

Report No.
ED15101

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: EDUCATION PDS COMMITTEE

Date: Wednesday 8 July 2015

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

Title: POSITION STATEMENT OF EDUCATION SERVICES

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

Chief Officer: Chief Executive

Ward: (All Wards);

1. Reason for report

- 1.1 This report provides background information for members of the Education policy development and scrutiny committee in preparation for the 'select committee' approach to the second part of the agenda.
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2. **RECOMMENDATION(S)**

- 2.1 **That Members of the Education PDS Committee scrutinise the content and prepare questions for the participants of the 'select committee' on any issues that require further discussion.**

Corporate Policy

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

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

Staff

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

Legal

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

Customer Impact

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

Ward Councillor Views

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

3. COMMENTARY

PRIMARY AND SECONDARY PLACES

3.1 Demand for School Places

- 3.1.1 Pressure for primary school places has been sustained, with over 4,000 applications for school reception places from Bromley residents in 2015, similar to 2014. Secondary demand has also continued to increase, with 3,518 applications for a Year 7 place compared with 3,314 in 2014.
- 3.1.2 Demand for reception places is still concentrated in Penge and Anerley, Beckenham, central Bromley and Cray Valley, although demand was slightly lower in Orpington this year.
- 3.1.3 The local authority has recently received updated projections from the GLA on the future demand for school places. Although the overall picture is similar to last year's projections, there are some subtle differences.
- 3.1.4 The updated projections now reflect that the local authority has reached a school reception population of approximately 4,000. Previous projections had indicated that this number of places would not be reached until the beginning of the next decade. However, the projections now predict that reception numbers will drop off slightly to between 3,800 and 3,900 after 2017. These no doubt reflect in part the drop in borough birth rate from 2013. However, as the late applications illustrate, there are migration effects that may not have been fully factored in.
- 3.1.5 For secondary school places the projections show the year 7 school population growing from 3,439 in 2015 to a peak of 4,370 in 2023 and then falling back slightly to 4,145 by 2030. Further analysis of the data will be provided as part of the school place planning cycle in autumn/winter 2015. If this demand is sustained 31 forms of entry will need to be created in the secondary sector between now and 2023 to meet demand.

3.2 School Expansions

- 3.2.1 The Council has now entered the stage of permanently expanding many of the primary schools that have taken bulge classes over recent years. Clare House is currently being rebuilt as a 2 Form Entry Primary School and Harris Primary Academy Crystal Palace, Midfield, Parish, St Paul's Cray and Worsley Bridge are all undergoing works to enable permanent expansion.
- 3.2.2 Permanent SEN expansion has taken place at both Riverside School and the unit at Crofton Infants School with works on expanding Glebe School by 2 Forms of Entry for ASD at secondary age are currently underway.
- 3.2.3 In the next phase of building works Edgebury, Farnborough, Leasons, Poverest, Princes Plain, St George's Bickley, Scotts Park and Stewart Fleming primary schools are all planned to expand, subject to planning consent where this has not already been achieved. Works at Beacon House to expand specialist SEMH provision are also due to be completed during 2016.

3.3 Free Schools

- 3.3.1 Currently there are 3 Free Schools are open in the borough, Harris Aspire AP Academy, Harris Primary Academy Shortlands and La Fontaine Academy. Harris Primary Academy Beckenham is due to open September 2015.
- 3.3.2 Work has now started on site to deliver Harris Shortlands' new facilities due to be in operation from summer 2016. Planning permission is still sought for the permanent premises for Harris Aspire and Harris Primary Academy Beckenham. The permanent location for La Fontaine Academy has still to be finalised.
- 3.3.3 A number of other academies have been approved that are in the pre-opening stage and have yet to have sites finalised. These are The Beckenham Academy (Secondary), Bullers Wood Boys School (Secondary), Crystal Palace Free School (Primary) and Langley Primary School. All these schools are due to open in 2016. In addition, Bromley College has had its University Technical College specialising in health and wellbeing sciences approved with an opening date of 2017.

LOCAL PLAN

3.4 Education Sites

- 3.4.1 One of the challenges facing the local authority is providing sufficient land to accommodate the increase in demand for school places. This is specifically a problem in the secondary phase where demand will need to be met through a combination of expanding existing schools and opening new schools.
- 3.4.2 The National Planning Policy Framework (NPPF) (2012) sets out the role of the Local Planning Authority in developing their Local Plans to deliver sustainable development, taking account of longer term requirements of their areas over a 15-year time horizon.
- 3.4.3 Local planning authorities are required to assess the quality and capacity of infrastructure (including education) and its ability to meet forecast demands; and to plan positively for the infrastructure required in the area. Specifically the Government "attaches great importance to ensuring that a sufficient choice of school places is available to meet the needs of existing and new communities". It states that Local planning authorities should take a proactive, positive and collaborative approach to meeting this requirement, and to development that will widen choice in education by giving great weight to the need to create, expand or alter schools; and by working with schools promoters to identify and resolve key planning issues before applications are submitted.
- 3.4.4 There are, however, three dimensions to sustainable development: economic, social and environmental and hence under the NPPF there are a range of policies which place constraints on the use of land for education, for example related to open space, and notably in respect of Bromley, Green Belt. The protection afforded to Green Belt through the NPPF is equally applied to Metropolitan Open Land by virtue of The London Plan.
- 3.4.5 The process of Local Plan development has run in parallel with the increasing pressure for school places. Table 1 (below) illustrates how the Council's emerging Local Plan has developed alongside the evolving education need, as articulated through the

primary and secondary development plans. These plans, approved by the Education Portfolio Holder, indicate proposed expansions to existing schools and proposals for new Free Schools.

3.4.6 The emerging Local Plan seeks to facilitate the necessary expansion in provision through:

- Increasing the flexibility of the Urban Open Space policy for schools within that designation;
- Where justifiable under the NPPF, proposing changes to Urban Open Space from more restrictive open space designations; and
- Through the allocation of new school sites.

3.4.7 Assessments of potential sites for new schools have been undertaken in light of the location specific demand for places, strategic planning policies and site specific constraints.

3.4.8 Over the summer the Local Authority will be consulting on sites which, following assessment in line with the NPPF, are considered to produce a “sound” Local Plan response to meeting the identified need for education infrastructure.

NEED FOR SCHOOL PLACES

LOCAL PLAN PROCESS

Academies Act 2010 - creation of Free Schools

Primary Education Need (2009 - 11)

- Primary Schools Development Plan (PSDP) Review 2009 - Expand 3 schools
- PSDP Review Jan 2011 – additional 7FE



Core Strategy Issues Document July 2011

- Demographic changes (Issue 14)
- Changing nature of provision (Issue 15)

Education Act 2011 – Local Authorities that need to create a new school must in most circumstances seek proposals for an Academy or Free School creation of Free Schools

Primary Education Need (2012)

- Primary Schools Development Plan (PSDP) Review Nov 2012 (EPDS Jan 2013)– proposed increased intake in 7 of 9 Education Planning Areas



Options and Preferred Strategy March 2013

- Designate Education land,
- monitor need and allocate new sites as required
- develop criteria based policy for new sites

Primary and Secondary Education Need (2013/ 14)

- Primary Schools Development Plan Review (EPDS Sept 2013 – including 2011 Census data proposed increased intake in 7 of 9 Education Planning Areas
- Planning for Growth: Review of Secondary Education (EPDS Jan 2014) – up to 30 additional FE by 2025



Draft Policies and Designations Feb 2014

- Draft Policy 6.5, Education Land, extensions and allocations
- Draft Policy 6.6, criteria based policy
- Draft Policy 8.20, Urban Open Space, increased flexibility for educational development
- Call for Sites

Primary and Secondary Education Need (2014 /15)

- Primary Schools (PSDP) Review Sept 2014
 - over 20 additional FE through increased places at existing schools
 - up to 10 additional FE from 5 new Free Schools.
- Planning for Growth: Review of Secondary Education (Jan 2015) 35 additional FE by 2021/22
 - expansions at 7 existing secondary schools
 - 4 new secondary schools
 - further extensions to existing schools or a 5th new school



Consultation (Summer 2015)

- Urban Open Space (further amendment)
- Education Site Redesignations
- Education Site Allocations

Sequential Site Assessment

- Sites grouped 1 – 4 according to the strategic policy constraints in respect of final Local Plan adoption (assuming the open space redesignations). Only the Group 1 sites are currently policy compliant.
- Sites within each group assessed and ranked A – D according to the potential they offer

SECTION 106/COMMUNITY INFRASTRUCTURE LEVY FUNDS

3.5 Brief Position Statement on Finances

- 3.5.1 The Council's UDP policy IMP1 and adopted Supplementary Planning Document (SPD) set out the basis on which contributions under S106 will be sought and calculated for education purposes. These are sought on a site by site basis by development control officers as part of the planning application process. Education contributions may only be sought where the development will give rise to demand for education uses, and the S106 will be required to meet the S122 tests.
- 3.5.2 The Council is undertaking viability work into the potential for a Bromley Community Infrastructure Levy. The Council will consider the findings, and assuming the decision is to progress a local CIL, the Council will publish a preliminary Draft Charging Schedule showing the proposed CIL charges on different types of development, supported by an Infrastructure Delivery Plan identifying the infrastructure required to support the delivery of the Local Plan to 2031. The range of infrastructure to be funded from the CIL should also be identified, and will be published later as its S123 list of infrastructure on which CIL can be legitimately spent. The Council will have to decide if education is included on this list. There is the potential to include generally across the borough but exclude a specific site, on the basis of seeking S106 contributions for education for that site.
- 3.5.3 No CIL will be charged on education developments.
- 3.5.4 Under the Community Infrastructure Levy Regulations 2010 the Council is restricted in 'pooling' more than 5 S106 contributions to any one piece of infrastructure. This would include a specific school. Education, legal and planning services have discussed this issue with an assessment of specific infrastructure required to avoid the potential problems of pooling.

SPECIAL EDUCATION AND ALTERNATIVE PROVISION

3.6 Brief Position Statement

- 3.6.1 Burwood School underwent a recent section 5 Ofsted inspection and was judged as 'requiring improvement' which is the same as the previous inspection outcome in 2013. This was a pleasing result given that the school has been through a period of significant turbulence. It is now on a positive trajectory as The Bromley Educational Trust has been approved as a sponsor and it is expected that it will be an academy by November 2015. Work is underway to ensure that Beacon House opens in 2016 and this will enable Burwood to develop a strong vocational offer for KS4 pupils and expand to accept KS5 students. It is also planned that the school will admit girls as well as boys once it has been granted academy status.
- 3.6.2 Kingswood and Grovelands pupil referral unit converted to become The Bromley Trust Academy in September 2014, under sponsorship from The Bromley Educational Trust. The two sites have been renamed Hayes Campus (KS3 and 4) and Midfield Campus (KS 1 and 2). The leadership team has worked closely with schools and Council officers to develop this Alternative Provision Academy which will offer improved chances for children who are at risk of exclusion or permanently excluded from school.

3.6.3 Marjorie Maclure School has been accepted onto The Priority Schools Building Programme, which is due to announce the size of the funding envelope and the timescale for the programme in the early autumn term. Although the school is hoping for a complete rebuild we won't know what is on offer until the announcement is made.

3.7 Headlines from the Review of Special Education Needs and Disability Services

3.7.1 Introduction

A review of the breadth of Bromley SEND services was carried out earlier in the year in the context of:

- National changes/SEND Reforms - changes to system of identifying and assisting children with complex and enduring needs and their families
- Current Context - market testing
- Are our services “fit for purpose”?

3.7.2 Local Context

Our strengths -

- Effective partnership work
- Pathfinder status - models of good practice
- Strong teams delivering services to educational provisions
- Arrangements for Preparation for Adulthood
- Reduced tribunal appeals due to robust mediation by SEN staff
- Bromley as part of 10 borough consortium, reviewing quality and costs of independent provisions and working towards joint commissioning
- Effective implementation of non- statutory support for SEN via Pupil Resource Agreements

3.7.3 Issues

- Historically a very high rate of Statements - Bromley 3.6%, national average 2.8%, London average 2.7%
- Percentage of Statements issued by Bromley within the prescribed timeframe of 26 weeks significantly lower than national and local averages
- Over 10% Statements are for children with speech, language and communication needs compared to the National average of just over 3%
- 263 children in specialist high cost placements out of borough
- Volume of independent placements is well above the benchmarking average
- Consideration of the role of the LA continuing to provide direct teaching and management of provision in the light of a commissioning agenda.

3.7.4 Actions Required

- Refresh the SEND Strategy - strategic partnership for Governance
- Clear strategic plan - vision, policy objectives, performance measures
- Develop and implement a Communications Plan, ensure the policy intentions are understood by all and embedded in wider local authority and community

- Avoid duplication of services and ensure a more unified outreach service throughout early years and school
- Streamline decision making, resource allocation and delivery of services across whole age range
- Ensure robust systems in place to deliver EHC Plan within statutory timeframe of 20 weeks
- Ensure place planning for pupils with SEND is considered and embedded within the wider strategy of place planning

3.7.5 Priority Workstreams

Future model for delivering Early Years SEND services

- Management and location of the Phoenix Centre.
- Develop Continuum of Support to settings/schools
- Delivery models to achieve the above e.g. a smaller cohort of children receiving direct teaching at the Phoenix and greater support offered to identified private and voluntary sector nurseries

Streamlining and Developing Services

- Place planning
- Data and Finance
- Panels
- Outreach Support (0-25)
- Management of SEND processes

Future Provision Requirements

- Reducing out of borough provision
- Re-shaping specialist provision to meet projected future demands
- Reposition SpLD provisions
- Revisit the model for sensory provision which continues to be directly line managed by the LA

GRAMMAR ANNEXES

3.8 Brief Position Statement

- 3.8.1 Members continue to follow the proposed expansion of Weald of Kent girls' grammar school in Tunbridge with interest. As yet no decision has been forthcoming from the DfE as to whether the school will be able to open an annexe in Sevenoaks and so expand existing provision.

YOUTH OFFENDING TEAM

3.9 Summary of Recent Inspection Outcomes

3.9.1 Reducing reoffending

Overall work to reduce reoffending was judged as poor. Information to courts to help with sentencing was generally good and efforts were made to understand why children and young people were offending.

3.9.2 Protecting the public

Overall work to protect the public and actual or potential victims was judged as poor. Neither the assessment of the risk that children and young people posed to others, or the planning to manage that risk and protect the public, was done well enough.

3.9.3 Protecting children and young people

Overall work to protect children and young people and reduce their vulnerability was judged as unsatisfactory. Too often, case managers did not recognise what needed to be done to protect a child or young person.

3.9.4 Ensuring the sentence is served

Overall work to ensure that the sentence was served was judged to be satisfactory. Case managers and other YOS staff identified and recognised the diversity needs of children and young people and engaged well with them. Inspectors commented on a number of cases that case managers had a clear understanding of the issues.

3.9.5 Governance and partnerships

Overall, the effectiveness of governance and partnership arrangements was judged as poor. The separation of the YOS management into operational and strategic levels was not working effectively.

3.9.6 Interventions to reduce reoffending

Overall, the delivery and management of interventions to reduce reoffending was judged as poor. Children and young people had to 'fit in' to a group work schedule whether it was the right time to deliver the work to them or not.

3.9.7 Below is a summary of our response to the inspection:

3.9.8 An Improvement plan has been written by the Head of Service and agreed by the YOS Management board to address the following areas which incorporate the outcomes, actions and completion dates expected

- Leadership & Partnerships
- Quality
- Looked After Children
- The Voice of the Young Person

3.9.9 Work is being undertaken by the Head of Service to action the plan with the support of the Youth Justice Board (YJB) and this is being overseen by the Director Children's Services. A monthly "Improvement Board" meeting is held with the above attendees to monitor the progress of the plan, with a report on progress being provided to the YOS

Management Board. A mock inspection will be undertaken by the YJB at the end of January 2016, in preparation for a re-inspection by HMIP.

BROMLEY YOUTH MUSIC TRUST (BYMT)

3.10 Brief Position Statement

3.10.1 The Council has had to take the decision to cease payment of grant funding to BYMT with effect from 1 April 2016. Formal notice of this decision has been communicated to the trust, together with an acknowledgement that The Council will permit The Trust to remain at their current premises in Southborough Lane beyond the terms of the funding agreement under the terms of the existing lease until it expires 31 March 2017.

FAMILY AND CHILDREN CENTRES

3.11 Brief Position Statement

3.11.1 The Effectiveness of Children and Family Centres Working Group, chaired by Councillor Nicholas Bennett JP, met in Autumn 2014 and agreed the following outcomes:

- To keep six operational Children and Family Centres
- Increase targeting of families from 50% to 75%
- To implement a 10% reduction in the children and family centres budget for 2015/16, and a Further reduction of 10% based on the 2014/15 budget for 2016/17
- Increase access and/or signposting to statutory services

3.11.2 Progress update

3.11.3 Castlecombe Children and Family Centre

- Rebuild project completed on-time and in budget
- Currently pursuing the original contractor via the Construction Court and Counsel employed (led by Legal [Jonathan Bradshaw])

3.11.4 Early Intervention Performance Digest which publishes monthly reports on Children and Family Centre activity shows

- Steady increase in unique individuals being supported
- Year on year increase in unique individuals
- 2014 increase of 17% against 2013
- 2015 on target to show increase as at end of May 2015 have already achieved over 30% of 2014

- Steady increase in the number of visits (footfall):
- Year on year increase in visits to the Children and Family Centres
 - 2014 increase of 7% against 2013
 - 2015 on target to show increase as at end of May 2015 have already achieved over 50% of 2014

3.11.5 Children and Family Centres offering additional statutory services

- Increase in Health services from Midwifery and Health Visiting
- Currently working with Family Nurse Partnership to get them into the centres
- Birth Registrations in Biggin Hill Children and Family Centre and this year working to expand this to Community Vision Children and Family Centre
- Delivery venue for the 'Living Well' Public Health initiative
- Access to Job Centre Plus staff to increase employment opportunities and reduce reliance on benefits
- Development of dedicated Early Years Staff team with aim to:
 - Improve quality of EY provision
 - Ofsted Register crèches independently
 - Increase the provision for places under Two Year Old Funding in line with Government requirement

3.11.6 Targeted Family Support work (including Tackling Troubled Families) linked into Children and Family Centres

- Centres used for appointments
- Observations of the family
- Contact for families separated from their children
- Delivery of parenting

3.11.7 Delivery of Parenting offer for Bromley

- Range of evidence based parenting programmes delivered throughout year
- Development and implementation in April 2015 of the new Parenting Plus Model working with families with children on Child Protection Plans and at risk of legal proceedings (21 families in pilot)

SCHOOLS UPDATE

3.12 Introduction

3.12.1 This section provides a brief overview of schools in the Borough in the context of key priorities related to:

- Improving school standards
- Supporting underperforming schools
- Supporting schools to become Academies
- Enabling all children to realise their educational potential

3.13 Improving School Standards - Ofsted Outcomes

3.13.1 Of our 95 primary, secondary and special schools, both maintained and Academies (excluding Free schools [2] and PRUs [2]) 82% are good (59%) or outstanding (23%).

Primary phase schools Judgements (as at 12 June 2015)	Maintained Schools	% of M schools	Academy Schools pre-conversion	Academy Schools post-conversion	% of A schools
Outstanding	1	4%	13	0	28%
Good	20	74%	19	5	51%
Requires Improvement	6	22%	4	3	15%
Special Measures	0	0%	3	0	6%
Total number of schools	27		47		

3.13.2 For Academy and Maintained schools the % with a good or better outcome is almost the same at 79% and 78% respectively. However there are no Maintained schools in Special Measures.

Secondary Schools

Good n=11	Outstanding n=6 (includes the only maintained secondary)
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Special Schools – all maintained

Outstanding x 2	Good x 1	RI x 1
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3.13.3 Recent inspections show a positive picture in relation to Maintained RI schools that have accessed school improvement support. Both schools inspected that were RI are now Good.

3.13.4 Burwood has been through a period of flux and LBB has responded with vigour to concerns about standards. The outcome of RI rather than Special Measures indicates that this work has already made a positive impact.

3.13.5 For our Good schools we need to maintain a focus on striving for Outstanding. However the remit of the School Improvement Service does not include support to Good schools outside our statutory duties in areas such as moderation for example.

3.13.6 The result of RI for Green St. Green Primary has raised questions about the role of the LA in accessing intelligence about Academy school standards beyond attainment data and how to respond to such outcomes when they are published. The school has been invited to a meeting under the guise of the LA's statutory duty to promote high schools standards and for all children to achieve their potential.

Recent Ofsted Outcomes (2015)

School	Outcome	Change since previous inspection	LA response
Maintained			
Bromley Road Primary	Good	From RI	
St George's CofE Primary	Good	From RI	
The Highway Primary	Good	From Good	

Burwood Special School	RI	From RI	IEB in place, new HT appointed and leadership arrangements under review
Red Hill Primary	Inspected 16 and 17 June		
Academy			
Biggin Hill Primary	RI	n/a	
Green St. Green Primary	RI	From Outstanding	Invited HT and COG to a meeting with HOSI and AD Education in early July
Harris Primary Crystal Palace	Good	n/a	
Ravens Wood School	Good	From RI	

3.13.7 School improvement challenge and support is provided to all LA schools in RI.

With the Academy conversion Programme well under way the number of RI schools is reducing. Unless any schools become RI before September 1st 2015 we will only have five schools to support in RI at this time.

3.14 RI maintained Primary schools receiving LA school improvement intervention – (no inadequate LA maintained schools)

- Churchfields
- Oaklands
- Southborough
- St. Anthony's
- St. Paul's Cray
- Worsley Bridge

3.15 Also receiving support

- Mead Road

3.16 Special School receiving Intervention

- Burwood

Academy Status Summary

School Type	Converted		Maintained - Conversion in Progress		Maintained - Exploring Conversion		Maintained – Not Actively Exploring Conversion		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Secondary	16	94%	0	0%	1	6%	0	0%	17	100%
Primary	46	62%	9	12%	10	13%	9	12%	74	100%
Special	0	0%	1	25%	3	75%	0	0%	4	100%
PRU	1	100%	0	0%	0	0%	0	0%	1	100%
Total	63	66%	10	10%	14	15%	9	9%	96	100%

Planned Academy conversion timetable

No.	School	Arrangements	Date
1.	Burnt Ash Primary	Entering into UT with Pickhurst Junior and Southwark Free School (Zenith Education Trust).	1 st September 2015
2.	Oaklands Primary		
3.	Marian Vian Primary	Converting together as a Compass Academy Trust (MAT)	1 st September 2015
4.	Oak Lodge Primary		
5.	Unicorn Primary		
6.	Wickham Common Primary		
7.	Mead Road Infants	Converting as a sponsored academy with William Willett Learning Trust (Coopers and Leesons).	1 st September 2015
8.	Mottingham Primary	Converting into a MAT – Education for the 21 st Century (Ravensbourne Secondary and Scotts Park Primary).	1 st September 2015
9.	The Highway Primary	Converting at same time as part of the South London Orpington Learning Alliance with Green St Green and Tubbenden.	1 st April 2016
10.	Pratts Bottom Primary		
11.	Chelsfield Primary (awaiting application)		
12.	Blenheim Primary		

13.	Darrick Wood Junior		
14.	Dorset Road Infant	Academy Order received (March 2014)	TBC

3.16.1 Special school converting – Burwood 1st November 2015, part of the MAT Bromley Educational College Trust

3.17 Performance summary

3.17.1 A full report of schools 2014 results was provided in the March 2015 report to Education PDS Committee.

3.18 Closing the gap

3.18.1 This summary illustrates that whilst the local gap is closing it remains higher than the national average across all areas except KS2 Level 4+ where in 2014 the local gap was the same as the national.

Key Stage 1 - Level 2+

		2012		2013		2014	
		Nos	%	Nos	%	Nos	%
Reading	All Pupils	3475	88%	3494	91%	3715	92%
	FSM Eligible	535	73%	536	78%	501	80%
	Non_FSM Eligible	2940	91%	2958	93%	3214	94%
	Gap: FSM and Non FSM		18%		15%		14%
	National Gap %		14%		12%		12%
Writing	All Pupils	3475	83%	3494	87%	3715	89%
	FSM Eligible	535	65%	536	70%	501	73%
	Non_FSM Eligible	2940	87%	2958	90%	3214	91%
	Gap: FSM and Non FSM		22%		20%		18%
	National Gap %		16%		15%		14%
Maths	All Pupils	3475	91%	3494	92%	3715	94%
	FSM Eligible	535	80%	536	81%	501	84%
	Non_FSM Eligible	2940	93%	2958	94%	3214	95%
	Gap: FSM and Non FSM		13%		13%		11%
	National Gap %		10%		10%		9%

Key Stage Two: Level 4+

		2012		2013*		2014	
		Nos	%	Nos	%	Nos	%
English and Maths	All Pupils	3202	83%	3127	80%	3307	84%
	FSM Eligible	434	64%	399	63%	420	69%
	Non_FSM Eligible	2768	86%	2728	83%	2887	87%
	Gap: FSM and Non FSM		22%		20%		18%
	National Gap %		17%		19%		18%

* For 2013 onward, no overall English subject level was calculated. The measure is based upon gaining a Level 4+ in reading, writing and maths.

Key Stage Four

		2012		2013		2014	
		Nos	%	Nos	%	Nos	%
5 or more A*-C grades at GCSE or equivalent including English and maths	FSM Eligible	304	39%	269	48%	251	37%
	Non_FSM Eligible	3066	71%	3149	76%	3080	68%
	Gap: FSM and Non FSM		32%		28%		31%
	National Gap %		26%		27%		26%

GCSE results

GCSE results	2010 % 5+ A*-C inc En and Ma	2011 % 5+ A*-C inc En and Ma	2012 % 5+ A*-C inc En and Ma	2013 % 5+ A*-C inc En and Ma	2014 % 5+ A*-C inc En and Ma	Change 2013-2014
Bromley Average - State Funded Schools	65	67	69	74	66	-8
England Average - State Funded Schools only	55	58	59	61	57	-4
England Average - All Schools	54	59	59	59	53	-6

Progression

	2011 % making Expected progress KS2-KS4 - maths	2012 % making Expected progress KS2-KS4 - maths	2013 % making Expected progress KS2-KS4 - maths	2014 % making Expected progress KS2-KS4 - maths	Change 2013-2014	2011 % making Expected progress KS2-KS4 - English	2012 % making Expected progress KS2-KS4 - English	2013 % making Expected progress KS2-KS4 - English	2014 % making Expected progress KS2-KS4 - English	Change 2013-2014
Bromley Average - State Funded Schools	73	77	81	76	-5	80	76	82	78	-4
England Average - State Funded Schools only	65	69	71	66	-5	72	68	70	72	2

3.19 Planning priorities for strategic school standards service for the 2015-16 academic year

- Plan to meet our statutory duties in relation to school standards and children achieving their potential in the context of a predominantly Academy school landscape
- Plan to deploy our school improvement team of advisers and our commissioned offer to best effect to raise school standards
- Plan to identify and understand significant data and trends in a more dynamic way to be able to respond early to underperformance in schools

COMMISSIONING

3.20 Brief Position Statement

- 3.20.1 A detailed update on the progress of the market testing for Education Services was provided to Executive and Education Policy & Development Scrutiny Committee on 24th March and 10th March respectively.
- 3.20.2 The tender for Education Services is split into two lots. Lot 1 is for Education Services. Lot 2 is for Adult Education.
- 3.20.3 As previously advised, no eligible Pre-Qualification submissions were received for Lot 2: Adult Education and therefore tendering for this lot will not proceed as part of this market testing process.
- 3.20.4 For Lot 1: Education Services, Invitations to Submit an Outline Solution were issued to eligible providers in February 2015. Submissions have now been received and evaluated. Eligible providers have been asked to submit Detailed Solutions and dialogue meetings are taking place.

3.20.5 The next steps are:

June 2015 to July 2015

Invitation to Submit Detailed Solutions, followed by dialogue and evaluation

August to October 2015

Submission of Final Tender, followed by evaluation, due diligence and identification of Preferred Bidder (as appropriate)

November/December 2015

Member decision on the recommended outcome of the market testing process

COOPERATION WITH PARTNERS

3.21 Brief Position Statement

3.21.1 Key partners in delivering a quality education to the children of Bromley include:

3.21.2 Schools, academies and Bromley College

Officers continue to work closely with schools and The College on all aspects of ensuring that settings are safe and outcomes are at least good. This requires close working particularly in the areas of governance, school expansion and basic need, admissions, safeguarding, school performance and attendance. The work with Bromley College and the Bromley Educational Trust is an important partnership in developing improved provision for more vulnerable children and offering better work related opportunities.

3.21.3 The Department for Education and The Education Funding Agency

It is acknowledged by all parties that the new education landscape requires strong partnership working between The Council and national government. The Regional Schools Commissioner's role in decisions around new academies is to be strengthened and all recognise that a partnership approach is the best way to ensure that the right decisions are being made for children of The Borough.

3.21.4 Parents and communities

We need to continue to encourage engagement of parents and other stakeholders in local communities in having a voice in schools planning and in supporting children to attain and achieve to their potential.

3.21.5 Other Partners

Partners such as health colleagues and the Police continue to play an important role in supporting the wider wellbeing of children.

SCHOOL GOVERNANCE

3.22 Update on the Recruitment of Local Authority Governors

- 3.22.1 There have been three panels held this academic year with a fourth due on 14 July 2015. The panel is made up of the Portfolio Holder for Education, Cllr Fortune, The Chairman of the Education PDS Committee, Cllr Bennett and an education representative, Rob Northcott, retired Headteacher of Langley Park School for Boys.
- 3.22.2 When an LA Governors term of office is due to end, the governor will be asked to complete an application form and attend a panel meeting to discuss the role of governor, the skills they bring to the governing body and their impact. It is a short 20 minute interview after which the panel will make a decision to re-appoint, suggest an alternative school (where appropriate) or decline the application.
- 3.22.3 When a potential new governor has approached governor services to become a LA Governor, the same process has been applied.
- 3.22.4 Due to the Local Authority's decision to nominate the LA Governor to a school governing body, the panels were set up to ensure a robust system for candidate suitability.

LOCAL AUTHORITY STAFFING AND STRUCTURE

3.23 Brief Position Statement

- 3.23.1 The Assistant Director now reports directly into The Chief Executive and has a team of 5 managers overseeing the work of the education department. This is a much reduced central team to reflect The Council's diminished role in the oversight of academies. However, it is clear that we need to have more robust processes in place to support the management of school exclusions as well as the strategic oversight of coordinated admissions. We are currently seeking an interim Head of Access and Inclusion to take on this role while we await the outcome of the market testing exercise.
- 3.23.2 The Council's role in overseeing the performance of all schools and academies will continue to be valued by partners and an important addition to the team will be a dedicated data analyst who can monitor the performance of academies as well as maintained schools. Where an academy is seen not to be performing to expectations we will continue to provide challenge and work with DfE colleagues to broker solutions. We also intend to appoint to the Senior Schools Standards Adviser post that has remained vacant over the last year while we waited to see how the new landscape would develop. When all schools have converted to academy status we will still be required to engage in challenging conversations with senior leadership teams and governors when the evidence tells us that an academy is not serving their children as well as they should.

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