary of Acronyms	
CIAG	Careers Independent Advice and Guidance
CIN	Child In Need
CLA	Child Looked After
CP	Child Protection
EET	In Education, Employment and Training
NEET	Not In Education, Employment and Training
PEP	Personal Education Plan
SDQ	Strength and Difficulty Questionnaire
SEMH	Social Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SGO	Special Guardianship Order
UASC	Unaccompanied Asylum Seeker

The Virtual School Report

Scope of report

This report outlines the activity and impact of Bromley Virtual School during the academic year 2022/23 and provides details of educational outcomes of Bromley Children Looked After. It reflects on the impact of our activities and identifies areas of future development to achieve improved outcomes for our children.

01 The Purpose of the Virtual School

The Virtual School is well respected, well led service with pro-active and experienced members of staff that go the extra mile for our young people.

The Virtual School provides strong support to in children in care and this is another area where schools feedback was very strong. The VSH has a clear view of the service development and has worked to address the new duties.

OFSTED education inspector, Autumn 2023

The dynamic virtual school provides strong support to children and practitioners.

OFSTED ILAC report January 2024

1.1 The Role

The role of the Virtual School is to promote the best educational outcomes and raise attainment of all children looked After (CLA) by Bromley, and those that have been placed in our schools by other authorities. The children are educated across many different schools and local authority boundaries. The Virtual School therefore has a powerful role in tracking progress *as if* they were in a single school: combining expert school leadership with being the best of parents. Our key question every day is “*Would it be good enough for your child?*”

1.2 Responsibility

Bromley Virtual School works on the following four core, crucial, statutory areas of responsibility. The responsibilities of the Virtual School are outlined by the Department for Education within the Children and Families Act (2014); Section 4 of the Children and Social Work Act (2017), “*Promoting the education of looked after and previously looked-after children*” statutory guidance (2018) and “*Promoting the education of children with a social worker*” (2021).

Key areas of responsibility are:

- To ensure there is a system to track and monitor the attainment and progress of all children we look after.
- To ensure all CLA have a robust and effective PEP and monitor the use of the Pupil Premium grant.
- To champion educational needs of CLA and care leavers across Bromley and those placed out-of-authority.
- To champion educational needs of those children who were previously CLA and are now adopted, or in a Special Guardianship arrangement, or a subject of a Child Arrangement order.
- Shine a light on those children who have a social worker to support improved educational outcomes.

1.3 Tracking and use of data

Tracking is achieved through daily collection of attendance and exclusions data through Welfare Call provider. This ensures school places are updated and current. Progress data is collected at least twice a term through Welfare Call Service and PEP meetings. At the start of a term, we have a “*pupil progress day*” where advisors look at progress in all measures for a cohort, prioritise according to need to scrutinise and make decisions around pupil premium allocations. In addition, monthly supervisions, monthly team attendance meetings and cause for concern meetings ensures management oversight and development of reflective practice. Our dataset includes all contextual information together with progress and SEND information.

1.4 Quality Assurance

Quality Assurance is achieved through: Quality Assurance Officer scrutiny, advisor authorisation, dip samples, informal and formal PEP auditing. Moderation of progress data takes place on pupil progress day and management oversight of this, and pupil premium allocation takes place on this day, during regular scheduled leadership meetings and during termly monitoring and evaluation weeks.

1.5 Staffing

We had one member of staff retire at the end of 2022/23, but we recruited quickly as the internal interim member of staff was able to take that role. We have created a new role and recruitment is under way. Staff are highly qualified, experienced, and committed to their work. Our staffing model comprises the following:

- Virtual School Headteacher
- Deputy Head in charge of Secondary Phase and SENCO
- Deputy Head in charge of Primary and New Duties
- Business Support Officer
- 6 Advisory teachers
- 1 EET practitioner
- Senior Educational Psychologist (0.4)
- Quality assurance officer (locum) (0.6)

Over the last three years the model has developed into a specialist cohort model, allowing teachers with specialisms to take ownership, and have accountability for a cohort of young people. Caseloads are around 50-60 young people. Advisory teachers are responsible for monitoring progress, attendance, and behaviour, working with the network to ensure they have a quality PEP, where they will challenge and support the network to ensure that the right support is put in place and that aspiration is high. They will challenge exclusions and offer alternatives and supportive strategies, including staff training. Teachers will provide direct interventions, work with the Educational Psychologist to ensure need is understood and recommendations made, including statutory assessments. School places are overseen, and recommendations made for those making normal transfers as well as those few who need to move in year. Staff signpost young people to opportunities as well as organising and leading on several visits and projects.

1.6 Staffing: New duties, new structure and roles.

Three of our staff, including one of our Deputy Headteachers have part of their role supporting with both sets of New Duties. Responding to schools around previously looked after children or children with a social worker, as well as adoptive or Special Guardian parents is disproportionately time consuming, working with anxious parents and schools that have often been compassionate and supportive, but which have ultimately reached the end of their resources. In addition, enquiries from admissions and SEND regarding these children are also adding to the resources needed. However, this work has been very successful and has led to improved multiagency work around education.

02 Our Children

2.1 Children Looked After: March 2023

2.1.1 Number of Children

The number of Children Looked After increased by 15 (5%) from 328 to 343 as at March 2023. Those Looked after for 12 months or more decreased by 5.6% from 232 to 219. The rate of children looked after per 10,000 children population in Bromley increased by 3.8 points from 43.5 to 47.3 (provisional). Similarly, our statistical neighbours also recorded a rate increase of 3.2 points from 55.7 to 58.9. Bromley scores 12.6 points lower than our statistical neighbours 58.9, and 24 points lower than the national picture.

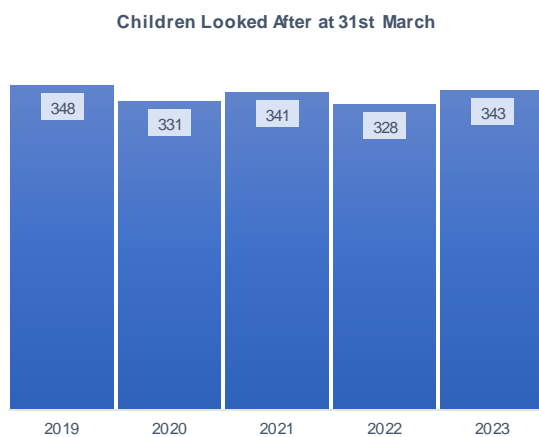


Figure 1: Number of Children on 31st March. Source Benchmarking Tool

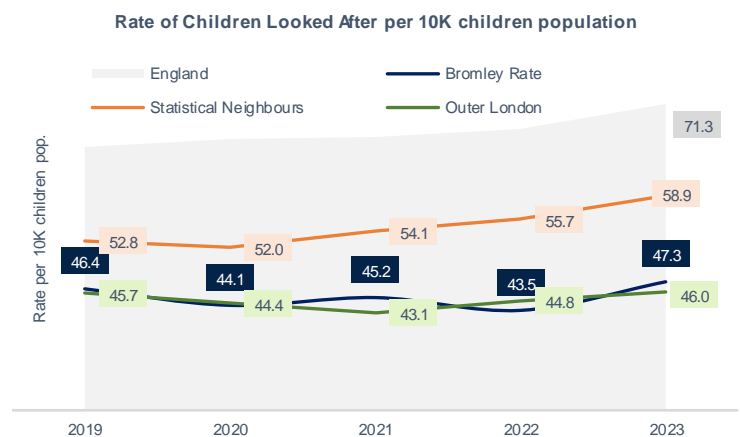


Figure 2. CLA per 10K children population. ONS Estimates. Source Benchmarking Tool

2.1.2 Contextual analysis of children

Age Distribution

The largest sub-group continues to be those aged between 10-15, making up 41% of the overall March 2023 cohort. This is 2% higher than our statistical neighbours and 3% higher than the England score of 38%.

Children aged 5-9 recorded the largest percentage increase year on year. Increasing by 21 (5%) from 45 to 66 children. Children aged 16 recorded a fall of 9 (4%) relative to last year.

Ethnic origin

Following a steady decrease from 61% (211) in 2019 to 54% (176) in 2022, the proportion of children from a white heritage increased by 2% to 56% (191) in 2023. For this group, Bromley scores 13% lower than our statistical neighbours and 15% lower than the national average.

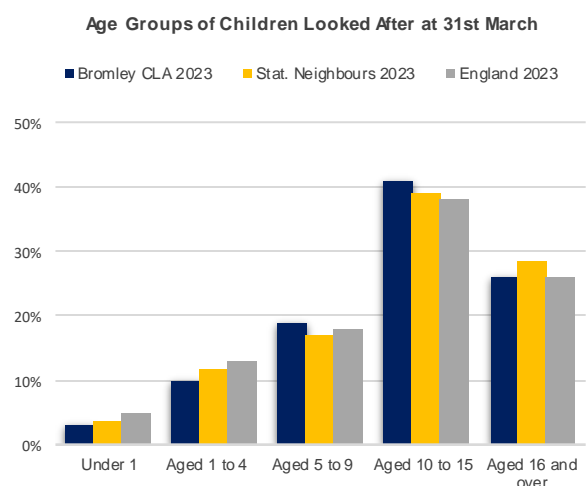


Figure 3. Source Benchmarking Tool

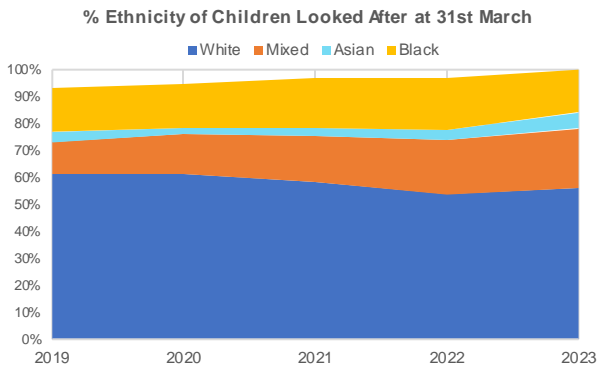


Figure 4: Bromley CLA ethnic backgrounds. Source Benchmarking Tool

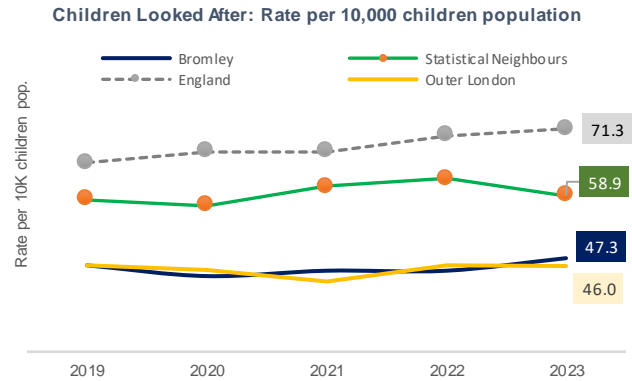
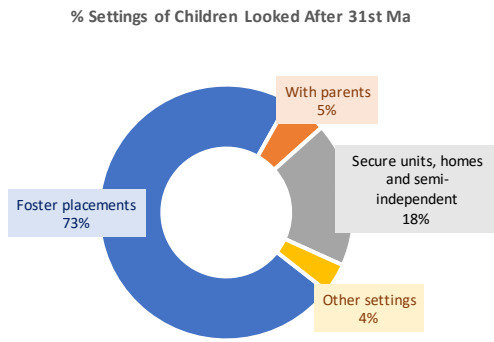


Figure 5: Comparing Bromley CLA. Source Benchmarking Tool

Placement Settings



As of the 31st of March 2023, the proportion of children in foster placements increased by 2.6% from 70.1% (230) to 72.6% (249). The proportion of children in Secure units, children's homes and semi-independent living accommodation fell in percentage terms from 18.6% to 18.4% but in increased in actual children from 61 to 63 children.

Figure 6: Children settings Source Benchmarking Tool

Placement Stability

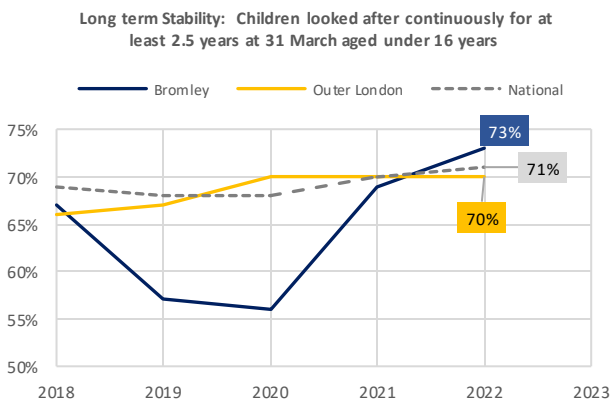


Figure 7: Higher is better. Source Benchmarking Tool

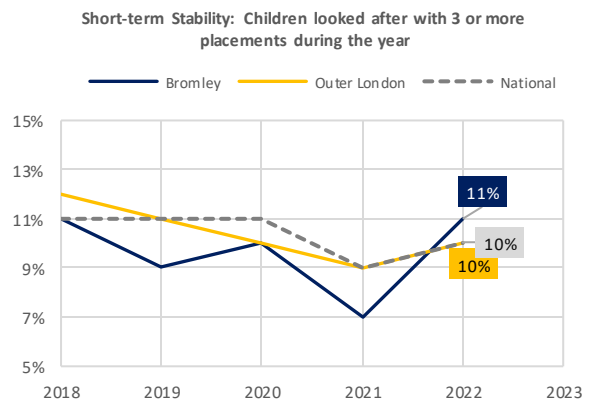


Figure 8: Lower is better. Source Benchmarking Tool

Figures for children looked after continuously for at least 2.5 years, aged under 16, include s only children living in the same placement for at least two years or if they have been placed for adoption, their adoptive placement and their previous placement combined last for at least two years.

2.2 Children Looked After: End of Academic year 2022/23

2.2.1 Number of Children

At academic year end 2022/23, there were 367 Children Looked After or Care leavers. A total of 245 (67%) children were of statutory school age (Years R to Year 11). 155 (63%) have been continuously looked after for 12 months or more.

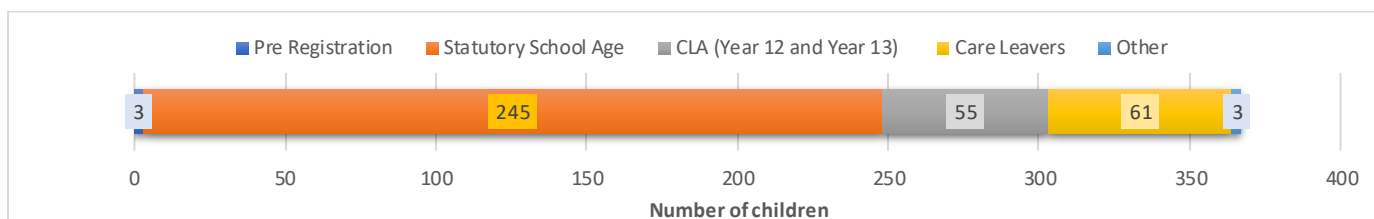


Figure 9 – Children profiles end of academic year 2022-23

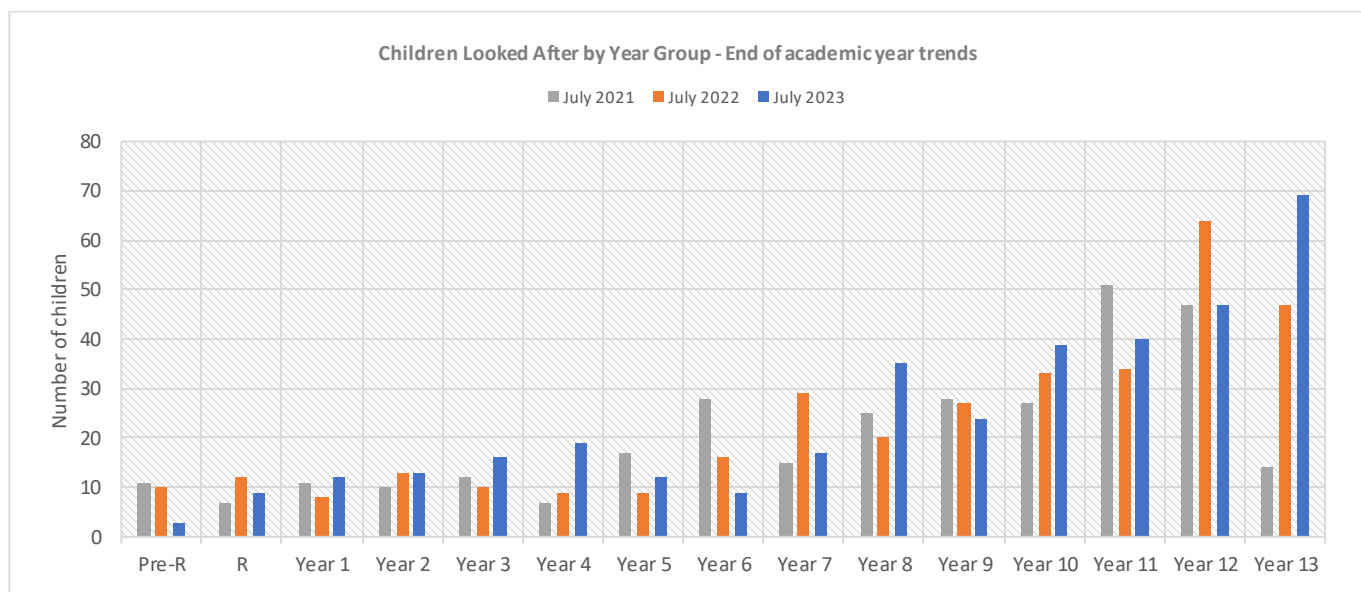


Figure 10: Children Looked after July-2021 – 2023 by Year group. Source provisional Local information

2.2.2 Older children

Older children continue to feature disproportionately in the Virtual School. 63% (155) of all the statutory aged children feature in the 7-to-11-year groups.

2.3 Children with Special Educational Needs

2.3.1 Special Educational Need and Disability

The latest published information is for Children Looked After for at least 12 months in March 2022. Where available this report may reference our provisional totals for March 2023 for local trend analysis.

The proportion of school age Children Looked After for 12 months or more on 31st March with statutory education, health care plan has remained consistently high in Bromley compared with benchmark groups. At the end of March 2022, Bromley’s score of 41% of children with EHC plans was 9% higher than our statistical neighbours and 11% above the England average. Provisional scores for Bromley at March 2023 indicate the proportion increased by 5% from 41% to 46% of our Children Looked After for 12 months or more.

At the end of March 2022, Bromley’s score of 58.7% of children with SEND was 2% higher than our statistical neighbours and England average. Provisional scores for Bromley at March 2023 indicate an increase in the proportion of children by 5.2% year on year from 58.7% to 63.9% of our Children Looked After for 12 months or more.

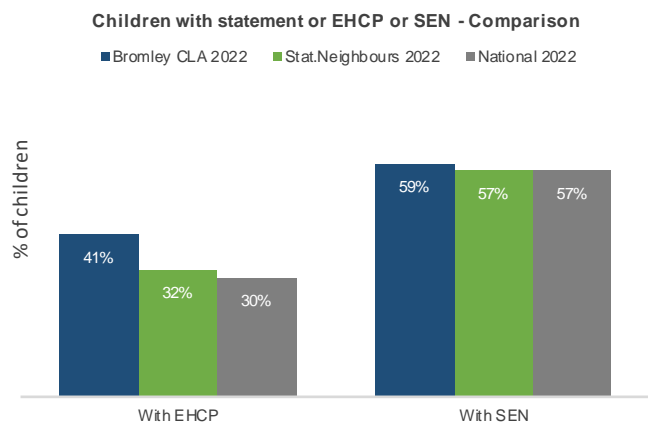


Figure 11 – Source Benchmarking Tool

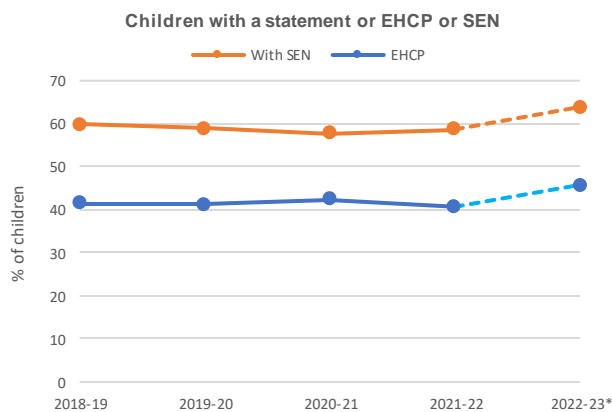


Figure 12 – Source Provisional 2023 Local Information

2.3.2 Working with SEND

Our SEND lead also acts as one of the Deputy Head Teachers. Close joined up work with the SEND team has developed this year with regular meetings to provide oversight at complex cases and ensure timeliness and minimise any time out of school for children who need a new provision.

The joined-up meetings continue and now include specific meetings in-addition to regular monthly discussions. These focus on key transition times for CLA Year 6, Year 7, Year 11, Year 12 and any arising 18 leaving care meeting. This continues to develop.

The SEN Lead meets 1:1 with the SEND Team manager to discuss not just cases but SEND team structure and changes in organisation. SEND have created a placement management post. They attend placement panels and VS SEND meets with them regularly to discuss the more complex SEND cases that have potential placement issues.

The combination of PEP with annual review has improved this year, with many taking place together.

There has been a strong focus on the join up between social care and Education over the year, culminating in a joint conference in September 2023 focussing on supporting children with SEND. This was organised and led by the Virtual School and attended by 150 staff from across the different social care teams, SEND, Inclusion and all the Virtual staff. It featured videos created by the Virtual School with interviews with foster carers and young people to ensure their voice was clearly heard.

The Virtual School Annual conference in June 2023 had a focus on attachment and trauma informed practice. 60 schools attended and the feedback was extremely positive. This is a very important development with 41% of our children who have EHCP having a primary need of SEMH (Social, emotional and mental health)

SEND cohort end July 2023	Number of young people	% of EHCP cohort
EHCP	116	100
SEMH primary need	48	41%
Cognition and learning primary need	30	26%
Communication and interaction primary need	31	27%
PMLD	1	0.8%
Plan maintained by Bromley	83	71.6%
Plan maintained by OOB	33	28.4%

Analysis of SEND cohort by need.

03 School Placements

3.1 End of Academic Year 2022/23

3.1.1.1 Borough placements

A total of 51% (124) of our statutory aged children attend Bromley schools and 45% (109) attend schools outside our borough. The remaining 4% (12) children are those who are not matched to a school at the time of this report. 8 of these young people were in residential homes without education on site, 5 of them had very recently moved placements. 4 young people were new into care and already out of school when they came into care. All young people awaiting a school place have tuition put in place for them, so all are in receipt of education. It is getting more difficult to source places at specialist provisions due to a national shortage in SEND places.

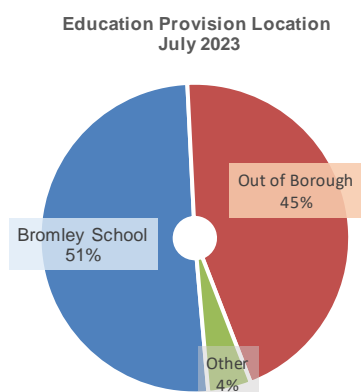


Figure 13. Source Local Information

Being involved in all placement planning means needs can be established early on with prospective carers. Where children move into care, or move placement, we work hard to keep most young people as close to home and strive to keep them in their Bromley school, unless they have moved to a very distant placement. There are increasing numbers of children in specialist provision – these tallies with increasing numbers of young people with Education Health and Care Plans.

3.1.2 Distribution of school placements

Through good placement planning, the Virtual School has been successful in ensuring a high proportion of children are in Good or Outstanding OFSTED rated schools, and children who must move schools do so at the right time, to the right school and with the appropriate support.

Designated teachers and senior school staff comment on how the Virtual School staff take practical steps to pursue stability in the lives of children looked after, for example supporting placement changes, ensuring children are transported to school when such changes occur and sitting in line with young people at college enrolment, 'as a parent would'.

Audit Feedback 2022

The Virtual School provides strong support to in children in care and this is another area where schools feedback was very strong.

OFSTED inspector feedback November 2023

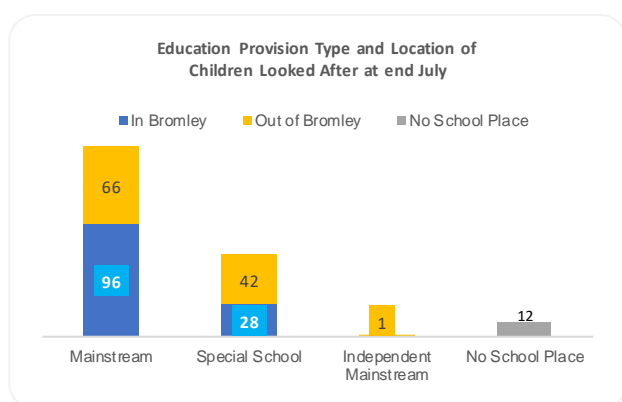


Figure 14. Source Local provisional

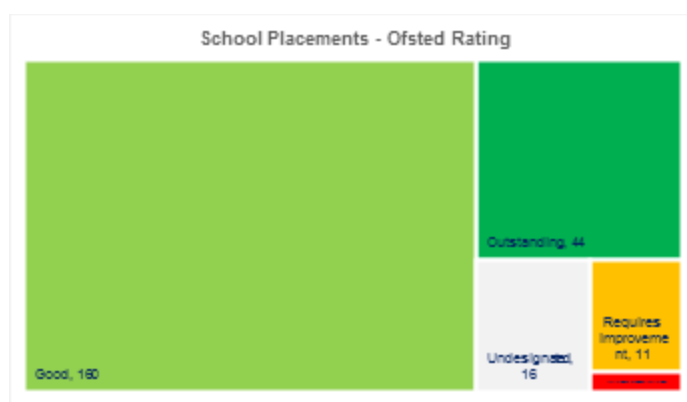


Figure 15. All 245 - Ofsted School ratings. Source local provisional

There were 183 (95%) children attending Good or Outstanding rated schools. 9 (4.6%) attend schools rated “Required Improvements” and 2 (0.4%) children attended “Inadequate” Ofsted rated schools.

The very positive outcomes on school placements are due to:

- good joined up work between social care, schools, and Virtual School staff on placement planning.
- We data and notification system, and social workers almost always consult with us when a child is coming into care or moving placements. Our views are “*given due weight*” in placement decisions (Statutory Guidance 2018).
- Virtual School work closely with admissions, SEN staff, schools, and other Virtual School teams to secure appropriate school places as quickly as possible. This means we can ensure that the right school is matched to the young person and that we get admission without delay.
- We have good oversight and tracking of 4-year-olds, year 6 children and year 11 young people which means we have oversight of normal school changes. The graph shows that we have 87.5% of our young people in good or outstanding schools.
- Children with EHCP transitions are also discussed and monitored through the SEND join - up meetings.

3.1.3 Children in Schools with OFSTED Require Improvement ratings.

There are 9 statutory age children in RI schools.

All children in RI schools are tracked through the monthly “Cases of most concern” panel.

- 1 is UASC young people who joined us in year 11. He is placed at a post 16 provision in Croydon in their very good ESOL provision.
- 1 is a UASC young person who joined in year 11. They are placed at our Bromley school which has a specialist UASC provision. Regular visits are undertaken and regular monitoring of progress.
- 2 secondary age, and 2 primary age young people are at schools where they were placed before coming into care. There was a careful review at the point of coming into care. They are doing well, and their progress is carefully monitored.
- 1 is at a school which have changed their grading since they started attending. A review was completed, and they are closely monitored.
- 2 are at independent specialist provisions. These were carefully chosen for this child as a school we felt could meet their needs.

Child A This child was moved placement into a rural area. The local school had a “requires improvement” rating. WE conducted a review of the school and found the school to be highly inclusive and the best one to meet her needs. We spoke to the Headteacher, and we were confident that the school improvement plan was on an upward trajectory. It was also the child’s wishes to be placed close enough to be able to make local friends. We monitored her progress monthly. She is doing well and happy in school.

3.1.4 Schools with OFSTED Inadequate ratings

There is 1 child at schools with an “inadequate rating”.

This is UASC young person placed in an area where the only UASC provision is in a college which is rated inadequate. The young person is making good progress, is happy and there is regular monitoring.

3.1.5 School moves & changes

Bromley Council is committed to ensuring that no child moves school unless necessary. We are clear that education is prioritised as part of all care and placement planning. School stability is essential in enabling children to make progress and succeed. (*The Educational progress of looked after children in England; Linking care and educational data, 2015*).

In 2022, 26 children and young people out of 152 statutory aged pupils had at least a school change. In 2022-23 this increased to 44 out of 235 or 19%. The increase can be explained by Covid-19 effect – in 2021-22 fewer children moved placement or school. It was not appropriate to move children's school who had moved placements or needed a new provision because of the lockdown. The figures ignore "natural" changes such as secondary transfer. Only two pupils in 2022-3 had 2 school changes.

3.1.6 Analysis of children who moved school in 2021-22

- 24 school moves were due to placement changes. There was more instability during this year – an after effect of problems that had mounted during lock down. We aim to keep placement changes local but sometimes this is not desirable or practical.
- 21 school moves took place because the assessment showed the child needed a more appropriate setting – either a fresh start in a new mainstream school, or a move to a specialist setting.
- 1 child was moved from a specialist setting back to mainstream due to the excellent progress they had made.

3.1.7 Examples of children we have supported with placement planning and education.

Case study B was moved out of London after 2 unsuccessful placements in Bromley. Despite a range of challenging behaviours which led to doubt he could manage in mainstream, VS managed to source an inclusive mainstream school and worked with the school to plan a very slow integration to the school. The whole network worked closely together throughout leading to a very successful transition into the new school and by the end of the school year he was working at expected levels in all areas.

Case Study C needed to move schools at the beginning of year 10 after coming into care. The identified placement was too far from her current school. However, as we were involved in plenty of time, we were able to quickly identify an inclusive school near her placement. The young person started quickly with lots of support and the Virtual School keeping the whole network involved. At the end of year 11 she completed her GCSE exams and achieved a good set of grades.

3.2. Transition to reception, secondary and post 16.

There is a clear message to the network that all school placement changes should be discussed and approved of through the Virtual School Advisors. With "natural" changes at 4, 11, 16 and 18 we are proactive. The advisors that oversee those cohorts track these children carefully. PEPs are targeted to ensure there is a network discussion early on, for example this would start at the end of year 5 for year 6 pupils.

We work closely with foster carers, social workers, and admissions to ensure that each child has their first choice offer on offer day. When a child comes in to care after the application deadline, we work to ensure they still have the offer of choice.

For children with an EHCP, work starts much earlier, as part of the timetabled SEND / social care join up meetings to ensure consultation can start as early as possible. Because of the planning work completed in 2022-2023, all reception and year 7 children had their choice of school place in September 2023 and had a careful transition plan to enable them to have a successful start.

Post 16 young people had a CIAG PEP meeting in spring term and those we were concerned may become NEET had further support through Fresh Start” to ensure they considered their choices, completed an application, and attended any interviews.

Child D was a 4-year-old looked after child placed for adoption. We had identified a range of learning needs at the first PEP. We wanted to ensure that all these needs had been assessed and the right school and support in place so that he could start reception and his adoptive placement with the best chance of success. We worked with the carer’s local authority and our own Educational Psychologist to ensure all needs were assessed. A school was identified and a draft EHCP completed in time for the child to start in reception in September 2023.

1.5 Supporting admissions for all vulnerable children.

We support with navigating needs assessments and searching for new educational placements supporting parents and professionals working with the child concerned. In addition, enquiries from admissions and SEND regarding these children and confirming status and needs ensuring they gain the priority that they are entitled to under government guidance. We have formed excellent relationships with Bromley post adoption support and meet monthly to ensure complex cases have joint up approaches across services. We have also provided training/support sessions to SGO (Special Guardianship Order) groups that are run within the borough offering advice and guidance around education. We have continued to work with post looked after families to ensure that their children are better supported in school challenging use of PP and helping them to seek new educational placements that are better able to support their child’s needs.

Child E: This child was on an SGO and was presenting with very challenging behaviour at home and school. Following our involvement and advice a dyslexia screen was taken and a number of further referrals and assessment led to an EHCP and consultation for a new school was made. As a result of the right specialist advice and the network joining up the outcomes are that the child’s behaviour has significantly improved at home and school.

04. Personal Education Plans (PEPs)

4.1 PEP Statutory Duties

Bromley local authority has a statutory duty to maintain PEPs for every school age CLA up to the end of the school year in which they turn 18 (i.e., the end of year 13). The PEP must be reviewed at least termly, or at any time of significant changes to placement and/or education provision. Social Workers are jointly responsible along with school Designated Teachers for writing, reviewing, and taking actions written into the PEPs.

4.2 Advisors responsibility

Advisors have responsibility for overseeing all children in their cohort have a PEP date and a conversation about whether the Advisor will be attending. Advisors cannot attend all due to caseloads but need to prioritise. However, Advisors will give advice ahead of meetings they cannot attend. Once the Quality Assurance officer has ensured the PEP is at the required quality, the Advisor will authorise the PEP.

4.3 PEP Quality

There has been a sustained improvement in the quality of PEPs over the year. The work of the Quality Assurance officer combined with advisors authorising all PEPs for their cohort and with regular fortnightly audits by the Headteacher has meant that we have made improvements in the quality of targets and the use of pupil premium as well as the child

and young person’s voice. Supervision and auditing opportunities provide line managers access to sample the quality of these authorisation comments. Members of the leadership team complete dip samples of pupils looking at education across the whole file including the PEP which has provided some useful feedback to social care managers around supervision and recording good multiagency work.

4.4 PEPs Completed

The table below shows number of PEPs completed within timescales against eligible CLA through the academic year.

Personal Education Plans (PEPs)d		2019/20	2020/21	2021/22	2022/23	Same time last year
Autumn Term	Cohort	188	203	200	221	
	Completed	89%	94%	83%	92%	
	Authorised	77%	67%	85%	96%	+12%
Spring Term	Cohort	207	214	201	234	
	Completed	85%	96%	83%	90%	
	Authorised	93%	90%	83%	97%	+14%
Summer Term	Cohort	223	219	200	243	
	Completed	55%	92%	95%	-	
	Authorised	88%	98%	96%	98%	+2%

Table 1: End of Academic year 2022/23. PEP timescales. Dip in Autumn and Spring 2021/22 performance due implementation of a new social care management system

4.5 PEP Compliance

PEP Quality and compliance is very strong. The Virtual School has been successful in

- maintaining high compliance rates for PEPs of over 90%,
- Continuing to improve the quality of the PEPs.
- Embedding the SDQ into the PEP

We have continued to improve quality through good quality assurance and management oversight. The number of PEPs completed within timescale increased by 2% from 96 % to 98% between summer term 2021/22 and 2022/23. Bromley scores 95% average completion over the past four years. The dip in performance was partly attributed to the implementation of the new Social Care Management System.

*PEPs continue to be of a high quality, as reported in previous Ofsted inspections. They are effectively quality assured and in a manner which supports educational settings to improve. PEPs centre well on children’s progress and targets, with the PEP process acting as a focus for social workers, settings, and Virtual School team members. **Audit 2022 feedback***

Personal education plans (PEPs) place the child at the centre of support, and an increasing number of children chair their own PEP meetings.

OFSTED ILACs report January 2024

4.6 Mental Health

Children Looked After experience significantly worse mental health than all other children. The Strength and Difficulty questionnaires (SDQ) assesses the progress in improving the emotional and behavioural health of children looked after. This describes the emotional and behavioural health of CLA, as recorded by a main carer in the strengths and difficulties questionnaire (SDQ). The SDQ is a short behavioural screening questionnaire. Its primary purpose is to give social workers and health professionals information about a child's wellbeing. A score of 0 to 13 is considered normal, 14 to 16 is borderline, and 17 to 40 is a cause for concern. For further information see the children looked after data collection guide.

4.7 SDQ Annual Out-turns

Of a total of 162 children aged 5-16 with an SDQ score, the average score per child increased by 0.6 points from 13.8 to 14.4 points in 2022/23. This equals our statistical neighbours and the National average but 1.1 points higher than the Outer London average. Over the last 4 years, Bromley has trended upwards in these scores, averaging an increase of 0.4 points per year since 2020.

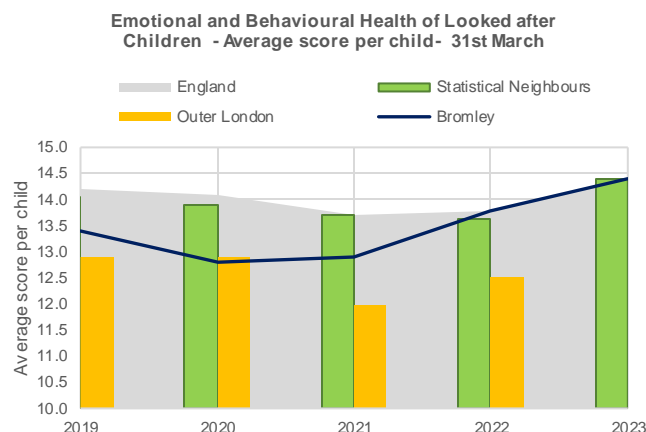


Figure 16: Average SDQ Scores. CLA 12 months or more.
Source Benchmarking tool

4.8 Strength and Difficulty Questionnaires

Strength and Difficulty questionnaires (SDQ) now form a significant part of the PEP and is in addition to the SDQ generally completed by the foster carer. At the end of summer term, 85% of CLA had their SDQ scores embedded in their PEP. Auditing and Dip samples have also shown that more of these SDQ results have relevant discussions about what they show and next steps where appropriate. The impact of this on education planning is that we are able to support schools to match interventions to areas of difficulty.

4.9 Training Sessions on PEPs

Training sessions on PEPs have been delivered to Social Workers; both new staff and those who needed a refresh. Regular bulletins go out to social care and school staff, reminding them of best practice. Advisors track and monitor their children and regularly offer ad-hoc training where needed. PEPs are also scrutinised, and outstanding actions raised both during both placement panel and permanence placement panel. We also started to test out the new "delegation model" where the relevant sections of the PEP are sent to professionals at schools for completion instead of them completing a paper form. This is still in the early stages, but once it is fully functioning it will be a much more efficient process.

4.10 Some examples demonstrating the quality of our personal education planning.

Case study F This young person came into care in year 10 and was really disengaged from education. We were able to bring the network together through the PEP. Interventions were put in place to support her to achieve 5+ GCSEs despite coming into care the previous year. The summer term PEP shows the excellent careers guidance and planning between provisions and the Virtual School to ensure that there was a smooth transition to her post 16 college course, where she is doing really well.

Child G: Placed out of London, the PEPs for this child show the good transition planning to her new school. The PEP which took place after a term at the new school showed how well she had settled in, and the relationships formed with staff at the school. The child had worked with the DT on how to take the lead share work, celebrate her own achievements as well as talking about the challenges she is facing. Professionals were prepared in advance for her to come in and take the lead. Because she had been prepared

and felt empowered, she was able to questions to ask and answered some questions from professionals. She was chairing the meeting and as a result she was at the centre of all the discussions. Although a bit nervous she enjoyed having some control. Action agreed in the meeting were set as a direct result of her input.

Case Study H: This young person came into care during her GCSEs and was struggling to attend school. We used a specialised tuition company to help her engage with GCSE work, and she was able to stay on roll at school who supported her with her work and to take her exams

05. Pupil Premiums

5.1 The Pupil Premium Grant

Use of Pupil Premium is very strong. The Virtual School administers the Pupil Premium creatively and effectively, with minimum administration. It has had a positive impact on young people's outcomes and well-being.

5.2 Children known to LA.

Children who have been in local authority care for 1 day or more attracted £2,410 of Pupil Premium funding in the financial year 2022/2023. This funding does not go directly to the schools but is managed by the Virtual School in the local authority that looks after the child. The Conditions of Grant require the Virtual School Headteacher to distribute funding. Funding should support children to meet their targets in the PEP.

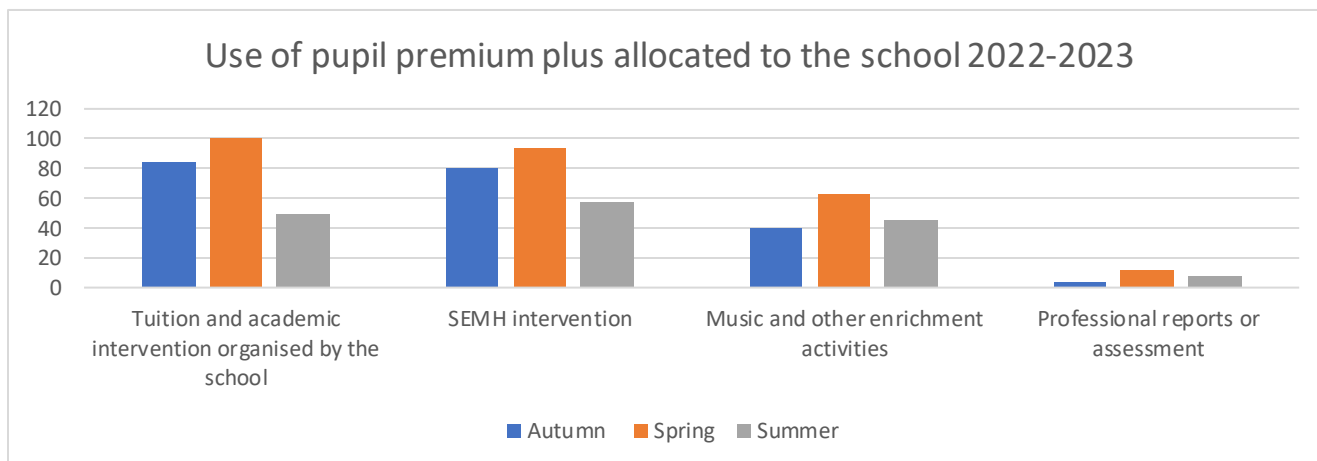
5.3 Pupil Premium (PP) distribution

Our process for distribution is set out in our "Pupil Premium Plus arrangements" documents which is sent out to every school setting at the start of the year. The essential elements of the arrangements are as follows:

- If children are making progress and there is a good quality PEP on the system, we automatically allocate £400 to the school for the child for that term.
- If the child is not making progress or the PEP is not on the system, then further scrutiny is needed. The PEP will be chased, amended, or clarity sought on what interventions will be put in place to help the child.
- More money can be offered where it is needed. If a child needs a higher level of funding due to individual circumstances, then this is discussed through the PEP and allocated at the end of each term.
- All allocations are therefore now termly, making evaluation of impact on the child more responsive. It also means that school changes are dealt with, and new schools automatically get the money for the term the child starts to attend. We have had positive feedback from schools that this is the most efficient way to get money to pupils.

5.4 Total payments

The total money paid to schools from the Pupil Premium budget was £264,565. The most common use of funding by schools is academic interventions and support, such as small group and one to one tuition, or in class TA support. Tuition usually dips in the summer when GCSE exams are complete year 11 students no longer require this. Social Emotional and Mental Health interventions are put in place for many of our pupil. In addition to this, many pupils receive other interventions either directly paid for by the Virtual School and there are many children with an EHCP who are already receiving the support they need without the need for pupil premium funding. We are pleased that more pupils are able to use funding for enrichment such as music lessons, sports, and school trips. We try to encourage schools to offer these enrichments without using the pupil premium funding, and also expect foster carers to use their allowances to fund some of these activities.



5.5 Retained Pupil Premium funding.

The remainder of the funding not allocated to schools is retained by the Virtual School. The funding allows us to put one to one tuition and other interventions in place where the school is not doing so. It also allows us to support children temporarily not in full time education, for example when an Unaccompanied Asylum Seeker arrives and needs intense tuition in English whilst an appropriate education provision is found, or where a child moves placement in an emergency and is awaiting a school place. We also ensure all our young people have a laptop. The funding has also allowed us to increase our capacity with staffing to have better coverage on the secondary age children. The Educational Psychologist working with us two days a week has been instrumental in providing support pathways for some of our most complex children.

During 2023-23 we have worked hard to ensure more children access one to one tuition, including increasing numbers of those waiting for a specialist placement. We have appointed a new advisor and a part time Educational Psychologist to absorb the extra work created by more children needing more support and the extra work generated by all our new projects. The increased spend reflects this extra tuition, a full year of the Educational Psychologist and new staff. The increased spend also reflects increased costs in all staffing, including one to one tutors.

	2022-3	2021-2
Alternative programmes (for children and young people not accessing a full-time school place)	£100,000.36	£59,963.85
Post 16 transition support	£37,564.33	£22,594.57
One to one tuition and other interventions not implemented by the school	£125,016.21	£83,051.00
Welfare Call	24,504.48	£24,179.40
Laptop vouchers and laptop repairs	£20,040.05	£20,939.96
Total contribution to staffing costs, including portion of Deputy Head, 2 x advisor and 0.2 Senior Educational Psychology	£99,286.69	£51,376.93
Total spend of retained pupil premium plus	£386,412.12	£262,105.71

5.6 Examples of positive use of the Pupil Premium plus funding

Case study J This young person was struggling at school. We used pupil premium funding to provide mentoring and increased academic support. This supported him whilst we looked for a more suitable school and supported his transition. He completed his GCSEs and has settled well at post 16 college in 2023.

Case study K. This young person was struggling with school attendance due to her anxiety and learning needs. We used the pupil premium to provide intensive tuition, to pay for assessments of need, to provide support during her exams. She achieved 6 GCSEs and a grade 5 in her English.

Case study L: The DESTY programme had been put in for this young person who struggles with emotional regulation. It is also being used to support three other children alongside him. He is really enjoying it, has lots of ideas and developing his existing knowledge of different emotions, and has led to a reduction in outbursts.

Case study M: We supported this young person had been supported to a new school where she was receiving good pastoral support. We were able to provide her with a laptop to access online resources to help her catch up, and a reading pen to support her with her specific learning needs during exams. She achieved her expected grades in her GCSEs.

Case study N: One of our unaccompanied Asylum Seekers started school in year 10 with little English. The Virtual School put in intensive tuition and ensured that he had good pastoral support he is now doing really well in school.

Case study O: This child who was an unaccompanied asylum seeker was supported in her transition into her first UK school. We provided resources for EAL and provided funding to the school so that they could put in extra academic support through TA time, as well as emotional support. She is making exceptional progress with her English language speaking and in her academic studies

Case study P: This young person really struggled with her peers. We provided the school with the DESTY licence, and they used it to train the member of staff and then supported her and 3 other vulnerable young people with the programme. It has helped her to work better in groups. It has also helped bond her to the DESTY mentor who is also her TA which means that she feels safer in class and is able to make better progress.

06. Attendance

6.1 The need for regular attendance

Regular attendance at school is vital to help children achieve and get the best possible start in life. Good attendance is a protective factor for CLA, and academic achievement is the key to a successful and productive adult life and breaking the cycle of neglect and life in care.

*The team, in conjunction with schools, has helped improve attendance and reduce exclusions. **Audit feedback 2022***

*VS staff regularly discuss key issues including attendance **OFSTED feedback November 2023** and their attendance is good and improving. **OFSTED ILAC report January 2023***

6.2 Monitoring Attendance

The Virtual School utilises a service provided by “Welfare Call” to monitor daily attendance at school by an individual phone call to check every child is at school. For looked after children, the carer is contacted if there is an unauthorised absence, and the allocated Social Worker is notified. Attendance is scrutinised regularly by education advisors through the online portals. Individual reports of any children of concern may be reviewed at monthly Virtual School team meetings, and appropriate strategies discussed with the network. Regular training for social workers has meant an increase in awareness on the meaning and importance of attendance data. New holiday policy means that social workers must seek permission of the Virtual Headteacher, their line manager and the school that the child attends in order to authorise any term time holidays. This will only be done for exceptional reasons.

For children with a Child Protection Plan we also collect attendance data. This data is available for social workers, and Virtual School staff to use as queries arise. We also use it on a regular basis to look at patterns such as high exclusion rates or those with exceptional absence and discuss findings with schools and social care staff.

6.3 Attendance: Looked After Children for 12 months or more.

6.3.1 Overall Absence

The latest published information is for March 2022. The percentage of sessions missed reduced by 1.2% from 8.2% to 7.0% in 2021/22. This is 0.9% lower (better) than our Statistical and Outer-London comparison groups and 0.8% below the national average. The Bromley cohort has performed better than the National and Outer-London consistently over the last 5 years. Provisional score for March 2023 suggests a further improvement of 0.5%, from 7.0% to 7.5%.

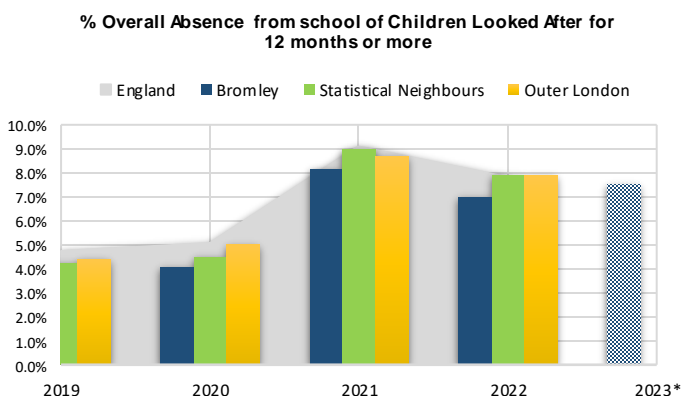
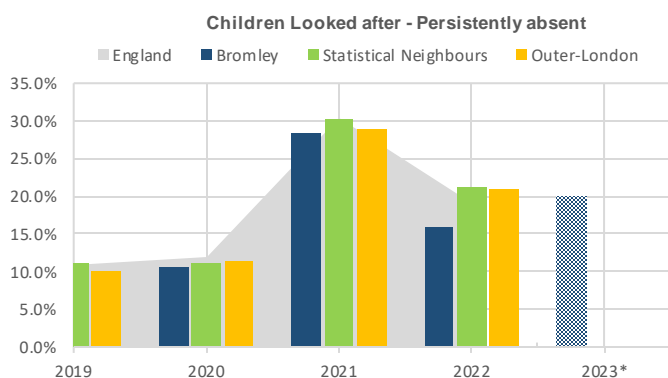


Figure 17 – * Provisional score 2023 - CLA 12months+



The percentage of CLA for at least 12 months and were persistently absent reduced by 12.5% from 28.5% to 16% in academic year 2021/22. Relative to out statistical neighbours and Outer-London comparison groups, Bromley records 5.3% and 5% lower levels of persistent absences respectively. However, it should be noted that scores for academic years 2020/2021 and 2021/22 have been affected by the pandemic where many pupils were recorded absent due to the circumstance.

Figure 18- * Provisional scores for 2023 – CLA 12+ month. Lower is better

6.4 Attendance: End of Academic year 2022/23

Attendance information is collated via the Welfare Call Service data reports and is based on 235 children of our 245 statutory school age children. Three children enrolled at a very late stage in the academic year. The remaining seven children did not have any attendance records to report (i.e., Awaiting placements).

Attendance	Academic year			DoT
	2020-21	2021-22	2022-23	
No. of CYP 5-16 (31 st July)	215	213	235	↑
All CYP	93.3%	90.4%	91.4%	↑
Primary	97.6%	95.5%	96.2%	↑
Secondary	90.7%	87.5%	89.1%	↑
KS-1	96.7%	95.4%	95.6%	↑
KS-2	97.9%	95.5%	96.5%	↑
KS-3	96.2%	91.0%	90.9%	↓
KS-4	86.1%	83.3%	87.3%	↑
School in Borough	93.4%	90.9%	92.3%	↑
School out of Borough	93.2%	89.3%	90.3%	↑
SEND without EHCP	96.9%	87.0%	91.1%	↑
EHCP	94.3%	90.9%	91.7%	↑
Unauthorised Absence	1.8%	2.7%	3.6%	↑
Persistently Absent ≤ 90%	25.1%	24.0%	20.9%	↓
Severely Absent ≤ 50%	-	-	4.7%	-

Table 2: All CYP – For 2022-2023 excludes 10 children with no recorded school and/or attendance 31st July 2023.

6.4.1 Overall attendance

For primary school age children, Bromley scored a 96.2% attendance rate, an improvement of 0.7% relative to the previous year. For Secondary school attendance, Bromley scores improved by 1.6% from 87.5% to 89.1%. Attendance of KS-4 improved by 4% from 83.3% to 87.3%. All other KS levels maintained a ±1% on previous year.

6.4.2 Persistent Absence

We saw a reduction in persistent absences for the second consecutive year in 2022-23 with a fall of 3.1% from 24.0% to 20.9%. Unauthorised absence scores increased by 0.9% for the second consecutive year, from 2.7% to 3.6% as at July 2023.

07. Exclusions and Suspensions

7.1 Developing Practice

We have been successful in developing our practice and raising our expectations that alternatives to exclusion should be found where possible. This has led to reduced suspensions, improving figures from our historically recorded levels.

7.2 Permanent Exclusions

There have been NO permanent exclusions of looked-after children in 2022-23. We have had intervene on 4 occasions when a school has indicated they were considering a permanent exclusion. On each occasion we have been able to work with the school to find an alternative and the permanent exclusion has been avoided.

- On one occasion the school were prepared to keep the child at the school with a large support package from the Virtual School, starting with a part time timetable.
- On two occasions we worked together to find a respite placement in an alternative provision.
- In one other case we worked with the school to secure a managed move for the young person to have a fresh start.

7.3 Suspension Rate

The latest published information is for Children Looked after for 12 months or more in March 2022. The proportion of children with at least 1 fixed term suspension remained unchanged year on year at 12% between March 2021 and 2022. This is 2.5% higher than our statistical neighbours and 2.7% above the England score. Provisional 2023 totals have been provided in the figures above and indicate that the as a proportion of the cohort the percentage remains unchanged at 12%.

Suspensions below is for Children Looked After for 12 months or more in March 2023.

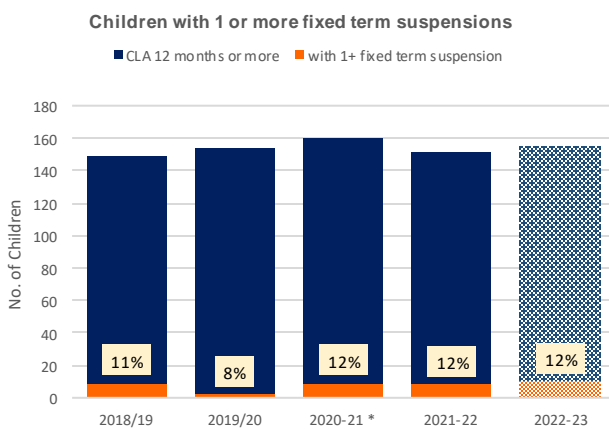


Figure 19: Source Benchmarking tool. *2023 provisional local

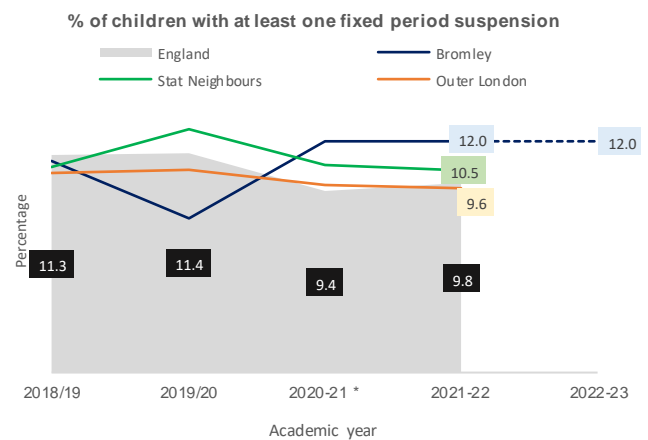


Figure 20: Source Benchmarking tool. *2023 provisional local

Suspensions

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
No of children with suspensions	25	18	23	19	24
No of days suspensions	123	70	92.5	95	101.5

Total Number of children suspended	24	Total number of days suspended – all children	101.5
Total Number of children with an EHCP suspended	8	Total number of days suspended children with an EHCP	36

Of the 24 children who received a suspension from school - a third of them had an EHCP and they received 27% of total days suspended. One of the cohort with EHCP received a total of 10 days suspension. He was unhappy at his school and did not want to engage. His distress manifested itself in escalating incidents many of which were managed appropriately and supportively by his school. Towards the end the decision was made to move this young person for a fresh start. An annual review was held, and the young person has now started at another school.

08. Educational Outcomes

8.1 Progress: Academic year end 2022/23

8.1.1 Overall Progress

Progress measures are collected twice per term for each pupil We analyse the data once per term and utilise it to support and plan our work. For overall progress, the information collected is based on 242 of the 245 Children Looked After of statutory age. Three children enrolled at a very late stage for information to be included. Overall, 73% (177) of our children are progressing as expected. Table 2 shows numbers of CLA making expected progress or better in school. This includes all CLA at the Summer data drop, irrespective of how long they have been looked after.

8.1.2 English and Maths Progress

As of July 2023, 71% and 75% made expected progress in English and Maths respectively. We continue to monitor pupil progress, put in place interventions such as one to one tuition where appropriate. Schools also have a range of “catch up” interventions and we are ensuring our young people can access these where needed.

	Cohort	Number of children	Making expected Progress					
			English		Maths		Overall	
Statutory aged CLA	All Children Looked After	242*	167	71%	173	75%	117	73%
	Key Stage 1	25	16	64%	22	88%	19	76%
	Key Stage 2	56	43	80%	48	89%	47	84%
	Key Stage 3	75	54	73%	54	73%	57	76%
	Key Stage 4	77	48	66%	41	59%	48	62%
	School in borough	124	89	73%	98	81%	98	79%
	School out of borough	110	78	73%	75	71%	79	72%
	SEND Without EHCP	54	30	58%	36	69%	33	61%
	EHCP	90	65	75%	70	80%	70	78%
	No SEN	98	72	75%	67	72%	74	76%
	Post-16 (Year 12-13)	118					70	60%

Table 3. Source provisional July 2023 information. *Excluded 3 pupils

8.1.3 Additional Support for those not making expected progress.

Of the 54 statutory age children who are not making the expected progress for their age and stage:

- 63% (34) were in care for less than 1 year, including 8 that came into care in the summer term. Progress often reflects their traumatic pre-care experiences as well as the upheaval of moving into care.
- 52% (28) have an EHCP – the vast majority for social emotional and mental health needs, Complexities mean that they struggle to attend and to focus, making expected progress challenging. All children are closely monitored, and good support can be seen through their Personal Education Plans.
- 55% (30) had other difficulties that contributed to at least one placement moves.

Case Study Q: Came into care 18 months ago after being permanently excluded from school. We spent time with her finding out her interests and got her on to a hairdressing course which helped her school attendance. We put in extra tuition, school counselling and other pastoral support. She managed to gain a pass in her English after being behind by 2 grades when she came into care.

8.2 Progress: Children Looked After for 12 months or more.

8.2.1 Early Years Foundation Stage

Of our cohort of 5 pupils being assessed using the early years foundation stage profile, 60.0% were achieving a good level of development (GLD). As a school unit, the good level of development of the EYFSP School has increased by 40.0% from 20.0% in 2021/22 to 60.0% in 2022/23. The National Score was 41% (nexus)

8.2.2 Key Stage 1 (Year 2)

Of our cohort of 5 pupils at the end of Key Stage 1, 60.0% (3) achieved the expected standard in Reading, Writing & Maths. The National average was 32% (Source: Nexus).

Phonics: 60% (3) of our children achieved the expected standards in Phonics, 15% lower than the National score. (Note: small sample size)

Multiplication (Year 4) – Of a cohort of 7, we have received information for 5 children. 2 achieved full marks. The average attainment score was 19.6 out of 25.

8.2.3 Key Stage 2 (Year 6)

Reading, Writing & Maths Expected Standards

From a cohort of 7 pupils at the end of Key Stage 2, 42.9% achieved the expected standard in Reading, Writing & Maths, a total of 3 pupils.,

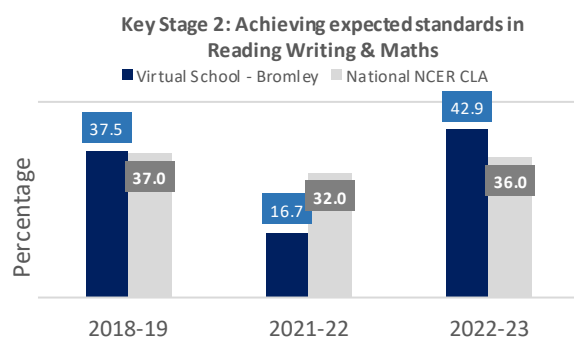


Figure 21 No data available for 2020-21. Source Nexus

The school's expected standard in Reading, Writing & Maths increased by 26.2%, from 16.7% in 2021/22 to 42.9% in 2022/23, the National (CLA) average increased by 4.0%, from 32.0% in 2021/22 to 36.0% in 2022/23.

The school's relative change for expected standard in Reading, Writing & Maths has improved by 38.0%, from -15.8% in 2021/22 to +22.2% in 2022/23 when compared to the National (CLA) average.

Progress scores from Key stage 1 to 2 are below National. However, there are only 7 young people in the cohort – 5 of whom all whom have very significant need. 3 children had multiple placement changes and two were out of school for long periods of time because of a lack of a suitable school place. Although we put tuition in place because of their significant trauma they found it very difficult to engage. 2 made broadly average progress and 2 made really good progress but that is hidden by the very poor progress made by in particular by 3 young people for these complex reasons.

8.2.4 Key Stage 4 (Year 11) contextual information

Description	Academic year			
	2019/20	2020/21	2021/22	2022/23*
Number of pupils	28	39	24	25
% Cohort in borough	50% (14 pupils)	33% (13 pupils)	50% (12 pupils)	60% (15 pupils)
% In mainstream provision	61% (17 pupils)	72% (28 pupils)	71% (17 pupils)	68% (17 pupils)
% Special provision	suppressed	15% (6 pupils)	25% (6 pupils)	32% (8 pupils)
% Alternative provision	21% (6 pupils)	13% (5 pupils)	c	c
% Cohort with SEND	61% (17 pupils)	18% (7 pupils)	c	56% (14 pupils)
% Cohort with EHCP	43% (12 pupils)	38% (15 pupils)	50% (12 pupils)	36% (9 pupils)
% Cohort in care 1-2 years	18% (5 pupils)	23% (9 pupils)	c	23% (6 pupils)
% Cohort 2-5 years in care	36% (10 pupils)	36% (14 pupils)	38% (9 pupils)	28% (7 pupils)
% Cohort 5 years+	46% (13 pupils)	41% (16 pupils)	50% (12 pupils)	46% (12 pupils)

Table 4: Year 11 Children Looked after for 12 months or more (31st March 2023). * Provisional 2023 totals

The proportion of KS-4 Children looked after for 12 months or more at the end of March 31st with a SEND increased from previous years to 56%, although those with an EHCP decreased slightly from 50% (12 pupils) to 35% (9 pupils). However, at the end of the academic year, 4 pupils in this year group were awaiting an EHCP being finalised. Children who required special provision increased by 7% from 25% (6 pupils) to 32% (8 pupils). In addition, 5 pupils although on roll at a mainstream school were also attending alternative provision for part of their education with a package in place to keep them on roll so that they could sit exams due to their high levels.

8.2.5 GCSE Outcomes:

The table below shows GCSE outcomes in 2023 with historical context. N.B. it should be noted that national reporting is based on the number of CLA on roll in year 11.

Description	Region	2019/20	2020/21	2021/22	2022/23
% Grade 4 and above in English and Maths	Bromley	c	38.2%	24.0%	22%
	National	24.3%	28.8%	22.1%	*
% Grade 5 and above in English and Maths	Bromley	c	c	17.0%	9%
	National	10.8%	12.6%	11.0%	*
Average Attainment 8 score	Bromley	18.6	26.4	29.1	25.4
	National	21.4	23.2	20.3	*

Table 5: Outcomes for 3 children excluded for 2022/23 (no GCSEs). * Not published.

Table 8 shows the outcomes this year in comparison with previous years. The proportion of children achieving Grade 4 and above in English and Maths decreased by 2% from 24 to 22%. The proportion of children achieving a grade 5 or above in English and Maths also decreased by 8% from 17% to 9%. With cohort numbers of this size and the complexity

of the needs of each year group it is difficult to make comparisons between year groups. The outcomes are roughly comparable to National outcomes for all children looked after.

56% of the year group were on the SEND register at school. One fifth of the cohort were disapplied from any exams due to the nature of their learning disabilities. In addition to these young people with SEND, significant numbers of the cohort struggled significantly with their mental health. For these young people, the focus of the work of the Virtual School has to keep these young people as far as possible engaged in education and for many of our young people, it was a significant achievement just to sit their exams. We are proud of their resilience in the face of their struggles.

Children in Care achieve well in Bromley.
OFSTED ILAC report January 2024

8.2.6 Examples of Virtual School impact on young people's outcome at Key Stage 4

Child R: She had many placements during her time in care due to her difficulties settling. She was at expected standard in KS2 but missed most of year 10 when she suffered from emotionally based school avoidance. We worked with the school to put in many interventions and had intensive tuition to support her throughout her school avoidance. The end result was that she achieved 6 GCSEs, including a grade 5 in the English GCSE, lower than we might expect from her Key Stage 2 results, but significantly higher than would have been predicted in year 10 due to her non-school attendance.

Child S: He became looked after in year 8 and had a range of learning needs. He moved school in year 10 and made significant improvements in his engagement at new school because of the interventions they put in place for him, he had tuition in place to support maths and English. He achieved a 3 in English and a 2 in maths. He is now at Bromley College completing Math, English and car Mechanics L1

Child T: This young person came into care during year 10 having missed nearly a year of school. We supported her to move school for better support and closer to home. Put in tuition for 3 subjects and ensured access to a school counsellor and mentoring. We identified a specific learning need and purchased a reading pen for exams. She also had special access arrangements for her exams due to her needs and anxiety. She achieved 5 GCSEs at grade 4 and above and is doing well in her post 16 studies.

09. Post-16 outcomes

Our vision is that all young people over 16 who are looked after, or care leavers will be engaged in education, employment, or training (EET) commensurate with their ability and aspirations and be making significant progress towards recognised career ambitions. Our work with the Post 16 young people is strong, The DFE pilot project is a success. Young People are well tracked and supported, and we are persistent with our “stuck” young people.

9.1 Transition

There is continued focus on the transition of young adults at age 16+ years old and improving the quality of post-16 PEPs. We are embedding the use of PEPs beyond 18 for those still completing Key stage 5 education where young people wish to continue receiving support. The Virtual School is part of the EET Strategy Group, sitting on the EET panel.

9.2. EET practitioner

A new role was developed in response to identified needs towards the end of 2021-22. However, the practitioner went on maternity leave in May 2023, we have had an interim member of staff but only for one day per week. Despite this, good progress has been made with a number of young people not in education, progressing a number of them on to short courses. The EET practitioner is allocated caseloads of young people 16-18 who are at high risk of NEET or are currently NEET. The role works to build up relationships with young person, their advisors and social workers as well as placement staff to develop a plan back to EET with the young person at the centre.

Child U: this unaccompanied asylum seeker came into care in summer 2023. A PEP was scheduled within a few days and options discussed, including a referral to the refugee council and onto the Virtual School UASC summer programme. We supported him with a college application to complete an ESOL course and supported him with the interview. He started soon after and is working hard, excellent attendance and enjoying learning. He continues to access support through the Virtual school through the LSEC project.

Child V: We supported this young person from NEET to EET. He Came into care in summer term. The NEET support worker met with them regularly and built a relationship which allowed EET options to be discussed and find the right thing to engage this young person back in to education. He has now started in construction training and is making good progress.

9.3 Destinations of students from year 11 to post 16.

Once again, we used our successful partners “Fresh Start in Education” during the spring and summer terms and provided intensive independent careers advice and guidance support to year 11 students making choices about post-16 progression. 100% of CLA started year 12 with a secure place in a sixth form, college or other EET opportunity in September 2023. This is improved from the previous year.

	2020	2021	2022	2023
No of Children	49	64	34	42
Sixth form	20.4%	25.0%	14.7%	16.6%
College	32.7%	47.0%	47.0%	69.04%
Independent School	-	1.6%	-	2.38%
Sport/Football academy	-	-	3.0%	-
Training Provider	12.2%	3.1%	3.0%	-

Apprenticeship	-	-	5.9%	2.38%
Specialist SEND	8.2%	9.4%	14.7	9.52%
Hospital	-	3.1%	2.9%	-
Returned Home	-	4.7%	2.9%	-
On Remand	4.1%	-	-	-
NEET	22.5%	7.8%	8.8%	

Table 6. Provisional local 2023

9.4 Post 16 pupil premium plus funding.

2022 to 2023 saw the second year of the Bromley LSEC college post-16 project. The aims of the project are to improve retention and completion of courses as well as improve attendance and learner experience for our young people in our local LSEC colleges, where we had 26 of our young people studying.

In order to achieve our aims, we have:

- Had regular planning and review meetings with senior staff in LSEC colleges.
- Post 16 advisor and EET practitioner are based in LSEC colleges one day per week.
- They work closely with the safeguarding lead and designated member of staff.
- VS staff have access to the college IT systems and co-located with pastoral staff.
- Have regular drop-ins for the young people.
- Have developed relationships with tutors and subject leads.
- Led of attachment and trauma training for teaching staff in the college
- Worked with the leadership team to support with policy development.
- We have offered to support them to look at a “charter” or care leaver policy.

9.4.1 Examples of Impact of the post 16 pilot project

Case Study W: started at LSEC colleges at the start of the academic year. Through regular monitoring of attendance, it was clear there were some issues. So regular meetings took place. The VS observed and supported him in some lessons. However, he was still not happy and a stage 1 disciplinary took place. A plan was able to be drawn up. Because of the good relationship built the young person was able to articulate the issues and meetings took place with tutors to make some changes. His attendance is now 100%

Case study X: – started at LSEC at the beginning of the academic year. Concerns around behaviour and attendance emerged over the first 3 months and the Virtual School got involved quickly making a referral to the well-being team. VS were able to attend a stage 1 disciplinary with him and a plan was put in place with all staff in the college and his tutor to ensure his needs were met. Attendance is now 100% and he is making good progress on the course.

9.5 Care leavers outcomes

Although the Virtual School only has funding to work with those up to the age of 18, we work closely with the CLA and Care Leavers service to ensure that any care leaver who is NEET has the support and every opportunity to re-engage with education and training. The Virtual School contributes to the EET strategy and post-16 advisors attend the EET panel. Involvement with the panel has improved the working together practice and this has resulted in improved EET figures at post-16 and beyond.

9.6 Care Leavers by activity aged 17-18

There was a total of 66 Care leaves aged 17-18 at the end of March 2023.

9.6.1 in Education, Employment or Training (EET)

Bromley	2018-19	2019-20	2020-21	2021-22	2022-23
% In education other than higher education	57%	58%	54%	38%	55%
% In training or employment	c	c	c	21%	14%
% In training or employment (excl. apprenticeship)	0	0	0	21%	14%
% In higher education i.e., studies beyond A level	c	c	c	c	c
% In an apprenticeship	0	0	0	c	c
% Total number in education, employment or training (EET)	70%	69%	61%	64%	71%

Table 7: Aged 17-18. Percentage EET. Source Benchmarking Tool

9.6.2 Not in Education, Employment or Training (NEET)

Bromley	2018-19	2019-20	2020-21	2021-22	2022-23
% NEET due to other reasons	c	c	33%	21%	23%
% NEET due to pregnancy or parenting	c	0	c	c	C
% NEET due to illness / disability	c	c	c	c	c
Total number not in education, training or employment (NEET)	c	c	28%	37%	27%

Table 8: Aged 17-18. Percentage NEET. Source Benchmarking Tool

9.7 Care Leavers by activity aged 19-21

9.7.1 In Education, Employment or training (EET)

Although the Virtual School works up to the age of 18, it is important to understand destinations for our young people beyond that. In March 2023, we recorded 187 Care leavers, with 175 that Bromley continues to be in contact.

Bromley	2018-19	2019-20	2020-21	2021-22	2022-23
% In training or employment	17%	20%	12%	22%	30%
% In education other than higher education	17%	20%	27%	21%	17%
% In higher education i.e., studies beyond A level	11%	6%	4%	c	c
% In an apprenticeship	0	0	0	c	c
% In training or employment (excl. apprenticeship)	0	0	0	c	c
% Total number in education, employment or training (EET)	45%	47%	42%	51%	55%

Table 9: Aged 19-21 EET. output suppressed, totals may not always perfectly sum. Source Benchmarking Tool

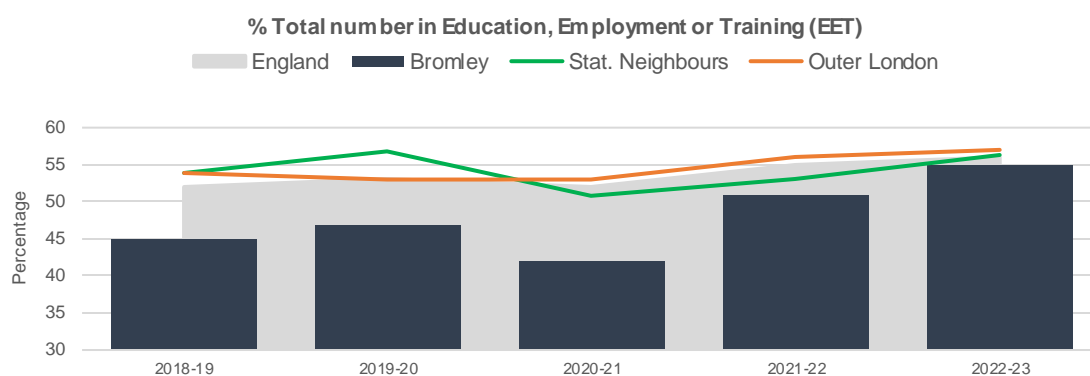


Figure 22. Aged 19-21, Higher is better. Source Benchmarking Tool

The proportion of Care leavers aged between 19-21 that are in Education Employment or training increased by 4% from 51% to 55% in March 2023. This remains 1% lower than the England and statistical neighbours score of 56% and 2% lower than the Outer London borough scores.

Although the proportion of care leavers who are in Education, Employment or Training (EET) is improving, they remain marginally below our benchmark groups. Recent improvement is as a result of concerted efforts by a specialist worker and others in the Leaving Care Service to provide tailored and creative support with a focus on helping care leavers into suitable opportunities. Staff are ambitious for care leavers, and those care leavers who are not in EET are considered at the fortnightly EET panel.

9.7.2 Not in Education, Employment or Training (NEET)

Bromley	2018-19	2019-20	2020-21	2021-22	2022-23
% NEET due to illness / disability	7%	7%	5%	4%	5%
% NEET due to other reasons	24%	25%	36%	30%	28%
% NEET due to pregnancy or parenting	8%	6%	6%	3%	6%
% Total number not in Education, Training or Employment (NEET)	39%	37%	46%	38%	39%

Table 10: Aged 19-21 and NEET. Based on 175 children in contact. Source Benchmarking Tool

The proportion of Care leavers aged 19-21 and NEET due to illness or disability increased by 1% from 4% to 5%. This remains below our statistical neighbours by 2% and equal the England and Outer London percentages.

The proportion of Care leavers aged 19-21 and NEET due to a pregnancy or parenting increased by 3% from 3% (6) to 6% (11) but remains 4% below our statistical neighbours and England percentage. Bromley has trended the England for this NEET category.

9.8 Year 13 contextual information and achievements.

Cohort Description	Academic Year			
	2020	2021	2022	2023
Reporting cohort	28 pupils	28 pupils	46 pupils	69 pupils
% Attaining L1	46% (13 pupils)	39% (11 pupils)	18% (8 pupils)	10% (7 pupils)
% Attaining L2	25% (7 pupils)	36% (10 pupils)	20% (9 pupils)	10% (7 pupils)

Cohort Description	Academic Year			
	2020	2021	2022	2023
% Attaining Level 3	7% (2 pupils)	25% (7 pupils)	22% (10 pupils)	22% (15 pupils)
% SEND	14% (4 pupils)	4% (1 pupil)	18% (8 pupils)	36% (25 pupils)
% EHCP	21% (6 pupils)	39% (11 pupils)	40% (18 pupils)	29% (20 pupils)
% EET (of known)	68% (19 pupils)	61% (17 pupils)	69% (31 pupils)	65% (45 pupils)
% Cohort in borough	-	-	31% (14 pupils)	25% (17 pupils)
% In care 1-2 years	39% (11 pupils)	14% (4 pupil)	24% (11 pupils)	42% (29 pupils)
% In care 3-5 years	36% (10 pupils)	43% (12 pupils)	27% (12 pupils)	30% (21 pupils)
% In care 5 years or more	7% (2 pupils)	43% (12 pupils)	40% (18 pupils)	28% (19 pupils)
UASC	43% (12 pupils)	4% (1 pupil)	2% (1 pupils)	14% (10 pupils)

Table 11 – Provisional local 2023 Data

9.9 year 13 qualifications attained at end of year 13 2023.

Table 13 outlines the level qualification reached at the end of year 13 by our care leavers. It does not represent the final tally of level 1, 2, or level 3 qualifications that will be achieved by these young people. Many of the young people who appear not to have achieved any qualifications are part way through apprenticeships and many who have achieved ESOL, or level 1 qualifications have now gone on to further courses and have trajectories that could eventually take them to level 3 qualifications or beyond. The figures are affected by the large increase in UASC young people who start their UK education with little or no English.

9.10 Contextual information

Table 13 also shows what a complex range of learning abilities and vulnerabilities associated with our older cohorts. A much higher proportion of young people have SEND than in previous years, and 29% have an EHCP. A much higher proportion of young people who have only been in care 1-2 years representing the increase in complexity of need.

9.11 Higher Education

We have a comprehensive aspirational programme for our children in care to aim for Higher Education. Last year we took young people to visit 4 different Universities, including Cambridge University. The Virtual Head worked with Cambridge University to put on the first ever Pan- London HE fair for children in care. We also took young people of visits to large organisation such as Clifford Chance to look at routes such as degree apprenticeships. Young People were able to access the mentoring project co-produced by the young people in LINC and CFCF, and good careers advice and guidance is discussed through PEP meetings.

At the start of 2022/23, 21 young adults were enrolled in higher education L4+ courses, compared with 20 last year. We have 8 care leavers who have started an undergraduate course in 2023, compared with 6 last year. We are exceptionally proud of them for continuing with their studies.

10. Children with a social worker and those previously looked after

10.1 Response to the new guidance

The Virtual School has made significant and rapid progress putting this guidance into place. There are already some impacts seen for individual children and cohorts in terms of improved attendance. Since 2018 we have had the duty of promoting the education of children who were previously looked after but are now not because they are adopted, on a Special Guardianship Order or Child Arrangements order.

New guidance was issued in June 2021 expecting Virtual Schools to take on a new role from September 2021 "Promoting the education of all children with a social worker". We have been given grant funding to carry out this work. The new roles: Deputy and now two advisors who work across children in care and the two sets of new duties as worked extremely well, feedback from networks has been very strong. Although the new duties are not part of the ILAC inspection framework the inspectors noted in the feedback that we had made good progress addressing these duties.

10.2 Key Elements of the Plan for Promoting the Education of Children with a social worker.

- Monitor outcome data (attainment, progress, attendance and exclusions) annually through the census, and then analyse, disseminate and work on joint action plan.
- Track attendance daily for children on child-protection plans.
- Discuss and signpost parent's carers and professionals around education issues.
- Support social workers through consultations and training and use of the child protection data on attendance.
- Work with Education colleagues to ensure work with SEND services, Fair Access Panel and Admissions, as well as attendance services including Child Missing Education and Elective Home Education is joined up.
- Use current strong networks, such as the designated safeguarding leads group. Join up with early help, inclusion and social care to develop the work and action plan.
- Support schools with students who are on CIN and CP plans where there are direct concerns about education, offering advice on individuals as well as guidance around strategic planning and staff training.
- Development of the cross London network around these new duties to ensure we are learning from others and that we can work with boarding boroughs.

10.3 Outcomes - Attendance and Exclusions of Children with a Social Worker

10.3.1 Welfare call

We use Welfare Call to collect the attendance data for children on a Child Protection (CP) plan. The cohort is ever changing and just maintaining an up-to-date list has been a challenge. We are working with performance to streamline information gathering. Bromley schools have engaged very well, and all are working with the system to share the information required. The information helps to highlight to social workers where attendance is a concern. Where there is a pattern of suspensions, or children are out of school we have been able to intervene.

10.3.2 Impact of work so far has been:

10.3.3 Training and raising awareness of new duties:

- Training and workshops with schools and within the different teams of social care and the educational departments in the borough
- Attended and presented at DSL borough network and training meetings.
- Connected persons and adopters' training/workshops for carers and reaching out to support groups.

- Presenting at Head teachers forums about the new duties and presenting the initial Census data
- Deputy Head plays a major role in the cross London CWSW NAVSH network.

10.3.4 Attendance and Behaviour:

- 100% compliance across all schools in gaining our daily attendance data for our CP children.
- Welfare Call daily checks for children on a child protection plan have given us live statistics to look at exclusions/suspensions and identify patterns where schools or social care may need support.
- Social care staff can access the portal to check attendance.
- WE have successfully challenged exclusions and now suspensions for our CP children (using welfare call)
- Exclusion lead in the borough knows to flag all CIN and CP children to us so we can challenge schools – this has resulted more than 15 children not being permanently excluded from school 2022-2023.
- Census data has our CIN absence rate 0.9% lower than national. Our PA is 35.3% which is 1.8% lower than national and also a fall from the previous year but this is still a real challenge. Severe persistent absence is 5.3% which is 1.3 below national of 6.6%.
- Severe persistent absence is 5.3% which is 1.3 below national of 6.6%.
- There were 5 permanent exclusions for our CLN cohort 2022-2023 which is 0.18% below national. Our suspension rate of 10.3 (333) was 6.31 lower than the NCER National CIN. This really demonstrates the focus we had on this last year and the support, training and challenge that we put in place for this group.
- Supporting Transitions: Working with admissions and social workers to ensure that our families have all accepted their school places for reception and Year 7 to be ready for the transition days in the summer term.

(All data from NEXUS)

10.3.5. Attainment and Progress of Children with a Social Worker:

- KS2 CIN achieve significantly higher with reading, writing and maths than national with 34% of KS2 children gaining the national average and above compared to 30.4%. GPS had an average score of 102.8 compared to 100.03 national and 102.3 London.
- The proportion of CIN achieving GLD in KS1 was 49.1% which was 8.2% greater than the comparator.
- Phonics – The proportion of our CIN cohort working at the expected standard is 0.4% greater than expected.
- Children in our CIN KS5 cohort have an average attainment 8 score of 30.1, this is 3.7% greater than national CIN. The proportion of our CIN cohort gaining 5+ in English and Maths is 7.2% greater than our comparator at 24.6%
- Progress 8 KS4 is slightly below national with a Progress 8 score of -1.4 compared to -1.22 (results day not confirmed which is an improvement on last year).
- DESTY (an emotional resilience programme) - assisting with our children when placed out of borough to adoptive parents aiding transition and school in Bromley with high CIN numbers.

(All data from NEXUS)

10.3.6. Strategic development within education and social care:

- Attendance taskforce was set up across education and the LA has invested in Study bugs.
- We play a key role in gateway panel and Fair Access panel attendance and planning for and advocating for our CWSW.
- Direct work with CME EWO officer identifying children quickly who are out of school.
- Education being part of the supervision for social workers when reviewing the child on a CIN/CP
- A children Services wide join up conference was a huge success in ensuring that social care and education staff are working well together.
- Weekly drop-in sessions to safeguarding and RAS to raise awareness and advise and signpost social workers around education for our children have been well attended.
- Monthly meetings with post adoption to ensure support and joint up working for our adoptive families in

Bromley that may need assistance around anything to do with education.

- Extension of the “Dolly Parton Imagination Library” to SGO carers and Care Leavers children.

10.3.7 Example of good practice, children within the new duties

Child Y: Was a child on a child protection plan had a managed move break down in another LA. It was a complicated picture as it involved cross borough collaboration with different educational authorities and other organisations. Virtual school organised the network and put together a comprehensive letter to help headteachers understand why this child needed a fresh start, and we were able to get agreement to a managed move. The VS monitored and supported school in the process and getting the child to attend. This was very successful - the managed move was completed before the end of the academic year and the child is on their way to completing their GCSE courses successfully. This contributed to lead to stepping down of the case within social services

11. Training offer.

11.1 Comprehensive training package for staff

Our training offer is excellent, well planned and well thought out, delivered by expert and engaging staff.

Staff are provided with professional development which enables them to fill their role with integrity and skill, which has a positive impact on children.

OFSTED inspector feedback November 2023

Training is integral to the role we do. Over 2022-23 we have delivered:

- A once a term bulletin to social workers and social care staff
- Co-ordinated a cross service training day with 150 colleagues
- Launched our “attachment and trauma informed schools” offer through the conference in June 2023. 60 schools attended. Feedback was fantastic and has been a springboard for so many requests for training in schools this year.
- We started the project with Living in Care Council co-producing training for schools. 3 of these young people spoke at the conference, facilitating a session for the Designated Teachers on what it is like to be in care, in school.
- 2 further staff completed the Bath Spa University Post Graduate course “promoting the Education of children in care” and both earned distinctions.
- One of the advisors leads on the hugely impactful “Virtual Reality” trauma training. There are central training sessions at the civic centre and bespoke sessions offered in schools to their staff.
- One of our advisors led on the “DESTY” programme which offers online training for a lead member of staff in schools and then intervention support for up to 5 children at a time. This has been hugely successful, and 15 schools are now using this scheme.
- Training to the London network for Children with a social worker
- The Virtual Head has delivered a webinar for the staff at LSEC college as well as organised and delivered in a conference for SE London Virtual School colleagues.
- A once per term network meeting for Designated Teachers well attended.
- Part of the induction training offer to new social workers and NQSW and AQSW – a half-day session on “Education for social workers – all you need to know”.
- Twice yearly training for social workers – for refresher training
- Part of the primary and secondary headteachers inclusion conference.
- Delivered whole staff attachment and trauma training in over 10 schools.
- Resilience and mindfulness course part 1 and 2 (to work with young people) delivered to 20 staff in one of our secondary schools.
- Comprehensive training package for the Virtual school staff including the NAVSH (National Association of Virtual School Heads) conference. Two staff have embarked on the NPQ for Headteachers
- Consultation staff for VS staff from the educational psychologist. Training package for schools and “Time to Talk”.

11.2 Work of the Senior Educational Psychologist

We have used some of the retained pupil premium to buy in a Senior Educational Psychologist for 2 days per week. She is extremely experienced and has brought a wealth of skills and support for both young people and staff.

During 2022-2023 she provided:

- Monthly groups consultation to the Virtual school staff and SENCO

- 10 x 1 hour “bite-size” online training for school professionals, on topics such as “Tree of Life”, “PACE” “emotion Coaching” and the impact of caring.
- 32 Innovative “time to talk” sessions the network of professionals around young people who are facing transitions or struggling with their learning or behaviour. 5 of these sessions generated some follow up work.
- Case work for 5 young people needing assessment or in-depth advice.
- Creating resources for schools for interventions such as “circle of friends”
- Wellbeing and in person training sessions for schools

Feedback has been extremely positive from all professionals involved in any of these sessions and we were able to work together to plan further work for 2023-2024.

11.3 DESTY

One of our advisors is leading on this programme. Education DESTY Ltd. aims support children with their emotional literacy. The programme trains a member of staff and then they implement of a series of 40- minute individual sessions which are child-centred and, to a large extent, child-led. A range of additional activities are also provided to the Mentor such as a variety of games that are included with the DESTY Feeling Cards and DESTY Puppet that come as part of the Mentor's DESTY Kit. DESTY Mentors are also provided with an on-going programme of training.

Bromley Virtual School have used the pupil premium to offer schools a free DESTY package worth £500. 5 children can access each package.

So far 8 schools are partaking, and 2 more schools are about to have a member of staff trained. At the end of 2023 to 2024, 18 children are accessing the programme. Many more schools are interested to come aboard and use this successful programme.

Comments from the staff trained and using the programme.

I think DESTY will provide me as an educator, the tools to help enable some of the children I work with to equip themselves with a more extensive emotional vocabulary.

I have learnt skills and techniques to enable children to discover and identify all the different feelings that they may be experiencing, and how to cope with these feelings in a positive manner.

The course was great! So much relevant information regarding resilience. It was very much motivating!

11.4 Feedback from the network on training

I would like to send a big thank you for the talk that you did at our school. It has really hit home with staff which was the intended effect, and they all really enjoyed it and found it enlightening.

Assistant Headteacher primary school on attachment and trauma training

I have to say many staff have stopped me today to especially thank you via me for what was so helpful in building understanding, patience and empathy! The resounding request has been for more training especially to learn more about emotional coaching and the opportunity to practice that..... Many thanks again - best Conference speaker yet!

Feedback from training across 4 schools.

12. Evaluating the success of 2022/23

12.1 Development plan

The development plan has been RAG rated and can be seen in appendix 1. Overall, it was a very successful year, The audit in the Autumn term confirmed our view that the strong leadership has shaped a team that delivers good

outcomes for young people. This has since been validated by the OFSTED ILAC inspection in Autumn 2023. New roles are in place. Attendance and suspensions continue to be strong and improving. Tracking for our children is stronger than ever as is PEP practice. Attainment is about in line with what was expected and with national, although we continue to build on our practice this is against the backdrop of higher need and fewer resources. Staff have received excellent training and development and are all leading on areas delivering training to schools.

13. Plans for 2023-2024

Team Virtual School Plan 2023-2024 Objective	Actions to deliver objective
<p>Attainment and progress</p> <ul style="list-style-type: none"> • Maximise numbers going to HE • Improve progress at Key stage 4. • Improve post 16 EET figures. • Improve the quality of tuition and interventions for students taking exams 	<ul style="list-style-type: none"> • Recruit permanent advisor to increase capacity • Improve quality of tuition through developing guide for foster carers and write policy on audit • Develop aspiration to HE offer through trips visits and other opportunities • Improve the use of prior attainment in PEPS
<p>Improve attendance and behaviour of all young people.</p> <ul style="list-style-type: none"> • To reduce PA to well below National of stat age children. • To reduce exclusions further • To improve EET figures for post 16. • To increase the number of schools who have received whole staff attachment and trauma training. 	<ul style="list-style-type: none"> • Improving placement planning further, particularly for complex young people who have more frequent placement moves. • Create a policy on PCLA children for schools and other professionals • Create guidance on school attendance for foster carers and social workers for looked after children and early help. • To work cross borough to support young people in non LSEC colleges • Investigate commissioning our own VR equipment for training as well as embed the well-being and resilience programme • Increase use of EP / advisor observations of children of concern • Social worker “drop in” sessions to become targeted and better advertised • Develop join up work on CIN plans and CP assessments / meetings to ensure education is a high priority.
<p>Improving transitions: into care, to new placements, to new schools and out of care to adulthood.</p> <ul style="list-style-type: none"> • Over 90% of children in good or outstanding school provisions. • Reduce number of children out of school • Multiagency conference on SEND. • Secondary places all approved before deadline. • Year 12’s have destination /start a post 16 placement in September 	<ul style="list-style-type: none"> • Develop co-produced training for education (admissions, EWO, SEND, commissioning), fostering. • Develop SEND join up through conference and supporting the SEND team to improve their data and tracking on vulnerable children • Meeting cycle with BSO and advisors to ensure data set /WC correct • Work with 0-25 team to support transitions to adulthood. • Ensure PEPs for 3-year-olds, year 6 and year 11 and 18 year olds have a clear transition plan. Look at summer term targets for year 5 and year 10 and 12 (transition to adulthood). • Develop a UASC offer including assessment and education offer for those in different year groups and in / out of authority and guidance for social care and advisors.
<p>Improve quality of PEPs particularly young person’s voice, transition planning, use of SDQ’s and more accountability for pupil premium.</p> <ul style="list-style-type: none"> • SDQ return at least 80% in spring 2023 	<ul style="list-style-type: none"> • Promote improved student voice through the LINCC co-produced school training and promoting students chairing their own PEPs. • Roll out the delegation model • Develop team PEP audit, management oversight and dip samples. • Share the analysis of the PP+ spend more widely across social care and schools to promote enrichment activities • Ensure prior data is included in the PEP – find a way round the LL recording issue • Develop use of non-stat PEPs for SGO / adopted young people • Increase use of face-to-face PEPs and increase monitoring at transitions
<p>Leadership and staff development.</p>	<ul style="list-style-type: none"> • Recruit new advisor and develop graduate intern role.

<ul style="list-style-type: none"> • Improved outcomes for CIN/CP children • Improved outcomes for SEND children • Improved wellbeing for staff and young people 	<ul style="list-style-type: none"> • Develop PATH work with EP and promote more widely time to talk and bite size training • Develop webpage and twitter profile • Continue to develop the use of NEXUS for both CLA and CIN/ CP • Improve consistency and quality of supervision and professional reviews • Develop tuition guide/ expectations for foster carers • Continue to develop join up work with inclusion and admissions on CME, EHE, FAP, gateway. • Launch better multiagency SEND work through conference and supporting the use of data in SEND • Develop team expertise in SEND identification • Develop co-produced training with LINC, promote to Headteachers, and roll out to schools. • Promote the attachment and trauma informed schools project – aiming for at least 20 schools to engage with training
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14. Evaluation of 2021-22 development plan (appendix 1)

Team Virtual School Objective	Actions to deliver objective		Comments / evidence etc
<p>Attainment and progress</p> <ul style="list-style-type: none"> Maximise numbers going to HE Improve post 16 EET figures. Improve the quality of tuition and interventions for students taking exams. 	<ul style="list-style-type: none"> Develop interventions in the house 		<p>Revision sessions have taken place in the run up to the exams at the request of LINC. 6 young people came. Planning for some foster carer training in there.</p>
	<ul style="list-style-type: none"> ensure Post 16, KS4 and year 6 students have access to quality one to one tuition 		<p>Commissioning of SPROC taken place. We have developed a 10% spot check system and we need to develop a guide for foster carers,</p>
	<ul style="list-style-type: none"> develop aspiration to HE offers through trips visits and other opportunities 		<p>Several visits to universities have taken place. Winchester project and Cambridge project both started. Brighton visits also taking place as well as Greenwich Uni. Also, Bromley were instrumental in setting up the PAN London care leavers HE event. Mentoring project extended to year 11 – post 16. 11 offers of Uni places this year and 8 have started.</p>
	<ul style="list-style-type: none"> Improve the use of prior attainment to ensure systematic use of collecting, sharing and use to challenge target setting. 		<p>All staff now have most prior attainment on their trackers. This is built into pupil progress day Because of LL issue we cannot enter it into the PEP, but staff are using their trackers to ensure prior attainment is considered in target setting.</p>
<p>Improve attendance and behaviour of all young people.</p> <ul style="list-style-type: none"> To reduce PA by half of stat age children. To reduce exclusions To improve EET figures for post 16. To increase the number of schools who have received whole staff attachment and trauma training. 	<ul style="list-style-type: none"> Improving placement planning through use of notifications and managers reminders so no break in education. 		<p>Fostering now regularly alert and PCT moved into CLA so more accessible. However we are still not always involved in early placement planning meetings,</p>
	<ul style="list-style-type: none"> Develop use of CP and other attendance data with social workers. Create guidance on school attendance for foster carers and social workers. 		<p>Use of CP data very effective with VS and starting to improve with social care. Checklist for schools and social workers has been developed but needs to be rolled out to staff</p>
	<ul style="list-style-type: none"> To improve post 16 attendance through LSEC pilot. 		<p>This has helped to avoid several withdrawals and to intervene early where attendance has dropped. Issues with staffing at LSEC are presenting challenges but the pilot means we are in a better position.</p>
	<ul style="list-style-type: none"> Develop VR training and EP bite size training for schools as well as the well-being 		<p>EP bite size training has started. VR training delivered to VS staff and school staff. To be further developed at the mini conference</p>

	and resilience programme.		and a schedule developed for next academic year.
	<ul style="list-style-type: none"> Implement the DESTY pilot 		This is rolled out and more schools have come on board. Impact evaluation complete.
	<ul style="list-style-type: none"> Develop attendance surgery for CP / CIN children. 		Weekly Safeguarding “drop-ins” have developed instead, and these have been hugely successful. Looking at attendance and other education issues
	<ul style="list-style-type: none"> Develop join up work on CIN plans and CP assessments / meetings to ensure education is a high priority. 		We have started to attend a few of these to work out the next steps for developing this.
<p>Improving transitions: into care, to new placements, to new schools and out of care to adulthood.</p> <ul style="list-style-type: none"> Over 90% of children in good or outstanding school provisions. Reduce number of school changes Training for social workers on all vulnerable children Secondary places all approved before deadline. Year 12's have destination /start a post 16 placement in September 	<ul style="list-style-type: none"> Track referrals for new placements, ensuring social care and virtual school join up 		Better join up – placement referrals not really being used but join up better and BLA report helps. Fostering team and PCT on board.
	<ul style="list-style-type: none"> Develop SEND work with social care: join up meetings and MASAP. Develop join up training. 		SENCO / VS deputy now invited to MASAP. Lots of training and join up meetings. Joint conference planned.
	<ul style="list-style-type: none"> Develop the role of the vulnerable children advisor to look at transitions between social care status and impact on education 		We have seen the impact of this in some of the dip samples. The role is well developed, and the message is strong to most of social care.
	<ul style="list-style-type: none"> Work with 0-25 team to support transitions to adulthood. 		This has started – one meeting!
	<ul style="list-style-type: none"> Ensure PEPs for 3-year-olds, year 6 and year 11 and 18 year olds have a clear transition plan. 		18-year-olds needs to improve
	<ul style="list-style-type: none"> Develop a UASC offer including assessment and education offer for those in different year groups and in / out of authority and guidance for social care and advisors. 		Early stages – talks with TLC online company who do assessments. One advisor focussed on UASC during their post graduate studies and is developing a welcome pack.
	<ul style="list-style-type: none"> Embed the use of the SDQ questionnaires so that discussion which is linked to interventions and use of PP+ is captured in the PEP. 		SDQ – have developed an excel spreadsheet which calculates the scores. Returns up to 90%. Working now on ensuring the results are discussed in the PEP meetings and actions clearly outlined.
<p>Improve quality of PEPs: particularly young person's voice, transition planning, use of SDQ's and more accountability for pupil premium.</p>			

<ul style="list-style-type: none"> SDQ return at least 80% in spring 2023. 	<ul style="list-style-type: none"> Develop leadership PEP audits, practice reviews and dip samples. 		<p>Dip samples well established – 6 per months. PEP auditing still informal – working on developing something more formal.</p>
	<ul style="list-style-type: none"> Work with SPROC to improve the DPS to improve quality of one-to-one tuition. 		<p>We have made some improvements and have a procedure and policy for use.</p>
<p>Leadership and staff development.</p> <ul style="list-style-type: none"> Improved outcomes for CIN/CP children Improved outcomes for SEND children. Improved wellbeing for staff and young people 	<ul style="list-style-type: none"> Evaluate first year of new duties new work – complete analysis of the 2022 census as well as end of spring term CP data. 		<p>Work has started using NEXUS data although it is incomplete but we have developed other ways of evaluating the work</p>
	<ul style="list-style-type: none"> Develop work with new EP in consultation for staff and use of EP for new duties and post 16 pilot. 		<p>Strong start on training for schools and consultations for VS staff and multiagency. Time to talk really popular. PATH training for VS</p>
	<ul style="list-style-type: none"> Set up twitter profile 		<p>Now live.</p>
	<ul style="list-style-type: none"> Use NAVSH for development opportunities for staff. Continue to develop the well being programme 		<p>Half of staff attended conference online. Staff accessed webinars, local groups and 2 more staff are completed to the post grad programme. TC is key founding member of CWSW London NAVSH group. Resilience and well being programme completed and rolled out to social workers and schools.</p>
	<ul style="list-style-type: none"> Improve consistency and quality of supervision and professional reviews 		<p>Deputies have had annual review in new process. They are in process of completing other staff. Supervision – use a consistent format.</p>
	<ul style="list-style-type: none"> Develop practice guide for all professionals on CLA, PLAC and CIN CP. 		<p>This has made a bit of a start</p>
	<ul style="list-style-type: none"> Develop join up work with inclusion and admissions on CME, EHE, FAP, gateway. 		<p>This is developing well. TC sits on all of these panels and has had positive outcomes for many CIN/ CP YP</p>
	<ul style="list-style-type: none"> Join up work with YJS. YJS and teacher and VS monthly join up meetings on cases of concern. /School liaison officers/advice for schools. For CLA and CIN 		<p>HC and MC meet monthly on these CLA cases, Need to think about CP/CIN next</p>

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Report No.
CEF23078

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: CHILDREN, EDUCATION AND FAMILIES POLICY
DEVELOPMENT AND SCRUTINY COMMITTEE

Date: Wednesday 20 March 2024

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

Title: EDUCATION OUTCOMES FOR CHILDREN IN BROMLEY
SCHOOLS 2022/23

Contact Officer: Sara Groenli, Head of Service, Educational Effectiveness
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Chief Officer: Jared Nehra, Director of Education

Ward: All Wards

1. Reason for decision/report and options

- 1.1 This report summarises the 2022/23 education outcomes for children attending Bromley schools. The report draws on the outcomes of statutory teacher assessments, tests and examinations across the early years, primary and secondary phases in Bromley, making comparisons with national and regional (London or outer London) data where these are available.

2. **RECOMMENDATION(S)**

- 2.1 The Committee is asked to note and comment on the education outcomes for children in Bromley schools for the academic year 2022/23.

Impact on Vulnerable Adults and Children

1. Summary of Impact: Improving educational outcomes and progress is a vital way in which vulnerable children can be supported to achieve better life chances. Schools have a significant role to break the link between disadvantage and performance by supporting disadvantaged pupils to achieve their full potential.
-

1. Policy Status: Not Applicable
 2. Making Bromley Even Better Priority:
(1) For children and young people to grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home.
-

Financial

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

Personnel

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

Legal

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

Procurement

1. Summary of Procurement Implications: N/A
-

Property

1. Summary of Property Implications: N/A
-

Carbon Reduction and Social Value

1. Summary of Carbon Reduction/Sustainability Implications: N/A
-

Impact on the Local Economy

1. Summary of Local Economy Implications: N/A
-

Impact on Health and Wellbeing

1. Summary of Health and Wellbeing Implications: N/A
-

Customer Impact

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

Ward Councillor Views

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

3. COMMENTARY

3.1 Introduction

In Bromley, 94 of 100 state-funded schools are academies and operate outside of local authority control. Nevertheless, the Council retains important statutory duties in respect of children's education. The Government's Education White Paper in 2022¹, recognised the role of local authorities as the champions for children in their local area and as having a '*unique capacity to coordinate across local services to improve outcomes for children*'. This report summarises the 2022/23 education outcomes for children attending Bromley schools. It draws on the outcomes of statutory teacher assessments, tests and examinations across the early years, primary and secondary phases in Bromley, making comparisons with national (England) and regional (London or outer London) data where these are available.

In addition to 'headline' figures, this report highlights the differing attainment of pupils with different characteristics. Most notably, it includes analysis of the achievement of children in disadvantaged groups compared to their peers, the so-called 'disadvantage gap'. Disadvantaged pupils are defined as those who have been registered as eligible for Free School Meals at any point in the last six years, children from 'Service families', children looked after by a Local Authority, and children who have left Local Authority care through adoption, a Special Guardianship Order, a Residence Order, or a Child Arrangements Order. A glossary is included at the end of the report for ease. The London Borough of Bromley has dedicated considerable resources to ensuring young people have the opportunity to succeed and fulfil their potential no matter their background. Looking at the performance of these different groups can help us understand how well we are achieving this goal.

This report also summarises absence and exclusion outturns, pupil destinations after completing KS4, and the outcomes of Ofsted inspections of Bromley schools in 2022/23.

3.2 Data quality and sources

It must be noted that almost all data in this report is provisional, rather than final data, and the Department for Education will continue to release further updates to the results of each key stage and to the attendance data into 2024.

Attendance, inclusion, attainment, and progress data only relates to state-funded schools and excludes any private, voluntary, and independent schools (PVI's).

National and regional comparator data for all key stages comes largely from DfE statistical releases. Where this is not the case – for example where measures have been calculated from a sub-set of Local Authorities - this is clearly stated in the report.

The number of pupils in the categories within some subgroups can be small. Where this is the case, a difference in percentage indicators may not be statistically (or educationally) significant and should be regarded with caution.

Percentile rankings are calculated by NCER Nexus, a web-based platform that enables Local Authorities to analyse and report on their key education data. Local Authorities are given a percentile ranking from 1st (best-performing) to 100th (worst-performing) percentile by comparing their performance to other Local Authorities for whom NCER Nexus has data. Please note that these represent percentile rankings and not absolute rankings; if Bromley receives a percentile ranking of 23rd this is not the same as saying that Bromley is the 23rd-best-performing Local Authority. Instead, it signifies that roughly 77% of Local Authorities performed below Bromley regarding the performance measure in question.

¹ DfE: Opportunity for all: strong schools with great teachers for your child 2022

3.3 Headlines

The table below summarises performance against headline indicators, comparing Bromley with national and regional averages and showing the change from last year.

Academic year:	2018/19	2021/22	2022/23	Trend from 2021/22	National 2022/23	London 2022/23	National percentile ranking
Early Years Foundation Stage							
% Pupils reaching a Good Level of Development	-	71.9%	72.3%	↔	67.2%	69.1%	11th
Phonics							
Year 1: % pupils meeting the Expected Standard	86%	81%	83%	↑	79%	81%	13th
End of Year 2: % Pupils meeting the Expected Standard	94%	89%	91%	↑	89%	89%	10th
Key Stage 1							
% pupils achieving the Expected Standard in Reading	80%	71%	72%	↔	68%	71%	17th
% pupils achieving the Expected Standard in Writing	76%	65%	66%	↔	60%	64%	14th
% pupils achieving the Expected Standard in Maths	80%	73%	75%	↑	70%	73%	15th
Key Stage 2							
% pupils achieving Expected Standard in Grammar, Punctuation and Spelling	83%	79%	78%	↔	73%	79%	-
% pupils achieving Expected Standard in Reading	81%	81%	80%	↔	73%	77%	9th
% pupils achieving Expected Standard in Writing	86%	78%	79%	↔	72%	77%	8th
% pupils achieving Expected Standard in Maths	85%	79%	81%	↑	73%	79%	15th
% pupils achieving Expected Standard in Reading, Writing and Mathematics (combined)	75%	69%	70%	↔	60%	67%	6th
KS1 to KS2 Progress Score - Reading	0.89	0.66	0.94	↑	0.04	0.70	13th
KS1 to KS2 Progress Score - Writing	0.96	1.00	0.86	↓	0.04	0.99	20th
KS1 to KS2 Progress Score - Maths	0.92	0.88	1.00	↑	0.04	1.37	22nd
Key Stage 4							
Attainment 8 Score	50.8	53.9	51.1	↓	46.2	50.5	23rd
% achieving 5+ in GCSE English and Maths	51.1%	59.8%	55.0%	↓	45.3%	53.9%	16th
Progress 8 Score	0.03	0.00	0.04	↑	-0.03	0.27	43rd
Post 16							
% pupils achieving at least 2 A-levels	81.1%	89.8%	88.8%	↔	86.6%	89.5%	-

4. Early Years Foundation Stage (EYFS)

4.1 Background

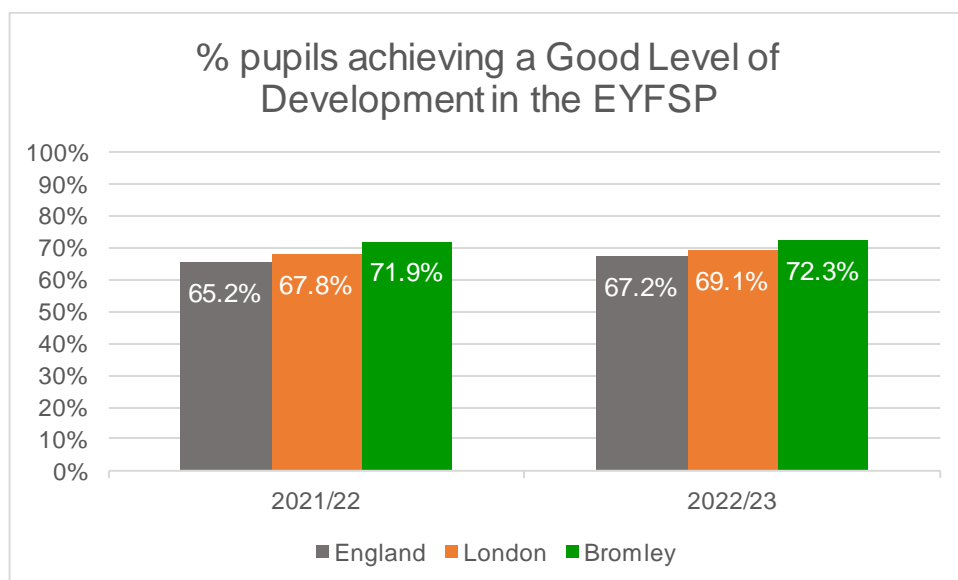
According to the Department for Education, the statutory EYFS framework “sets the standards and requirements that all early years providers must follow to ensure all children have the best start in life and are prepared for school.”²

In the Early Years Foundation Stage Profile (EYFSP), teachers assess pupils' achievement against a series of 17 Early Learning Goals (ELGs). These assessments are completed and reported for each child by the end of Reception, the year in which they reach the age of 5. Pupils are judged to have achieved a Good Level of Development if they have reached the expected level for 12 ELGs within the 5 areas of learning related to communication and language; personal, social and emotional development; physical development; literacy; and mathematics. EYFSP reforms were introduced in the 2021/22 academic year, and it is therefore not possible to directly compare 2021/22 and 2022/23 assessment outcomes with earlier years.

To ensure consistency in cohorts, the data in this section comes from NCER Nexus, a web-based platform that enables Local Authorities to analyse and report on their key education data.

4.2 Headlines

In the 2022/23 academic year, 72.3% of Bromley pupils assessed using the EYFS profile were deemed to have achieved a Good Level of Development. This is a small increase of 0.4% since the 2021/22 academic year. The Department for Education suggests that improvements since last year are likely attributable to a “*gradual recovery from the disruption caused by the COVID-19 pandemic and practitioners having greater familiarization with the new assessment framework.*”²



While Bromley continues to perform above the National average (which was 67.2% in 2022/23; 5.1 percentage points lower than Bromley), the gap between Bromley and National has closed slightly this year, from a gap of 6.7 percentage points last year. This is reflected in Bromley's percentile rankings; while Bromley sat in the 7th percentile last year, it has dropped down to the 11th percentile this year.

² <https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results>

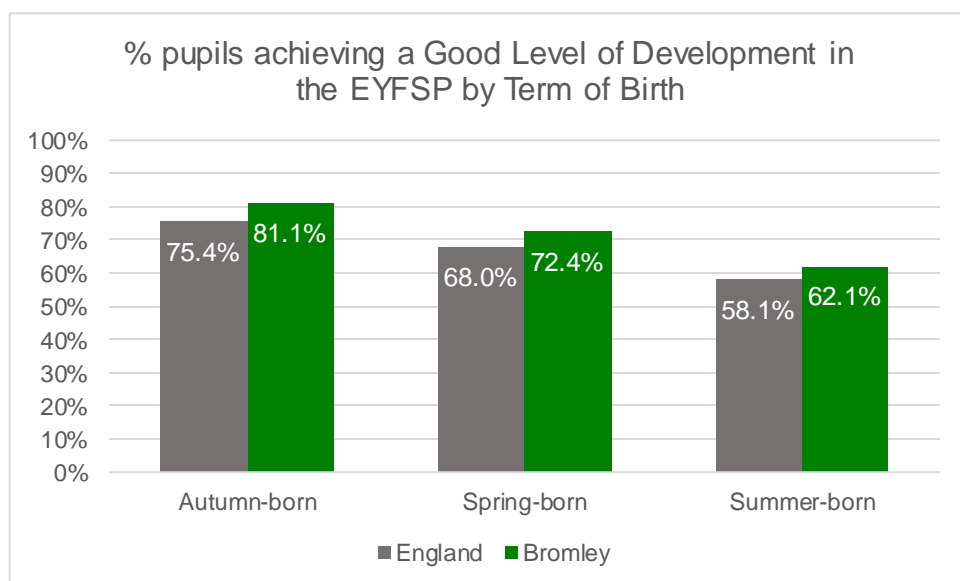
4.3 Gender inequalities

The gender attainment gap refers to the pattern of girls having higher academic attainment across the key stages.

Last year, Bromley's gender gap was higher than the National and London gender gap. 79.2% of girls achieved a good level of development compared to 65.1% of boys; a gap of 14.1 percentage points. In 2021/22 this gap was 13.2 percentage points nationally and 12.4 percentage points in London. This year, the gender gap has narrowed in Bromley to 11.9 percentage points, putting it below the National and London gender gaps (which are 13.6 percentage points and 12.9 percentage points respectively). This narrowing is due to an increase in the proportion of boys achieving a GLD (from 64.9% in 2022 to 66.6% in 2023) and a slight decrease in the proportion of girls achieving a GLD in Bromley (from 79.3% in 2022 to 78.5% in 2023).

4.4 Term of Birth

'Term of birth' refers to the period of the year in which children are born, and children are split into 3 categories; autumn-born (oldest), spring-born (middle) or summer-born (youngest). Children develop incredibly fast through their early years, and being an older child within a class comes with a greater likelihood of meeting the expected standard across the Early Learning Goals. Bromley follows the national pattern of autumn-born children performing better than spring- and summer-born children, although all three groups perform better in Bromley than the national average for each group.



4.5 Free School Meal eligibility

There is also a significant gap in attainment between those eligible to receive Free School Meals, a proxy indicator for disadvantage status. Nationally, the FSM-gap in the proportion of children achieving a Good Level of Development was 19.9 percentage points, a slight decrease since 2021/22 (20.4 percentage points). In Bromley, however, this gap increased markedly between 2022 and 2023, with a FSM-gap of 27.6 percentage points in 2023 compared to 18.6 percentage points in 2022.

% achieving GLD	England		Bromley	
	2021/22	2022/23	2021/22	2022/23
Eligible for free school meals	49.1%	51.6%	55.7%	48.0%
Not eligible for free school meals	69.5%	71.5%	74.3%	75.6%
Gap	20.4%	19.9%	18.6%	27.6%

4.6 Phonics Screening Check

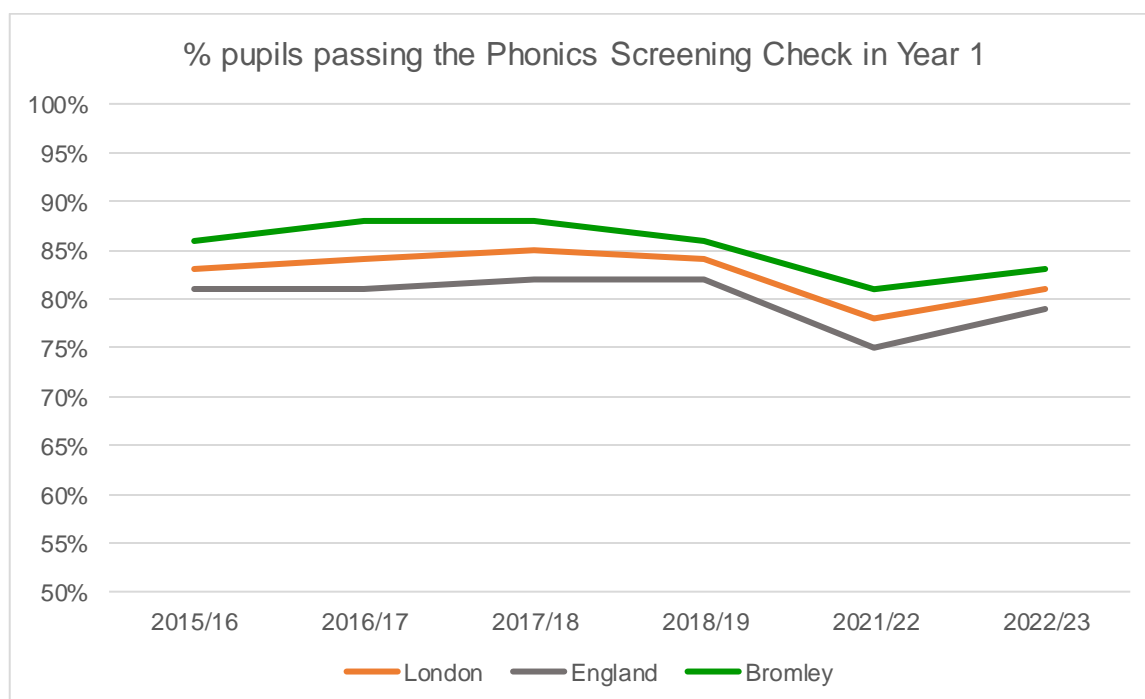
The Phonics screening check is a reading test based on pupils' ability to recognise words and sounds using phonic decoding strategies. Pupils' performance is reported on the basis of whether they have achieved the expected standard or not; there are no grades.

Pupils take the phonics screening check at the end of year 1, typically aged 6. All pupils in year 1 are expected to be checked unless they have no phoneme/grapheme correspondence (i.e. they are unable to link letters on the page to the sound they make). Pupils who do not meet the expected standard take the check again at the end of year 2, typically aged 7.

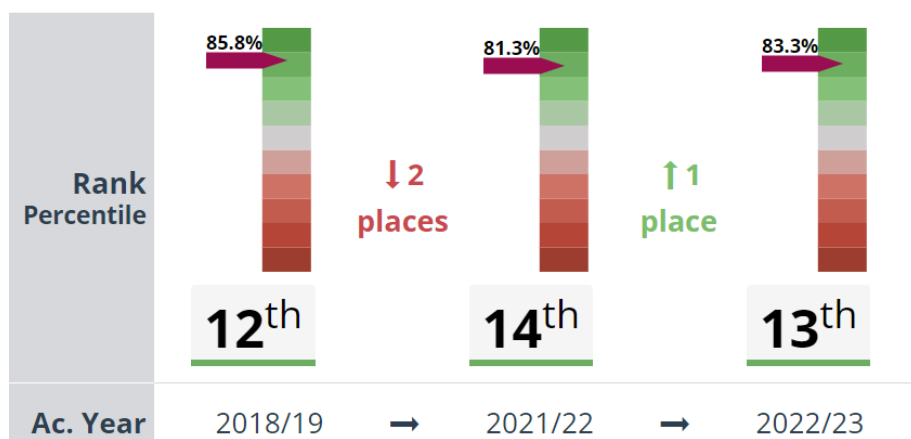
There were no assessments in 2020 and 2021 due to the pandemic.

4.7 Headlines

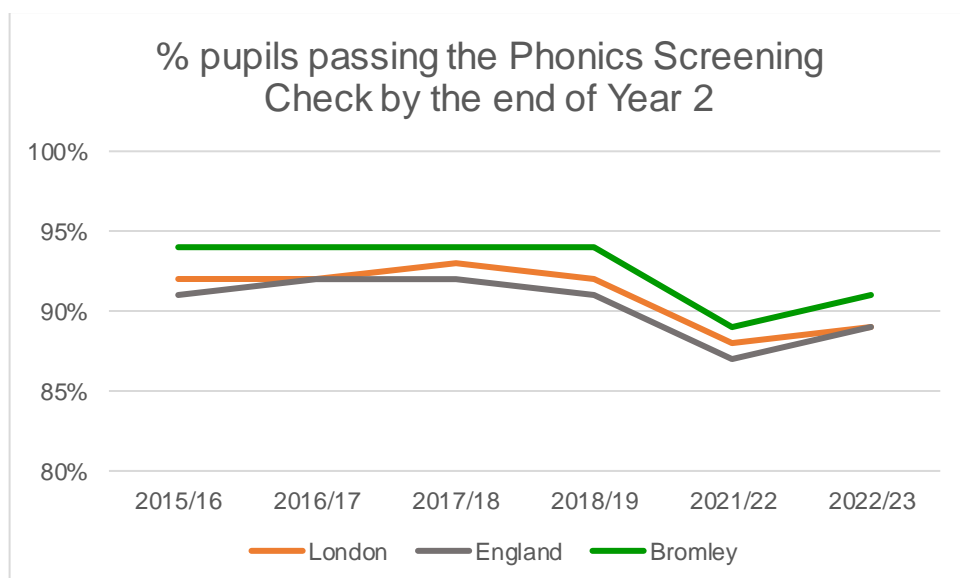
The percentage of Bromley pupils who passed the check in Year 1 was 83%, 4 percentage points higher than the national average of 79%. This maintains Bromley's strong performance, ranking in the 13th percentile in England.



Phonics: Expected Standard (Year 1) | Percentile Rank Trend



The percentage of pupils who passed the check by the end of Year 2 was 91%, 2 percentage points above the national average and an increase of 2 percentage points from Bromley's 2021/22 figure. This measure includes both those who passed the check in Year 1 in 2021/22 and those who were reassessed in Year 2 in 2022/23.

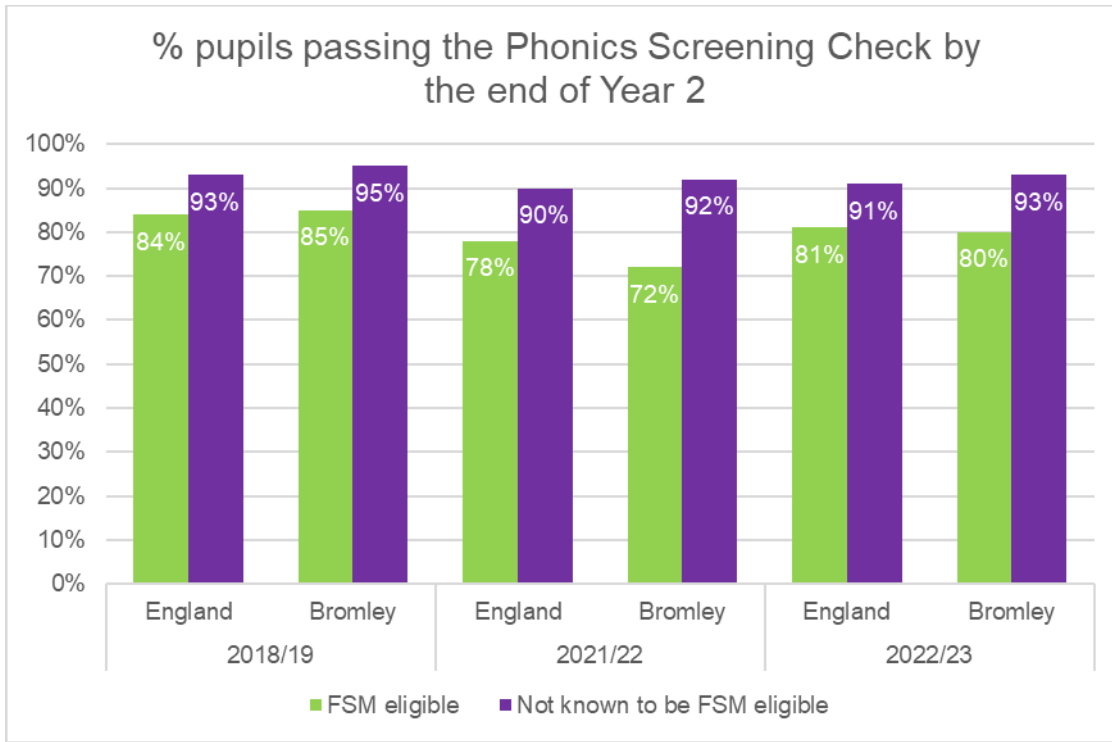


4.8 Pupil characteristics

A slightly higher proportion of girls tend to reach the expected standard in phonics than boys; in 2022/23, 93% of Bromley girls had met the expected standard at the end of Year 2 compared to 89% of boys. The gender gap in Bromley was similar this year (4 percentage points) to previous years (3 percentage points in 2021/22), and is comparable with the national gap (5 percentage points).

Data on the impact of disadvantage status is only published at a national level for phonics, so here we use eligibility for free school meals as a proxy indicator. Of the 4006 Bromley pupils eligible to be included in the 'passed by the end of Year 2' measure, 569 (14.2%) were eligible for free school meals.

The attainment gap in Bromley between FSM-eligible pupils and their peers was 13 percentage points (93% vs 80% pass rate). This gap has narrowed quite significantly since last year, when it sat at 20 percentage points, but remains wider than both the national and regional attainment gaps.



5. Key Stage 1

5.1 Background

Pupils are assessed by their teachers at the end of key stage 1 (Year 2) in reading, writing, maths and science. Teacher assessments are based on a broad range of evidence from across the curriculum.

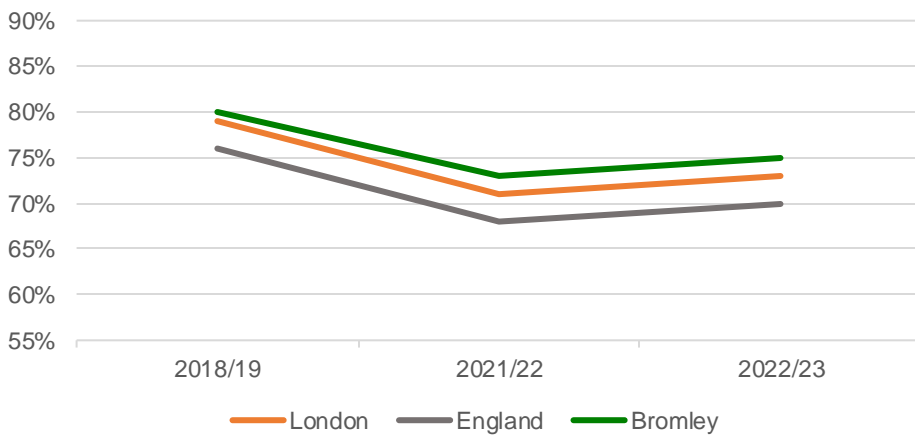
No KS1 assessments took place in 2019/20 and 2020/21 due to the COVID-19 pandemic. Changes made to the assessment framework in reading, maths and science in 2018/19 and 2021/22 mean that judgments made from 2019 onwards are not directly comparable to those made in previous years. Data prior to 2019 is therefore omitted from any graphs.

End of key stage 1 assessments will become non-statutory from the 2023/24 academic year onwards, although optional assessments will still be offered. This means that the Department for Education will cease to publish official KS1 data from this year onwards.

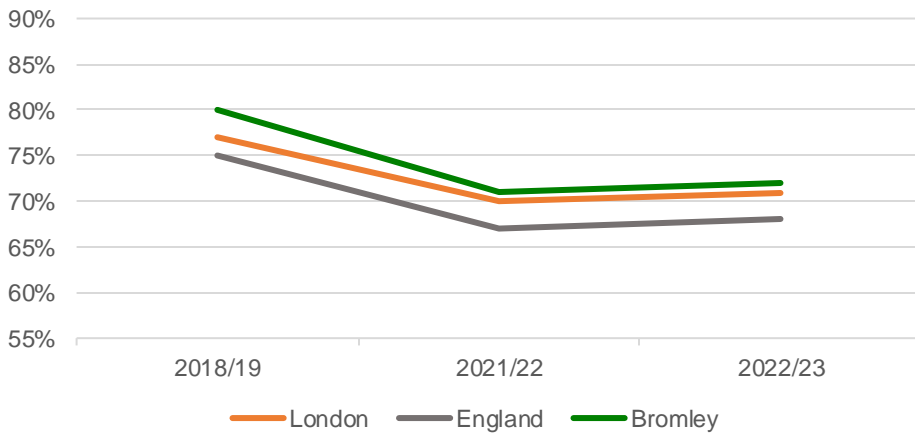
5.2 Headlines

As can be seen from the graphs, the key stage 1 outcomes of Bromley pupils have improved since the 2021/22 academic year, as have national and regional (London) outcomes. 75% of Bromley students achieved the expected standard for maths (70% National), with 72% for Reading (68% National), 66% for writing (60% National) and 83% for science (79% National).

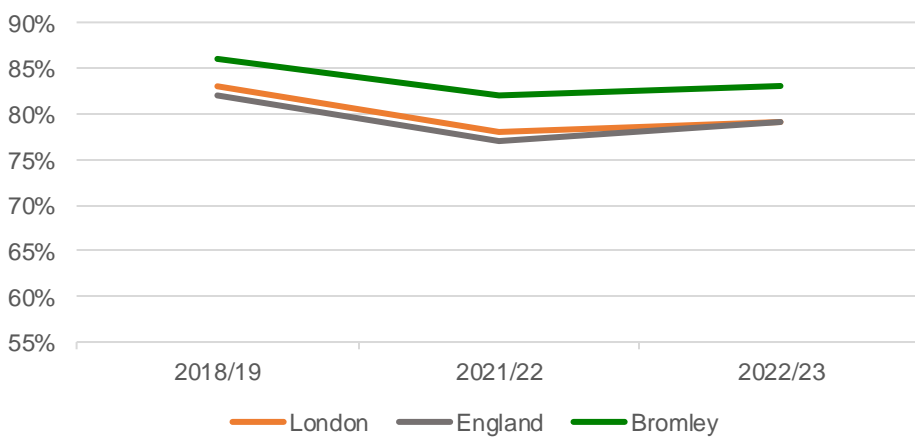
% Achieving the Expected Standard in Maths at KS1

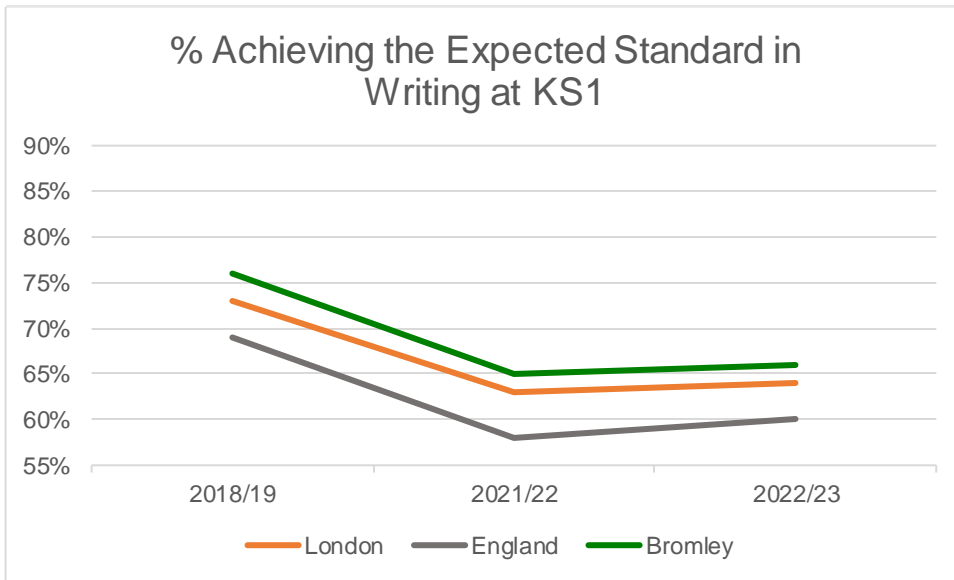


% Achieving the Expected Standard in Reading at KS1



% Achieving the Expected Standard in Science at KS1

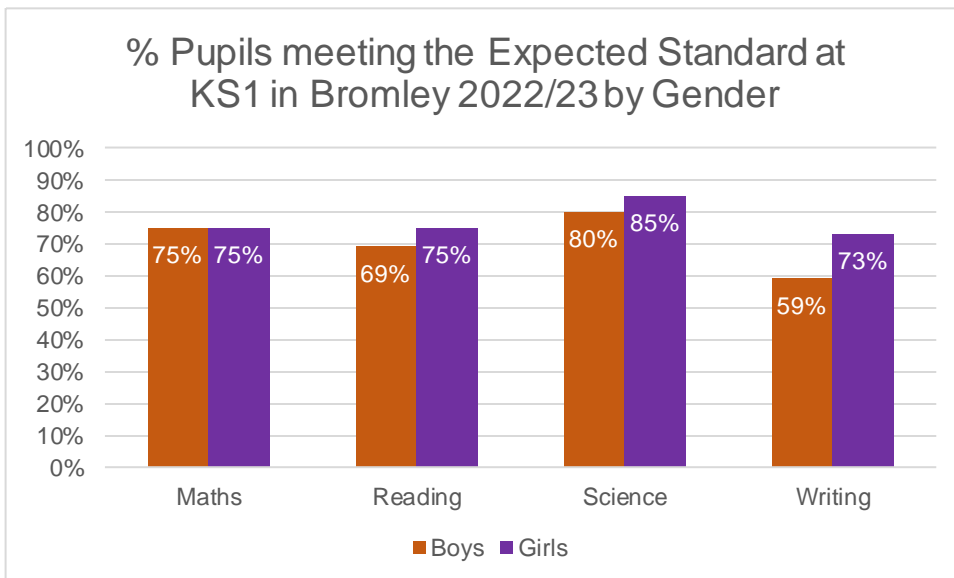




Bromley continues to perform higher than both National and Regional comparators, falling in the 17th percentile for reading, the 14th percentile for writing and the 15th percentile for maths.

5.3 Gender gap

The gender gap – i.e. the gap between the proportion of girls and boys meeting the expected standard – was highest in writing, as 73% of girls met the expected standard compared to 59% of boys (a gap of 14 percentage points). The gender gap was lowest for maths, where an equal proportion of boys and girls achieved the expected standard.



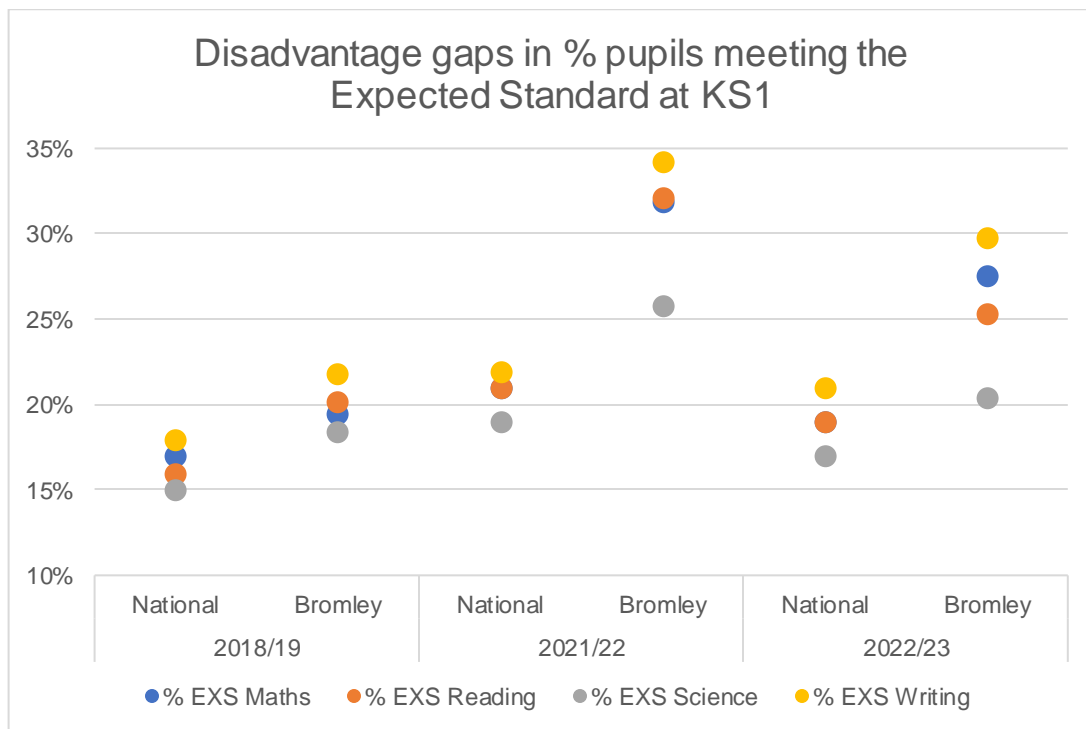
5.4 Disadvantage gap

At the end of key stage 1 in 2022/23, there were 571 pupils deemed to be disadvantaged, 14% of the total cohort. The gap in attainment between disadvantaged and non-disadvantaged groups is calculated by comparing the proportion of each group who have met the expected standard in each subject. Our aim is to reduce this gap as much as possible, so that disadvantaged and non-disadvantaged groups perform equally well across all key stages.

In Bromley, the KS1 disadvantage gap in the 2022/23 academic year was 28 percentage points for maths, 25 percentage points for reading, 20 percentage points for science and 30

percentage points for writing. To put this another way, non-disadvantaged pupils were 1.54 times more likely to meet the expected standard in maths when compared to disadvantaged pupils.

As can be seen in the graph below, Bromley’s disadvantage gap follows the national pattern insofar as science has the smallest disadvantage gap and writing has the largest. On both a national and local level, the disadvantage gap widened over the COVID-19 pandemic, and is now beginning to decrease towards pre-pandemic levels. That said, Bromley’s disadvantage gap remains significantly higher than the National disadvantage gap in every subject, as it has done for several years.



6. Key Stage 2

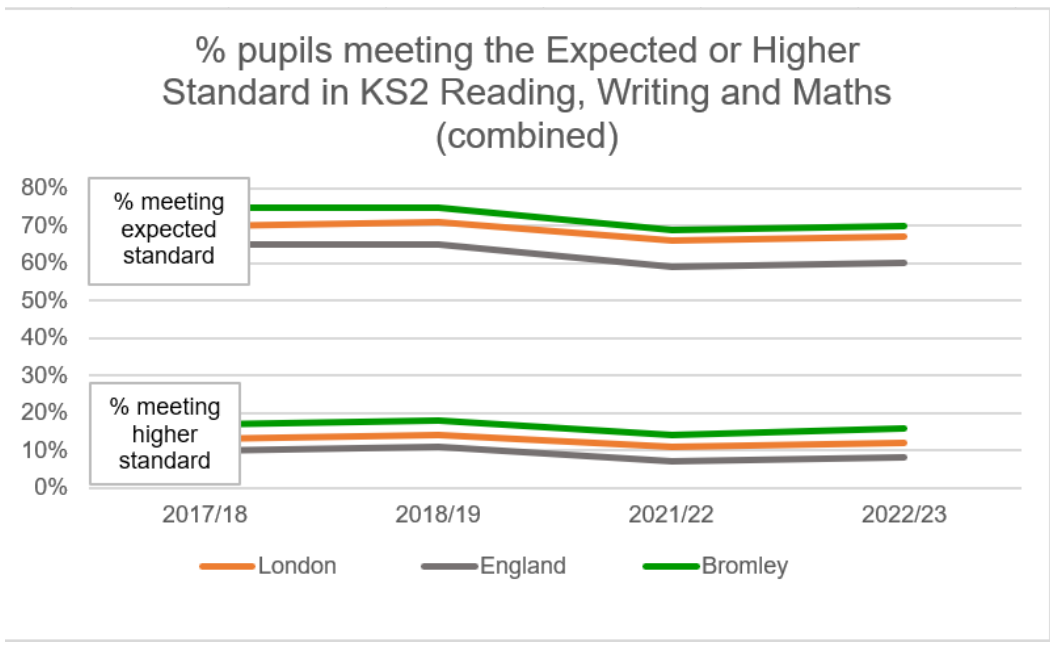
6.1 Background

Key stage 2 tests take place in Year 6, when pupils are 10 or 11 years old. Each pupil is tested in reading, mathematics, and grammar, punctuation & spelling. Teachers also provide teacher assessments in writing and science.

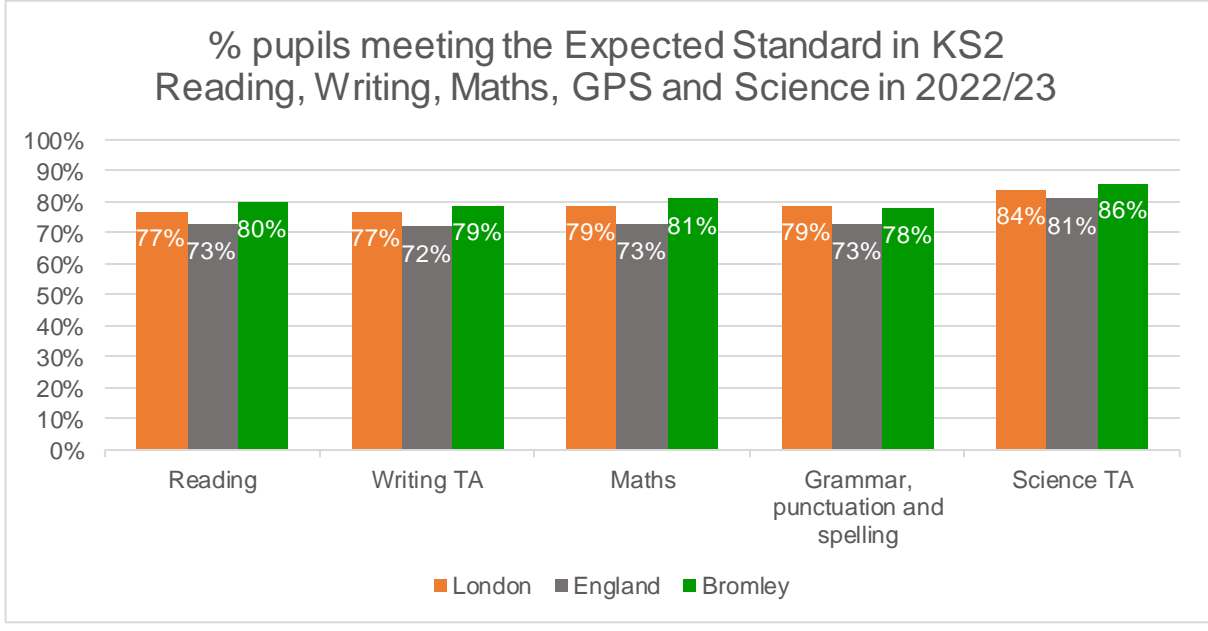
Key stage 2 assessments did not take place in the 2019/20 and 2020/21 academic years due to COVID-19.

6.2 Attainment headlines

In 2022/23, 3914 Bromley pupils underwent assessment at the end of key stage 2. Of these, 2730 (70%) of Bromley’s KS2 pupils met the expected standard in Reading, Writing and Maths combined and 607 (16%) met the higher standard. The proportion of pupils meeting the expected standard and the higher standard were higher in Bromley (70%; 16%) than the national (60%; 8%) and London (67%; 12%) averages. The proportion meeting the expected standard broadly remained the same as last year, increasing by 1 percentage point from 2021/22 in Bromley, London and nationally.



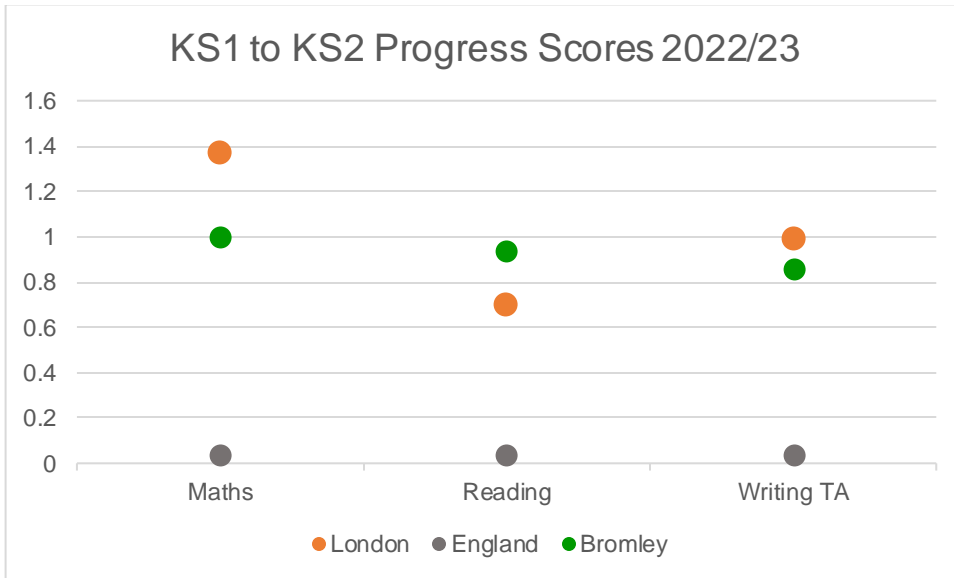
In fact, the percentage of students meeting the expected standard was higher in Bromley than the national and regional figures in all of the key stage 2 subjects in 2022/23.



6.3 Progress headlines

The progress measure is a value-added measure which captures the progress that pupils make from the end of key stage 1 to the end of primary school by comparing their performance with other pupils who attained similarly at key stage 1. A score of zero means that pupils on average did about as well at KS2 as other pupils with similar prior attainment nationally, while a negative progress score means they performed worse (ie. made less progress) and a positive progress score means they performed better (ie. made more progress) than other pupils with similar KS1 attainment.

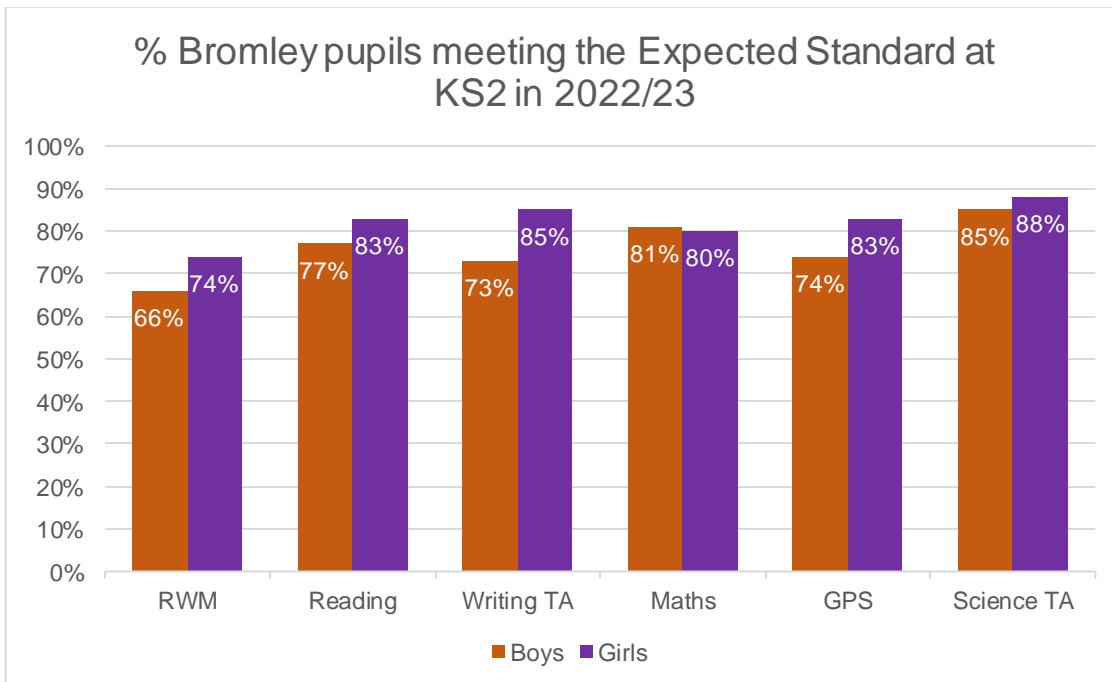
Bromley’s pupils made significantly better progress in reading, writing and maths than pupils nationally. Bromley’s progress scores were higher than the London average in reading but lower in maths and writing.



This suggests that Bromley's primary schools are highly successful at helping their students to develop and learn between KS1 and KS2 in all subjects.

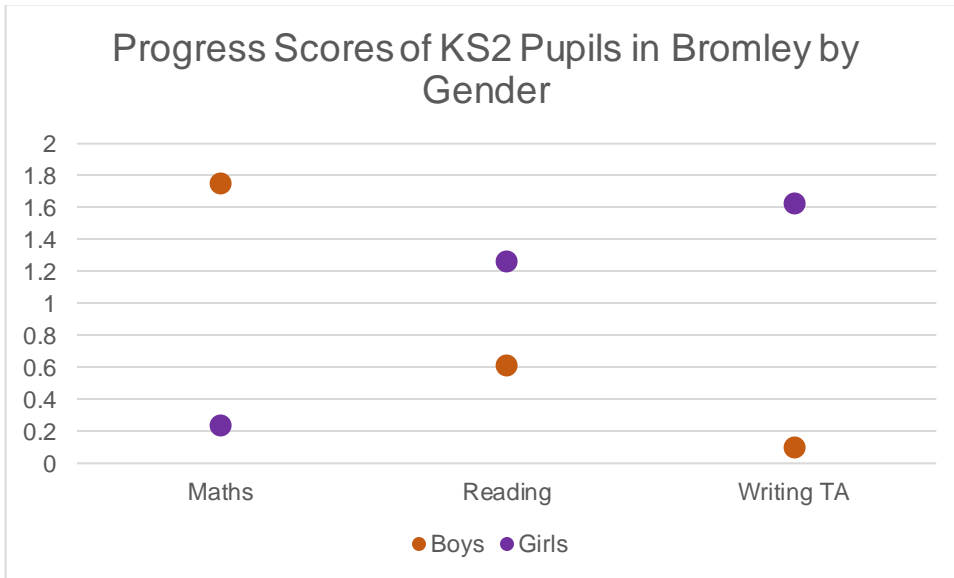
6.4 Pupil characteristics

The gender gap persists at key stage 2, with a higher proportion of girls than boys meeting the expected standard in all subjects except maths, where 1% more boys than girls achieved the expected standard. The widest gap was in writing, where 12% more girls than boys reached the expected standard.



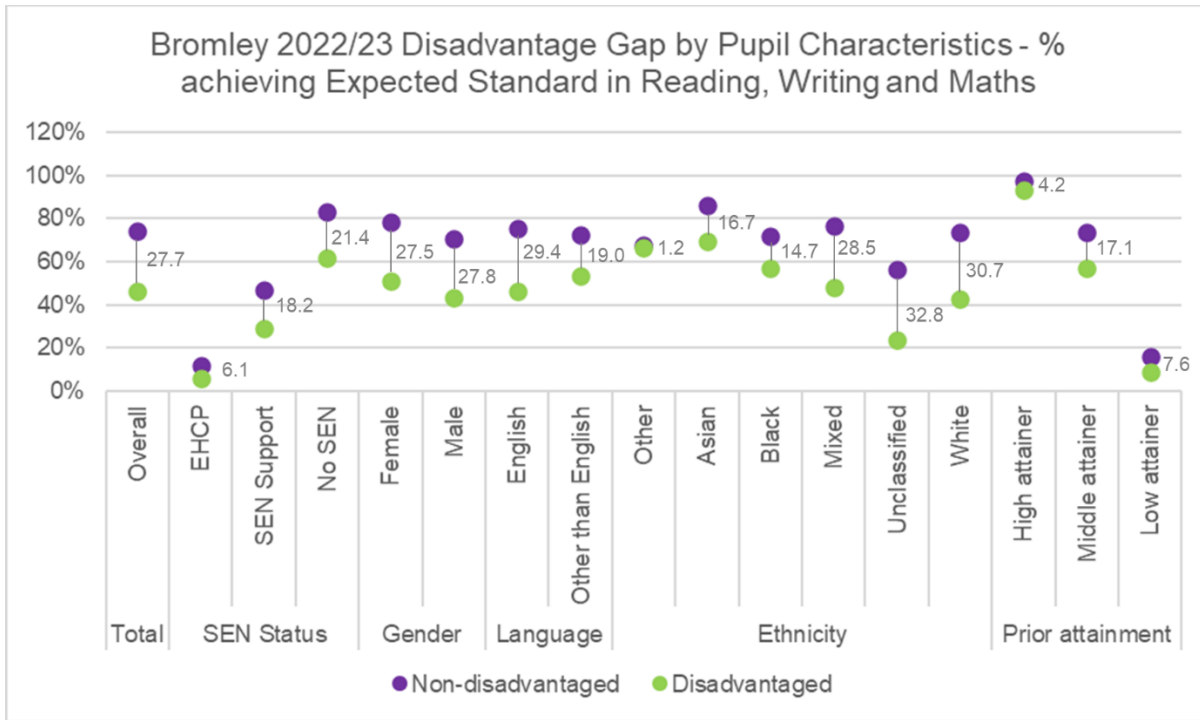
The gender gap in Bromley is similar to the gender gap nationally and in London across all subjects and measures.

Progress scores follow a similar pattern in Bromley, with girls making more progress than boys in reading (1.26 girls vs 0.62 boys; 0.64 gender gap) and writing (1.63 girls vs 0.1 boys; 1.53 gender gap) but less progress in maths (0.24 girls vs 1.75 boys; -1.51 gender gap). This also follows a similar pattern to the London and national figures.

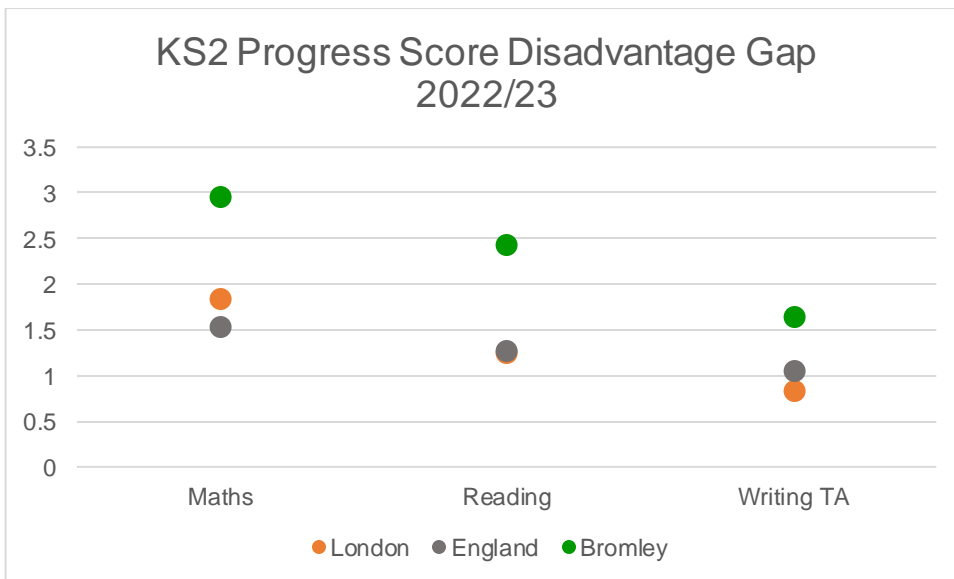


At the end of key stage 2 in 2022/23, 805 of the 3914 pupils included in the combined Reading, Writing and Maths measure were deemed to be disadvantaged, 26% of the cohort. The disadvantage gap in Bromley was 29 percentage points in 2022/23, with 47% of disadvantaged students meeting the expected standard compared to 76% of their non-disadvantaged peers. Bromley's disadvantage gap is wider than the national and London disadvantage gaps, which sit at 23 percentage points and 19 percentage points respectively for RWM. These gaps remain unchanged since last year. Bromley's disadvantage gap in 2022/23 is similar across subjects, ranging from 19 percentage points in science to 25 percentage points in maths.

The disadvantage gap is greater for some sub-groups of pupils than others. For example, in 2022/23 pupils from a white ethnic heritage had a disadvantage gap of 30.7 percentage points, while those from a black heritage had a disadvantage gap of only 14.7 points. Those with EHCPs had a smaller disadvantage gap than those with no identified SEND (6.1 vs 21.4 percentage points). Pupils with middle prior attainment seem to be more greatly affected by their disadvantage status (a gap of 17.1 percentage points) than low or high prior attainers, whose disadvantage gaps are 7.6 and 4.2 percentage points respectively. It is important to note that some sub-groups can be small, and as a result the differences can be magnified or disguised and may not be statistically significant.



The disadvantage gap in Bromley’s progress scores is also greater than the national and London gap. The largest gap in Bromley was in maths, where disadvantaged pupils had an average progress score of -1.36 and non-disadvantaged pupils had an average progress score of 1.61 (a gap of 2.97).



Bromley’s disadvantage gap increased across reading, writing and maths for the progress measure, while the London and National gaps either decreased or remained similar:

		Disadvantaged		Non-disadvantaged		Gap		Trend
		2021/22	2022/23	2021/22	2022/23	2021/22	2022/23	
Maths	Bromley	-1.01	-1.36	1.38	1.61	2.39	2.97	↑
	England	-1.15	-1.04	0.54	0.51	1.69	1.55	↓
	London	-0.13	0.16	1.81	2	1.94	1.84	↓
Reading	Bromley	-0.81	-1	1.06	1.44	1.87	2.44	↑
	England	-0.83	-0.85	0.41	0.43	1.24	1.28	↔
	London	0.02	-0.13	1.11	1.13	1.09	1.26	↑
Writing TA	Bromley	-0.19	-0.46	1.33	1.2	1.52	1.66	↑
	England	-0.76	-0.69	0.39	0.36	1.15	1.05	↓
	London	0.28	0.43	1.2	1.27	0.92	0.84	↓

7. Key Stage 4

7.1 Background

GCSE exams take place at the end of key stage 4, when pupils reach 16 years of age. The statistics included here are based on the grades received by pupils as announced on 24th August 2023. GCSEs are based on a grading system of 9-1, with 9 being the highest and 1 the lowest grade. A grade of 4 is considered a 'pass', with 5 or above representing a 'strong pass'.

GCSE exams were cancelled for the 2019/20 and 2020/21 academic years due to COVID-19, instead being replaced by centre assessed grades (CAGs) and teacher-assessed grades (TAGs). Data from these two years is omitted from this report.

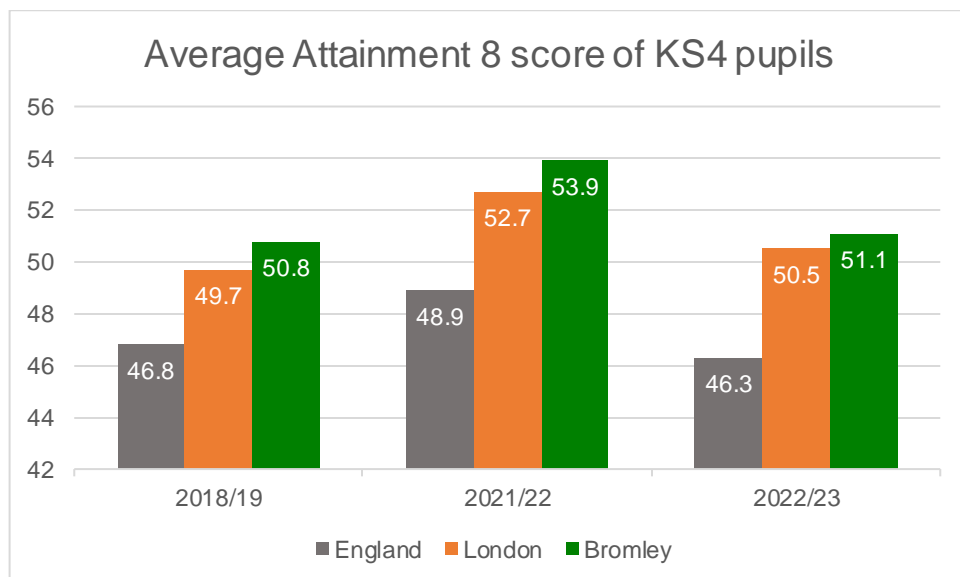
The Department for Education warn that changes in the approach to grading between 2022 and 2023 mean that we should exercise caution when making comparisons over time. They explain, "it is expected that performance in 2023 will generally be lower than in 2022. The more meaningful comparison is with 2019, the last year that summer exams were taken before the pandemic, as 2023 saw a return to pre-pandemic grading, with some protections." They further stress that "the changes seen in the headline attainment statistics likely reflect the changes in approach to grading in different years and resulting methodology changes for calculating the measures rather than demonstrating changes in standards"³. The DfE has noted, however, that trend data can still show whether attainment gaps for pupils with particular characteristics have changed between years.

7.2 Attainment headlines

A key attainment measure at key stage 4 is 'Attainment 8', measuring the average achievement of pupils in up to 8 qualifications. This includes mathematics, English, 3 further English Baccalaureate qualifications and 3 further GCSE or approved non-GCSE qualifications, with English and maths being double-weighted. The Attainment 8 score has a maximum point score of 90.

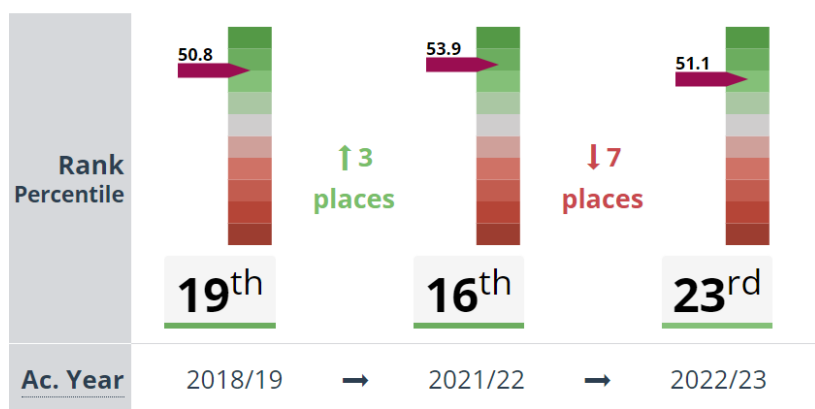
³ <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2022-23>

Bromley pupils' average Attainment 8 score was 51.1 in 2022/23 (based on an eligible cohort of 3693 pupils), compared to 46.2 nationally. This means that Bromley's average Attainment 8 score has dropped 2.8 points (from 53.9 in 2021/22) while the national average has dropped 2.6 points. Bromley's performance has, however, improved since 2018/19, which the DfE suggests may be a more meaningful comparison.



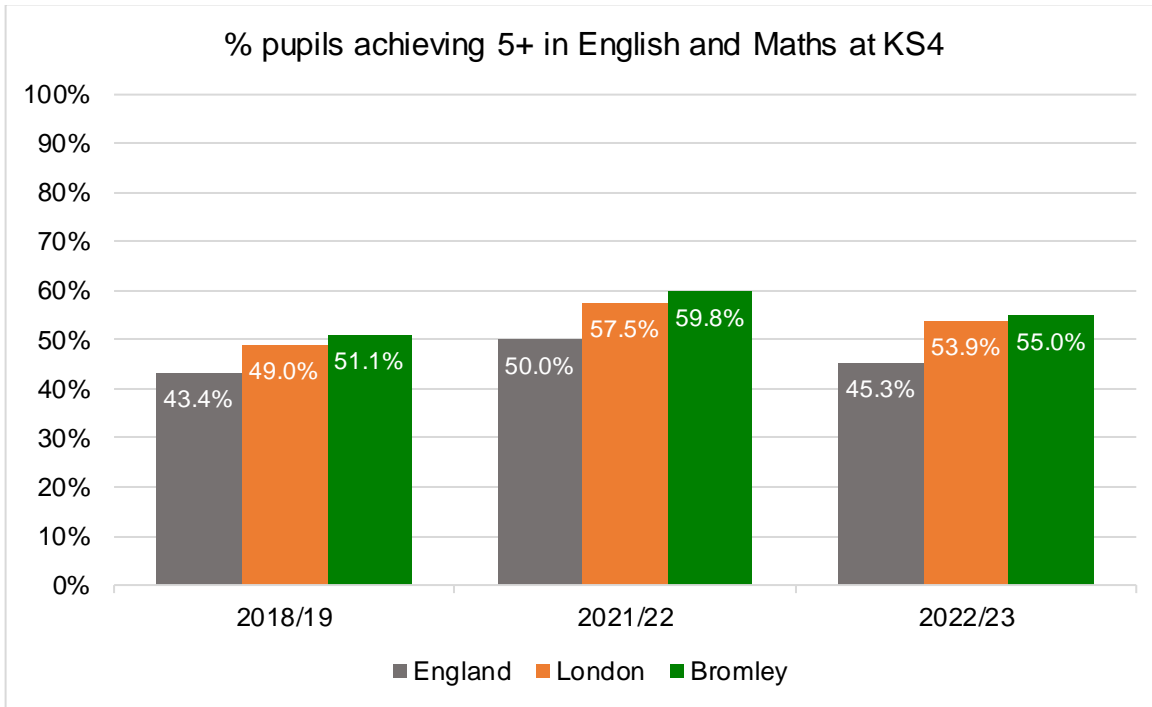
While Bromley continues to perform considerably above the national average, this year Bromley has dropped 7 places in the percentile rankings (from 16th to 23rd) when compared to all LAs nationally for Attainment 8.

Key Stage 4: Attainment 8 | Percentile Rank Trend



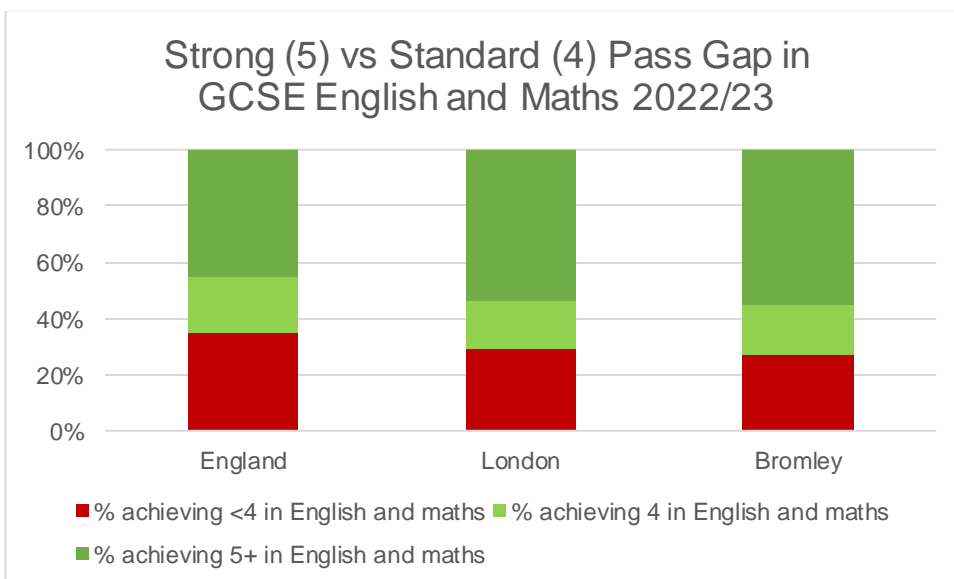
Schools are ranked 1 - 100, 1 being the highest achieving School.

Bromley also performs above the national and London average on another key attainment measure, the proportion of pupils who achieve a grade 5 or above (a 'strong pass') in both English and maths.



55.0% of Bromley pupils achieved a grade 5 or higher in English and maths, compared to 45.3% nationally. This represents a drop since last year, when 59.8% of pupils achieved this measure, however, the national average also underwent a drop of the same magnitude, so Bromley retained its percentile ranking of 16th on this measure. Making comparisons to the 2018/19 year as suggested by the DfE presents a more optimistic picture; while the proportion of students achieving a strong pass in both English and maths increased by 1.9 percentage points, in Bromley it increased by 3.9 percentage points.

For GCSEs, a grade of 4 is considered a 'standard pass' while a grade of 5 is considered a 'strong pass'. Looking at the 'strong/standard pass gap' in Bromley, compared with nationally, reveals that the higher pass rates in Bromley come from a greater proportion of students achieving a grade 5 or above, rather than a standard pass of 4.



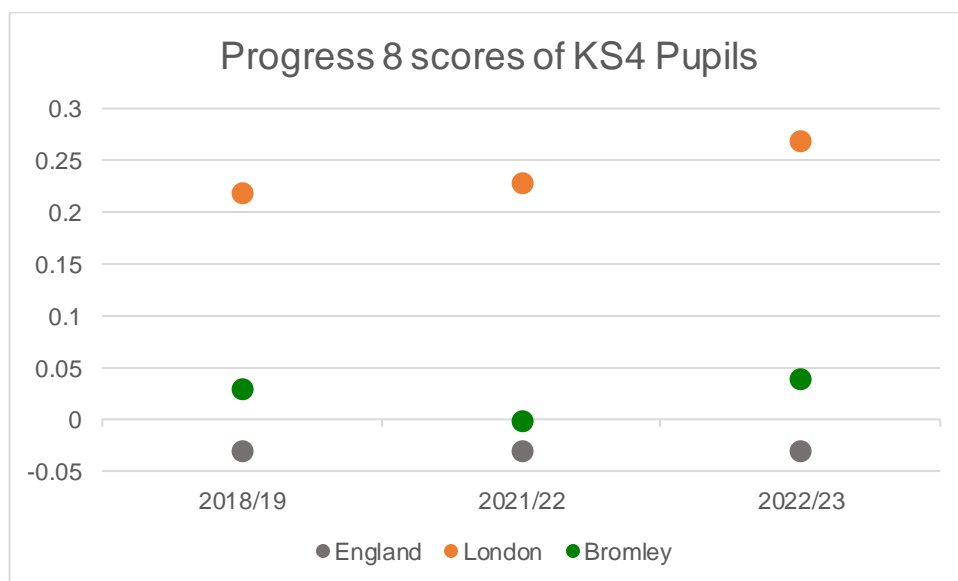
7.3 Progress headlines

In addition to looking at pupils' attainment data, it is also important to understand the value added by schools pupils' progress scores.

Progress 8 is a value-added measure which compares pupils' key stage 4 achievements to those of pupils nationally who performed similarly in key stage 2. Pupils are divided into 'fine levels' depending on their key stage 2 outcomes, with each fine level being given a predicted Attainment 8 score. A progress measure is calculated by comparing a pupil's actual Attainment 8 score with their predicted Attainment 8 score, by subtracting their estimated score from their actual score and dividing it by 10 to arrive at a 'Progress 8' score. Extremely negative pupil progress scores are capped so they do not disproportionately affect schools with smaller cohorts. Progress 8 is a relative measure, so national average Progress 8 scores for mainstream schools are by definition close to 0.

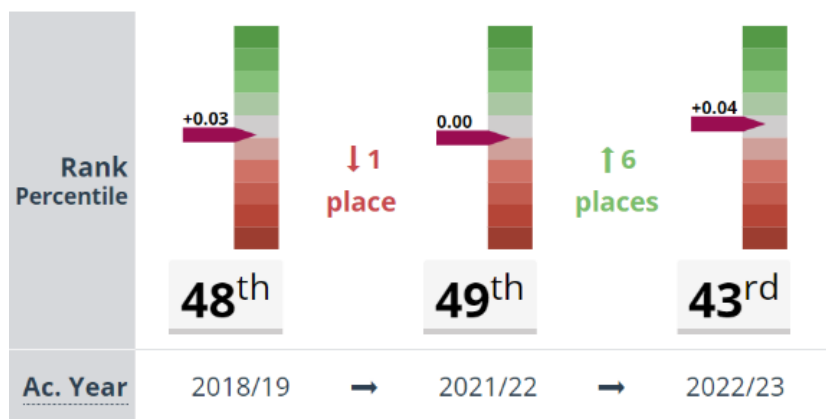
The average Progress 8 score for Bromley in 2022/23 was +0.04, based on an eligible cohort of 3478 pupils. 25.6% of pupils achieved a Progress score of greater than or equal to 1. A score of 1 equates to a pupil achieving 1 grade higher per subject than other pupils with similar KS2 outcomes.

Bromley's 2022/23 Progress 8 score of +0.04 is higher than the national average Progress 8 score, which sits at -0.03. Bromley does, however, sit well below the London average progress score of 0.27. While the national progress score remains the same as last year, Bromley's Progress 8 score has increased by 0.04, up from 0.0 last year. Unlike Bromley's attainment scores, Bromley's progress scores have improved more than the national progress scores.



Bromley's percentile ranking for Progress 8 has therefore improved 6 places, up from the 49th percentile in 2021/22.

Key Stage 4: Progress 8 | Percentile Rank Trend

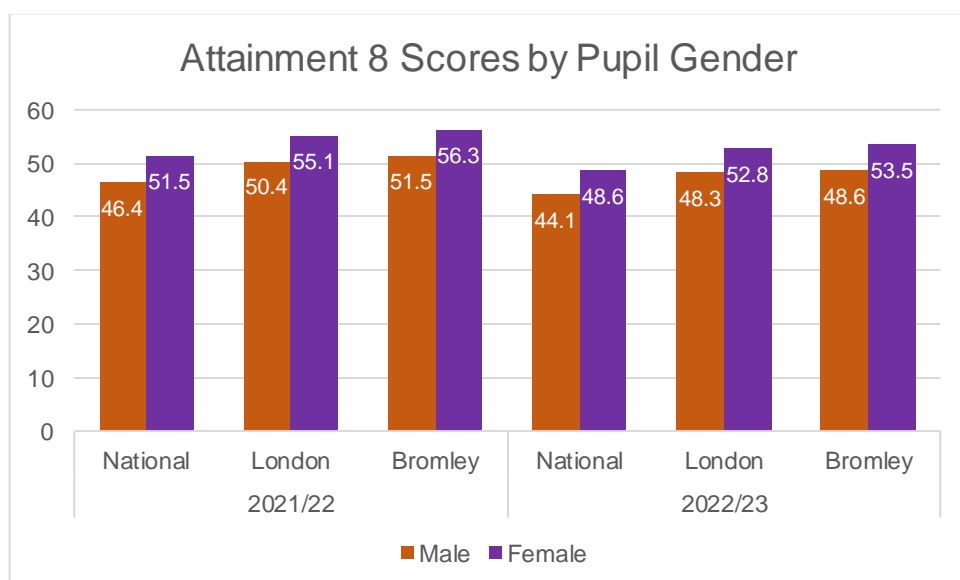


Schools are ranked 1 - 100, 1 being the highest achieving School.

Despite this improvement, Bromley remains much stronger on attainment measures than progress measures at key stage 4. This suggests that although pupils in Bromley tend to achieve more highly at KS4 than the national average, this is in part a reflection of the already-high-achieving pupils entering our secondary schools; while Bromley secondary schools provide valuable contributions, their overall impact aligns with the standards observed on average across secondary schools in England.

7.4 Gender gap

Generally, female pupils tend to have higher attainment than male pupils. While the gap between girls' and boys' Attainment 8 scores has reduced this year nationally (from 5.1 to 4.5) and in London (4.7 to 4.5), Bromley's gap has increased slightly (from 4.8 to 4.9), becoming wider than the national gap for the first time in the last 3 years.



Similarly, Bromley's gender gap for the Progress 8 measure has increased this year to 0.34 from 0.29 in 2021/22. This year, the average progress score for boys in Bromley was -0.13, compared to +0.21 for girls. This means that this year, Bromley's gender gap for progress is

wider than the national average, although both boys and girls in Bromley make more progress than the national average:

	2021/22			2022/23			Trend
	Boys	Girls	Gap	Boys	Girls	Gap	
England	-0.21	0.15	0.36	-0.17	0.12	0.29	↓
London	0.07	0.4	0.33	0.14	0.41	0.27	↓
Bromley	-0.15	0.14	0.29	-0.13	0.21	0.34	↑

7.5 Disadvantage gap - Attainment

At the end of key stage 4, Bromley had 711 pupils deemed to be disadvantaged (19% of the total cohort, compared to 22% of the national cohort). The gap between the attainment and progress scores of disadvantaged students in Bromley remains bigger than the gap nationally and particularly in London. That said, Bromley's disadvantage gap reduced across both measures in the 2022/23 academic year, even though this was not the case regionally and nationally.

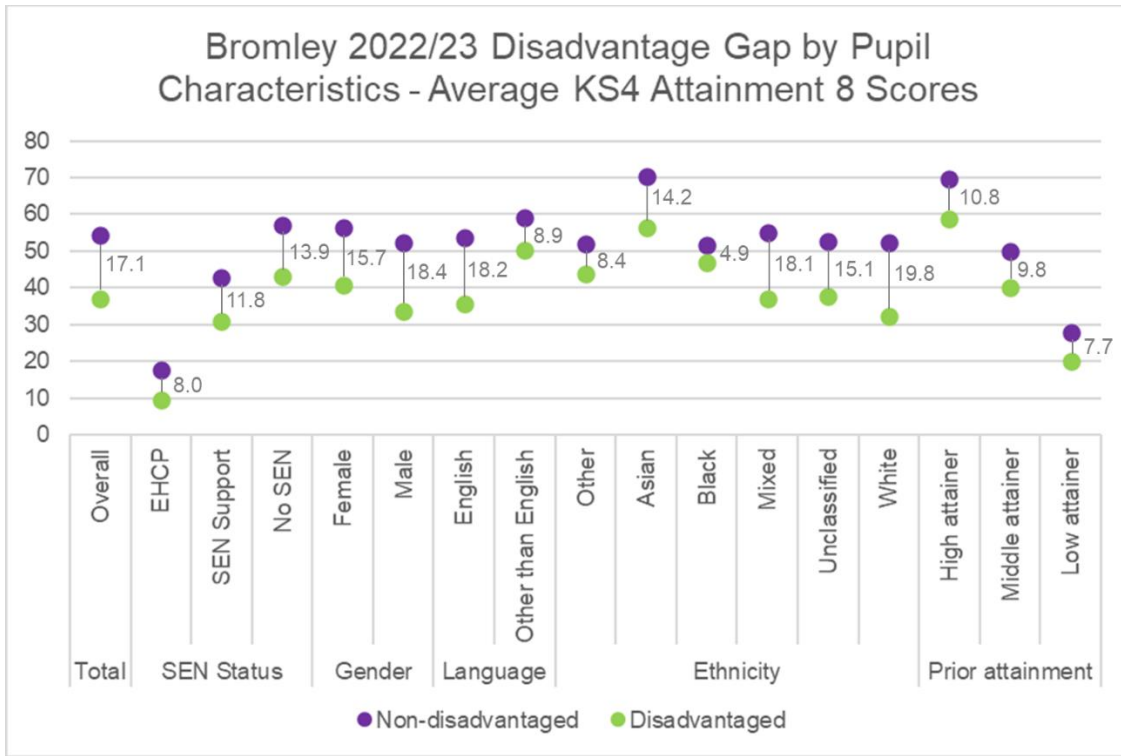
Bromley's Attainment 8 disadvantage gap was 17.4 points, compared to 12.6 in London and 15.2 nationally. It decreased from 18.5 last year.

Average Attainment 8 scores:

	Average Attainment 8 Scores						Trend
	2021/22			2022/23			
	Disadvantaged	Non-disadvantaged	Gap	Disadvantaged	Non-disadvantaged	Gap	
England	37.7	52.9	15.2	35.1	50.3	15.2	↔
London	44.5	56.6	12.1	41.9	54.5	12.6	↑
Bromley	39.2	57.7	18.5	37	54.4	17.4	↓

Similarly to key stage 2, the disadvantage gap is greater for pupils sharing certain characteristics compared to others. For example, not only do pupils with English as an additional language have higher average Attainment 8 scores than pupils whose first language is English, but the disadvantage gap is considerably smaller at 8.9 points compared to 18.2 points. Although non-disadvantaged pupils with high prior attainment perform better than both disadvantaged and non-disadvantaged pupils with low or middle prior attainment, disadvantage status seems to have a slightly greater bearing on this group, with a disadvantage gap of 10.8 points for high prior attainers compared to 9.8 and 7.7 points for middle and low prior attainers respectively.

Black pupils are significantly more likely to be disadvantaged than white and Asian pupils (30.8% vs 16.6% and 8.2% respectively), yet the disadvantage gap for average Attainment 8 scores is significantly smaller (4.9 points) for Black pupils than for white (19.8 points) and Asian (14.2 points) pupils. Ethnicity and disadvantage status thus appear to interact, with white disadvantaged pupils achieving by far the lowest Attainment 8 scores (32.4 on average) when compared to both disadvantaged and non-disadvantaged groups of all ethnic backgrounds.



7.6 Disadvantage gap - Progress

Bromley’s disadvantaged pupils made less progress than the national average for pupils with similar key stage 2 outcomes, shown through a negative Progress 8 score of -0.62. However, the gap in progress scores between Bromley’s non-disadvantaged and disadvantaged students decreased slightly from 0.9 last year to 0.82 this year. While the progress scores of our non-disadvantaged pupils increased only slightly since last year (from 0.18 to 0.2), the progress scores of our disadvantaged pupils increased by slightly more, from -0.72 to -0.62.

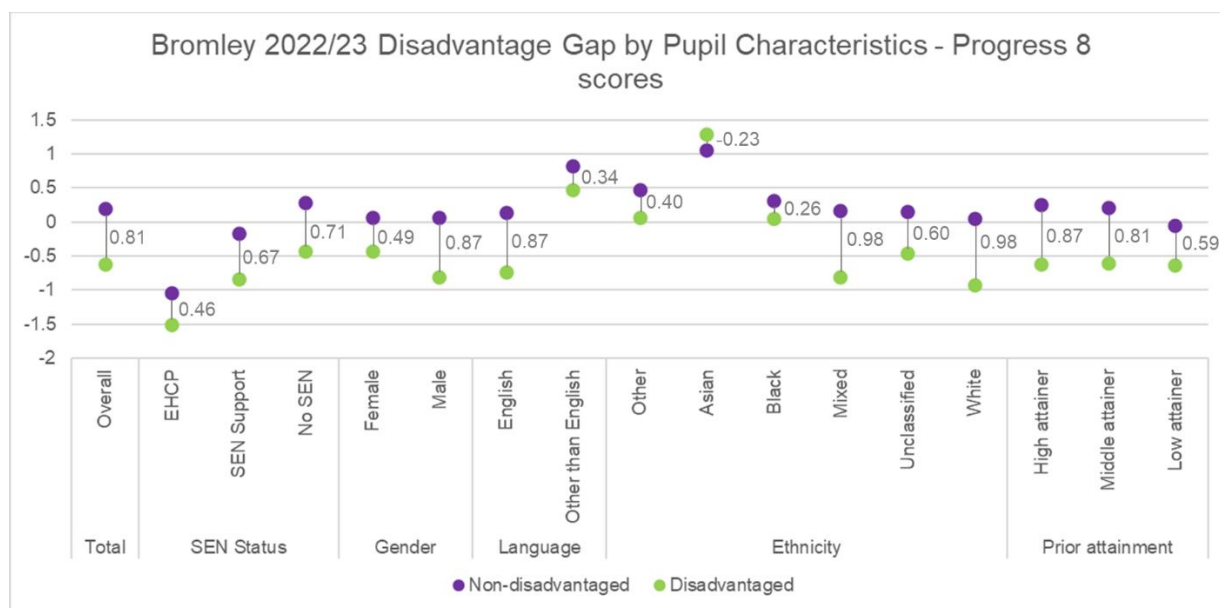
	Average Progress 8 Scores						Trend
	2021/22			2022/23			
	Disadvantaged	Non-disadvantaged	Gap	Disadvantaged	Non-disadvantaged	Gap	
England	-0.55	0.15	0.70	-0.57	0.17	0.74	↑
London	-0.15	0.42	0.57	-0.13	0.46	0.59	↑
Bromley	-0.72	0.18	0.90	-0.62	0.2	0.82	↓

There remains substantial work to be done in this area and this positive progress in Bromley does tentatively suggest that some of the measures that have been put in place to reduce our disadvantage gap have begun to have a quantifiable effect on Bromley’s disadvantaged student population.

Again, pupil characteristics seem to be associated with varying disadvantage gaps; for example although both disadvantaged and non-disadvantaged pupils with EHC Plans make less progress than their peers with no identified SEND, the gap between the progress scores of disadvantaged vs non-disadvantaged pupils is smaller in this group (0.46) is smaller in those with EHCPs than those with no SEND (0.71).

Perhaps most noteworthy is the apparent interaction between disadvantage status and ethnicity; while disadvantaged white students make substantially less progress than non-

disadvantaged white students (average Progress 8 scores of -0.92 vs 0.06; a gap of 0.98), disadvantaged Asian students actually make more progress than non-disadvantaged Asian students (average Progress 8 scores of 1.29 vs 1.06; a gap of 0.23 in favour of disadvantaged students). While these figures must be interpreted with caution due to the small number of pupils in some subgroups (the smallest being 23 disadvantaged Asian pupils), they are certainly worth noting.



8. 16 to 18

8.1 Background

Performance measures at key stage 5 depend on the type of qualifications pupils are studying. Here we present 3 key cohorts:

- A-level cohort – students taking A-levels only
- Tech level cohort – students wishing to specialise in a specific industry or occupation who have taken rigorous Level 3 tech-level qualifications
- Applied general cohort - rigorous level 3 qualifications for post-16 students who wish to continue their education through applied learning

Like Key Stage 4, the Department for Education suggest that comparisons between 2022/23 data and previous results should be interpreted with caution and recommend that 2019 – the last year that summer exams were taken before the pandemic – may be a more meaningful comparator year.

8.2 Headlines

The following table, which looks at pupils in state-funded schools only, shows the Average Point Score per entry (and grade equivalent) for these 3 cohorts in Bromley and nationally. In 2022/23 Bromley performed either similarly to or better than the national average across the 3 cohorts.

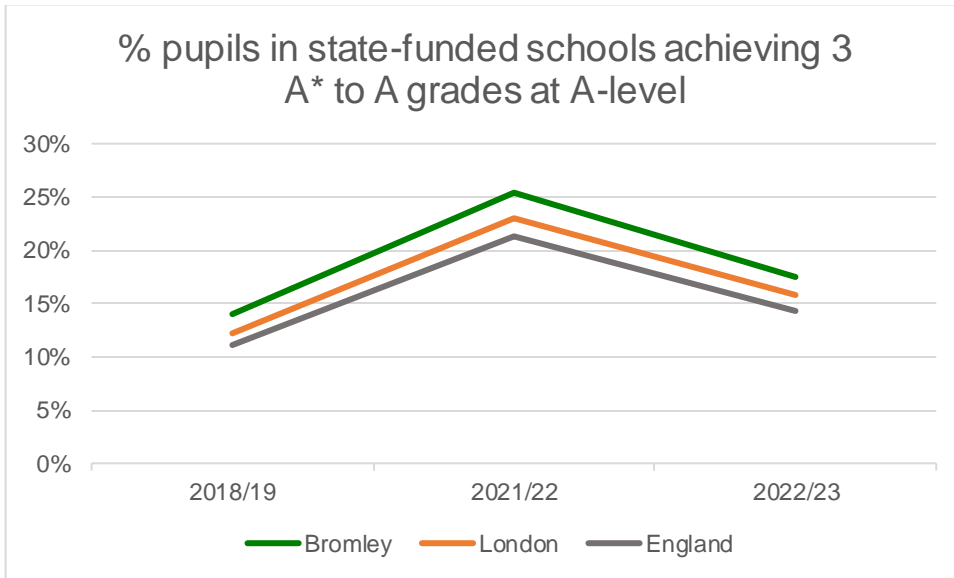
	Bromley 2023 cohort	APS per entry and Average Grade per entry					
		2018/19		2021/22		2022/23	
		Bromley	National	Bromley	National	Bromley	National
A-level students	2364	33.5 C+	32.9 C+	39.38 B	38.19 B-	35.73 B-	34.51 C+
Tech level students	72	29.19 Merit+	32.12 Dist-	37.66 Dist+	34.94 Dist	34.12 Dist	33.16 Dist-
Applied General students	727	26.59 Merit	29.21 Merit+	32.09 Dist-	33.26 Dist-	30.65 Dist-	30.92 Dist-

The Average Point Score of Bromley pupils decreased since last year for all three types of qualifications, but still remain better than the 2018/19 outcomes which DfE suggest may be a more accurate comparator year. Bromley has performed similarly to or better than London and national averages across all three cohorts.

Of the 2364 Bromley pupils who took at least 1 A-level, 25.0% achieved grades of AAB or higher, with 17.4% achieving three * to As.

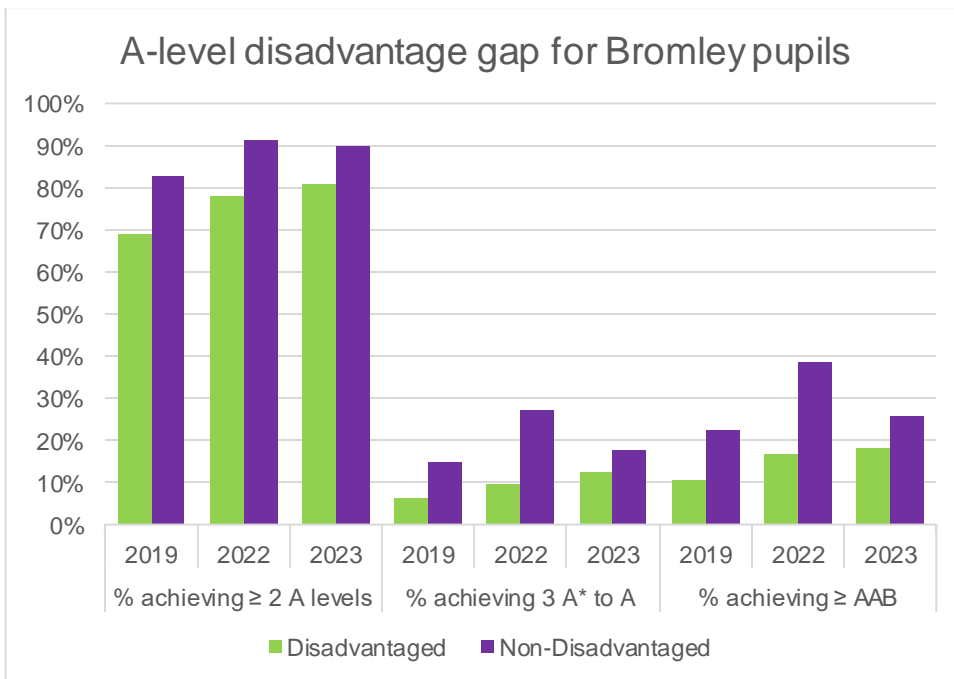
	2018/19			2021/22			2022/23		
	Bromley	London	England	Bromley	London	England	Bromley	London	England
APS per 'Best 3' entries	33.88	33.78	32.98	40.17	39.3	38.77	36.46	35.94	35.17
APS per 'Best 3' entries (grade)	C+	C+	C+	B	B	B	B-	B-	B-
% achieving ≥ 2 A levels	81.1%	79.8%	79.1%	89.8%	90.7%	88.0%	88.8%	89.5%	86.6%
% achieving ≥ AAB	21.1%	20.0%	18.7%	36.6%	34.4%	32.6%	25.0%	25.3%	23.3%
% achieving 3 A* to A	14.0%	12.2%	11.1%	25.4%	23.0%	21.3%	17.4%	15.8%	14.3%

The outcomes of Bromley A-level pupils are broadly similar to the outcomes of pupils nationally and in London. The measure in which Bromley consistently performs better than regional and national averages is the proportion of students achieving three A* to A grades at A-level, which is consistent with the pattern of Bromley having a higher proportion of high-achieving students.



8.3 Disadvantage gap

Disadvantaged pupils in Bromley have achieved more highly this year than in the 2018/19 and 2021/22 academic years in terms of the proportion of pupils achieving at least two A-levels, achieving AAB or better, and achieving three A* to A grades. Non-disadvantaged students performed worse on average than last academic year. Between these two trends, the disadvantage gap has markedly narrowed since last academic year; for example, the gap in the percentage of pupils achieving AAB or higher was 21.7 percentage points in the 2021/22 academic year but only 7.7 percentage points in 2022/23.



In 2022/23 Bromley's disadvantage gap was slightly wider than the national disadvantage gap for the percentage of pupils achieving at least 2 A-levels (9.2 vs 8.4 percentage points) but was narrower than the national gap on the percentage of pupils achieving AAB or better (7.7 vs 10.2 percentage points) and percentage achieving 3 A* to A grades (5.3 vs 7.4 percentage points). Both the disadvantaged and non-disadvantaged groups performed better in Bromley than their respective groups nationally.

		Bromley	England
% achieving ≥ 2 A levels	Disadvantaged	80.7%	79.4%
	Non-Disadvantaged	89.9%	87.8%
	Gap	9.2pp	8.4pp
% achieving ≥ AAB	Disadvantaged	18.0%	14.4%
	Non-Disadvantaged	25.7%	24.6%
	Gap	7.7pp	10.2pp
% achieving 3 A* to A	Disadvantaged	12.6%	7.8%
	Non-Disadvantaged	17.9%	15.2%
	Gap	5.3pp	7.4pp

9. Attainment and Progress of pupils with Black, Asian and Minority Ethnic (BAME) Heritage

9.1 Background

The majority of pupils in state-funded schools in Bromley are of a white background (62.9%), followed by mixed ethnic heritage (12.7%), black (10.8%) and then Asian (9.8%) backgrounds.

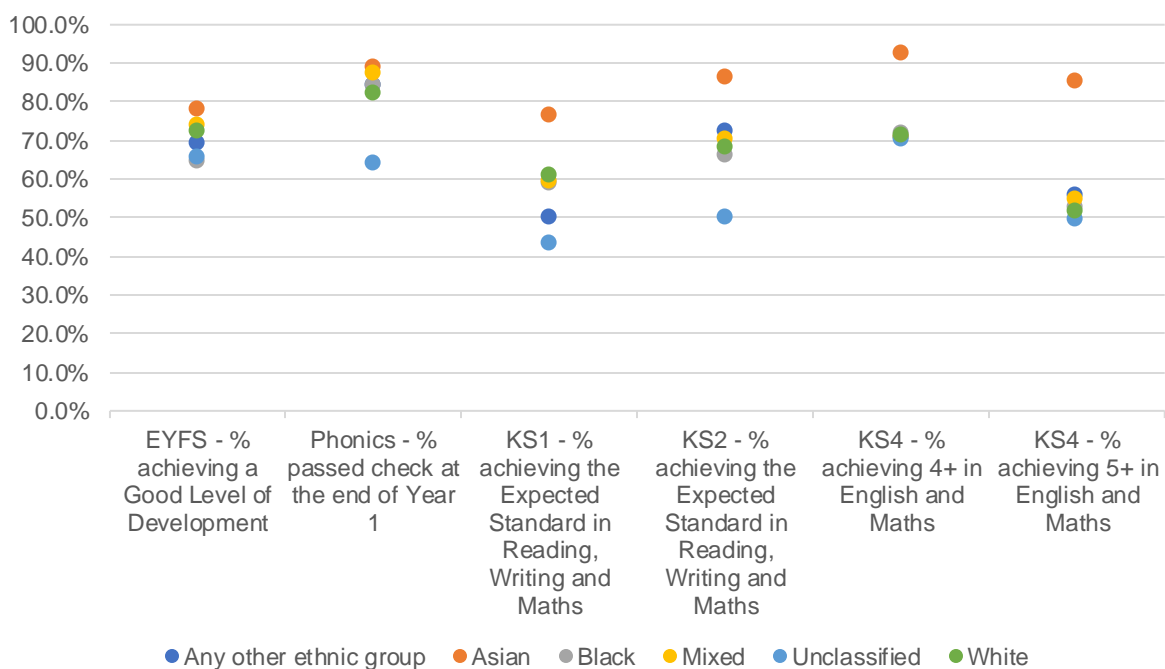
The number and proportion of pupils from different ethnic groups in each school phase as of January 2023 can be seen in this table:

	Alternative Provision		Primary		Secondary		Special		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
Asian	0	0.0%	2789	10.1%	2387	9.8%	49	5.6%	5225	9.8%
Black	6	10.9%	2458	8.8%	3195	13.0%	120	13.8%	5779	10.8%
Mixed	12	21.8%	3728	13.3%	2848	11.6%	136	15.7%	6724	12.7%
White	35	63.6%	17849	64.3%	14967	61.0%	528	60.8%	33379	62.9%
Any other ethnic group	1	1.8%	454	1.6%	392	1.6%	12	1.4%	859	1.6%
Unclassified	1	1.8%	523	1.9%	716	2.9%	23	2.6%	1263	2.4%

9.2 Attainment Headlines

Children of Asian heritage achieve more highly in Bromley in 2022/23 across all key stages than children from other ethnic groups, pulling even further ahead with increasing age. Pupils with black, white and mixed and other ethnic heritages performed broadly similarly, with those falling outside these main ethnic groups performing somewhat worse. Those whose ethnicity was unknown tended to perform worst as a group.

Bromley Key Stage Results in 2022/23 by Ethnic Group



Looking at key stage 2 attainment of pupils on a finer level reveals that pupils of Gypsy/Roma/Traveller (GRT) heritage perform substantially worse than pupils of any other ethnic background, followed by those of unknown ethnic heritage ('unclassified' group) and then those from a black Caribbean background. Please note that given the small numbers of pupils in some of these groups (including the GRT group) may render the differences between them statistically non-significant so these figures should be interpreted with caution.

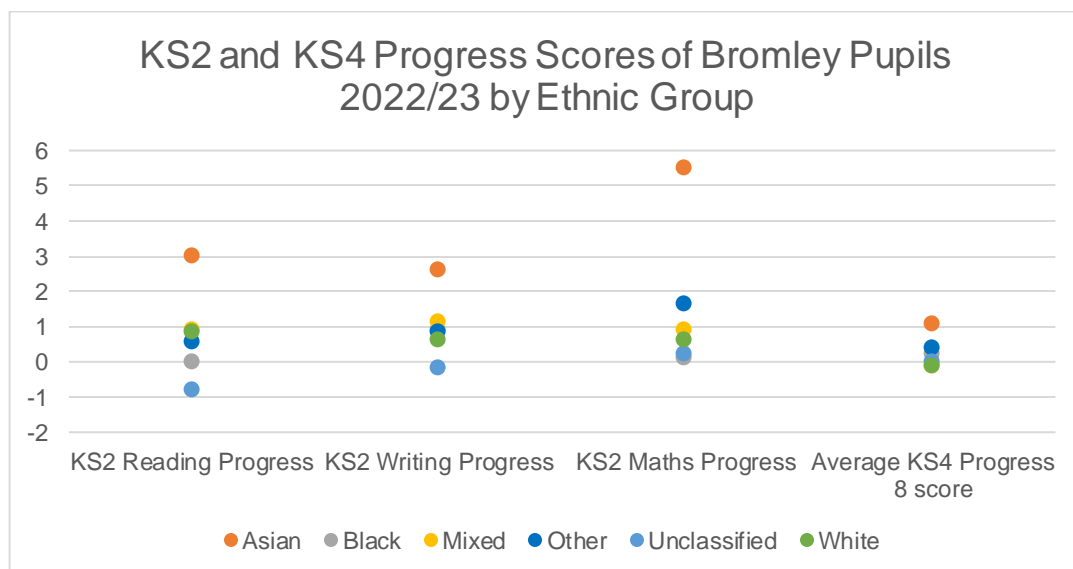
	Number of eligible pupils in RWM	% pupils achieving expected standard in RWM	% pupils achieving higher standard in RWM
Asian - Any other Asian background	76	86%	25%
Asian - Bangladeshi	25	76%	12%
Asian - Chinese	71	85%	35%
Asian - Indian	154	89%	36%
Asian - Pakistani	21	81%	14%
Black - Any other Black background	45	80%	7%
Black - Black African	218	68%	14%
Black - Black Caribbean	98	57%	5%
Mixed - Any other Mixed background	214	68%	17%
Mixed - White and Asian	102	85%	29%
Mixed - White and Black African	59	64%	10%
Mixed - White and Black Caribbean	132	64%	9%
White - Any other White background	353	70%	17%
White - Gypsy / Roma	11	18%	0%
White - Irish	26	69%	8%
White - Traveller of Irish heritage	4	25%	0%
White - White British	2,172	69%	14%

Any other ethnic group	61	72%	15%
Unclassified	72	50%	6%

*the small cohort numbers in some sub-groups may skew the data, potentially rendering the differences non-significant

9.3 Progress Headlines

A broadly similar pattern emerges when looking at progress figures at key stage 2 and key stage 4; pupils of Asian heritage make the greatest progress, with pupils of unknown ethnic heritage performing the worst.



10. Attainment and Progress of pupils with Special Educational Needs and/or Disability (SEND)

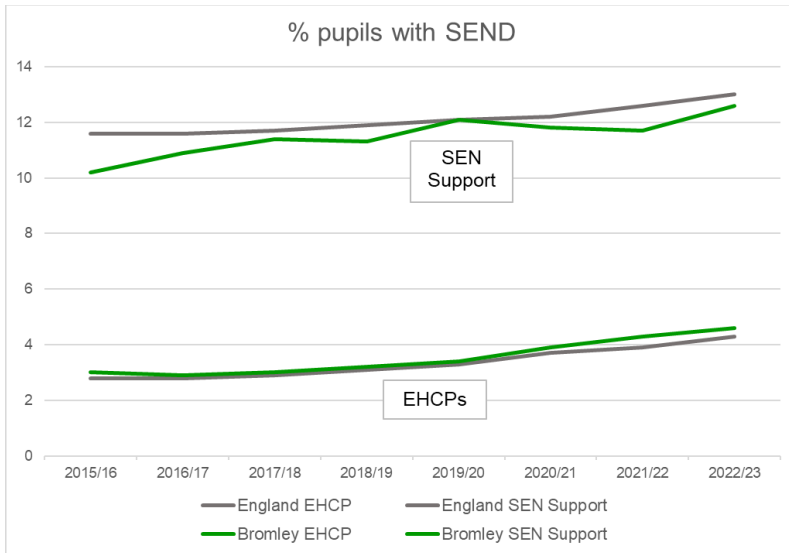
Children with Special Educational Needs and/or Disabilities (SEND) are grouped by the level of support they receive, which in turn is determined by their needs.

The Department for Education defines SEN Support as “*support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school’s usual curriculum offer.*”⁴

For those pupils with higher needs, Local Authorities can issue an Education, Health and Care Plan (EHCP). In such a plan, the Local Authority considers the pupil’s special educational needs (SEN) and any relevant health and social care needs, setting out long-term outcomes and specifying a provision which will deliver additional support to meet those needs.

The rate of SEN amongst pupils in all schools has been increasing both nationally and in Bromley over recent years.

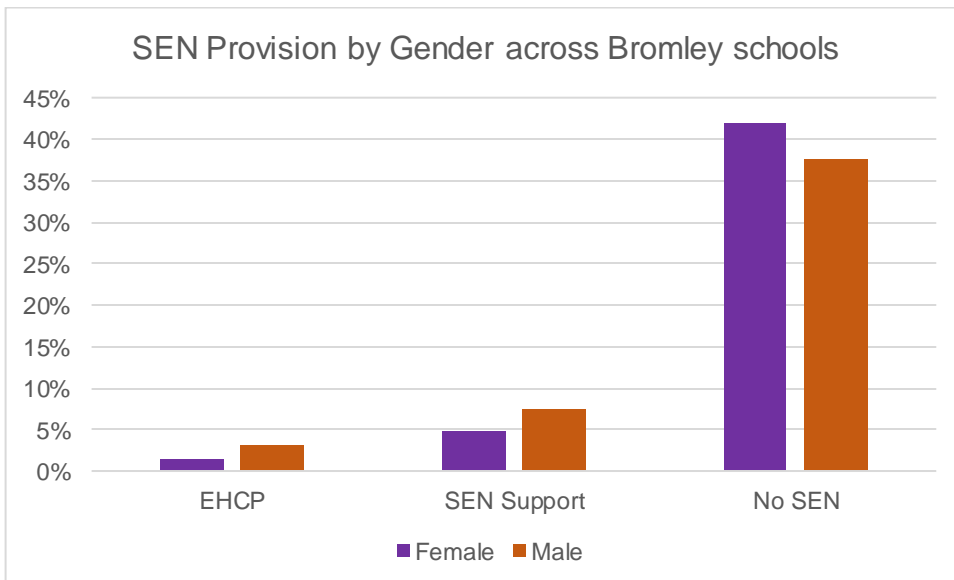
⁴ <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>



In May 2023, 9258 Bromley students in state-funded primary, secondary, special schools and pupil referral units were identified as having SEND, 17.3% of pupils in state-funded schools.

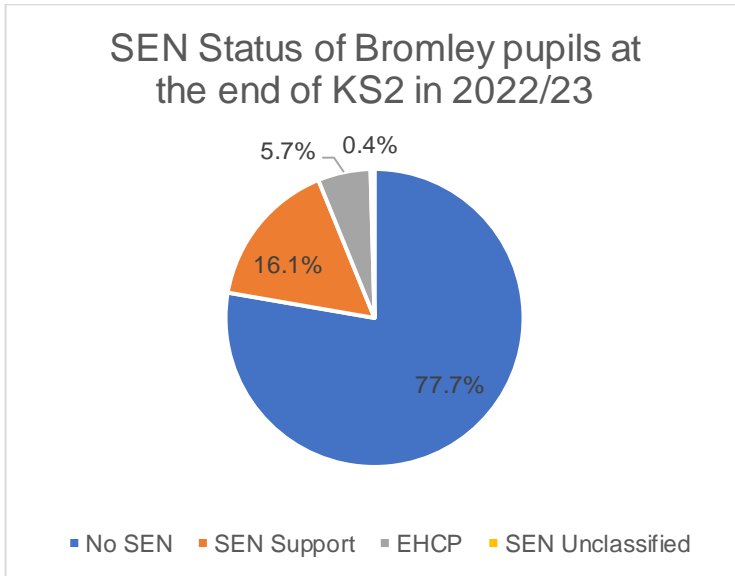
	EHCP		SEN Support		No SEN	
	Number	%	Number	%	Number	%
PRU/Alternative Provision	1	1.56%	57	89.06%	6	9.38%
Primary	1037	3.71%	3520	12.58%	23432	83.72%
Special	871	99.77%	2	0.23%	0	0.00%
Secondary	572	2.35%	3198	13.12%	20613	84.54%
Total	2481	4.65%	6777	12.71%	44051	82.63%

More boys than girls have identified SEND, with boys making up 70.9% of pupils with EHCPs and 61.35% of pupils in receipt of SEN support in Bromley.

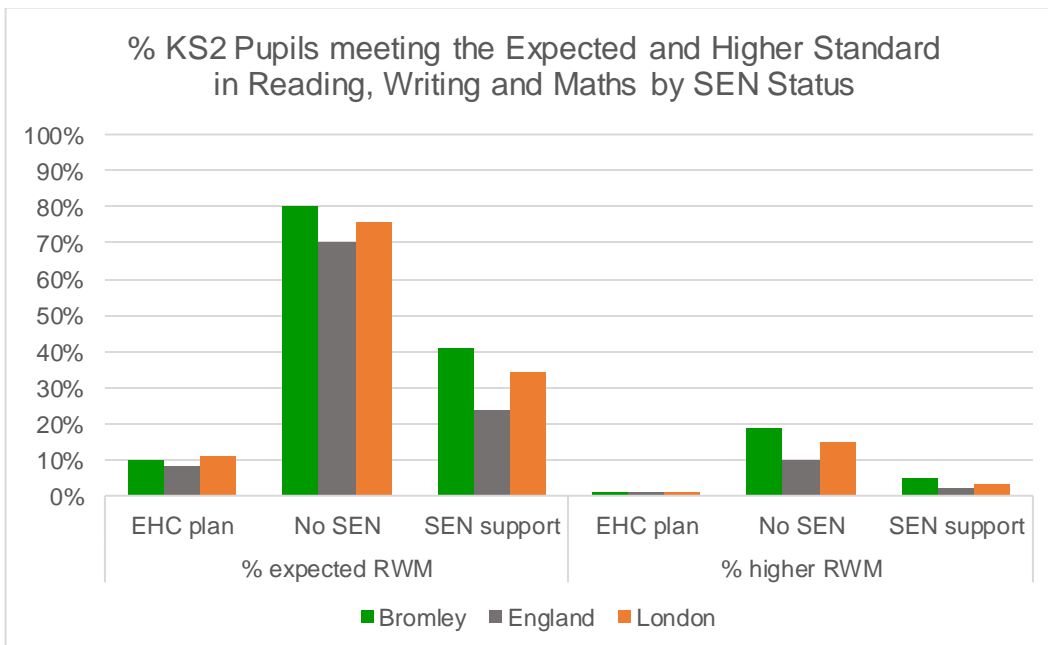


10.1 Key Stage 2

Of the 3914 pupils who undertook key stage 2 assessments in 2022/23, 631 (16.1%) were in receipt of SEN Support, 224 (5.7%) had an EHC Plan and 17 (0.4%) had a status of 'SEN unclassified'.

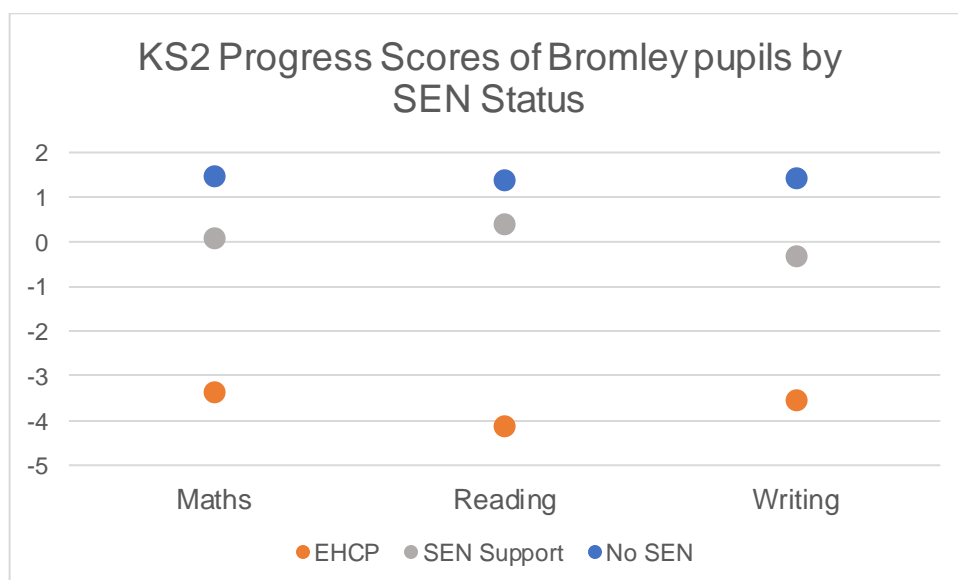


While 80% of pupils in Bromley with no identified SEN met the expected standard in reading, writing and maths, only 41% of those with SEN support and 10% of those with EHC Plans met this same standard. Although the gap between those with EHCPs and no identified SEN is higher in Bromley than nationally (70 percentage points vs 62 percentage points), all 3 groups (those with EHCPs, SEN Support and no SEN) had higher pass rates in Bromley than the national rates.



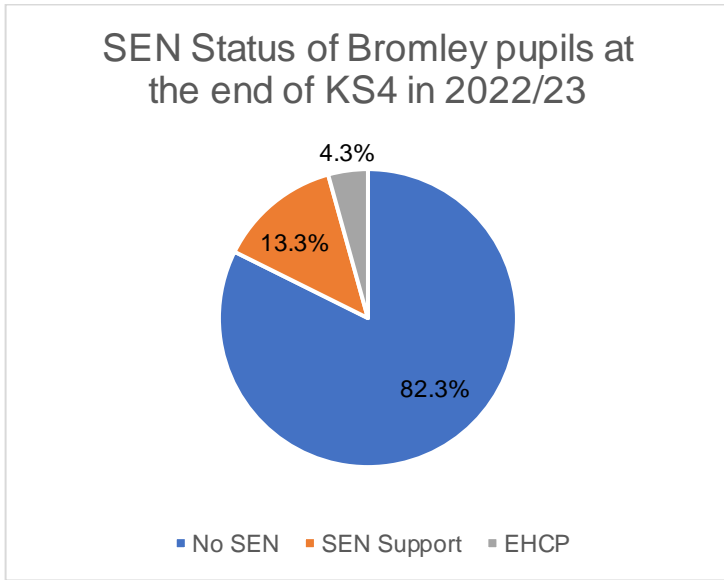
		EHC plan			SEN support			No SEN		
		2018/19	2021/22	2022/23	2018/19	2021/22	2022/23	2018/19	2021/22	2022/23
% Expected RWM	Bromley	14%	10%	10%	40%	35%	41%	83%	79%	80%
	England	9%	7%	8%	25%	21%	24%	75%	69%	70%
	London	12%	9%	11%	34%	31%	34%	80%	76%	76%
% Higher RWM	Bromley	3%	0%	1%	4%	4%	5%	21%	17%	19%
	England	1%	0%	1%	2%	1%	2%	13%	9%	10%
	London	1%	1%	1%	2%	2%	3%	17%	13%	15%

Bromley pupils with EHC Plans made less progress across maths (progress score -3.33), reading (-4.08) and writing (-3.50) than pupils in receipt of SEN support (0.09 maths; 0.44 reading; -0.31 writing) who in turn made less progress than pupils with no identified SEN (1.49 maths; 1.39 reading; 1.43 writing). The size of the gap between the progress of children with EHCPs and no identified SEN is similar in Bromley to the size of the gap nationally and in the London region.



10.2 Key Stage 4

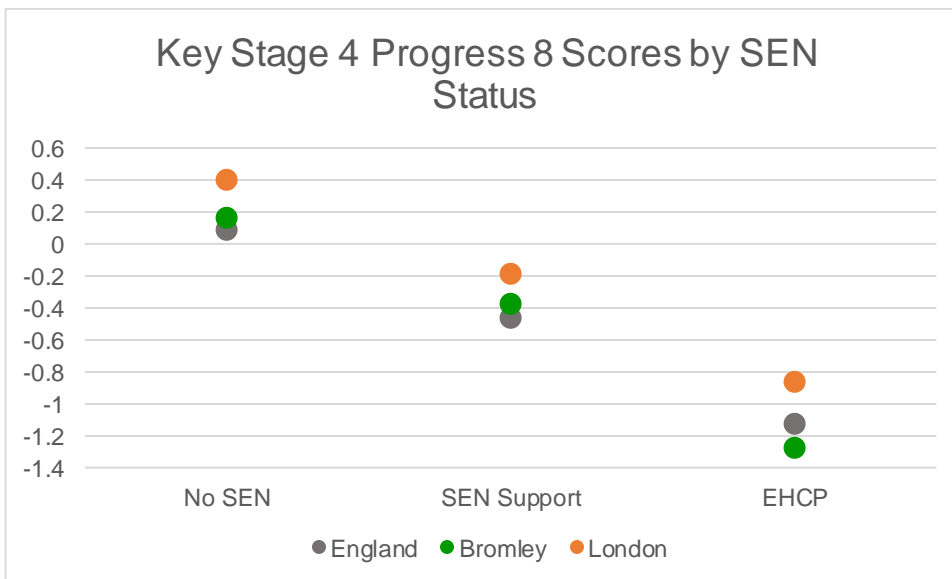
There were 652 pupils with SEND at the end of key stage 4 in 2022/23, 17.7% of the total cohort of 3693 pupils. Of these, 159 pupils had ECHPs and 493 received SEN Support.



Pupils with SEND had significantly lower attainment at key stage 4 than pupils with no identified SEND both in Bromley and nationally in 2022/23. Pupils receiving SEN Support performed much better in Bromley than the national average, with those on ECHPs performing marginally worse than the national average in 2022/23:

	Average Attainment 8 score		
	No identified SEN	SEN Support	ECHP
England	50.1	33.2	14.0
Bromley	54.9	39.5	13.7

Pupils with SEND also had lower Progress 8 scores than pupils without SEND, following a similar pattern to attainment scores:



It is important to remember that the Progress 8 measure already takes into consideration prior attainment; pupils are compared only to other pupils who attained similarly at the end of KS2.

11. Attendance

11.1 Background

There is a legal duty placed on parents to ensure their child attends school regularly. Schools also have a continuing responsibility to “*proactively manage and improve attendance across their school community.*” Absence affects pupils ability to get the most out of their school experience, ultimately affecting their wider life chances; the DfE note that “*the pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.*” They also note that regular attendance is an important protective factor for vulnerable pupils, as school attendance provides opportunities for needs to be identified and support provided⁵. It is therefore desirable to reduce absence rates as much as possible but this has proven difficult since the COVID-19 pandemic, which significantly disrupted attendance habits⁶. This has led to the DfE producing guidance called ‘Working Together to Improve School Attendance’ which sets out ways that schools can support children and their families to spend as much time in school as possible.

The overall absence rate is the total number of sessions missed due to absence for all pupils as a percentage of the total number of possible sessions for all pupils. One session is equal to half a day.

Authorised absence is absence with permission from a teacher or other authorised school representative – including absences where a satisfactory explanation has been provided. Unauthorised absence is absence without permission from the school, including all unexplained or unjustified absences and arrivals after registration has closed⁷.

Persistent absence is when a pupil’s enrolment’s overall absence equates to 10% or more of their possible sessions (i.e. their attendance is below 90%). Severe persistent absence is when a pupil’s absence is more than 50%.

Full-year absence data is only available until the 2021/22 academic year. The published 2022/23 data only includes the Autumn 2022 and Spring 2023 terms, and not the Summer 2023 term.

11.2 Primary Schools

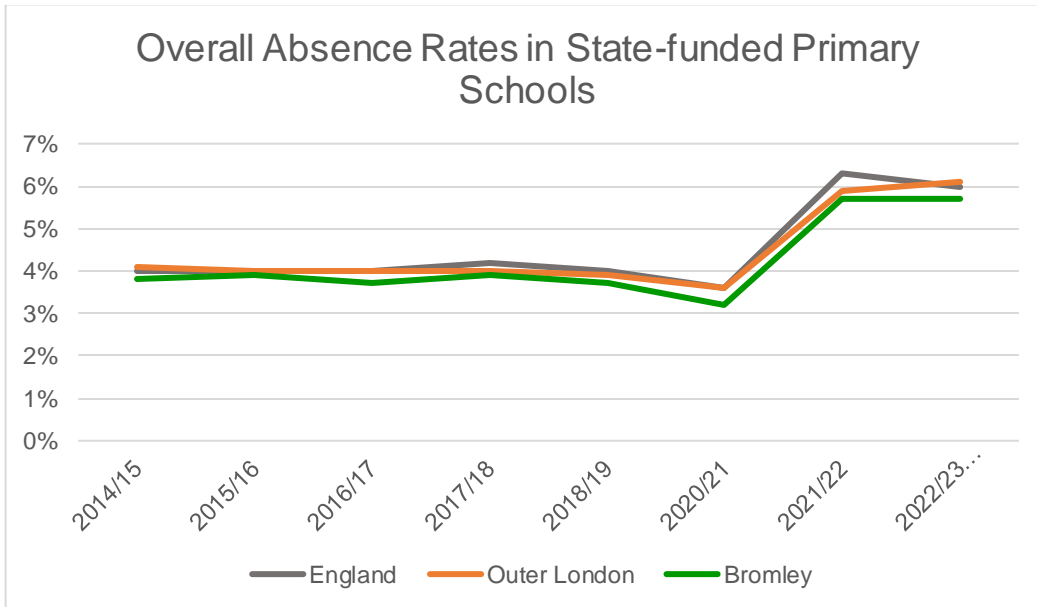
Absence rates in Bromley primary schools were slightly lower in 2022/23 (5.7%) than the national (6.0%) and outer London (6.1%) figures. While the authorised absence levels are the same (4.5%), the unauthorised absences in Bromley are slightly lower (1.2% in Bromley vs 1.4 nationally).

Across Bromley Primary schools in Autumn and Spring 2022/23 absence rates varied from 3.8% to 10.2%.

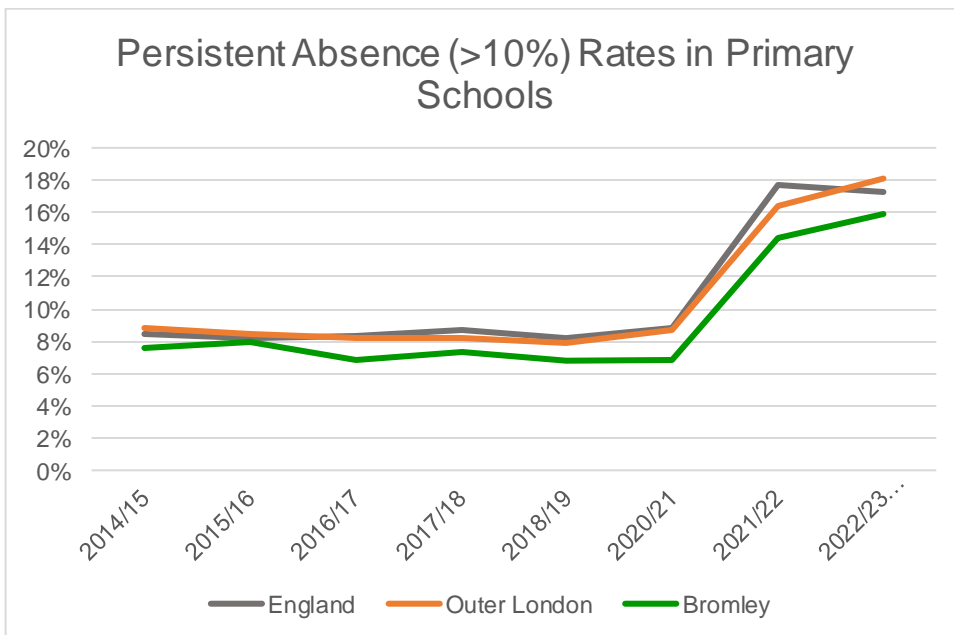
⁵https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf

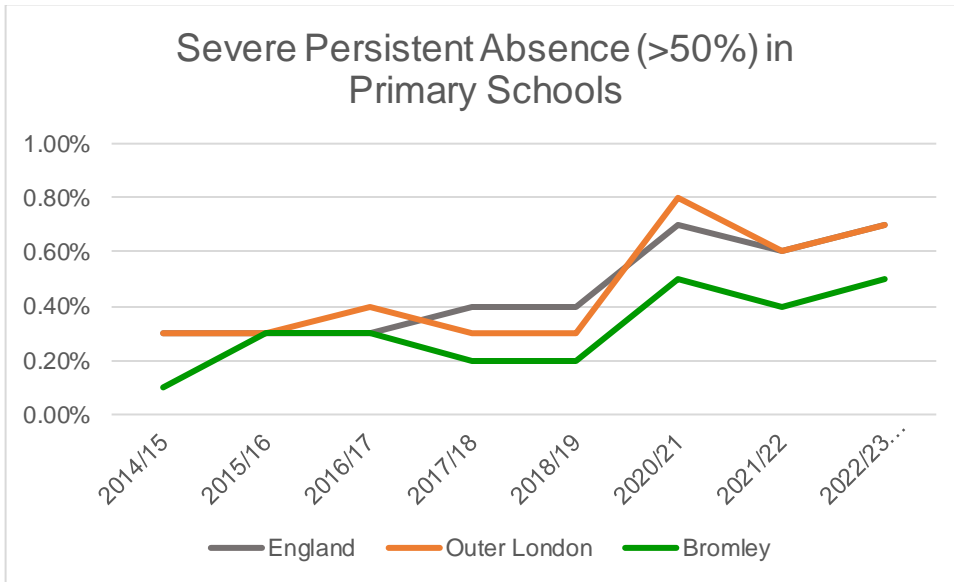
⁶ <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance>

⁷ <https://explore-education-statistics.service.gov.uk/methodology/pupil-absence-in-schools-in-england>



In the autumn and spring terms of the 2022/23 academic year, there were 3,825 persistently absent primary pupils with attendance of 90% or less; this is 15.9% of the total cohort. Of these, 114 (0.5% of the total cohort) showed 'severe persistent absence', meaning they were present for less than 50% of the possible sessions. Rates of persistent absence in Bromley primary schools varied between 5.5% and 36.0%. Bromley has fewer persistently absent pupils than national and outer London averages.

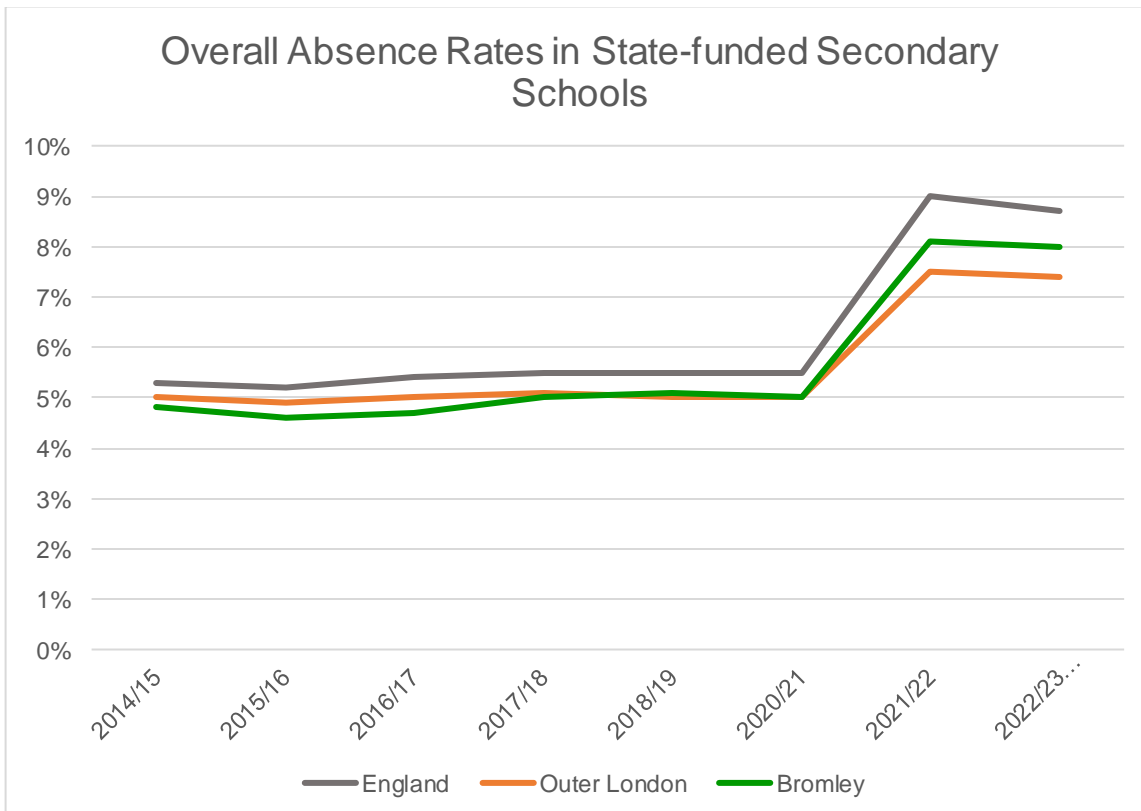




11.3 Secondary Schools

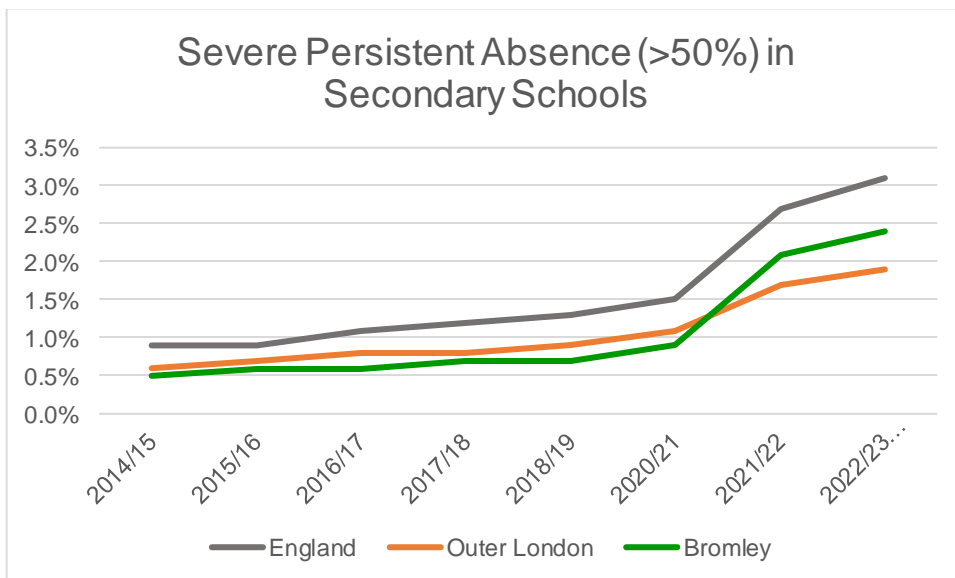
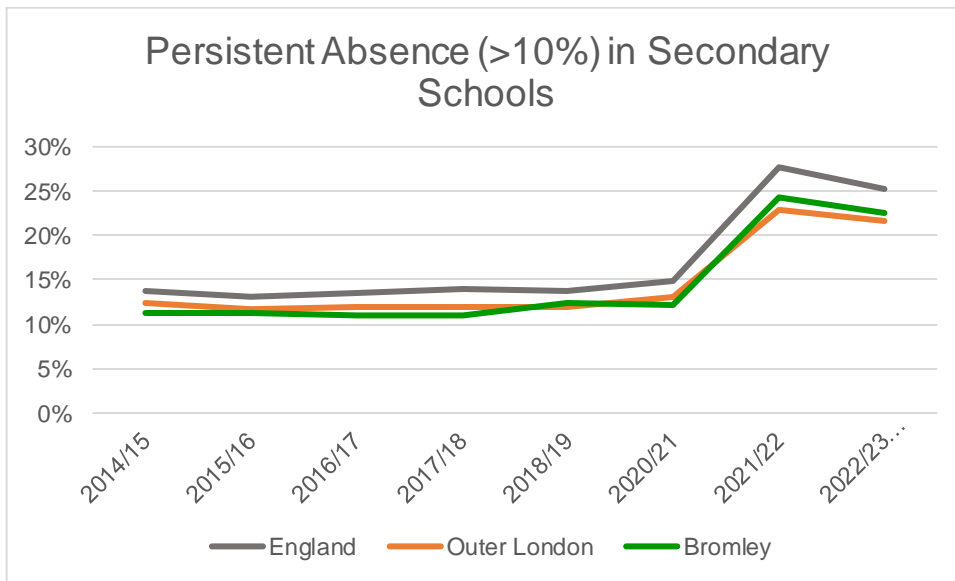
Bromley's secondary school absence rate sits at 8.0%, between the national figure of 8.7% and the outer London figure of 7.4%. Both the authorised and unauthorised absence rates sit roughly halfway between the national and outer London figures.

Across Bromley secondary schools, absence rates varied between 4.3% and 16.3%.



In the autumn and spring terms of the 2022/23 academic year, there were 4391 persistently absent secondary school pupils with attendance of 90% or less; this is 22.5% of the total cohort. Of these, 459 (2.4% of the total cohort) showed 'severe persistent absence', meaning they were

present for less than 50% of the possible sessions. The persistent absence rate in Bromley secondary schools varied between 6.4% and 48.8%. These rates are slightly better than the rates nationally but poorer than the rates for outer London.



12. Exclusions and suspensions

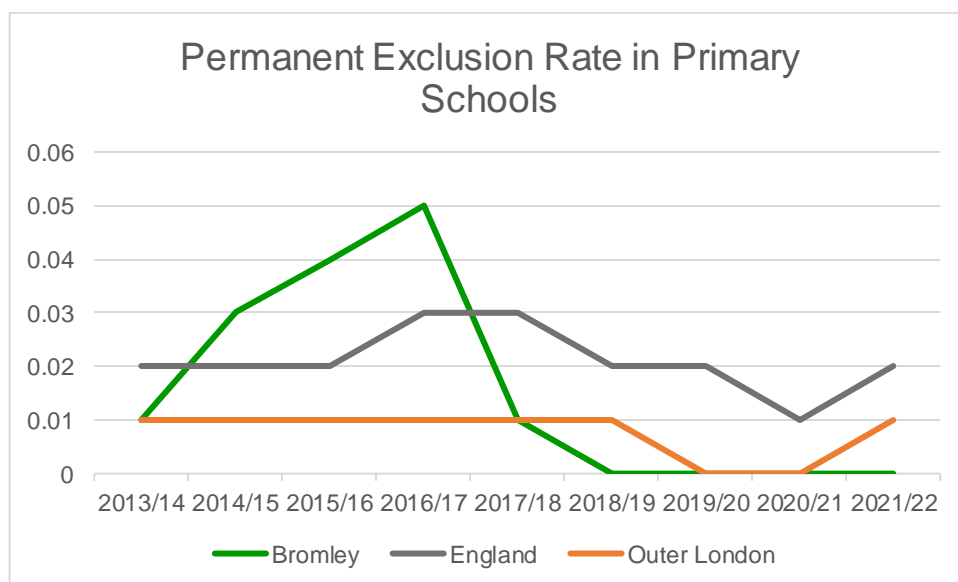
12.1 Primary Schools

12.2 Permanent exclusions

The number of permanent exclusions from primary schools in Bromley has historically been high, reaching a peak of 15 permanent exclusions in 2016/17.

In the 2022/23 academic year, only one child was permanently excluded from a Bromley primary school. This makes Bromley's exclusion rate 0.00, better than the national rate of 0.02 (provisional figure, based on 109 LAs submitting data). Bromley ranks in the 10th percentile among the 109 Local Authorities who submitted data.

Full, final national and regional data is only available up until the 2021/22 academic year. At this time, Bromley's permanent exclusion rate for primary schools was also lower than the national and outer London averages, with only one permanent exclusion having occurred in the 2021/22 academic year.

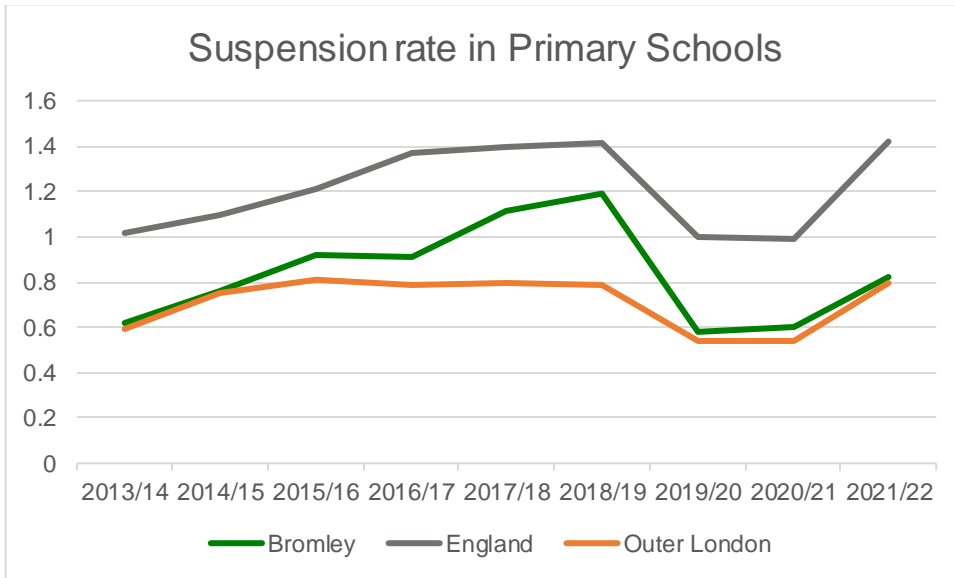


Permanent exclusion rates were lower in the 2019/20 and 2020/21 academic years as pupils spent less time in school due to COVID-19. The increase in the National and Regional 2021/22 figures therefore simply indicates a return to pre-pandemic rates. Impressively, Bromley has maintained its much lower permanent exclusion rate.

12.3 Suspensions

In the 2022/23 academic year, 263 suspensions were reported by Bromley primary schools. 137 pupils received suspensions, with 60 of these pupils receiving two or more suspensions within the academic year. The average number of suspensions was 1.92, and each suspension lasted an average of 5.64 sessions (two sessions per day). The most common reason for receiving a suspension was 'persistent disruptive behaviour', followed by 'physical assault of an adult' and then 'physical assault on a pupil'.

Full, final national and regional data is only available up until the 2021/22 academic year, where Bromley had 228 suspensions from primary schools (a rate of 0.82). This is much lower than the national rate of 1.42.

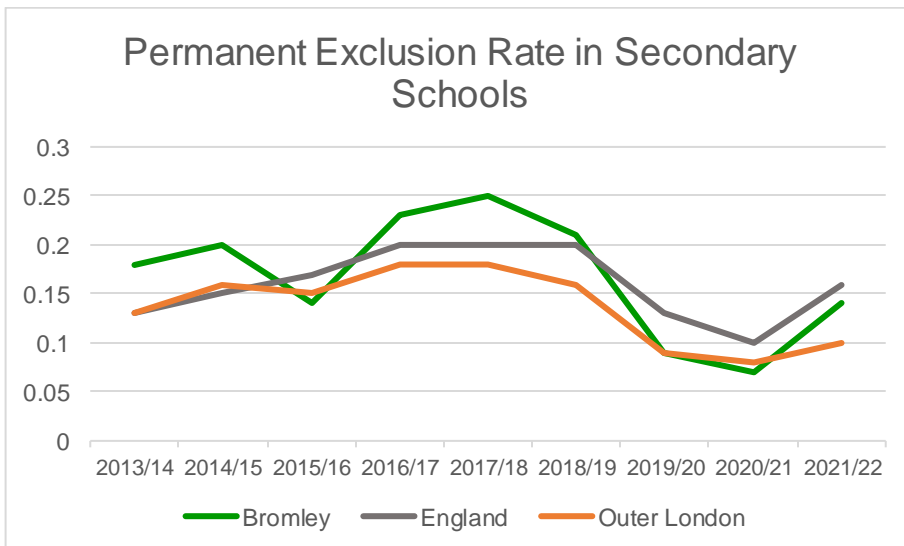


12.4 Secondary Schools

12.5 Permanent exclusions

There were a total of 45 permanent exclusions from Bromley secondary schools in the 2022/23 academic year, which is an exclusion rate of 0.18. This is an increase on the previous academic year (0.14) and is also 0.01 lower than the National exclusion rate of 0.19, placing Bromley in the 36th percentile (calculated from data provided to NCER Nexus by 128 Local Authorities). The most common reason for a pupil to be excluded in Bromley in 2022/23 was ‘persistent disruptive behaviour’, followed by ‘physical assault of a pupil’.

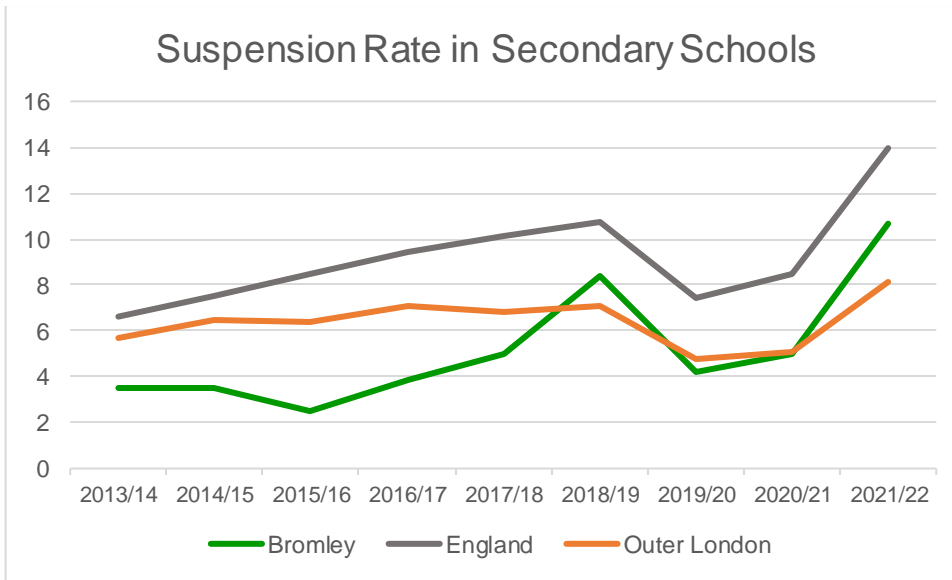
Full national and regional data is only available up until the 2021/22 academic year. At this time, Bromley’s permanent exclusion rate for secondary schools (0.14; 34 permanent exclusions) was comparable to the national (0.16) and outer London (0.10) averages. Permanent exclusion rates were lower in the 2019/20 and 2020/21 academic years as pupils spent less time in school due to COVID-19. The increase in 2021/22 therefore simply indicates a return to pre-pandemic rates rather than a noteworthy increase.



12.6 Suspensions

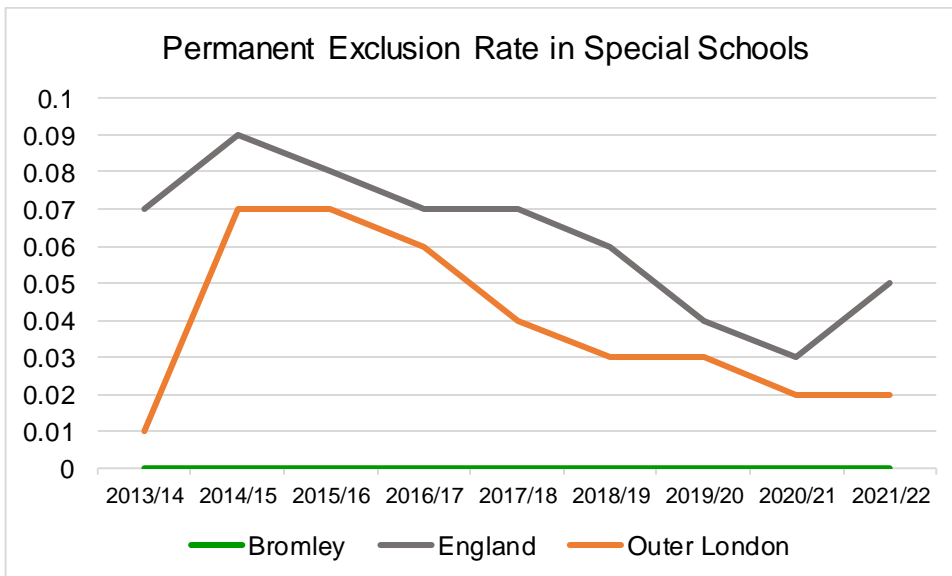
1072 Bromley secondary school pupils received a total of 2149 suspensions in 2022/23. 432 pupils received two or more suspensions within the academic year, and each suspension lasted for an average of 9.51 sessions (two sessions per day). The most common reason for receiving a suspension was 'persistent disruptive behaviour', followed by 'physical assault of a pupil' and then 'verbal abuse towards an adult'.

Full, final national and regional data is only available up until the 2021/22 academic year, where Bromley had 2603 suspensions from primary schools (a rate of 10.67). This is lower than the National rate of 13.96 but higher than the outer London rate of 8.13.



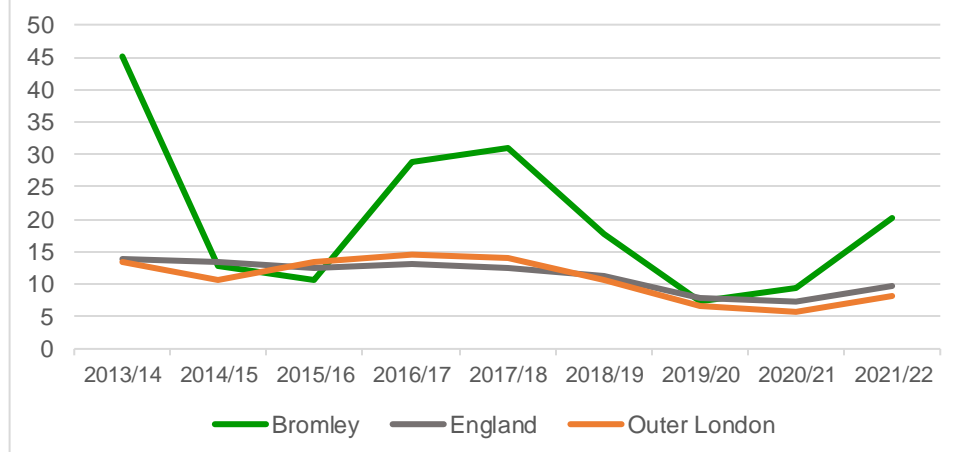
12.7 Special Schools

Special schools in Bromley have a low rate of permanent exclusions, with no permanent exclusions recorded in the 2022/23 academic year or the 10 years prior.



Bromley's special school suspension rate (20.31) was more than double the national (9.6) and regional (8.14) rates in 2021/22.

Suspension Rate in Special Schools in England



While no official data has been published for the 2022/23 academic year, provisional data suggests that Bromley's suspension rate has now dropped to 14.4, a total of 125 suspensions, closer to the provisional national 2022/23 figure of 8.73.

12.8 Pupil characteristics

Pupils' characteristics – including their gender, FSM-eligibility, and ethnicity – have an impact on their likelihood of being excluded or suspended from school. Given the small number of permanent exclusions in Bromley, differences between groups may not be statistically significant and should be interpreted with caution.

In the 2021/22 academic year, pupils eligible for free school meals nationally were 3.7 times more likely to be suspended than pupils who were not eligible for free school meals, and 5 times as likely to be permanently excluded. This pattern seems to be amplified in Bromley, where FSM-eligible pupils are 5.3 times more likely to be suspended and 6 times more likely to be permanently excluded.

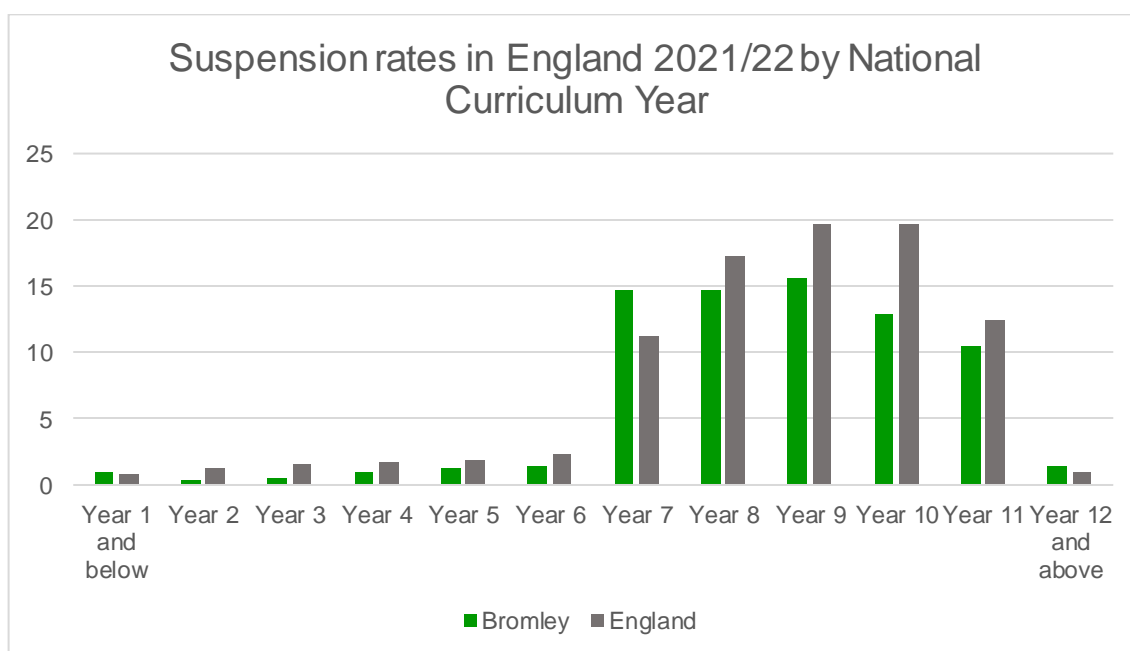
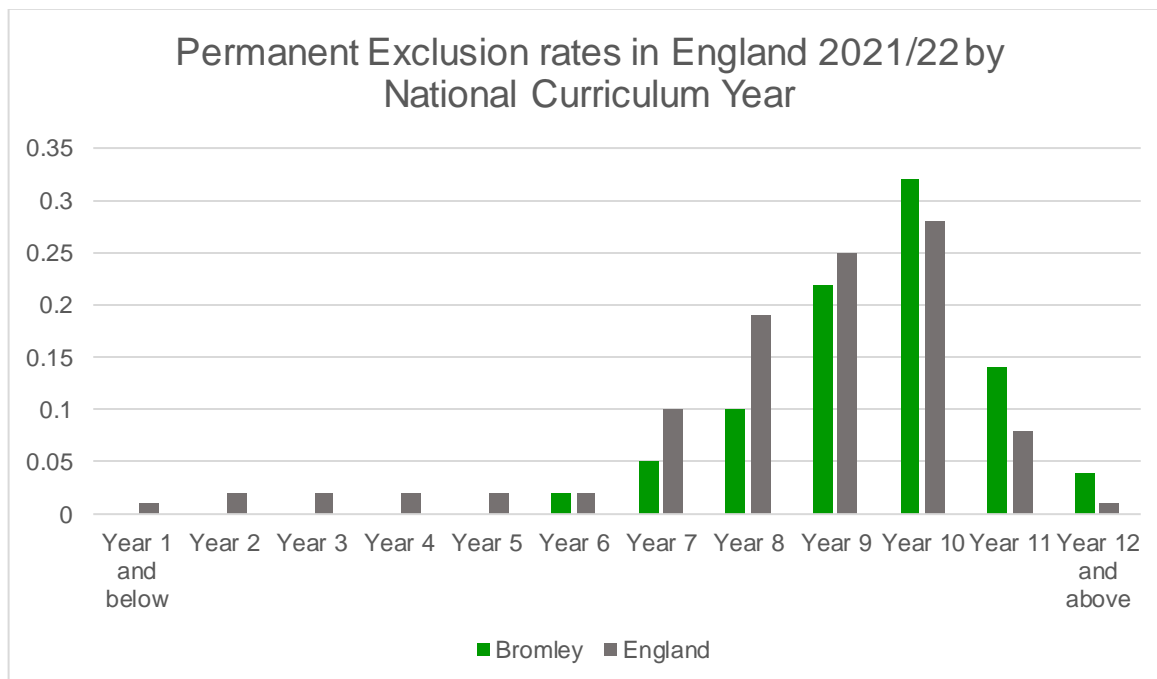
	Suspension rate 2021/22		Permanent exclusion rate 2021/22	
	FSM-eligible	Not FSM-eligible	FSM-eligible	Not FSM-eligible
Bromley	18.36	3.45	0.24	0.04
England	16.02	4.26	0.2	0.04

In Bromley boys were twice as likely to be suspended as girls, and 2.25 times as likely to be permanently excluded. These figures are comparable to the national gap, where boys are 1.87 times more likely to be suspended and 2.75 times more likely to be permanently excluded:

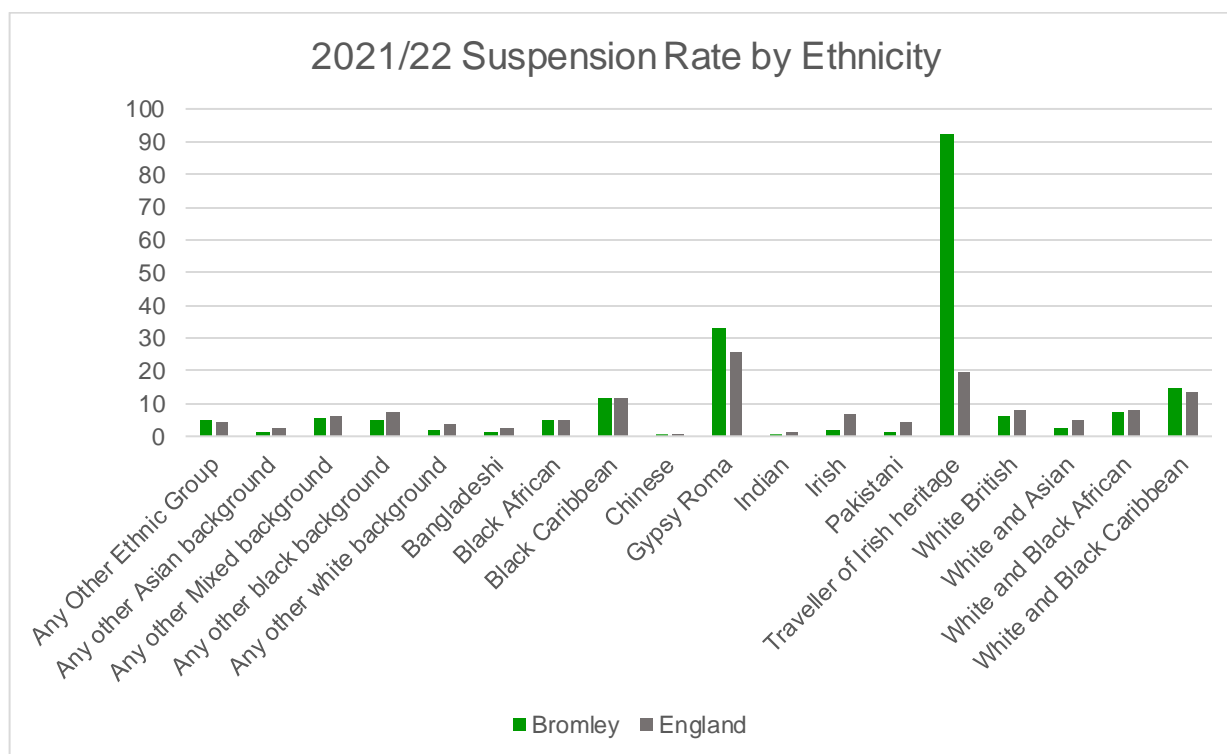
	Suspension rate 2021/22		Permanent exclusion rate 2021/22	
	Boys	Girls	Boys	Girls
Bromley	7.55	3.76	0.09	0.04
England	8.96	4.78	0.11	0.04

Nationally, suspension and permanent exclusion rates tend to increase with age, peaking at around age 14. The same pattern can be seen in Bromley for permanent exclusions, but a slightly different pattern emerged for suspensions in 2021/22; pupils were almost equally likely

to be suspended in Year 7, Year 8 and Year 9 before a gentle decrease in suspension rates for year 10 and year 11.



Exclusion and suspension rates also vary with ethnicity, both in Bromley and nationally. Permanent exclusions by ethnicity in Bromley does not indicate disproportionality, according to government data last published in February 2023.⁸



In 2021/22 in Bromley, pupils who are Travellers of Irish Heritage were 15.5 times more likely to be suspended than White British pupils (the most populous group) and 243 times more likely to be suspended than Indian pupils (the group with the lowest suspension rate).

13. Young People Not in Education, Employment or Training (NEET) and Destination measures

13.1 Background

Destination measures provide information on the success of schools in helping young people to continue in education, apprenticeships or employment.

This data covers the proportion of pupils continuing to a sustained education, apprenticeship or employment destination in England the year after completing key stage 4 Study (after year 11) from state-funded secondary schools, special schools and PRUs. ‘Sustained’ means that the pupil has been recorded as being engaged in the activity for at least six months in the year following the end of key stage 4 (year 11).

Data for the 2022/23 year has not yet been published; this data therefore covers students who left key stage 4 study in 2020/21 and follows their destinations in 2021/22.

⁸ <https://www.ethnicity-facts-figures.service.gov.uk/education-skills-and-training/absence-and-exclusions/permanent-exclusions/latest/>

13.2 Headlines

Of a cohort of 3399 pupils who completed key stage 4 in 2021/22 in a Bromley secondary school, special school or PRU, 3207 (94.4%) were in a sustained education, employment or apprenticeship destination.

This is close to the figure for London, which sits at 94.2% and slightly higher than the national figure of 93.2%. This is also a slight improvement on last year, where Bromley's figure was 93.2%.

80% of pupils who completed 16-18 study in state-funded mainstream schools and colleges in Bromley went on to a sustained education, apprenticeship or employment destination in 2021/22.

	KS4 % Staying in Education or Employment for at least 2 terms	KS5 % Staying in Education or Employment for at least 2 terms after 16-18 study
Bromley	94.4%	80.0%
National	93.2%	82.6%
London	94.2%	82.3%

13.3 Pupil characteristics

This data focuses on pupils attending mainstream secondary and special schools, excluding those in PRUs.

Non-disadvantaged pupils were more likely to be in sustained education, employment or apprenticeships after KS4 (96.4%) compared to their disadvantaged peers (87.9%) – a gap of 8.5 percentage points. In comparison, London has a much smaller gap of 3.8%, with 95.9% of non-disadvantaged and 92.1% of disadvantaged pupils in a sustained employment or education destination after key stage 4.

Pupils with SEND are also less likely to be in a sustained destination after key stage 4; in Bromley this is 95.7% of pupils with no identified SEN, 89.5% of pupils with SEN Support and 89.5% of pupils with an EHCP. There is a slight difference in gender, with 93.8% of male and 95.6% of female pupils in a sustained destination in Bromley.

13.4 NEET

Data in this section is calculated by South London CCIS Service.

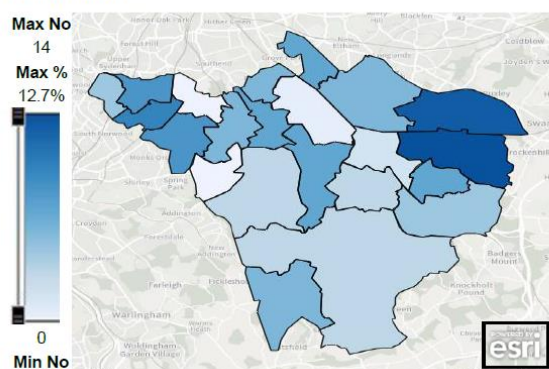
At the end of August 2023, there were 223 young people (3.1% of Bromley's 16-17 year old cohort) who were either recorded as NEET (110; 1.5%) or whose destination was not known (113; 1.6%). When compared with national benchmarking, Bromley's NEET performance is within quintile 1, ranking 19th nationally (out of 151 participating Local Authorities).

This NEET cohort is disproportionately male (62.7%). Several vulnerable groups are disproportionately represented within the NEET group when compared to overall cohort:

Group	Number	% of NEET cohort	Number	% of overall cohort
SEN EHCP	11	10.0%	306	4.3%
CLA	3	2.7%	25	0.4%
Teenage mother	3	2.7%	4	0.1%
Pregnant	2	1.8%	2	0.0%
Supervised by YJS	6	5.5%	19	0.3%
Substance misuse	1	0.9%	1	0.0%
Carer	2	1.8%	4	0.1%
SEN Support	29	26.4%	985	13.8%
Mental health difficulties	4	3.6%	5	0.1%

A larger-than-average proportion of NEET young people are resident in the Cray Valley and Clock House wards, making up 29.1% of the NEET cohort.

NEET Totals



65.5% (72 young people) of the NEET Group are available to the Labour Market. Of the 38 who are not, 32 (84.2%) of these are NEET due to illness.

14. Ofsted Inspections of Schools

As of 31st August 2023, there were 100 state-funded schools in Bromley, 29 of which have an 'Outstanding' inspection judgment, 69 of which have a 'Good' judgment and only 2 of which have a 'Requires Improvement' judgment. No Bromley schools have a judgment of 'inadequate'.

School Phase	Number of schools	Outstanding	Good	Requires Improvement
Primary	76	20 (26%)	55 (72%)	1 (1%)
PRU	1	0 (0%)	1 (100%)	0 (0%)
Secondary	19	6 (32%)	12 (63%)	1 (5%)
Special	4	3 (75%)	1 (25%)	0 (0%)
Total	100	29 (29%)	69 (69%)	2 (2%)

Of the 14 Bromley schools receiving a Section 5 inspection between September 2022 and August 2023, 3 received a judgment of 'Outstanding', 10 received 'Good' and only 1 received

'Requires Improvement'. Of these, 2 schools improved from 'requires improvement' to 'good', 1 improved from 'good' to 'outstanding', 1 dropped from 'outstanding' to 'good' and 1 dropped from 'good' to 'requires improvement'. The other 23 schools received a Section 8 (ungraded) inspection.

The table below lists the schools who were inspected between 1st September 2022 and 31st August 23, with their current and previous Ofsted judgments.

School name	Overall effectiveness	Previous overall effectiveness
Hayes School	Outstanding	Outstanding
Highfield Junior School	Good	Outstanding
St George's, Bickley, Church of England Primary School	Outstanding	Good
Langley Park School for Girls	Good	Good
Leesons Primary School	Requires improvement	Good
Warren Road Primary School	Outstanding	Outstanding
Bromley Trust Alternative Provision Academy	Good	Good
Bullers Wood School for Boys	Good	-
Cudham Church of England Primary School	Good	Good
Bickley Primary School	Good	Good
Tubbenden Primary School	Good	Good
Harris Academy Orpington	Good	Requires improvement
Charles Darwin School	Good	Good
St Paul's Cray Church of England Primary School	Good	Requires improvement
St Peter and St Paul Catholic Primary School	N/A	2
Chislehurst School for Girls	N/A	2
St Joseph's Catholic Primary School	N/A	2
St Mark's Church of England Primary School	N/A	2
Coopers School	N/A	2
La Fontaine Academy	N/A	2
Stewart Fleming Primary School	N/A	1
Biggin Hill Primary School	N/A	2
St. Mary Cray Primary Academy	N/A	2
St Mary's Catholic Primary School	N/A	2
Harris Academy Beckenham	N/A	1
Holy Innocents Catholic Primary School	N/A	2
Balgowan Primary School	N/A	2
Manor Oak Primary School	N/A	2
Trinity Church of England Primary School	N/A	2

Hayes Primary School	N/A	2
Marjorie McClure School	N/A	1
St Philomena's Primary School	N/A	2
Marian Vian Primary School	N/A	2
Ravens Wood School	N/A	2
St Nicholas Church of England Primary	N/A	2
Hawes Down Primary School	N/A	2
Raglan Primary School	N/A	2

The proportion of schools judged to be 'good' or better increased to 98%. This places Bromley 9 percentage points above the national figure.

% schools judged as being 'Good' or 'Outstanding'	31st August 2017	31st August 2018	31st August 2019	31st August 2022	31st August 2023
Bromley	85%	90%	96%	97%	98%
London	91%	92%	93%		95%
National	87%	86%	86%	88%	89%

15. Priorities for Improvement 2023-24

1.1 Closing education gaps: Educational gaps for disadvantaged pupils and other vulnerable groups widened during the Covid-19 Pandemic. Despite a gradual recovery from the disruption caused, educational gaps continue to be an area of focus across all phases of education. This includes the gender gap and the FSM gap seen in the early years, and in key stage one; through to the attainment and progress gaps of vulnerable pupils seen in key stage two and into secondary education. Closing gaps in education is a key priority for all Bromley schools and is strongly reinforced through the work of the Bromley Schools Standards Team and will be the primary focus of the forthcoming Head Teacher Conference in March.

1.2 Securing good attendance: Schools continue to face barriers in tackling absence, such as parents' and pupils' anxieties and challenges such as parents not understanding the latest rules or taking holidays during term time. Securing good attendance and tackling persistent absence in the borough is a key educational priority, also reflected in national Government policy. A live attendance system has been commissioned by the local authority, Studybugs, providing oversight and pupil-level data for teams and services across the directorate to review patterns across locations, trusts, schools, and hone in on cohorts of children and young people that might require additional support to secure good attendance.

1.3 Mental health and wellbeing: In Bromley, our commitment to mental health support is anchored in a comprehensive joint strategy (Mental Health and Wellbeing Strategy 2020-25). Promoting and supporting mental health and wellbeing in schools is key priority in the borough, despite operating in a challenging context where needs surpass available support. By working in collaboration with other council services and with our schools and colleagues across the partnership, we look to adapt and enhance our efforts to address the changing needs locally. All schools in Bromley have identified a Mental Health & Wellbeing Lead (MHWL) attending termly peer network meetings that has gained widespread acclaim, evolving into a highly regarded forum for our schools. MHWLs are provided with access to evidence-based resources and training offers commissioned by the local authority, in addition to regular communication relating to the subject, highlighting new training opportunities, support, pertinent service offers, and timely reminders on relevant topics.

1.4 English as an Additional Language (EAL): An emerging focus in Bromley following collaborative efforts across the council, and with local schools and partners, to support Ukrainian guests and refugees from other countries to settle in the borough. Assistance with accessing education and supporting pupils is prioritised by the Access to Education & Inclusion Service, with identification of language needs at the earliest opportunity. This includes the family learning programme offer facilitated by the Educational Effectiveness Service and run by adult education tutors in primary schools, which has been a resounding success. The local authority has facilitated two EAL training days to date for primary and secondary schools, empowering schools to share innovative ways to assist our children and young people with EAL needs to access the curriculum and achieve their outcomes.

1.5 Inclusion: The local authority is devising a comprehensive inclusion dashboard to add further context to existing data and identify required support to our schools where pupils may struggle to access mainstream school for a variety of reasons. The inclusion dashboard is informed by DfE, Studybugs, and census data. The local authority utilises the information acquired to provide support and ensuring appropriate intervention and provision is in place for our children and young people through close working relationships with our education settings, following DfE guidance and procedures and with a particular focus on those that are deemed most vulnerable.

1.6 The Ofsted Annual Engagement meeting: The Ofsted Annual Engagement meeting took place on 2nd March 2023, covering both Education and Children's Social Care. The Council always welcomes the opportunity to showcase to our regulators the work taking place within Bromley and the progress being made on our key shared objectives. The Director of Children's Services, Assistant Directors of Children's Social Care, Assistant Director of Strategy and Performance, and the Director of Education provided Senior Her Majesty's Inspectors (SHMI) with a presentation on the following key topics:

- Impact of leadership, management, and governance
- Current financial and political context
- An overview of the current local landscape across early years, primary, secondary, specialist provision, post-16 education, provision for young people aged 16 to 25 with SEND and elective home education.

GLOSSARY

APS	Average points score
BME	Black and Minority Ethnic heritage
DfE	Department for Education
EHCP	Education, Health and Care plan
ELGs	Early Learning Goals – against which 5-year-olds are assessed
EYFS	Early Years Foundation Stage – provision for 3–5-year-olds
EBacc	English Baccalaureate - a set of subjects at GCSE deemed to keep young people's options open for further study and future careers. The EBacc is English language and literature; maths; the sciences; geography or history; and a language
FSM	Free School Meals – eligibility is used as a proxy indicator for social and economic deprivation
GCSE	General Certificate of Secondary Education
GLD	Good Level of Development – expected standard for 5-year-olds
KS1	Key Stage 1 - Provision for 5 – 7-year-olds
KS2	Key Stage 2 - Provision for 7 – 11-year-olds
KS3	Key Stage 3 - Provision for 11 – 14-year-olds
KS4	Key Stage 4 - Provision for 14 – 16-year-olds
KS5	Key Stage 5 - Provision for 16 – 19-year-olds
LA	Local authority
NEET	Not in education, employment, or training
Ofsted	Office for Standards in Education – national inspection agency
PA	Persistent absence – absence from school for 10% or more sessions
RWM	Reading, writing and mathematics combined
SEN	Special Educational Needs
SENDCo	Special educational needs coordinator – designated lead in a school for provision for children with special educational needs and / or disability
SEND	Special educational needs and / or disability

Non-Applicable Headings:	Policy Implications, Financial Implications, Personnel Implications, Legal Implications, Procurement Implications, Property Implications, Carbon Reduction/Social Value Implications, Impact on the Local Economy, Impact on Health and Wellbeing, Customer Impact, Ward Councillor Views
Background Documents: (Access via Contact Officer)	

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Report No.
CEF23075

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: CHILDREN, EDUCATION AND FAMILIES POLICY
DEVELOPMENT AND SCRUTINY COMMITTEE

Date: Wednesday 20th March 2024

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

Title: CHILDREN, EDUCATION AND FAMILIES RISK REGISTER –
2023/24 Q3 UPDATE

Contact Officer: Naheed Chaudhry, Assistant Director Strategy, Performance and Corporate
Transformation

Chief Officer: Richard Baldwin, Director of Children Social Care

Ward: N/A

1. Reason for report

- 1.1 Risk Management is the identification, analysis and overall control of those risks which can impact on the Council's ability to deliver its priorities and objectives. This report enables the Members to scrutinise risks and the actions taken to control them in line with Audit Sub-Committee recommendations.
-

2. **RECOMMENDATION(S)**

2.1 Members are asked to note:

- The current Children, Education and Families Risk Register and the existing controls in place to mitigate the risks.

Impact on Vulnerable Adults and Children

1. Summary of Impact:
-

Corporate Policy

1. Policy Status: Not Applicable
 2. BBB Priority: Excellent Council Safe Bromley Supporting Independence Healthy Bromley
-

Financial

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

Personnel

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

Legal

1. Legal Requirement: Statutory Requirement Non-Statutory - Government Guidance None:
Further Details
 2. Call-in: Not Applicable: No Executive decision.
-

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

Background

- 3.1 Risk Management is the identification, analysis and overall control of those risks which can impact on the Council's ability to deliver its priorities and objectives. The Children, Education and Families Risk Register feeds into the Corporate Risk Register, via the Corporate Risk Management Group, and comprises the high-level departmental risks which are underpinned by more detailed registers contained within the divisional business plans.
- 3.2 Audit Sub-Committee agreed that the Corporate and Departmental Risk Registers would be reviewed at their meetings twice a year and then subsequently scrutinised by the relevant PDS Committee. Internal processes require that the departmental risk registers be updated and agreed by the departmental Senior Leadership Team (SLT) on a quarterly basis and be reviewed by the Corporate Risk Management Group.
- 3.3 The Children, Education and Families Risk Register is attached as Appendix 1. The risks included in the Risk Register are outlined below.

Risk Ref	Risk Description
1	Failure to deliver Children's Services Financial Strategy
2	Failure to deliver effective Children's services
3	Recruitment and Retention
4	Business Interruption / Emergency Planning
5	School Place Planning
6	SEND Transport
7	SEND Reforms
8	Youth Offending
9	Out of Borough Placements (Children and Young People)
10	Speech and Language Therapy
11	School Attendance

- 3.4 The updates around the control of all risks and actions taken to mitigate them are detailed in the register.

4 IMPACT ON VULNERABLE ADULTS AND CHILDREN

- 4.1 The controls already in place and the further actions outlined in the Risk Register mitigate the adverse impacts on vulnerable children.

5 POLICY IMPLICATIONS

- 5.1 There are no policy implications arising directly from this report. Any policy implications arising from the existing controls and the further action required to mitigate against the risks are reported to the Sub-Committee separately.

6 FINANCIAL IMPLICATIONS

- 6.1 There are no financial implications arising directly from this report. Any financial implications arising from the existing controls and the further action required to mitigate against the risks are reported to the Sub-Committee separately.

7 PERSONNEL IMPLICATIONS

7.1 There are no personnel implications arising directly from this report. Any personal implications arising from the existing controls and further action to mitigate against the risks are reported to the Sub-Committee separately.

8 LEGAL IMPLICATIONS

8.1 There are no legal implications arising directly from this report. Any legal implications arising from the existing controls and further action to mitigate against the risks are reported to the Sub-Committee separately.

9 PROCUREMENT IMPLICATIONS

9.1 There are no procurement implications arising directly from this report. Any procurement implications arising from the existing controls and further action to mitigate against the risks are reported to the Sub-Committee separately.

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

REF	DIVISION	RISK TITLE & DESCRIPTION (a line break - press shift & return - must be entered after the risk title)	RISK CAUSE & EFFECT	RISK CATEGORY	GROSS RISK RATING (See next tab for guidance)				EXISTING CONTROLS IN PLACE TO MITIGATE THE RISK	CURRENT RISK RATING (See next tab for guidance)				FURTHER ACTION REQUIRED	RISK OWNER
					LIKE LIHO	OD	IMPA CT	RISK RATI NG		LIKE LIHO	OD	IMPA CT	RISK RATI NG		
1	Children's Services	Failure to deliver Children's Services Financial Strategy	<p>Cause(s):</p> <ul style="list-style-type: none"> - Continual reduction in Central Government funding - Demographic changes - Increased demand for services - Demand led statutory services (c. 80% of operations) which can be difficult to predict - Increasing cost volatility due to rise of complex, high cost families or placements requiring services. - Specific cost factors impacting transport services <p>Effect(s):</p> <ul style="list-style-type: none"> - Lower than anticipated levels of financial resource - Failure to achieve a balanced budget - Failure to secure economy, efficiency, and effectiveness of use of resources leading to a Qualified Independent Auditors' Report - Objectives of the service not met - Reputation is impacted - Wider goals of the Council are not achieved 	Financial	5	5	25		<p>Growth and mitigation discussions informed by robust demand forecast analysis Medium financial term strategy reviews informed by evidence of demand pressures. Match financial planning to Council priorities</p> <p>Budget monitoring and forecasting</p> <p>Regular reporting to Members via the Committee reporting process</p> <p>Effective contract monitoring to ensure quality of service provision and value for money</p> <p>Internal audit framework to test financial controls</p> <p>Constantly reviewing service operations for potential efficiencies</p> <p>Developed a series of commissioning plans, with mitigating actions, for Children's Social Care and SEND including mitigating actions addressing financial pressures</p>	4	5	20	<p>Transformation work being undertaken on CLA Placements Sufficiency, High Needs spend on SEND and Transport.</p> <p>Further engagement / coproduction sessions with CYP, parents, schools & setting re strengthening the SEND Graduated Approach - website design and graduated approach being received well.</p> <p>Transformation work being undertaken on CYP Integrated Therapies designed to strengthen the borough's graduated approach and more proportionately engage children and young people at the level meeting their need. Increased funding has been required historically and currently to attempt to increase capacity in relation to SLT and OT to meet increased demand - this work, and the development of a Therapies Commissioning Framework aims to reduce the current over reliance and funding of specialist services and to ensure value for money as well as quality and consistency.</p> <p>DSG Deficit Recovery Plan principles agreed by SEND Governance Board and Schools Forum. Detailed Plan in development.</p> <p>Work to ensure equitable funding contributions to placements across E, H & C</p> <ul style="list-style-type: none"> - Health (Community Paediatric) now participating into EHC Needs Assessment Panel (NAP) to ensure earlier and more effective multi-agency working and triaging, more informed decisions regarding which CYP require EHC Needs Assessment and Plan and those that may be offered more appropriate / proportionate resource / service across the levels of the Graduated Approach. - Commissioning Framework document in development to be circulated and used across all therapy providers to ensure increased quality, safety, consistency and pave way for preferred list of providers moving forward - Plans are in place in Children's Social Care for improving CLA placement sufficiency 	Director, Children's Services (Richard Baldwin)	
2	Children's Services	Failure to deliver effective Children's services The Council is unable to deliver an effective children's service to fulfil its statutory obligations in safeguarding and protect those at risk of significant harm or death, sexual exploitation or missing from care	<p>Cause(s):</p> <ul style="list-style-type: none"> - Local authority response to Bromley Safeguarding Children's Partnership following Wood Review. <p>Effect(s):</p> <ul style="list-style-type: none"> - Impact on life chances and outcomes for children 	Legal, Reputational	3	5	15	<p>Scrutiny of Performance Management Framework and Indicators with regular deep live reporting</p> <p>Quality Assurance Framework overseen by independent Practice Improvement Board</p> <p>Engagement and Influence, Bromley relationship Model ensure user feedback informs continuous improvement.</p> <p>Multi Agency Bromley Children's Safeguarding Partnership (BCSP) Training programme in place. Training plan for qualified social workers and other professionals reviewed and updated quarterly.</p> <p>Dedicated HR programme of support in place to enable recruitment and retention.</p> <p>Effective procurement framework and contract monitoring arrangements ensure acceptable quality of service provision and value for money</p> <p>Continued review of caseloads & within Caseload Promise on average and assurance of manageable caseloads</p>	3	3	9	<p>Phase 3 'to excellence' plan continues with Performance Improvement Board (PIB)</p> <p>Robust audit cycle in place.</p> <p>Demand Management forecasts informing MTFs</p>	Director, Children's Services (Richard Baldwin)		
3	Children's Services	Recruitment and Retention Failure to recruit and retain key skilled staff with suitable experience/qualifications	<p>Cause(s):</p> <ul style="list-style-type: none"> - Failure to compete with other organisations to recruit the highest quality candidates to build an agile workforce - Small pool of experienced children's Social Workers and other qualified roles (Nursery Practitioners, Supervised Contact Workers) <p>Effect(s):</p> <ul style="list-style-type: none"> - Failure to identify and meet service user needs - Provision of service to ineligible clients - Provision of service prior to/without appropriate authorisation - Lack of skill set results in an inability to deliver effective children's services to fulfil statutory safeguarding obligations, impacting on life chances and outcomes 	Personnel	5	4	20	<ul style="list-style-type: none"> - Dedicated HR team to support managers in recruiting staff to hard to fill positions in CSC and Education - Joint meetings held between HR and employment agencies to improve the quality and speed of locum assignments - Review of the current Recruitment and Retention package and associated strategies through corporate Recruitment and Retention Board - Recruitment drive to convert locums to permanent staff - Utilisation of bespoke recruitment tools to directly source staff - Commissioning of improvements to the Council's recruitment web site to include a video virtual tour of the Council - Support in effectively managing staff performance - Provision of training measures to include targeted leadership and management training programmes including partners and other stakeholders - Tailored individual career plan for staff - Launch of Social Work Academy in April 2019. - Bespoke training for first line managers on-going - Training and quality assurance of practice - Established Social Work Academy with bespoke training offers to support career progression 	3	4	12	<p>Continued review of caseloads in children social care and assurance of manageable caseloads</p> <p>Caseloads in SEN Statutory Assessment Team above London and statistical neighbour averages. Transformation plan for SEN being developed</p>	Director, Children's Services (Richard Baldwin) Director, Human Resources (Charles Obazuaye)		
4	Children's Services	Emergency Response (ER) / Business Continuity (BC) ER - Failure to provide to respond effectively to an emergency incident internally or externally BC - Lack of up-to-date, tested and exercised BC arrangements for Children's Social Care	<p>Cause(s):</p> <ul style="list-style-type: none"> ER - Ineffective emergency response arrangements in place to respond to an incident. BC - Lack of suitable BC plans at service and Corporate level <p>Effect(s):</p> <ul style="list-style-type: none"> ER - Impact upon financial and reputational matters BC - Failure to deliver statutory services 	Personnel, Reputational	3	4	12	<p>ER - Corporate Major Emergency Response plan</p> <p>Out of hours on call emergency response capability</p> <p>Trained emergency response volunteer cohort</p> <p>Ongoing training & exercising programme</p> <p>Multi-agency assessment of emergency risks with associated mitigation</p> <p>BC - Full suite of BC plans across CSC</p> <p>Overarching Corporate BC plan including prioritisation of all services</p> <p>Continued CLT delivery of the BC management process</p> <p>Continued monitoring and auditing of key suppliers BC arrangements</p> <p>Yearly Directorate and Corporate testing & Exercising programme</p>	3	3	9	<p>ER - Recruit and train more emergency response volunteers to maintain required levels of trained staff. Yearly training programme, numbers reviewed on a monthly basis</p> <p>BC - Delivery of service and corporate BC testing and exercising programme to further embed BC arrangements - December 2023 to February 2024</p>	Director, Children's Services (Richard Baldwin)		

Children, Education and Families Risk Register

2023/24

REF	DIVISION	RISK TITLE & DESCRIPTION (a line break - press shift & return - must be entered after the risk title)	RISK CAUSE & EFFECT	RISK CATEGORY	GROSS RISK RATING (See next tab for guidance)					CURRENT RISK RATING (See next tab for guidance)					FURTHER ACTION REQUIRED	RISK OWNER
					LIKE LIHO	OD	IMPA	RISK CT	RATI NG	LIKE LIHO	OD	IMPA	RISK CT	RATI NG		
5	Education	School Place Planning Failure to meet the statutory requirement to ensure sufficient school places to meet the needs of the population in the area	Cause(s): - Failure to secure sufficient Primary and Secondary school places in the area - Failure to secure sufficient educational placements for children with disabilities and special educational needs - Failure to secure sufficient alternative provision Effect(s): - Disruption to the education of children and impact on their life chances	Political, Legal, Professional	3	4	12			4	3	12	- Strategic needs analysis (birth rate, dwelling stock and migration) to project demand - Review analysis of demand annually - SEN sufficiency strategy will inform long term planning of specialist provision - Implement Basic Need programmes - Maintain relationships with DfE ESFA to support delivery of Free School and PSBP programmes - Monitor contractor performance in uncertain market	- Following request from Harris Federation the DfE have removed the secondary free school scheme from its free school programme. Council has £3m capital contingency to assist in addressing a shortage in secondary places. - Redwood Academy Special Free School. Further delays have arisen in the DfE-led project that is currently at feasibility. Officers are pressing DfE for movement on project.	Director, Education (Jared Nehra)	
6	Education	SEND Transport Failure to provide appropriate home to school transport assistance for children and young people with special educational needs and disabilities	Cause(s): - Fluctuating demand year on year - Rising numbers of children meeting criteria for transport provision and associated increase in costs - Cost pressures from market place and rising fuel prices Effect(s): - Disruption to education - Impact on life chances and outcomes for children and young people	Legal Financial	5	3	15			3	4	12	- Budget monitoring and forecasting - Effective contract monitoring arrangements to ensure acceptable quality of service provision and value for money - Tender exercise completed and framework contract awarded - Monitoring of market place fluctuations - Purchase of route optimisation software 'QRoutes' - Introduction of Independent Travel Training offer	SEND transport review undertaken. Proposed initiatives have passed through PDS Committee and Executive. Once complete and following consultation, revised transport policies will seek to be adopted which will create greater opportunities and flexibilities in the transport offer including opportunities for Independent travel training, and access to personal transport budgets. Significant work has been undertaken to optimise the routes into schools to ensure vehicles operate at greater capacity and vehicle numbers reduced as a result. The tendering exercise based on the optimised routes has been successfully delivered reducing the numbers of vehicles operating and reducing the average daily costs of routes. Numbers continue to come through (as they will throughout the year) and these introduce new challenges. At this point in the year there is limited spare capacity which in turn demands a premium price. Formal consultation has been completed and final approval decision taken. Full implementation now underway.	Director, Education (Jared Nehra)	
7	Education	SEND Reforms Failure to meet expectation of SEND reforms	Cause(s): - Ineffective and inaccurate identification of SEND - Failure of schools to make reasonable adjustments to meet needs of individual children and young people - Failure to provide appropriate and effective support for children with identified needs and their schools - Pattern of provision which does not meet the needs of the local population resulting in placements in independent schools Effect(s): - Costs associated with the Legal process - Escalating cost of provision - Impact on education and life chances of children and young people	Financial Legal Professional	4	4	16			3	3	9	- SEN service realigned to improve decision making and management oversight - Service Level Agreements being established with mainstream settings with additionally resourced provisions to provide clarity across both parties - Legal advice to be drawn in to support complex tribunal cases - Local Area Autism Partnership established with Autism strategy developed - Annual review programme, with additional resource identified - Covid-19 programmes established - data reporting, collaborative risk assessments, vulnerable CYP programme and CFA Modifications - Special Free School tendering process underway, Specialist placement planning model commissioned - Engagement framework finalised, CYP participation officer in place - Additional capacity in the Statutory assessment team agreed, recruitment in train with specific focus on vulnerable groups including CLA/LC cohort, CME/CMoE, NEET and EHE - increased resource identified to support schools in confidence to deliver education for CYP who have Dyslexia and other specific learning difficulties (SpLD) - investment in two new posts (SEN Placements Manager and SEN Annual Reviews Manager) to focus support in these two key areas	Revised SEND Strategic Vision and Priorities has been agreed by SEND Governance Board, with a greater focus on driving outcomes and ensuring the sustainability of High Needs funding Transformation work is ongoing, linked closely with the DSG deficit recovery management plan Bromley Teaching Schools leading SEN training collaborative to support school improvement. - Annual review project reviewed and re-established and broadened with multi-agency task and finish group - Quality Assurance and Improvement Framework revised and changes currently being embedded - Special Free School approved and in pre-opening status - Increase resource for Educational Psychology agreed, challenge with shortage of EP nationally – blended model of delivery developed - PRA approach revised - SEND / AP green paper published - partnership response and consideration of existing activities aligned with direction of travel - HNF Banding Review programme in train to develop equitable funding system, with a focus on sustainability	Director, Education (Jared Nehra)	
8	Children's Social Care	Youth Offending Failure to deliver effective youth offending services to protect children and young people and reduce their vulnerability	Cause(s): - Increase in youth offending Effect(s): - Impact on life chances and outcomes for children - Failure to protect the public and actual or potential victims (assessment of risk to others and planning to manage the risk and protect the public)	Professional Reputational	3	4	12			2	4	8	Youth Justice Strategy 2020-2023 in place, annual reports submitted in a timely way. Quality Assurance and auditing programme established. YOS performance monitoring reviews KPIs, act upon trends and drive improvement plan - Triage support to divert low level offenders from YJS - Packages of support to manage young people's risk appropriately in the community for those who are sent to custody. - YJS Strategic Board chaired by the CEO. update 26/1/24: Further development of the YJS prevention offer, namely turnaround, engage and liaison and diversion to reduce children entering the criminal justice system - The YJS settlement plan to reduce a custody rate and reduce re-offending - The commissioning of youth link navigation network mentoring programme to support children to minimise risk - Up-to-date risk assessment for offsite and on-site visits to children open to the YJS - Pre-and post order partnership subgroups, which focus on reducing custody, re-offending and first time entrants	Ongoing preparedness for Youth Justice Service inspection, self evaluation established. Continued focus on early intervention and disproportionality work. Update 26/1/24: 2023 to 2024 training schedule to ensure staff continue to develop their practice, to improve outcomes and to reduce risk and safeguarding of children in the YJS Mock inspection scheduled to measure progress and readiness for HMIP inspection Ongoing development around Trauma informed practice and reflective practice sessions scheduled as part of the ongoing training of YJS staff Continued focus on early intervention and disproportionality work.	Director, Children's Services (Richard Baldwin)	
9	Children's Social Care	Out of Borough Placements (Children and Young People) Inability to reduce reliance on out of borough placements Financial implications	Cause(s): - Failure to provide/commission sufficient local placements for children with disabilities and children in care Effect(s): - Cost implications of out of borough placements (Cross refer Budget risk) - Impact for children's welfare and development	Professional Financial	3	3	9			3	3	9	- Close monitoring of placements and eligibility criteria at multi agency resource panel - Budget monitoring and forecasting - Effective contract monitoring arrangements to ensure acceptable quality of service provision and value for money - Review of children's residential, IFA and semi-supported 16+ market in borough and discussions with Bromley providers to increase our ability to place with them. - Step down from residential to foster care programme in place. - Work with housing to support Young People moving to own tenancy when ready and reduce risk of homelessness	CLA Sufficiency Strategy, annual updated and agreed at PDS In-house foster care recruitment stretch target remains in place, additional funding agreed to enable recruitment strategy . Successful ongoing engagement with local residential providers discussing, quality and commissioning, strengthening relationship and joint working. Visits undertaken by commissioning, CSC and Central Placements Team to ensure a joint and integrated approach Compliance Officer in place to ensure quality, safety and effectiveness of placement and experience for our CLA New Horizons project established to enable step down placements to foster care Review of Commissioning alliance allowing for greater access to local placements, review of alternative block arrangements	Director, Children's Services (Richard Baldwin)	

Children, Education and Families Risk Register

2023/24

REF	DIVISION	RISK TITLE & DESCRIPTION (a line break - press shift & return - must be entered after the risk title)	RISK CAUSE & EFFECT	RISK CATEGORY	GROSS RISK RATING (See next tab for guidance)				EXISTING CONTROLS IN PLACE TO MITIGATE THE RISK	CURRENT RISK RATING (See next tab for guidance)				FURTHER ACTION REQUIRED	RISK OWNER
					LIKE LIHO	OD	IMPA CT	RISK RATI NG		LIKE LIHO	OD	IMPA CT	RISK RATI NG		
10	Education	Speech and Language Therapy Failure to provide appropriate SaLT services to children and young people	Cause(s): - Current service provision not meeting needs of children and young people in a timely way Effect(s): - Failure to meet the need of children and young people including those with SEND and other vulnerabilities	Legal Reputational Professional	4	3	12	- Multi-agency review of SaLT provision - Work with core provider (BHC) regarding SLT provision capacity undertaken given current levels of demand and pressures/demand on the system - Engagement Working Groups undertaken with children, young people, parents and schools & settings in February and March 2022 to coproduce this strengthened SLT offer.	4	3	12	Occupational Therapy - urgent actions being taken to identify support for EHCP Needs Assessments professional advice - sourcing urgent specialist - BHC has employed an experienced Therapies Project Manager to deliver on the organisation's Therapy offer and plan. Project Manager has been working on a plan for SLT (and OT and Physio) to restructure the service offer in a way that mirrors and reflects the borough's wider piece of transformation work to strengthen the Graduated Approach - meaning earlier support, signposting and multi-agency collaborative working to better enable a more appropriate and proportionate offer in line with the specific and individual needs of CYP in the borough -Publication of the B-hive website is the first step in establishing a whole system approach to supporting SaLT needs, led by Integrated Commissioning	Director of Education (Jared Nehra)		
11	Education	School Attendance Ensuring return of children to school	Cause(s): - Children not returning to school following Covid-19 lockdown - Increased EHE declarations - Lack of real time data from schools Effect(s): - Children may not be in receipt of satisfactory education	Legal Reputational	3	4	12	- EWOs support schools with improving attendance - EHE officers monitor and follow up on new EHE cases & CSC involvement checked - Mental health and wellbeing initiatives being prioritised	2	4	8	Monitoring of EHE and non-attendance is ongoing Work closely with schools through their Single Points of Contact (SPOC) Mental Health and Wellbeing Toolkit embedded in schools. Attendance and Inclusion Taskforce has introduction of 'Studybugs' a specialist data provider to capture and report on live data from schools. Most schools are now signed up. This will inform targeted support and assistance from the Education Welfare Service. Attendance of vulnerable groups remain a key priority, with the new data analysis functionality enabling greater targeting of resource. The Service plans to publish Local Inclusion Dashboards by September 2023.	Director of Education (Jared Nehra)		

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Report No.
CEF23074A

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: CHILDREN, EDUCATION AND FAMILIES POLICY, DEVELOPMENT AND SCRUTINY COMMITTEE

Date: Wednesday 20th March 2024

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

Title: PERFORMANCE REPORTING - CHILDREN'S SCRUTINY DATASET PART 1 (PUBLIC) REPORT

Contact Officer: Naheed Chaudhry, Assistant Director Strategy, Performance and Corporate Transformation

Chief Officer: Richard Baldwin, Director Children's Services

Ward: All Wards

1. Reason for report

- 1.1 To provide the Scrutiny Committee with a regular update on the performance of services for children. The performance index provided in appendix one is as at the end of December 2023.
-

2. RECOMMENDATION

- 2.1 The Committee is asked to note and comment on the December 2023 outturns of key performance indicators and associated management commentary.

Impact on Vulnerable Adults and Children

1. Summary of Impact: To provide the Scrutiny Committee with a regular update on the performance of services for children.
-

Transformation Policy

1. Policy Status: Existing Policy: The monitoring of key performance measures is part of the performance management framework developed to ensure that there is strong leadership and management oversight of children's services in Bromley.
 2. Making Bromley Even Better Priority (delete as appropriate):
 - (1) For children and young People to grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home.
 - (5) To manage our resources well, providing value for money, and efficient and effective services for Bromley's residents.
-

Financial

1. Cost of proposal: Not Applicable
 2. Ongoing costs: Not Applicable
-

Personnel

1. Number of staff (current and additional): Not Applicable
 2. If from existing staff resources, number of staff hours: Not Applicable
-

Legal

1. Legal Requirement: Non-Statutory - Government Guidance
 2. Call-in: Not Applicable: No Executive decision.
-

Procurement

1. Summary of Procurement Implications: Not Applicable
-

Property

1. Summary of Property Implications: Not Applicable
-

Carbon Reduction and Social Value

1. Summary of Carbon Reduction/Sustainability Implications: Not Applicable
-

Customer Impact

1. Estimated number of users or customers (current and projected): Not Applicable
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable

3. COMMENTARY

- 3.1 A Children's Performance Management Framework agreed in 2018 and updated in 2023, stipulates that the Children's PDS Committee should receive a regular update on a suite of performance measures in respect of children's services. Reports should enable Members to *'ask challenging questions about areas of underperformance and make recommendations accordingly to the Executive'*.
- 3.2 This specific 'Children's Scrutiny Dataset' is over and above more detailed reports on specific areas of practice – e.g., Corporate Parenting reports; annual Education Outcomes reports – already received by the Committee. It is worth noting that the committee will also be in receipt of the regular Finance, Contracts Register and Risk Register updates, these will provide some reassurance under the broader performance management framework.
- 3.3 The 'Children's Scrutiny Dataset' is selected from a much wider set of data collected and reported both internally and externally in respect of children's services, it acts as a regular 'health check' on key areas of service delivery to enable scrutiny and enquiry from elected members.
- 3.4 The Committee initially agreed a proposed suite of indicators in March 2018, these indicators are reviewed and updated annually. A narrative on "why this indicator is important" has been provided to ensure that scrutiny is well informed and effective.
- 3.5 Directors have attributed either a target or a range of acceptable performance/outturns alongside trend and benchmarking data, these allow Members to be alerted to issues where they need further exploration only. Quarterly reports provide management commentary against those indicators that are performing below expectation. Directors have also committed to reporting on any other indicators not in the index, by exception, should they have concerns or if they wished to report particularly good performance.
- 3.6 Directors have provided number and percentage outturns in order to allow the Scrutiny Committee to gain a sense of scale and relativity.
- 3.7 **MANAGEMENT COMMENTARY ON EXCEPTION – Index indicators performing below expectation.**
- 3.8 Some data in this Part 1 public committee report has been suppressed in order to minimise the risk of sensitive personal information being identified and to comply with the General Data Protection Regulation. The publication of data should not result in the identification of a person when it is reviewed with other publicly available data or when combined with information provided through FOI requests. Performance for this reason is presented in the Part 2 report.
- 3.9 As at the end of December 2023, the following Children's Scrutiny Dataset key performance indicator(s) were performing below expectation.

Indicator 20: Stability of placements for Children looked after – Length of placement – Amber

This indicator is based on young people who have been looked after for at least 2.5 years, are under 16 years old and have been in the same placement for at least 2 years. Long term placement stability has decreased during this financial year and is below target. There are several reasons for this, the cohort is relatively small at 93, 2 young people were adopted in October and 3 turned 16, removing them from the denominator. 2 new young people have now been looked after for 2.5 years and therefore are now part of the denominator, 1 is in a long term stable placement, the other has been in the same

placement for 18 months as their previous placement was deemed no longer suitable. 1 young person who was previously in a stable placement is still within the same organisation but had to move due to the provision closing down. 3 placements ended because the carer had to step down due to a change in circumstances and 2 young people had to move to a residential placement due to escalating safeguarding needs.

Social workers and case managers continue to monitor the placements of each child carefully to ensure that they remain in their best interest and alternative arrangements are made when there are breakdowns of placements, quickly and appropriately.

Indicator 24: Average Caseloads RAS – Amber

The increase in caseloads for December is in direct correlation with the increase in referrals in November. This increase is not unusual due to the upcoming school holidays. This puts extra demand on the Referral and Assessment Service, where social workers have managed higher caseloads whilst continuing to undertake detailed, timely assessments of children and families

Indicator 31: % of Education, Health and Care plans issued within statutory 20 week timescale (excluding exception cases) – Amber

Progress continues to be made on improving the timeliness of EHC Needs Assessments. The full year performance was 36% for 2023 calendar year. The average performance since September 2023 is 58%, which is higher than the latest average for England (51%).

Note on indicator 27: % of CYP (16-17 year olds) not in education, employment or training status ‘not known’ – Data Not Available

Each year the Client Caseload Information System database resets its data on the 1st September across the country. So at this point, anyone who was in school or college education the previous year becomes “not Known” on the system.

The actual months that are relevant in terms of the DfE annual judgement of NEET and Not Known young people are a three month average that covers December, January and February each year, so this data will be available at the next meeting.

4. IMPACT ON VULNERABLE ADULTS AND CHILDREN

- 4.1 Examination of performance by elected members holding scrutiny roles is part of a broader performance management framework which supports improvement of services delivered to children, including those vulnerable to poorer outcomes.

5. TRANSFORMATION/POLICY IMPLICATIONS

- 5.1 The monitoring of key performance measures is part of the performance management framework developed to ensure that there is strong leadership and management oversight of children’s services in Bromley.

6. CUSTOMER IMPACT

- 6.1 A Children’s Performance Management Framework agreed in 2018 and updated in 2023, stipulates that the Children’s PDS Committee should receive a regular update on a suite of performance measures in respect of children’s services. Reports should enable Members to ‘ask challenging questions about areas of underperformance and make recommendations accordingly to the Executive’.

This specific ‘Children’s Scrutiny Dataset’ is over and above more detailed reports on specific areas of practice – e.g., Corporate Parenting reports; annual School Standards reports – already received by the Committee. It is worth noting that the committee will also be in receipt of the regular Finance, Contracts Register and Risk Register updates, these will provide some reassurance under the broader performance management framework.

Non-Applicable Headings:	Financial/Personnel/Legal/Procurement/Property/Carbon Reduction and Social Value Implications and Ward Councillor Views.
Background Documents: (Access via Contact Officer)	Children’s Scrutiny Dataset, agreement of regular performance monitoring (March 2018) http://cds.bromley.gov.uk/ieListDocuments.aspx?CId=593&MId=6166&Ver=4 Children’s Performance Management Framework (updated January 2023)

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Children, Education and Families Scrutiny - Performance Index 2023/24

No.	Performance Indicators	Why is this important?	Polarity	Target or Range of acceptable performance	Benchmarking and trend																	Year to Date	Notes						
					Bromley 2022/23	Bromley 2021/22	Bromley 2020/21	England 2021/22	London 2021/22	RAG rating	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24			Mar-24					
Early Help																													
1	Total Footfall Children & Family Centres	Data provides an indication of early identified support and help provided.	n/a	95000	52059	28,613	6,668	Local Measure	Local Measure	GREEN	3742	9122	15316	20338	24649	30779	36694	43526	46837				46837						
2	Children supported by the Bromley Children's Project (Children referred)		n/a	1700	1063	1,755	1,869	Local Measure	Local Measure	GREEN	106	161	186	169	105	92	105	95	121				1140						
3	% outcome of School Ofsted inspections good or outstanding (overall effectiveness)	Schools are subject to regulation and inspection from Ofsted. Our ambition is that LB Bromley schools are at least good or better. This measure, to be considered alongside e.g. Key Stage results, progress measures, attendance and exclusion data.	High	95-90%	96%	97%	97%	89%	93%	GREEN			96%			97%			98%			98%	School year is academic year not financial year						
4	Number of Primary permanent exclusions (Bromley schools) (Number YTD Academic year)	Permanent exclusion can severely disrupt a pupil's education and social networks. It can be extremely challenging to find alternative school/alternative education for pupils excluded in the secondary phase because of the nature of the factors leading to the exclusion. However, the LA has mechanisms in place to both minimise time out of education and to identify alternative provision for pupils who are permanently excluded.	Low	0	0	1	0 (rate: 0.00)	Rate: 0.01	Rate: 0.00	GREEN	Data suppressed, see part 2 report																		School year is academic year not financial year
5	Number of Secondary permanent exclusions (Bromley schools) (Number YTD Academic year)		Low	22-36 (rate of 0.10-0.16)	33	Provisional (47)	17 (rate:0.07)	Rate: 0.1	Rate: 0.09	GREEN	3	1	16	3		3	2	7	10				22	School year is academic year not financial year					
Safeguarding and Child Protection																													
6	Number of 'Referrals' to Children's Social Care	Measure of demand for CSC services and an identification of the effectiveness of early help, as well as if thresholds are understood by partners.	n/a	Not a target measure	4513	4032	3,827	650,270	113,320	This is not a target measure	268	412	525	408	263	396	423	563	335				3593						
7	% of statutory Assessments authorised within 45 days (Year to Date)	Assessments are undertaken in order to identify whether or not statutory thresholds for children's social care have been met and statutory services are required. There is a 45 day statutory timescale for completion - this is a measure of efficiency and effective management oversight. It is also a reflective of manageable caseloads.	High	95 - 83%	93%	96%	85%	84%	86%	GREEN	98%	96%	93%	94%	94%	85%	91%	97%	97%				97%						
8	Number of Childred in Need (Statutory threshold Section 17)	This is not a performance measure but indicates prevalence of need for intensive social care intervention. Also volume of intensive casework and social worker capacity required to fulfil statutory duties.	n/a	Not a target measure	920	890	615	104,940	17,860	This is not a target measure	895	849	850	832	860	873	846	847	889					including DCT					
9	Number of children subject of a Child Protection Plan		n/a	Not a target measure	315	345	283	50,920	7,670	This is not a target measure	315	282	288	300	337	344	351	363	369										
10	% of Children subject of a Child Protection Plan with an allocated Social Worker	It is a statutory requirement that all Child Protection Plan casework is allocated to qualified social workers. This is a proxy for high quality interventions undertaken by qualified practitioners who are subject to national professional standards	High	100%	100%	100%	100%	Local Measure	Local Measure	GREEN	100%	100%	100%	100%	100%	100%	100%	100%	100%				100%						
11	% of reviews completed within timescale for Children with Child Protection Plans	There is a national framework of expectations around interventions with children requiring safeguarding. This measure is a proxy for appropriate management/IRO (Independent Reviewing Officer) oversight of complex casework and decisive social work planning.	High	100 - 90%	86%	90%	100%	92%	96%	GREEN	100%	97%	100%	99%	99%	97%	97%	98%	91%				91%						
12	% of Children that became the subject of a Child Protection Plan for the second or subsequent time (year to date)	If a second child protection plan is required for similar reasons, this could indicate potential lack of impact of earlier Child protection interventions. It can often demonstrate multiple risks/challenges faced by children and families. It prompts enquiry into whether or not other statutory interventions should be/should have been considered. Was the child removed from the plan too early? Was practice too optimistic?	Low	25 - 15%	23%	20%	14%	23%	18%	GREEN	15%	19%	12%	17%	23%	23%	23%	22%	21%				21%						
12b	% of Children that became the subject of a Child Protection Plan for the second or subsequent time within 2 years of their previous plan (year to date)		Low	Not a target measure	9%	9%			Local Measure	Local Measure	This is not a target measure	0%	5%	2%	11%	15%	14%	14%	13%	13%				13%					
13	Average number of weeks taken to complete Care proceedings against a national target of 26 weeks (CAFCASS definition)	It is imperative to avoid 'drift' in making permanency plans for CLA. Time taken to undertake care proceedings is a proxy for decisive casework and can be looked at alongside timeliness of achieving adoptions. The measure can be affected by issues beyond professional control e.g. court delays.	Low	26 weeks	Provisional (45)	Provisional (44)	49	41	32		49	42	41	47	62	52	41	59	36				48	Awaiting publication					

No.	Performance Indicators	Why is this important?	Polarity	Target or Range of acceptable performance	Benchmarking and trend																Year to Date	Notes
					Bromley 2022/23	Bromley 2021/22	Bromley 2020/21	England 2021/22	London 2021/22	RAG rating	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24		
Children Looked After and Care Leavers																						
14	Children Looked After rate per 10,000	This is a prevalence measure to be looked at alongside others including CIN/CP rates and should also be, broadly, in line with London and statistical neighbours.	n/a	Not a target measure	45	45	45	70	52	This is not a target measure			46			45			48			48
15	Number of Children Looked After	Actual numbers of looked after children should be considered alongside demand pressures on social work capacity and placements/budgets required to fulfil statutory responsibilities.	n/a	Not a target measure	342	328	341	82,170	9,960	This is not a target measure	336	340	351	347	353	345	338	351	350			350
16	% of Children Looked After with an allocated Social Worker	It is a statutory requirement that all CLA casework is allocated to qualified social workers. This is a proxy for high quality interventions undertaken by qualified practitioners who are subject to national professional standards.	High	100%	100%	100%	100%	Local Measure	Local Measure	GREEN	100%	100%	100%	100%	100%	100%	100%	100%	100%			100%
17	% of Children Looked After cases which were reviewed within required timescales	There are statutory requirements for reviewing the care plans for CLA within set timescales. This measure is a proxy for appropriate management/IRO (Independent Reviewing Officer) oversight of complex casework and decisive social work planning.	High	100- 90%	94%	95%	93%	Not available	Not available	GREEN	100%	96%	95%	94%	91%	92%	96%	91%	96%			96%
18a	Number of in-house foster households recruited (YtD)	We have set ambitious targets for increasing the number and range of in-house foster carers. Although placements with foster carers are, almost invariably, the first option to be considered for CLA, a shortage of 'in house' carers i.e. recruited and approved by Bromley, can result in placements being commissioned from independent sector providers. Recruitment processes can take 5 to 7 months. Agency foster carers are often profit making organisations, carers are often not local and carers are not supported or managed by Bromley services. Also, placements are typically significantly more expensive thus adding to pressure on placement budgets. Our aim is to reduce dependency on IFA placements. This indicator should be reviewed with the numbers of children in care at any given point, the profile of these children and their likely needs and our progress in recruiting in-house foster carers.	High	15	6	11	10	Local Measure	Local Measure	GREEN	Data suppressed, see part 2 report											
18b	Number of in house fostering households in the assessment process (Stage 1 & Stage 2)		High	Not a target measure	Not a target measure	Not a target measure	Not a target measure	Local Measure	Local Measure	This is not a target measure	Data suppressed, see part 2 report											
18c	Number of in house fostering households currently approved and in the assessment process		High	Not a target measure	Not a target measure	Not a target measure	Not a target measure	Local Measure	Local Measure	This is not a target measure	Data suppressed, see part 2 report											
19	Stability of placements of Children Looked After - number of placements (3 placements or more in the year)	There are two key measures for placement stability – Placement stability is a foundation stone for improving outcomes for CLA as it enables consistent relationships between young people and their carers; consistent school placements; a settled context in which young people can develop social networks etc. While some placement moves are 'positive' – e.g. move to a permanent home; move to withdraw a young person from a risky environment, others occur due to e.g. breakdown of relationships/behaviour issues etc. and should be minimised.	Low	12-0%	11%	11%	7%	10%	10%	GREEN	9%	9%	8%	8%	8%	9%	8%	8%	8%			8%
20	Stability of placements of Children Looked After - length of placement	There are two key measures for placement stability –The length of placement indicator refers to children under the age of 16 who have been in care for 2 and half years or more and have been in their current placement for 2 years or more. Placement stability is a foundation stone for improving outcomes for CLA as it enables consistent relationships between young people and their carers; consistent school placements; a settled context in which young people can develop social networks etc. While some placement moves are 'positive' – e.g. move to a permanent home; move to withdraw a young person from a risky environment, others occur due to e.g. breakdown of relationships/behaviour issues etc. and should be minimised.	High	70% (In line with national or above)	79%	73%	69%	71%	70%	AMBER	77%	77%	70%	70%	69%	65%	65%	66%	67%			67%
21	Number of Children Looked After who achieved permanency after an Adoption Order or Special Guardianship Order was granted	The key aim for looked after children who cannot return to their families of origin is to find alternative permanent families. Numbers of adoptions and special guardianship arrangements are, therefore, closely monitored by managers. More recently, there has been a big push in supporting family members (or adults known to the child) in achieving special guardianship for our children rather than adoption, hence the drop in adoption numbers, as previously the same children would have left care under this arrangement. It is therefore vital to look at this data across, to show the number of children achieving permanency in total.	High	14	22	21	43	Local Measure	Local Measure	GREEN	Data suppressed, see part 2 report											
22	% of Care leavers who are EET (aged 19, 20, 21) (DFE definition)	This indicator provides a guide to the effectiveness of Corporate Parenting in improving life chances for children in care.	High	52-47%	55%	51%	42%	50%	52%	GREEN	N/A	33%	42%	56%	57%	60%	68%	63%	67%			67%
23	% of Care Leavers in suitable accommodation (aged 19, 20, 21)	This indicator provides a guide to the effectiveness of Corporate Parenting in ensure Care Leavers have an appropriate and safe place to live.	High	84-76%	89%	94%	86%	84%	82%	GREEN	N/A	83%	92%	89%	93%	95%	100%	96%	97%			97%
Children's Social Care Caseload Promise: Average caseloads																						
24	Average Caseloads RAS	Following the 2016 Ofsted inspection Bromley committed to maintaining safe caseload levels. This is a measure of manageability of Social worker workloads.	n/a	12 - 18	21	17.3	18.1	Local Measure	Local Measure	AMBER	16	17	19	17	14	14	16	18	19			
25	Average Caseloads Safeguarding and Care Planning		n/a	12 - 15	18	17.1	19.6	Local Measure	Local Measure	GREEN	15	13	13	13	13	13	13	13	14			

Children and Young People with complex needs																								
26	% of CYP (16 - 17 year olds) not in education, employment or training (NEET)	Non-participation in education, employment or training beyond age 16 is a major predictor of long-term unemployment and low income. This indicator should be reviewed alongside the 'Not Known' outturn.	Low	1.7%-1.9%	1.1% (82/7145)	1.2% (86/7144)	1.5% (104/7042)	2.8%	1.9%	GREEN	1.2% (88/7140)	1.3% (93/7134)	1.4% (97/7135)	1.4% (101/7128)	1.5% (110/7126)		1.2% (90/7436)	1.3% (99/7441)	1.4% (103/7423)					
27	% of CYP (16 - 17 year olds) education, employment or training status 'not known'	The EET status of young people can be difficult to ascertain e.g. once pupils leave school. The aim is to have a low number of young people whose EET status is 'not known'. This indicator should be reviewed along side the NEET outturn.	Low	0.7%-1.1%	0.4% (31/7145)	0.3% (19/7144)	0.2% (17/7042)	2.8%	2.7%	This is not a target measure	0.4% (31/7140)	0.6% (46/7134)	0.7% (53/7135)	1.1% (79/7128)	1.6% (113/7126)		DNA	DNA	DNA					
28	Number of First Time Entrants (FTEs) to the Youth Justice System aged 10-17	Offending can be linked to factors such as truancy, low attainment, substance misuse, employability etc. and the challenge to the council, schools and partner agencies in a local area is to prevent young people from entering the youth justice system.	Low	Not a target measure	44	31	30	15182	3090	This is not a target measure	Data suppressed, see part 2 report													
29	Proportion of offenders that are proven to re-offending in the youth justice system	This indicator measures the re-offending of specific cohorts of young people following an initial pre-court or court disposal.	Low	42% - 35%	20%	20%	26%	42%	48%	GREEN	14%	16%	17%	17%	17%	17%	17%	17%	20%					
30	Number of children/Young People open to MEGA	This indicator provides a guide as to the awareness of CSE and gang risk.	n/a	Not a target measure	Local Measure	Local Measure	Local Measure	Local Measure	Local Measure	This is not a target measure	35	35	31	27	44	46	42	40	42					
The following indicators are measured on a calendar year:																								
No.	Performance Indicators	Why is this important?	Polarity	Target or Range of acceptable performance	Benchmarking and trend																Year to Date	Notes		
					Bromley 2022	Bromley 2021	Bromley 2020	England	London	RAG rating														
											Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23		
31	% of Education, Health and Care plans issued within statutory 20 week timescale (excluding exception cases)	In line with Children and Families Act 2014 Reform requirements, EHC plans replaced SEN Statements. They result from a multi-dimensional assessment of education, health and care needs. They specify outcomes to be achieved for a child and identify provision to meet those outcomes. There is a 20 week statutory timescale for completion, although there is a balance to be found between quality and timeliness.	High	60%	Data pending	65%	62%	51%	63%	AMBER	53% (9/17)	29% (7/24)	4% (1/28)	18% (5/28)	12% (3/26)	17% (5/29)	16% (10/61)	33% (10/30)	46% (21/46)	52% (27/52)	78% (35/45)	57% (20/35)	36% (153/421)	
32	% of Education, Health and Care plans issued within statutory 20 week timescale (including exception cases)		High	Not a target measure	Data pending	37%	43%	59%	60%	This is not a target measure	26% (9/35)	14% (7/50)	3% (1/39)	15% (5/34)	10% (3/30)	15% (5/33)	13% (10/77)	27% (10/37)	44% (21/48)	47% (27/58)	44% (35/79)	53% (20/38)	27% (153/560)	

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Report No.
CEF23083A

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: CHILDREN, EDUCATION AND FAMILIES PDS COMMITTEE

Date: Wednesday 20 March 2024

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

Title: CONTRACTS REGISTER PART 1 (PUBLIC) REPORT

Contact Officer: Alex Best, Commissioning Support Officer, Email: Alex.Best2@Bromley.gov.uk

Chief Officer: Richard Baldwin, Director of Children's Services

Ward: All Wards

1. Reason for report

- 1.1 This report presents an extract from February 2024's Contracts Register of contracts with a whole life value of £50k or higher, for detailed scrutiny by PDS Committee – all PDS committees will receive a similar report each contract reporting cycle, based on data as at 15th January 2024 and presented to ER&C PDS on 5th February 2024.
- 1.2 A simple Part 1 report is provided every quarter as an Information item, accompanied by a Part 2 report to provide additional commentary only where a contract has been RAG rated as Red by the Corporate Procurement Team. A full report is provided twice a year (May and November) including a detailed Part 2 report which includes a commentary and RAG rating on each relevant contract to inform Members of any issues or developments. The next full report will be May 2024.

2. RECOMMENDATIONS

That the Children, Education and Families PDS Committee:

- 2.1 Reviews and comments on the Contracts Register as at 15th January 2024.

Impact on Vulnerable Adults and Children

1. Summary of Impact: The appended Contracts Register covers services which may be universal or targeted. Addressing the impact of service provision on vulnerable adults and children is a matter for the relevant procurement strategies, contracts award and monitoring reports, and service delivery rather than this report.
-

Corporate Policy

1. Policy Status: Existing Policy:
 2. MBEB Priority: Excellent Council:
-

Financial

1. Cost of proposal: - N/A
 2. Ongoing costs: - N/A
 3. Budget head/performance centre: Children, Education and Families Portfolio
 4. Total current budget for this head: - £47,574
 5. Source of funding: - Existing relevant budget 2023/2024
-

Personnel

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

Legal

1. Legal Requirement: Statutory Requirement:
 2. Call-in: Not Applicable: No Executive decision.
-

Procurement

1. Summary of Procurement Implications: Improves the Council's approach to contract management
-

Customer Impact

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

Ward Councillor Views

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

3. COMMENTARY

Contracts Register Background

- 3.1 The Contracts Database is fully utilised by all Contract Managers across the Council as part of their Contract Management responsibilities, which includes the updating the information recorded on the database. The Register is generated from the Contracts Database which is administered by Corporate Procurement and populated by the relevant service managers (Contract Owners) and approved by their managers (Contract Approvers).
- 3.2 As a Commissioning Council, this information is vital to facilitate a full understanding of the Council's procurement activity and the Contracts Registers is a key tool used by Contract Managers as part of their daily contract responsibilities. The Contract Registers are reviewed by the Procurement Board, Chief Officers and the Corporate Leadership Team.
- 3.3 The Contracts Register is produced four times a year ((with a full report every other quarter) for members and is a 'snapshot' at the time of each report – though the CDB itself is always 'live'. The quarterly reporting cycle is based on the Executive, Resources and Contracts PDS timetable with reports for each Portfolio prepared and distributed at the same time. There may be a timelag between the quarterly reporting cycle and the next available date of the relevant Policy, Development and Scrutiny Committee for each Portfolio. Report authors for each Portfolio have the opportunity to provide updates on any contracts through the accompanying Part 2 report.
- 3.4 Please note that one contract was flagged as a concern during this reporting cycle. An extension report has now been drafted and will go to Chief Officer for approval.
- 3.5 Each PDS committee is expected to undertake detailed scrutiny of its contracts – including scrutinising suppliers – and hold the Portfolio Holder to account on service quality and procurement arrangements.

Contract Register Summary

- 3.6 The Council has 238 active contracts across all Portfolios as of 15th January 2024 for the February 2024 reporting cycle as set out in Appendix 1.
- 3.7 The summary for the Children, Education and Families Portfolio is as follows:

Item	Category	September 2023	November 2023	February 2024
Contracts (>£50k TCV)	All Portfolios	235	246	238
Flagged as a concern	All Portfolios	2	0	1
Portfolio	Executive, Resources and Contracts	76	77	73
	Adult Care and Health	48	51	51
	Environment and Community Services	23	23	20
	Children, Education and Families	39	40	43
	Renewal and Recreation and Housing	40	46	42
	Public Protection and Enforcement	9	9	9
Risk Index	Higher Risk	84	74	69
	Lower Risk	151	172	169

4. IMPACT ON VULNERABLE ADULTS & CHILDREN

4.1 The Corporate Contracts Register covers all Council services: both those used universally by residents and those specifically directed towards vulnerable adults and children. Addressing the impact of service provision on the vulnerable is a matter for the relevant procurement strategies, contracts, and delivery of specific services rather than this summary register.

5. POLICY IMPLICATIONS

5.1 The Council's renewed ambition is set out in [Making Bromley Even Better 2021 - 2031](#) and the Contracts Database (and Contract Registers) help in delivering the aims (especially in delivering Ambition Five – Resources & Efficiencies). For Ambition Five, this activity specifically helps by supporting 'robust and active contract management'.

6. PROCUREMENT IMPLICATIONS

6.1 Most of the Council's (£50k plus) procurement spend is now captured by the Contracts Database. The database will help in ensuring that procurement activity is undertaken in a timely manner, that Contract Procedure Rules are followed and that Members are able to scrutinise procurement activity in a regular and systematic manner.

7. FINANCIAL IMPLICATIONS

7.1 The Contracts Database and Contract Registers are not primarily financial tools – the Council has other systems and reports for this purpose such as the Budget Monitoring reports. However, the CDB and Registers do contain financial information both in terms of contract dates and values and also budgets and spend for the current year.

8. PERSONNEL IMPLICATIONS

8.1 There are no direct personnel implications but the Contracts Database is useful in identifying those officers directly involved in managing the Council's contracts.

9. LEGAL IMPLICATIONS

9.1 There are no direct legal implications but the Contracts Database does identify those contracts which have a statutory basis and also those laws which should be complied with in delivering the contracted services.

9.2 A list of the Council's active contracts may be found on Bromley.gov.uk to aid transparency (this data is updated after each ER&C PDS meeting).

Non-Applicable Sections:	None
Background Documents: (Access via Contact Officer)	<ul style="list-style-type: none">• Appendix 1 – Key Data (All Portfolios)• Appendix 2 - Contracts Database Background information• Appendix 3 – Contracts Database Extract PART 1

Appendix 1 Key Data (All Portfolios)

Item	Category	September 2023	November 2023	February 2024
Contracts (>£50k TCV)	All Portfolios	235	246	238
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	Children, Education and Families	39	40	43
	Renewal and Recreation and Housing	40	46	42
	Public Protection and Enforcement	9	9	9
Risk Index	Higher Risk	84	74	69
	Lower Risk	151	172	169

Appendix 2 - Contracts Register Key and Background Information

Contract Register Key

1.1 A key to understanding the Corporate Contracts Register is set out in the table below.

Register Category	Explanation
Risk Index	Colour-Ranking system reflecting eight automatically scored and weighted criteria providing a score (out of 100) reflecting the contract's intrinsic risk – reported as either Higher Risk or Lower Risk
Contract ID	Unique reference used in contract authorisations
Owner	Manager/commissioner with day-to-day budgetary / service provision responsibility
Approver	Contract Owner's manager, responsible for approving data quality
Contract Title	Commonly used or formal title of service / contract
Supplier	Main contractor or supplier responsible for service provision
Portfolio	Relevant Portfolio for receiving procurement strategy, contract award, contract monitoring and budget monitoring reports
Total Contract Value	The contract's value from commencement to expiry of formally approved period (excludes any extensions yet to be formally approved)
Original Annual Value	Value of the contract its first year (which may be difference from the annual value in subsequent years, due to start-up costs etc.)
Procurement Status (twice a year)	For all contracts automatically ranked by the Database as approaching their end date, a manual RAG rating is assigned by the Assistant Director Governance & Contracts to reflect the status of the contract. The RAG ratings are as follows: Red – there are potential issues with the contract or the timescales are tight and it requires close monitoring. Amber – appropriate procurement action is either in progress or should be commencing shortly. Green – appropriate procurement action has been successfully taken or there is still sufficient time to commence and complete a procurement action.
Start & End Dates	Approved contract start date and end date (excluding any extension which has yet to be authorised)
Months duration	Contract term in months
Commentary	Contract Owners provide a comment –where contracts approach their end date. Corporate Procurement may add an additional comment for Members' consideration <i>The Commentary only appears in the 'Part 2' Contracts Register</i>
Capital	Most of the Council's contracts are revenue-funded. Capital-funded contracts are separately identified (and listed at the foot of the Contracts Register) because different reporting / accounting rules apply

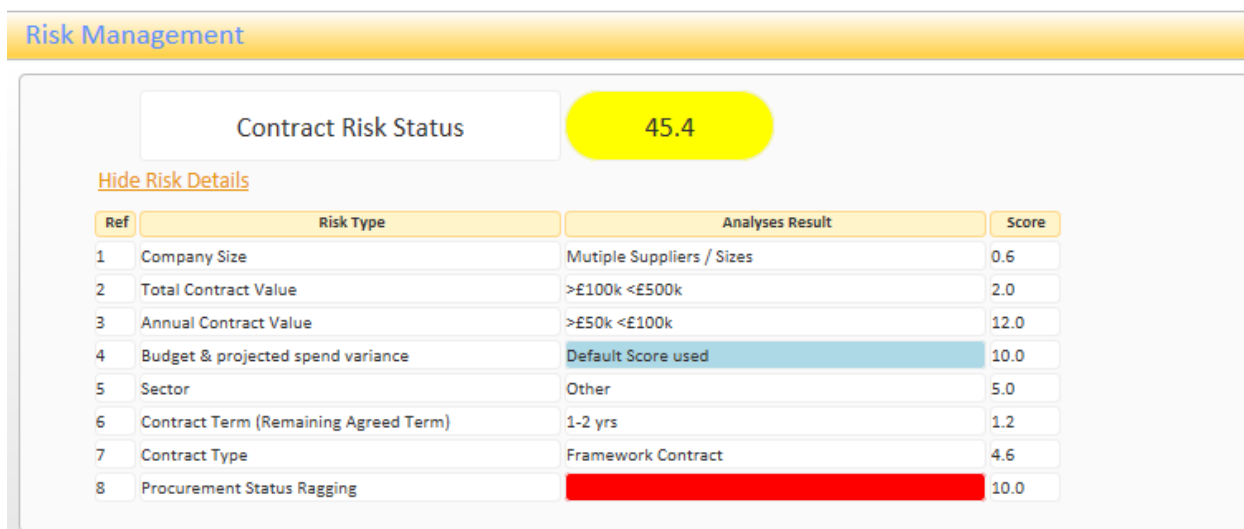
Contract Register Order

1.2 The Contracts Register is ordered by Contract Value. Capital contracts appear at the foot of the Register and 'contracts of concern' (to Corporate Procurement) are flagged at the top.

Risk Index

1.3 The Risk Index is designed to focus attention on contracts presenting the most significant risks to the Council. Risk needs to be controlled to an acceptable level (our risk appetite) rather than entirely eliminated and so the issue is how best to assess and mitigate contract risk. Contract

risk is assessed (in the CDB) according to eight separate factors and scored and weighted to produce a Risk Index figure (out of 100). The Risk Index is reported as either 'Higher Risk' or 'Lower Risk'.



Procurement Status

- 1.4 The Database will highlight contracts approaching their end date through a combination of the Total Contract Value and number of months to expiry . For all contracts highlighted by the Database as potentially requiring action soon, a commentary is provided on the status of the contract and a manual RAG rating is assigned.

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Contract Register Report - £50k Portfolio Filtered - Children, Education and Families

February 2024

Risk Index	Main Contract Data						Finance Data		Contract Terms			Attention	Capital
	Contract ID	Owner	Approver	Contract Title	Supplier Name	Portfolio	Total Value	Original Annual Value	Start Date	End Date	Months Duration		
Lower Risk	1509	Linda King	Richard Baldwin	ICT - Software Licence - Line of business	EduFocus Ltd	Children, Education and Families	60,987	4,999	01/04/2012	31/03/2024	144		
Higher Risk	5018	Scott Bagshaw	Jared Nehra	Passenger Transport Services Framework Contracts	Multiple Suppliers	Children, Education and Families	49,000,000	7,000,000	19/09/2020	31/08/2025	59		
Higher Risk	5035	Kelly Sylvester	Richard Baldwin	Bromley Children and Young People's Mental Health and Emotional Wellbeing Service.	Bromley Y	Children, Education and Families	4,520,000	904,000	01/04/2021	31/03/2026	60		
Higher Risk	4945	Vicky West	Richard Baldwin	Provision of Adoption Services	CORAM VOICE	Children, Education and Families	2,316,000	386,000	01/06/2019	30/05/2025	72		
Lower Risk	6328	Daniel Manns	Richard Baldwin	Holiday and Saturday Group based Short Break Service for Disabled Children and Young People	Riverside School	Children, Education and Families	672,675	219,832	01/04/2023	31/03/2026	36		
Lower Risk	10468	Aneesa Kaprie	Aneesa Kaprie	** Now Live ** Family Group Conference	Daybreak Family Group Conferences	Children, Education and Families	613,750	122,750	01/04/2024	31/03/2029	60		
Lower Risk	4854	Aneesa Kaprie	Richard Baldwin	Family Group Conferencing Service	Daybreak Family Group Conferences	Children, Education and Families	554,000	90,000	01/04/2019	31/03/2024	60		
Lower Risk	5171	Carol Whiting	Richard Baldwin	Family Drug and Alcohol Court (FDAC) Service	The Tavistock and Portman NHS Foundation Trust	Children, Education and Families	501,900	165,000	01/01/2022	31/12/2024	36		
Lower Risk	4946	David Dare	Richard Baldwin	Participation in West London Alliance for Children's Care and Support Services	West London Alliance	Children, Education and Families	484,500	117,000	01/11/2019	30/04/2024	54		
Lower Risk	4905	Rachel Dunley	Richard Baldwin	Cleaning Services to Children and Family Centres and Nurseries	Chequers	Children, Education and Families	464,634	83,394	01/08/2019	30/09/2024	62		
Lower Risk	4957	Scott Bagshaw	Jared Nehra	ICT - Capita ONE Integrated Management Information System	Capita Business Services Ltd	Children, Education and Families	450,000	90,000	01/04/2020	31/03/2025	60		
Lower Risk	10449	David Dare	Richard Baldwin	** Now Live ** Membership of the Commissioning Alliance	Commissioning Alliance,	Children, Education and Families	399,000	99,750	01/05/2024	30/04/2028	48		
Lower Risk	179	Scott Bagshaw	Jared Nehra	Education - Co-ordination of admissions between 32 London boroughs	London Grid For Learning Trust	Children, Education and Families	268,863	14,000	01/04/2004	03/06/2026	266		
Lower Risk	3712	Linda King	Richard Baldwin	Post 16 Learner Tracker	Royal Borough of Kingston upon Thames	Children, Education and Families	252,000	42,000	01/04/2018	31/03/2024	72		
Lower Risk	5135	Mark Smith	Vicky West	Individual Short Breaks Service	Bromley Mencap	Children, Education and Families	224,998	75,000	01/10/2021	30/09/2024	36		
Lower Risk	5047	Cathy Lloyd williams	Richard Baldwin	Independent Visitors	CORAM VOICE	Children, Education and Families	217,000	43,000	01/03/2021	28/02/2026	60		
Lower Risk	6273	Wenifred Marshall	Richard Baldwin	Virtual Reality Training	Cornerstone Virtual Reality	Children, Education and Families	183,525	25,000	01/04/2020	31/03/2028	96		
Lower Risk	6241	Maya Vadgama	Richard Baldwin	Appropriate Adult Service	Appropriate Adults UK Limited	Children, Education and Families	175,500	58,500	01/04/2022	31/03/2025	36		
Lower Risk	6315	Antoinette Thorne	Richard Baldwin	Recruitment of Overseas Social Work Qualified Workers	Multiple Suppliers	Children, Education and Families	150,772	75,386	01/12/2022	31/03/2024	16		
Lower Risk	4911	Caren Boiling	Jared Nehra	Digital Solution for the Early Years Funding Process	Sentinel Partners Limited	Children, Education and Families	144,980	30,860	31/07/2019	30/07/2024	60		
Lower Risk	4993	Sonia Aulak	Jared Nehra	SEND Parent Participation	Your Voice in Health and Social Care	Children, Education and Families	140,000	20,000	01/06/2020	31/05/2026	48		
Lower Risk	5037	Sonia Aulak	Jared Nehra	Mediation and Dispute Resolution Services	Global Mediation Ltd	Children, Education and Families	140,000	28,000	01/01/2021	31/12/2025	60		
Lower Risk	5091	Sonia Aulak	Jared Nehra	Family Support Services for CYP with Social and Communication Needs	Bromley Mencap	Children, Education and Families	115,500	38,500	01/10/2021	30/09/2024	36		
Lower Risk	4912	Rachel Dunley	Richard Baldwin	ICT - Management Information system for Children and Family Centres	Servelec Group plc	Children, Education and Families	101,358	12,798	01/04/2020	31/03/2027	84		
Lower Risk	10473	Sonia Aulak	Jared Nehra	Enhance EHC – Plan writing service	Enhance EHC	Children, Education and Families	100,000	50,000	01/10/2023	30/06/2025	21		
Lower Risk	6305	Sonia Aulak	Jared Nehra	Education, Health and Care Plan (EHC Portal) Electronic Statutory Case Recording System	Idox Software Ltd	Children, Education and Families	99,000	33,000	21/10/2022	20/10/2025	36		
Lower Risk	10445	Sally Kelly	Richard Baldwin	E Vouchers - Laptops for children looked after	Voucherline Ltd	Children, Education and Families	97,036	53,036	01/08/2023	31/07/2026	36		
Lower Risk	3823	Antoinette Thorne	Charles Obazuaye	Hiring of external facilities for various venues	Various Suppliers	Children, Education and Families	80,000	36,000	01/04/2018	31/03/2024	72		
Lower Risk	4987	Betty McDonald	Richard Baldwin	Youth Offending Service Management information system	CACI Ltd	Children, Education and Families	80,000	16,000	01/04/2020	31/03/2025	60		
Lower Risk	10447	Sonia Aulak	Jared Nehra	UKSPF SEND Employment Project - Bromley MenCap	Bromley Mencap	Children, Education and Families	75,000	50,000	01/10/2023	31/03/2025	18		
Lower Risk	6275	Sally Kelly	Richard Baldwin	Bromley Children Looked After (CLA) School Attendance and Attainment Data Collection	Welfare Call (LAC) Ltd	Children, Education and Families	71,712	23,904	01/09/2022	31/08/2025	36		
Lower Risk	7418	Mark Smith	Richard Baldwin	Short Breaks Services Framework Lot 1b	Bromley Children and Family Voluntary Sector Forum	Children, Education and Families	70,058	70,058	24/07/2023	23/07/2024	12		
Lower Risk	10452	Cathy Lloyd williams	Richard Baldwin	** Now Live ** Employment Support for Care Leavers	Drive Forward Foundation	Children, Education and Families	69,445	69,445	30/11/2023	31/03/2025	16		

Lower Risk	4996	Elena Diaconescu	Jared Nehra	BAEC Wi-Fi Network and IT Infrastructure Support	Redinet LTD	Children, Education and Families	66,700	8,225	01/05/2020	30/04/2025	60		
Lower Risk	5190	Sandra Barrington-Clark		Phoenix Centre IT Support Service	Structured Network Solutions UK Ltd	Children, Education and Families	65,650	13,130	01/02/2022	31/01/2027	60		
Lower Risk	1535	Sonia Aulak	Jared Nehra	Education - Caretaking - Griffins Offices, Lovibonds Avenue, Orpington	Lodestar Cleaning Contracts Ltd	Children, Education and Families	54,249	6,943	01/02/2017	30/09/2024	92		
Lower Risk	6313	Sally Kelly	Richard Baldwin	Dynamic Purchasing System for provision of Supply Teachers	Access UK Limited	Children, Education and Families	50,000	25,000	02/03/2023	01/03/2025	24		
Higher Risk	6281	Robert Bollen	Jared Nehra	Consultancy Services for Education Capital Projects - Lot 1	Bailey Partnership (Consultants) LLP	Children, Education and Families	1,300,000	325,000	01/08/2022	31/07/2026	48		Capital
Higher Risk	6282	Robert Bollen	Jared Nehra	Consultancy Services for Education Capital Projects - Lot 2	Bailey Partnership (Consultants) LLP	Children, Education and Families	1,200,000	300,000	01/08/2022	31/07/2026	48		Capital
Higher Risk	6284	Robert Bollen	Jared Nehra	Consultancy Services for Education Capital Projects - Lot 4	Baily Garner LLP	Children, Education and Families	1,100,000	275,000	01/08/2022	31/07/2026	48		Capital
Lower Risk	6283	Robert Bollen	Jared Nehra	Consultancy Services for Education Capital Projects - Lot 3	Pellings LLP	Children, Education and Families	1,100,000	275,000	01/08/2022	31/07/2026	48		Capital
Lower Risk	10465	Robert Bollen	Jared Nehra	** Now Live ** St Mary Cray hygiene suite	Bisley Contracting Limited	Children, Education and Families	90,749	90,749	29/11/2023	19/01/2024	1		Capital
Lower Risk	5209	Robert Bollen	Jared Nehra	Replacement of Heating System at Southborough Primary School	Pinnacle ESP Holdings Ltd	Children, Education and Families	69,750	23,250	01/03/2022	31/03/2025	37		Capital

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