



Children and Young People Overview and Scrutiny Committee

Tuesday, 29 March 2011 at 7.00 pm
Committee Rooms 1 and 2, Brent Town Hall, Forty
Lane, Wembley, HA9 9HD

Membership:

Members

Councillors:

Gladbaum (Chair)
Matthews (Vice-Chair)
Aden
Green
Harrison
Hector
Oladapo
HM Patel

First alternates

Councillors:

S Choudhary
Clues
Mistry
Sneddon
Hirani
Daly
Long
Baker

Second alternates

Councillors:

A Choudry
Allie
Mitchell Murray
Ashraf
Hossain
Denselow
Mashari
Kansagra

Statutory Co-optees

Mrs Shabna Abbasi
Dr Nanda Kumar
Vacancy
Vacancy

Non-statutory Co-optees

Mrs Hawra Imame
Dr J Levison

Observers

Mr A Carter
Ms J Cooper
Mrs L Gouldbourne
Ms C Jolinon
Mr B Patel
Brent Youth Parliament
representatives

For further information contact: Toby Howes, Senior Democratic Services Officer
020 8937 1307, toby.howes@brent.gov.uk

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The press and public are welcome to attend this meeting

Agenda

Introductions, if appropriate.

Apologies for absence and clarification of alternate members

Item	Page
1 Declaration of personal and prejudicial interests	
Members are invited to declare at this stage of the meeting any relevant financial or other interest in the items on the agenda.	
2 Deputations (if any)	
3 Minutes of the last meeting held on 10 February 2011	1 - 8
The minutes are attached.	
4 Matters arising (if any)	
5 Education standards in Brent 2010	9 - 40
This report outlines key trends in education standards for 2010 achieved by schools in Brent at the end of each key stage.	
6 Update on implementing the new policy for allocation of early years full time places	41 - 74
This report includes two relevant reports that were considered by the Executive on 15 February 2010 and 18 October 2010 respectively.	
7 Restructuring of Children' Centre buildings and provision in Brent	75 - 84
This report was presented to the Executive in January 2011 and the recommendations were accepted.	
8 Children and Young People Overview and Scrutiny Work Programme	85 - 92
The Work Programme is attached.	
9 Date of next meeting	
The next meeting of the Children and Young People Overview and Scrutiny meeting will be determined at the Council meeting in May 2011.	

10 Any other urgent business

Notice of items raised under this heading must be given in writing to the Democratic Services Manager or his representative before the meeting in accordance with Standing Order 64.



- Please remember to *SWITCH OFF* your mobile phone during the meeting.
- The meeting room is accessible by lift and seats will be provided for members of the public.
 - Toilets are available on the second floor.
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 - A public telephone is located in the foyer on the ground floor, opposite the Porters' Lodge

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**MINUTES OF THE CHILDREN AND YOUNG PEOPLE
OVERVIEW AND SCRUTINY COMMITTEE
Thursday, 10 February 2011 at 7.00 pm**

PRESENT: Councillor Gladbaum (Chair) and Councillors Aden, Harrison, Hector, Oladapo and HM Patel and Mrs Hawra Imame, Dr Levison, Ms J Cooper, Ms C Jolinon and Brent Youth Parliament representatives

Apologies for absences were received from: Mrs Shabna Abassi and Dr Kumar

1. Declaration of personal and prejudicial interests

None declared.

2. Minutes of the last meeting held on 9 December 2010

RESOLVED:-

that the minutes of the last meeting held on 9 December 2010 be agreed as an accurate record of the meeting.

3. Matters arising

My Place Project

The Chair asked for an update with regard to the My Place Project. In reply, Councillor Arnold (Lead Member for Children and Families) explained that the business case was about to be submitted and the outcome with regard to the funding bid would be decided soon after.

16-19 Agenda

Councillor Hector sought clarification with regard to funding avenues for those over 19 years of age. In reply, Councillor Arnold advised that the Young People's Learning Agency was responsible for funding of 16-19 year olds, whilst for those over 19 years the Skills Funding Agency was the relevant authority. Members noted that the council did have a responsibility for those over 19 years who were vulnerable or have learning disabilities. In addition, the council provided the Brent Adult and Community Education Service (BACES) for this age group and the council also worked in partnership with colleges. Councillor Arnold agreed to clarify this matter further with Councillor Hector directly.

Safety at the school gates task group follow up

Andrew Davies (Policy Officer, Strategy, Partnerships and Improvement) advised that efforts continued to be made to encourage parents to become involved in the task working group led by Nicole Rush (Community Safety Officer, Environment and Neighbourhood Services), looking at improving safety around schools.

Genny Renard (Interim Head of Community Safety Team, Strategy, Partnerships and Improvement) added that meetings with parents had been offered during the evenings, mornings and also during the weekend, however there had been little take up so far. London boroughs as a whole were experiencing similar problems and changes were being considered to simplify arrangements to increase parents' involvement. Genny Renard advised that Transport for London would continue to provide funding next year although it had been reduced by 40%.

Ms J Cooper reported that Oliver Goldsmith Primary School had been successful in involving parents to address road safety issues and children had given presentations to parents at the school on this matter. Councillor Arnold agreed to put forward Oliver Goldsmith Primary School's initiative as a good example to the Primary Headteachers Group.

4. Children's safeguarding services in Brent

Graham Genoni (Assistant Director – Children's Social Care, Children and Families) and Elzanne Hook (Head of Looked After Children Services, Children and Families) gave a presentation to Members on this item. Graham Genoni began by outlining the Children's Social Care structure, explaining that it was a comparatively large service area of approximately 450 staff and held a significant budget. One of the key aims was to increase the number of Brent Council foster carers which would also save the council money as it would reduce the need to rely on foster agencies who charged higher fees. Graham Genoni then provided information on the Brent Locality Service which worked with children in need, child protection, children in care and initiated care proceedings. Members heard that the worker allocated at the point of referral would remain with the child throughout their involvement with the service. The service now benefitted from being 100% permanently staffed in contrast to 30% two years ago and other social services units had experienced similar increases in permanent staff. The Children in Care unit consisted of two teams of young children in care and two teams of older children in care and cared for children unable to return to their parents and unaccompanied young people seeking asylum. Children were supported until they were 21 years of age or 24 if they were in full time education and the unit also provided an expert service for court proceedings. The unit was 90% staffed with council employed qualified social workers.

Graham Genoni explained that since the Baby P case in Haringey, social care activity nationally had risen considerably. Brent had experienced a 25% increase in referrals between 2008/09 and 2010/11 compared to 17.3% nationally and a 55% increase in children becoming subjects of child protection plans as of April 2010 compared to a 33% increase nationally. Of the referrals, the council had achieved 88% of initial assessments being completed on time as against a target of 75%, 87% of core assessments completed on time against a 80% target and a national average of 70%, 87% of child protection investigations progressed to conference

within timescale against a national average of 66% and a 17% re-referrals rate against a national average of 24%. The figures illustrated that the council was performing well, including in comparison with other London boroughs and that it had improved significantly in the last two years. In terms of child protection plans, there was a high rate of emotional abuse which was linked with domestic violence between partners. The child protection plan figures were similar to the council's statistical neighbours and although the number had peaked in August 2010 at 271, there were no signs that numbers were falling to any significant extent.

Elzanne Hook then provided Members with details of Looked After Children (LAC) information and advised that the number of LAC had increased to 376 compared to 350 in December 2009 and this was in line with the increase in referrals. The increase in legal proceedings meant rising costs which placed considerable pressure on the budget. Elzanne Hook advised that 9.2% of LAC children had three or more placements in two years against a national average of 10.9% and 11.9% for Brent's statistical neighbours. This meant that children in the council's care had more time to build an attachment with their carers. The committee noted that 100% of LAC reviews had been carried out in time, whilst 12% and 9% of children had been placed for adoption in 2008/09 and 2009/10 respectively against a national average of 8%. Elzanne Hook advised that in terms of translational adoptions, there was a shortage of prospective adopters in Brent to meet needs, however efforts would always be made to find adopters in within the child's birth or extended family in the first instance. Members heard that 44% of LAC were placed in the borough and 55% outside, whilst there had been an increase of children placed with in-house foster carers of 19% in December 2010 compared to December 2009 and a 21% increase in children placed with family and friends in the same years. Encouragingly, 85% of those aged 19 were in education, employment or training as compared to 61% in December 2009 and this was 20% higher than Brent's statistical neighbours, whilst 23 young people were currently at university.

With the approval of the Chair, Councillor S Choudhary asked officers why emotional abuse of children was high and was this mainly due to parental neglect.

During discussion by the committee, Dr Levison enquired whether streamlining was taking place in respect of working with outside agencies. Ms J Cooper asked whether the number of referrals of children with Special Educational Needs (SEN) was in proportion to those who had no SEN. Mrs Hawra Imame enquired what factors were taken into consideration with regard to finding suitable adopters.

Councillor Hector reported of a foster carer who had informed her of late payments or payments never made due to the correct paperwork not being in place and she enquired whether this remained an issue. Councillor Oladapo enquired whether certain trends and patterns had been identified in respect of emotional abuse of children. In noting the rising number of child protection plans, Councillor Ashraf enquired if there was a specific strategy to address this.

The Chair sought details of the steps taken to achieve 100% permanent staff of qualified social workers in respect of the Brent Locality Service. With regard to the lack of in-house foster carers, the Chair commented that this issue was often raised by the Fostering Panel of which she was a member and she asked that councillors and officers promote the cause of recruiting more foster carers.

In reply to the issues raised, Graham Genoni advised that the effectiveness of working with other agencies and partners varied, with a strong partnership existing with the police and schools which was much more effective than before. Working with health partners was complicated by the structural changes currently taking place in the NHS and the lack of stability in the present situation made effective partnership working more difficult. Graham Genoni stated that the reasons why 100% permanent staff had been achieved in the Brent Locality Service could be attributed to the strength and effectiveness of the local social work model, with the idea of being based in the community they worked in and the reduced commuting times appealing to social workers. Other reasons included financial incentives in certain areas, better publicity of what the council did and its successes, sound support of newly qualified social workers and the current economic situation making permanent employment contracts more desirable. Graham Genoni added that the council had gained a good reputation in child protection arrangements and was informing other local authorities about these. Members heard that the high emotional abuse of children could be explained by the large increase in domestic violence between the child's parents or through parental neglect and efforts were being made to improve parenting skills. Abuse was also often linked to poverty, poor housing and substances misuse. Graham Genoni acknowledged that the Fostering Service had not always been as effective as it is now in addition the reliance on independent agencies had sometimes impacted upon timely payments to in-house foster carers. However, a detailed improvement programme had since been implemented and in-house foster carers now received better support and the number of such carers was increasing.

Graham Genoni advised that there was likely to be under reporting of referrals in respect of vulnerable children which would include children with SEN, however the Children with Disabilities Team was joining Children's Social Care which would facilitate a more joined-up and focused approach in addressing this. He advised that there was always an increase in child protection plans after a high profile case such as Baby P and like the rest of the UK, there were no signs of the number of plans falling. There was some debate over what the appropriate care threshold should be and consideration needed to be given as to what the right balance was, whilst cost pressures also needed to be taken into consideration.

Elzanne Hook advised that faith, mother tongue, ethnicity and a whole range of other factors were taken into consideration along with a comprehensive profiling of the child when identifying appropriate adopters.

5. Children in care council - Care in Action

Anne Edwards (Improving Outcomes Manager, Children and Families) introduced the young people in council care to the committee and explained that the presentation would describe the work undertaken by Brent Care in Action (BCIA).

The young people then took it in turns to give a presentation to Members. The committee heard that BCIA consisted of a group of young people in care and care leavers who met twice a month to discuss ways of improving the care system. BCIA was used as a vehicle to help achieve priorities and outcomes in the Brent Children and Young People's Plan 2009-2011, these being:-

- Children and young people will remain safe and protected
- Excellent education and training is available for all children and young people
- Access to the very best opportunities in and out of school

BCIA aimed to encourage young people to take an active part in shaping the services they use to improve outcomes for those in care, provide a forum for them to express their views and influence services and support they receive and develop a partnership with councillors, directors and service managers to work together in ensuring a better experience of being in care. Members' attention was drawn to the number of BCIA objectives as set out in the presentation and it was noted that there were 14 young people, eight male and six female, involved in BCIA, with an age range of 12 to 20 years. The committee then heard details of BCIA's representation at local and regional level, the various consultations it was involved in, learning and development events and building partnerships. As well as the main BCIA, there was also a junior BCIA for children aged 7 to 11 years and a Brent Afghani Youth group, a group of Afghani males aged 15 to 17 years in care who met monthly. The presentation was concluded by outlining BCIA's intended areas for development, which included the development of care leavers' forum/group, training for young people and sustaining membership.

The Chair welcomed representatives of BCIA to the meeting, stating that they had been invited to address the committee to give an insight into the activities being undertaken by looked after children in council care, of which there were 376 in Brent. She reminded Members that all councillors had a role as corporate parents with responsibilities for looked after children and a key council objective was to improve the service in this area.

6. **Impact of domestic violence on children and young people**

Genny Renard gave a presentation to the committee on domestic violence and childhood. She began by stating that a multi agency forum worked to identify children who were at most risk which was higher where there was domestic violence and this was more prevalent in lower income households. Members heard that domestic violence could take many forms or criminal types identified by the police and could range from property damage and common assault to murder. In the three most recent domestic violence cases of murder in Brent, none of those involved had been known to the council or its partners. Domestic violence could also be of an emotional nature rather than physical and could include for example controlling behaviour, whilst familial violence was also increasing, in particular involving sons attacking mothers. There was no substantive piece of work on the number of children estimated to have witnessed domestic violence in the UK, but the best estimate was around 1.2 million children a year. However, Royal College of Psychiatry research found that children who have witnessed violence were more likely to be either abusers or victims themselves during their adult life and often females ended up with a partner who abused them. Whilst most children would make every effort to ensure they did not make the same mistakes as their parents, they often grew up feeling anxious and depressed and found it more difficult to get on with other people. Other research also suggested that primary school age children may have trouble with school work and in one study, 40% had lower reading abilities than children from non-violent homes. Genny Renard advised that there was a common link between domestic violence and child abuse and Home

Office statistics revealed that amongst victims of child abuse, 40% reported domestic violence and 70% of abusive partners were also abusive fathers. Children who witnessed domestic violence also added 12% extra costs to the NHS for physical treatment and 40% to the mental health budget.

Genny Renard then informed Members of the work of the Brent Community Safety Partnership Unit, which included training teachers and providing learning packs, working closely with Children and Families, GPs and providing a 24 hour helpline to the police and other professionals. The unit also trained the Crown Prosecution Service and magistrates and domestic violence courts had a 40% higher conviction rate than standard courts as victims were more willing to go through the entire legal process. A Violence Against Women strategy was also being developed.

The Chair thanked Genny Renard for the presentation and asked that an update on this issue be provided at a future meeting.

7. School places in Brent - verbal update

Graham Genoni reported that there had been some improvement in respect of school places in primary schools and there were 411 children without a place at school against 460 vacancies. An additional 135 places would be provided by five primary schools although 90 of these would be on a temporary basis. There were a handful of children not placed for each secondary school year, however it was anticipated that they would be placed within four weeks and five schools currently had vacancies. Graham Genoni advised that a common reason for children not being placed was because they had just moved to Brent.

The Chair commented that some planning applications due to be determined shortly would increase the capacity of some schools and she requested that school places remain as a permanent item on the agenda for this committee.

8. Children and Young People Overview and Scrutiny Work Programme

The following requests were made to be added to the work programme within the current cycle:-

- Brent Music Service working with schools
- Welsh Harp Environmental Educational Centre working with schools
- The work of Family Support Services
- Steps being taken to help children who were underachieving

In respect of the last request above, Andrew Davies advised that an analysis of school exam results was reported to the committee on an annual basis.

9. Date of next meeting

It was noted that the next meeting of the Children and Young People Overview and Scrutiny Committee meeting was scheduled for Tuesday, 29 March 2011 at 7.00 pm.

10. **Any other urgent business**

Brent Youth Parliament

The committee received an update from members of the Brent Youth Parliament. The Brent Youth Parliament had held elections on 29 January attended by 60 members and also by councillors. A new Chair had been elected for a two year term and five Executive portfolios had been also been created. A theme for a new campaign was also under consideration and the top ten themes would be identified on 11 February and the final decision would be made at the next Brent Youth Parliament meeting. Members noted that Brent Youth Parliament had attended New Years Day parade where significant funds had been raised. Brent Youth Parliament membership was very diverse and it would continue to try and protect services for young people and highlight their needs and councillors and officers were encouraged to consult with them and young people to help achieve this.

The meeting closed at 9.10 pm

H GLADBAUM
Chair

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Children and Families Overview and Scrutiny Committee

Tuesday 29th March 2011

Report from the Director of Children and Families Department

For Action/Information
* delete as necessary

Wards Affected:
ALL

Report Title: Education Standards in Brent 2010

1.0 Summary

- 1.1 This report outlines key trends in education standards for 2010 achieved by schools in Brent at the end of each key stage.

2.0 Recommendations

- 2.1 That the committee notes and comments upon the information provided in the attached report.

3.0 Detail

- 3.1 The detail is set out in the attached report.

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Education Standards in Brent 2010

Final - March 2011

CHILDREN & FAMILIES

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Education Standards in Brent 2010

1.0 This report outlines key trends in education standards for 2010 achieved by schools in Brent at the end of each key stage.

2.0 Summary of assessments and expectations

This chart summarises the assessments for each stage up to Key Stage 5:

Table 1

Key Stage	Age at end of key stage	Assessment	Expectation / Key performance measure
Early Years Foundation Stage (EYFS)	5	<p>EYFS practitioners carry out observations and assessments of pupils in Nursery and Reception classes across six areas of learning. At the end of Reception, teachers record their judgements on pupils' attainment for the Early Years Foundation Stage Profile. A nine-point scale is used to assess each strand of each area of learning. Children with six or more points in all scales are working securely within the Early Learning Goals.</p> <p>There are 13 assessment areas covering the six areas of learning, namely Personal, Social and Emotional Development (PSED); Communication, Language and Literacy (CLL); Problem-solving, Reasoning and Numeracy; Knowledge and Understanding of the World; Physical Development; Creative Development.</p>	<p>Children should be working securely within the Early Learning Goals.</p> <p>The main indicator of success is the percentage of children achieving 78+ points across all areas of learning with at least 6+ in each strand of Communication, Language and Literacy (CLL) and in Personal, Social and Emotional Development (PSED).</p> <p>The other main indicator relates to the narrowing of the gap between the achievement of the lowest performing 20% of children and the rest.</p>
Key Stage 1	7	Teachers assess pupils' attainment in reading, writing, mathematics and science using National Curriculum levels and sub-levels.	<p>Pupils should achieve at least Level 2.</p> <p>Attainment at Level 2b+ is a key predictor of attainment at Level 4+ at the end of Key Stage 2.</p>
Key Stage 2	11	Tests in English and mathematics using National Curriculum levels.	Schools and the LA set statutory targets for 2010 based on the percentage of pupils:

Key Stage	Age at end of key stage	Assessment	Expectation / Key performance measure
			<ul style="list-style-type: none"> achieving Level 4+ in English <u>and</u> mathematics combined making at least 2 levels of progress from Key Stage 1 in English and in mathematics. <p>Statutory targets were set for 2011. This requirement of LAs has been removed and no statutory targets have been set for 2012.</p>
Key Stage 3	14	Teacher assessment only in English, mathematics and science using National Curriculum levels.	<p>Statutory targets are no longer required.</p> <p>Based on teacher assessment, the main performance indicators are achievement at:</p> <p>Level 5+ and Level 6+ in each of English, mathematics and science</p>
Key Stage 4	16	GCSE examinations or equivalent.	<p>Schools and the LA set statutory targets for 2010 based on the percentage of students:</p> <ul style="list-style-type: none"> achieving 5+ A* - C grades (including English <u>and</u> mathematics) at GCSE making the equivalent of 3 levels of progress from Key Stage 2 in each of English and mathematics <p>Statutory targets were set for 2011. This requirement of LAs has been removed and no statutory targets have been set for 2012.</p>
Key Stage 5	19	<p>Students follow courses at:</p> <ul style="list-style-type: none"> Level 1 (qualifications equivalent to five GCSEs D-G) Level 2 (qualifications equivalent to five GCSEs A*-C) Level 3 (qualifications equivalent to two A levels A-E) 	<p>No statutory targets; National Indicators set out expectations of LAs for achievement at Levels 2 and 3 by age 19.</p> <p>The LA sets targets for Level 3 Average Points Score (APS) per learner, Level 3 APS per entry and the ALPS value-added grade.</p> <p>The LA will also set targets for success rates.</p>

3.0 Executive Summary

3.1 Early Years Foundation Stage (EYFS)

- 3.1.1 Standards remain well below national averages and the gap between the lowest performing 20% of children and the rest is still wider than the national gap, although this gap has narrowed.

3.2 Key Stage 1

- 3.2.1 Attainment at Level 2+ and Level 2b+ remains below national averages at all levels and in all subjects, although attainment improved in reading and writing.

3.3 Key Stage 2

- 3.3.1 Attainment at Level 4+ in English and mathematics combined is above the national average, as is the percentage of pupils making two levels of progress from Key Stage 1 in English and in mathematics.

3.4 Key Stage 3

- 3.4.1 The analysis of performance for this key stage is inconclusive, as the data available to the local authority is incomplete.

3.5 Key Stage 4

- 3.5.1 Standards at Key Stage 4 remain high and above the national average. The proportion of students making expected progress in English and in mathematics remains high.

3.6 Key Stage 5

- 3.6.1 The Level 3 average point score per candidate increased significantly in 2010, by just over one A Level grade. It is above the London average for the first time and less than one grade below the national average.

- 3.6.2 The Level 3 average point score per entry increased significantly and remains above the national average.

- 3.6.3 A Level value-added is above the national average.

4.0 Further detail

4.1 Early Years Foundation Stage (EYFS)

4.1.1 Standards remain well below national averages. In 2010, attainment fell in all six areas of learning and the gap between Brent and national averages widened.

4.1.2 The key indicator used by the national agencies is the percentage of children scoring 78+ points across all areas of learning, including 6+ points in PSED and CLL. Against this measure, attainment fell by 2 pts from 2009.

4.1.3 Girls continued to outperform boys and the gap between the two widened slightly in 2010. The performance of Black Caribbean and White British children improved by 2pts and 4pts respectively but the performance of all other groups of children declined. The performance of children of Somali and White Other heritage was particularly low.

4.1.4 The second key indicator is the gap in attainment between the lowest performing 20% of children and the rest. This has narrowed by 4pts from the published figures for 2009 but is still wider than the national gap.

4.1.5 Possible reasons for this situation are:

- schools have put in place very robust systems for completion of the EYFS Profile and the moderation of assessment, and this may have resulted in some overly cautious judgements.
- there has been a strong focus on supporting children working within points 1-3, possibly resulting in less attention being given to children with 4/5 points, who might then have gained 6+ points
- high staff mobility in the EYFS has resulted in some inexperienced staff completing the EYFS Profile
- staff from some schools did not attend EYFS Profile training
- in some schools, less attention is given by senior leaders to the EYFS than to key stages 1 and 2.

4.1.6 The actions the School Improvement Service (SIS) has taken to address this are:

- a newly established Quality Improvement (QI) Team completes monitoring forms for all settings in order to identify underachievement, and to provide support and challenge according to need
- the schools which have the lowest attaining 20% of children have been identified in order to:
 - ensure appropriate levels of support are in place
 - identify and support clusters of feeder PVI settings and childminders linked to these schools
 - monitor the impact of additional support
 - identify children who have not taken up either the 3 or 4 year old offer
- the lowest performing 20% of children in each locality are analysed by ethnicity and gender (the two most significant factors) in order to target support
- work has been undertaken with heads of Children's Centres to support identified settings within their localities
- there is an increased focus on children attaining 4/5 points in order to accelerate their progress
- self-evaluation guidance has been produced by the QI team and is being used to improve the quality of self-evaluation by settings to inform action to secure improvement

- updated assessment guidance was produced in February 2011 to support the tracking of progress in the EYFS and additional data has been provided by the LA to support data analysis in the EYFS
- headteachers have been advised to keep staffing as stable as possible in the EYFS
- the QI manager for the SIS has provided briefings for primary headteachers, assessment co-ordinators, and the EY team to improve their understanding of the significance of the threshold criteria
- moderation meetings for all practitioners have been introduced and there are continuing courses for EYFS leaders, practitioners new to the EYFS and NQTs
- work has been undertaken with the support of the National Strategies EYFS team to help to identify good practice and disseminate this more widely.

Graph 1

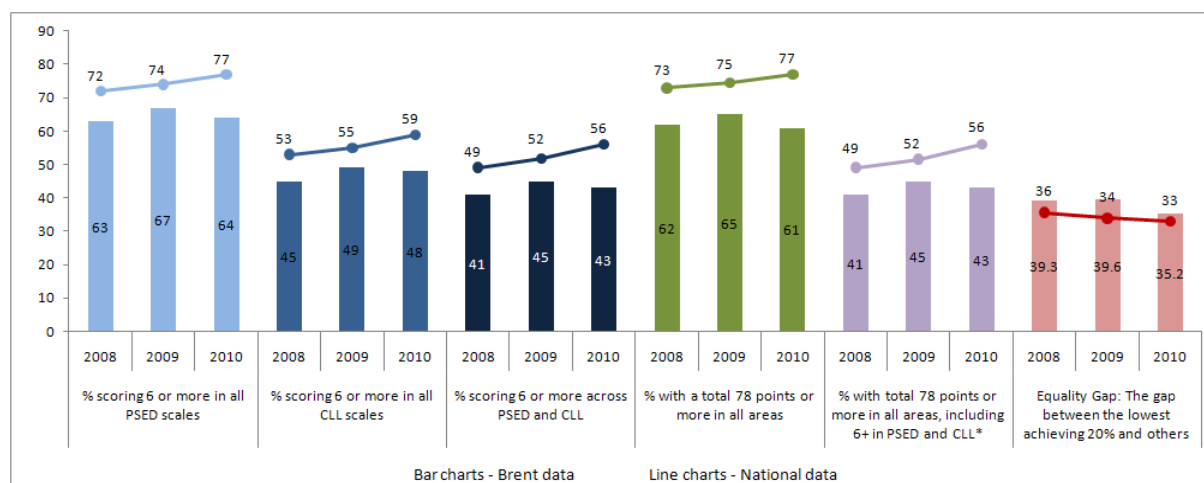


Table 2

% scoring 78+ points in all areas, inc. 6+ points in PSED and CLL	Brent		National
	2010	Change since '09	2010
Male	37	↓ 2pp	47
Female	50	↓ 1pp	65
FSM	34	↓ 1pp	40
No FSM	46	↓ 3pp	59
EAL	38	↓ 5pp	47
English	50	↑ 1pp	58
Asian or Asian British, Indian heritage	44	↓ 9pp	60
Asian or Asian British, Pakistani heritage	40	↓ 6pp	44
Black or Black British, African heritage	39	↓ 2pp	49
Black or Black British, Caribbean heritage	45	↑ 2pp	50
Black or Black British, Somali heritage	33	↓ 4pp	-
White, British heritage	57	↑ 4pp	58
White, Other heritage	35	↓ 3pp	49
All pupils	43	↓ 2pp	56

Key
This group is below the Brent average
This group is above the Brent average

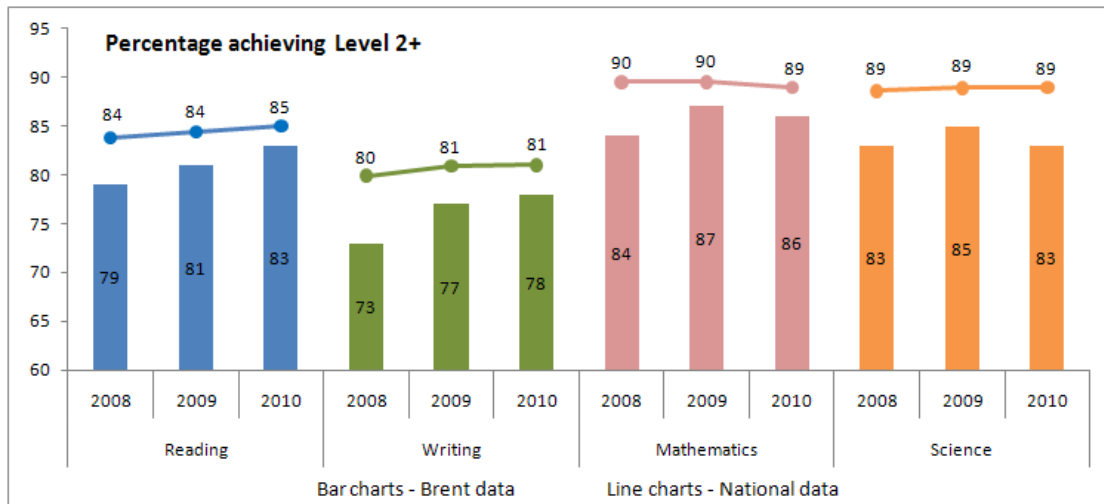
Table 3

EYFSP	% at 78 point across FSP				% At 78 points and 6+ in all PSE and CLL			
	2007	2008	2009	2010	2007	2008	2009	2010
Asian or Asian British, Indian heritage	60	71	73	66	26	52	53	44
Asian or Asian British, Pakistani heritage	42	52	61	61	18	36	46	40
Black or Black British, African heritage	42	56	65	58	16	33	41	39
Black or Black British, Caribbean heritage	51	63	62	60	22	39	43	45
Black or Black British, Somali heritage	37	53	60	53	13	28	37	33
White, British heritage	77	79	83	77	48	56	53	57
White, other heritage	40	55	59	51	54	36	38	35
Brent	53	62	65	61	29	41	45	43
National	71	73	75	77	46	49	52	56

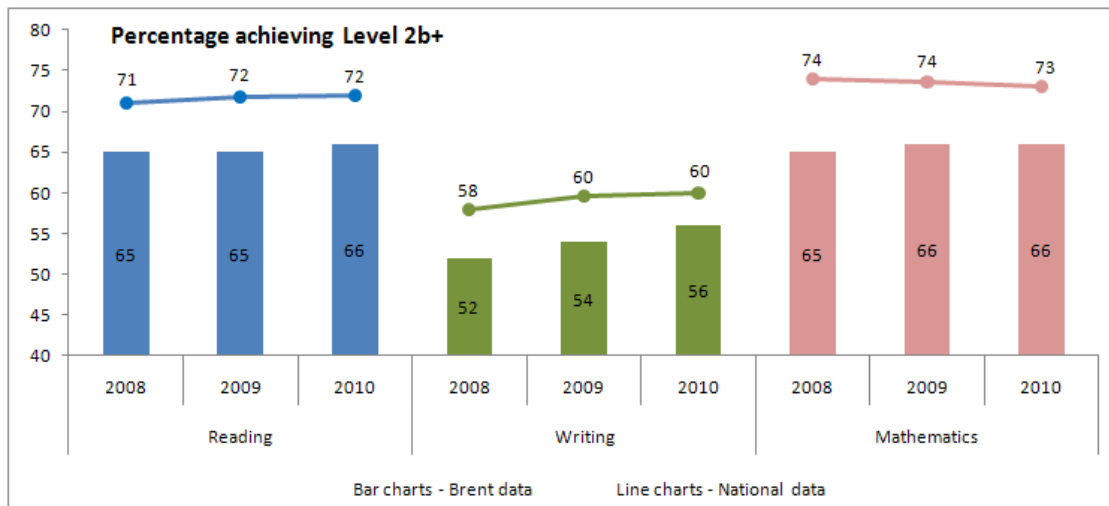
4.2 Key Stage 1

- 4.2.1 Attainment at Level 2+ (the key national benchmark) remains below national averages at all levels and in all subjects. At Level 2+, standards rose in reading (↑2ppts) and writing (↑1ppt) in 2010 but dipped by 1ppt in mathematics and 2ppts in science. Attainment at Level 2b+ is a key predictor of attainment at Level 4+ at the end of Key Stage 2. This remains below the national averages, although it rose in reading and writing, by 1ppt and 2ppts respectively and in mathematics remained steady. Attainment at Level 3, although still below national averages, rose in all subjects, narrowing the gap between Brent and national averages.
- 4.2.2 The attainment of girls continues to be higher than that of boys at Level 2+ and 2b+ in all subjects. At Level 3, the performance of boys is better than that of girls in mathematics and science. However, both boys and girls in Brent did not perform as well as boys and girls nationally, although the gap between the Brent and national averages for boys is narrower than the gap for girls.
- 4.2.3 FSM pupils in Brent performed as well or better than FSM pupils nationally in all subjects and at all levels. Non-FSM pupils did not perform as well as non-FSM pupils nationally. In Brent, the attainment of FSM pupils continues to be below that of non-FSM pupils at all levels and in all subjects. The gap between FSM and non-FSM pupils has remained unchanged in reading and writing, has increased by 2ppts in mathematics and has reduced by 1ppt in science. At Level 2+ the performance of non-FSM pupils has improved by 1ppt in reading and writing. Both FSM and non-FSM pupils improved their performance in mathematics and science.
- 4.2.4 Asian Indian and White British pupils continue to perform above Brent and national averages in reading, writing and mathematics.
- 4.2.5 At Level 2+, the 2010 performance of Black Caribbean pupils was 2ppts below the national average for all pupils in reading, 4ppts below in writing and 7ppts in mathematics. However, the gap between Black Caribbean pupils in Brent and all pupils nationally has narrowed significantly over the last three years.
- 4.2.6 The performance of Somali pupils was 9ppts below the national average in reading, 16ppts in writing and 9ppts in mathematics. However, the gap between the performance of this group in mathematics and all pupils nationally has narrowed.
- 4.2.7 In reading and writing, the attainment of all pupils with SEN in Brent was better than the national average in 2010. There has been an upward trend in the attainment of pupils, with and without a statement, over the past three years.
- 4.2.8 In mathematics, the attainment of pupils with SEN was close to or above the national average in 2010. There has been some variation in trends but pupils with a statement have shown a 12 percentage point increase over the past three years.
- 4.2.9 The School Improvement Service continues to work with schools to improve the outcomes of all pupils, providing support and challenge in accordance with need. Careful monitoring by School Improvement Partners (SIPs) and a sharp focus on progress tracking are used to identify the appropriate interventions needed to raise standards.

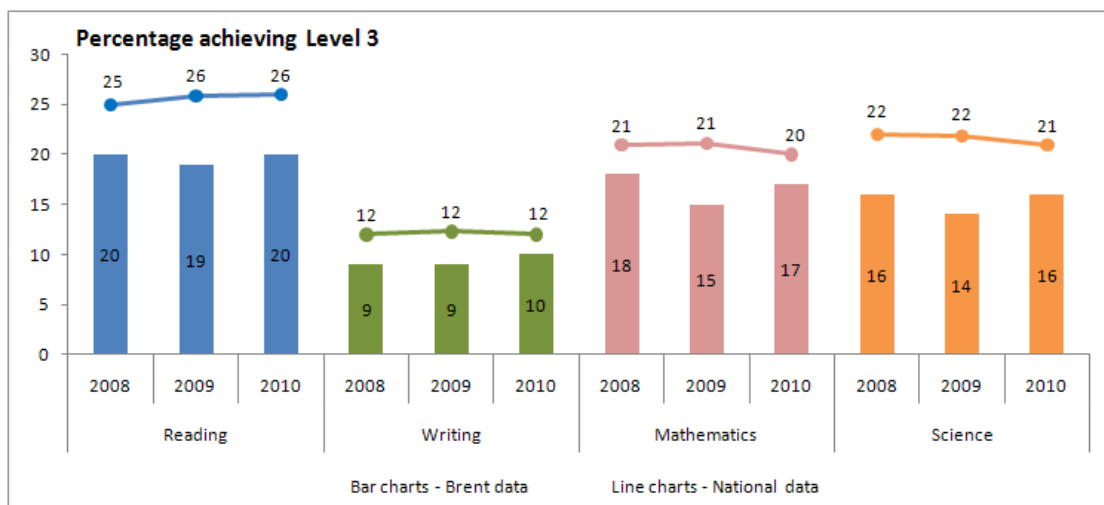
Graph 2



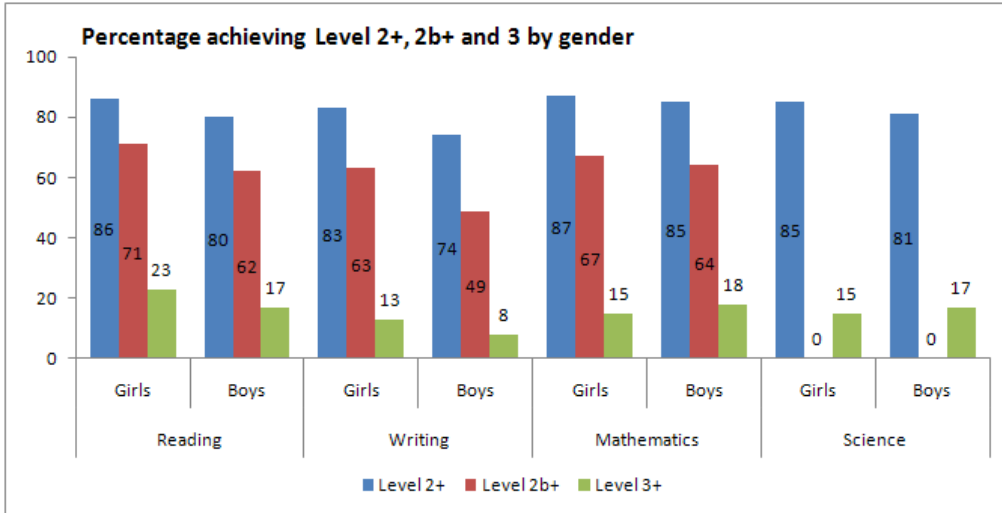
Graph 3



Graph 4

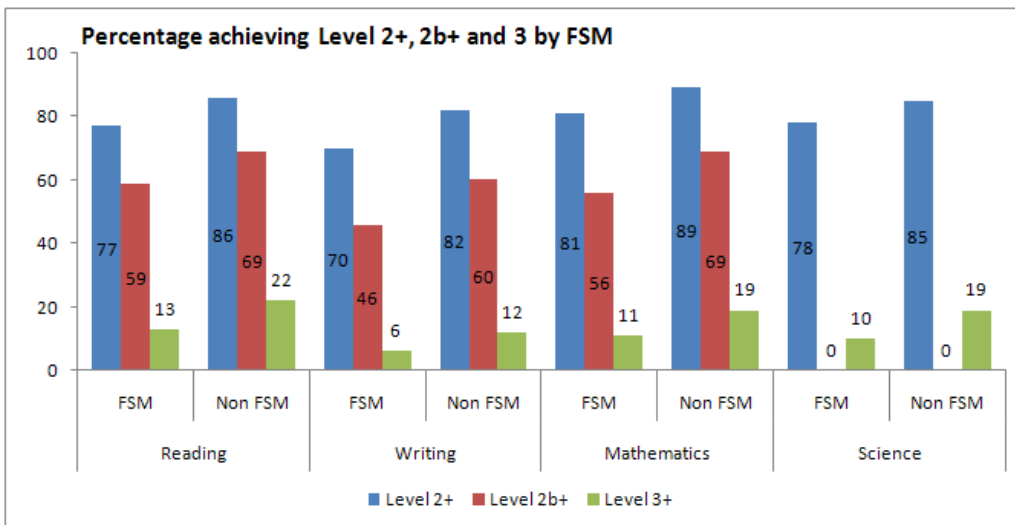


Graph 5



	Reading		Writing		Mathematics		Science	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
National 2+	89	81	87	75	91	88	90	87
National 2b+	78	67	69	52	75	72	N/A	N/A
National 3+	30	22	16	8	18	23	20	22

Graph 6



	Reading		Writing		Mathematics		Science	
	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM
National 2+	72	88	66	85	80	92	79	80
National 2b+	55	78	41	65	57	77	N/A	N/A
National 3+	12	29	4	14	9	23	9	24

Table 4

Percentage achieving Level 2+ threshold by ethnicity	Reading			Writing		
	All	Girls	Boys	All	Girls	Boys
Asian or Asian British, Indian heritage	89	92	86	85	89	80
Black or Black British, Caribbean heritage	83	87	78	77	82	72
Black or Black British, Somali heritage	76	80	72	65	71	59
White, British heritage	90	91	88	86	87	84
White, Other heritage	77	80	74	76	81	70
Brent	83	86	80	78	83	74
National	85	89	81	81	87	75

Table 5

Percentage achieving Level 2+ threshold by ethnicity	Mathematics			Science		
	All	Girls	Boys	All	Girls	Boys
Asian or Asian British, Indian heritage	92	92	91	84	87	81
Black or Black British, Caribbean heritage	82	85	79	81	86	77
Black or Black British, Somali heritage	80	81	79	75	76	74
White, British heritage	93	93	93	95	95	96
White, Other heritage	84	85	83	83	85	81
Brent	86	87	85	83	85	81
National	89	91	88	89	90	87

Key
Below the Brent average
Above the Brent average
In line with the Brent average

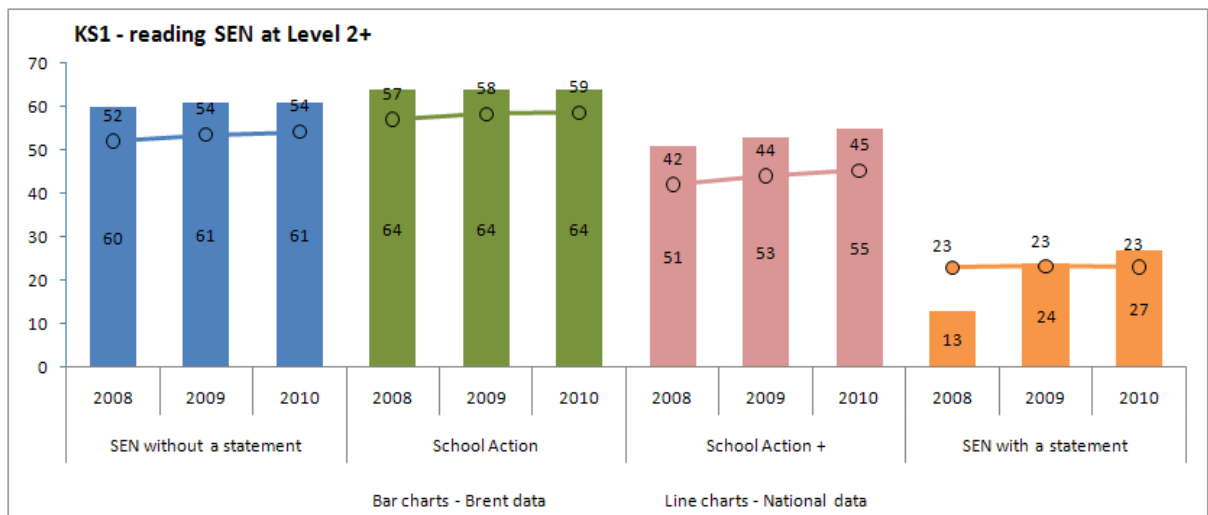
Table 6

KS1	Reading L2+					Writing L2+					Maths L2+				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Asian or Asian British, Indian heritage	88	84	85	89	89	87	82	82	85	85	92	91	91	93	92
Asian or Asian British, Pakistani heritage	76	80	75	78	83	76	74	72	76	77	82	84	81	82	86
Black or Black British, African heritage	80	70	79	81	79	78	64	70	73	71	87	75	81	85	82
Black or Black British, Caribbean heritage	83	81	77	81	83	81	76	67	76	77	87	86	81	82	82
Black or Black British, Somali heritage	71	65	73	77	76	68	61	62	67	65	83	75	77	80	80
White, British heritage	89	86	87	89	90	87	85	82	85	86	91	90	90	91	93
White, other heritage	77	73	66	76	77	75	71	63	71	76	86	84	76	88	84
Brent	82	80	79	81	83	80	76	73	77	78	87	86	84	87	86
National	84	84	84	84	85	81	80	80	81	81	90	90	90	90	86

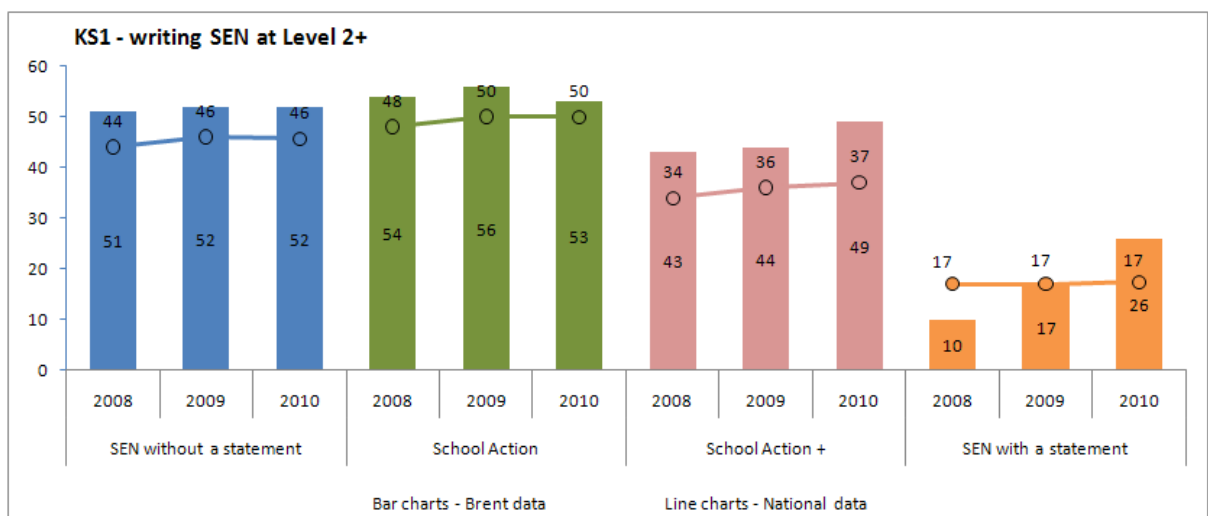
Table 7

APS	Brent			National		
	2008	2009	2010	2008	2009	2010
Reading	14.7	14.9	15	15.6	15.7	15.7
Writing	13.5	13.9	14	14.2	14.3	14.4
Mathematics	15.1	15	15.1	15.8	15.7	15.7
Science	14.8	14.8	14.8	15.6	15.6	15.5

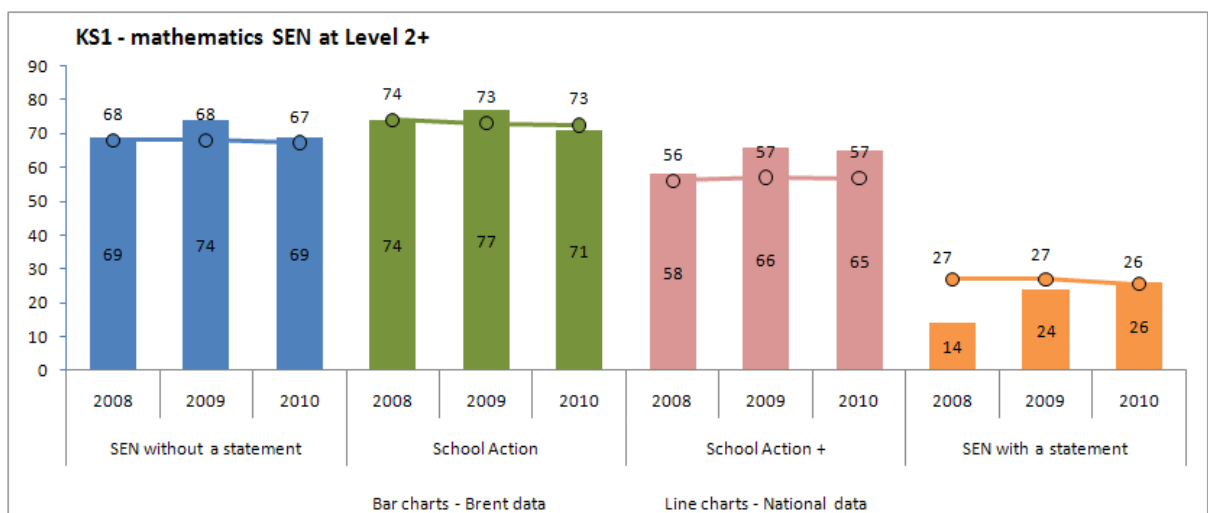
Graph 7



Graph 8



Graph 9

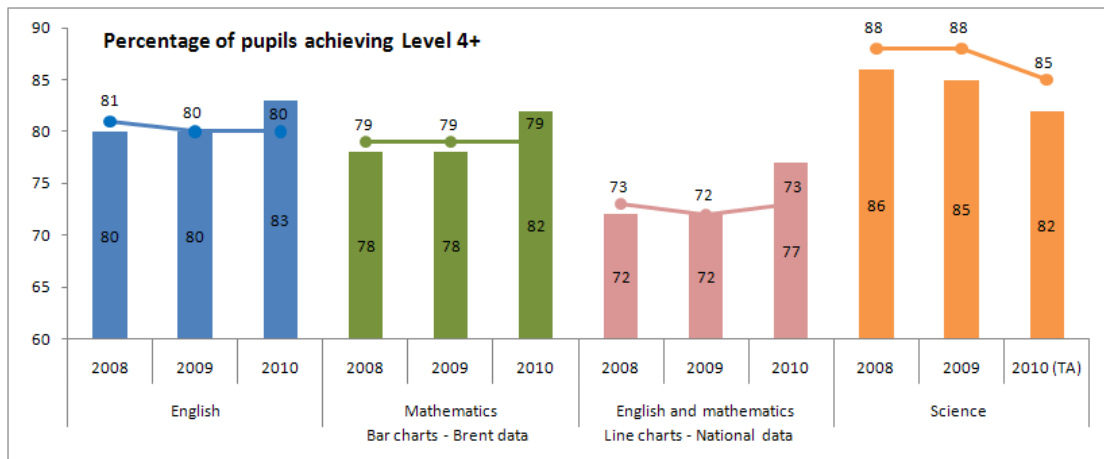


- 4.3.1 Attainment at Key Stage 2 is above the national average for English and mathematics combined and above national averages in English and mathematics separately at both Level 4+ and at Level 5. Attainment at Level 4+ has improved in English and mathematics combined (↑5ppts), in English (↑3ppts) and in mathematics (↑4ppts). The percentage of pupils achieving Level 5 in English has increased by 6ppts in English, by 2ppts in mathematics and by 5ppts in English and mathematics combined. In 2010, for the first time, science at Key Stage 2 was assessed through teacher assessment only. Performance in science has continued to decline, in line with the national trend.
- 4.3.2 In 2010, there were no schools below the national floor target of 55% (English and mathematics combined). Two schools were below 60%.
- 4.3.3 The other key indicator for Key Stage 2 is the percentage of pupils making at least two levels of progress in English and in mathematics from Key stage 1 to Key Stage 2. In Brent, the percentage of pupils making two levels of progress in English and in mathematics was above the national figure.
- 4.3.4 In Brent, boys and girls performed better than national averages at all levels and in all subjects. At Level 4+ and Level 5 girls performed better than boys in English and in English and mathematics combined. In mathematics, 82% of both boys and girls achieved Level 4+. The attainment of boys at Level 5 continued to be higher than that of girls in mathematics. Girls' performance in mathematics remained steady whilst that of boys increased by 3ppts. The attainment gap has increased in English after narrowing in 2009, as girls' attainment rose by 3ppts whilst boys' performance remained steady.
- 4.3.5 As is the case at Key Stage 1, non FSM pupils outperformed FSM pupils, and there were considerable differences in attainment between FSM and non-FSM pupils although the gaps have narrowed. The gap at Level 4+ between these two groups was 10ppts in English (↓2ppts), 11ppts in mathematics (↓2pps) and 13ppts in English and mathematics combined (↓1ppt). However, FSM pupils in Brent performed better than FSM pupils nationally. Non-FSM pupils in Brent performed better than non-FSM pupils in English and mathematics combined and in mathematics and their attainment was in line with national averages in English. The gap between the performance of FSM and non-FSM is much narrower than the gap nationally.
- 4.3.6 Asian Indian and White British pupils continue to perform above Brent and national averages in English and mathematics combined at Level 4+, English at Level 4 and in mathematics at Level 4.
- 4.3.7 The performance of Black Caribbean pupils in 2010 in Brent was, for the first time, 3ppts above the national average for all pupils in English. The performance of Asian Pakistani pupils in 2010 in Brent was, for the first time, 1ppt above the national average for all pupils for English and mathematics combined.
- 4.3.8 The performance of Somali pupils continues to be low, although the picture is an improving one. The three year trend shows that the gap has narrowed significantly for this group by 17ppts in English, 13ppts in mathematics and 18ppts on the English and mathematics combined measure.
- 4.3.9 The Key Stage 2 SEN/non-SEN gap was narrower than the national gap in 2008 and 2009. Although the gap widened a little in 2010, it was still narrower than the national gap for 2009 (national data for 2010 not available).
- 4.3.10 The percentage of pupils with SEN at school action and at school action plus gaining Level 4 in both English and mathematics was well above the national average for this group. The percentage of pupils with a statement of SEN gaining Level 4 in both English and mathematics was just below the national average for this group. There has been an upward trend for all pupils with SEN over the past three years.

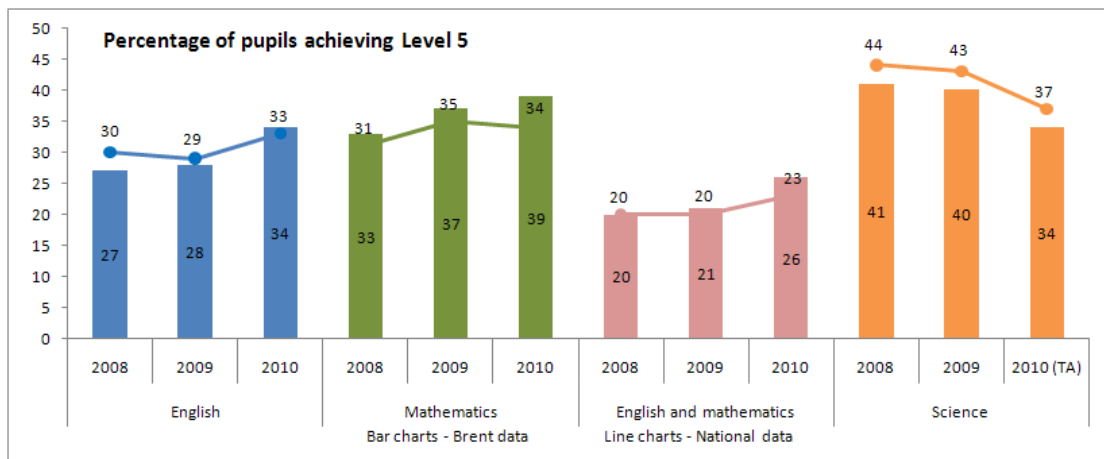
4.3.11 The School Improvement Service continues to work with schools as outlined in paragraph 4.2.4.

4.3.12 The percentage of pupils with SEN making two levels of progress in English and the percentage making two levels of progress in mathematics has increased over the past three years. In 2008 the percentage of pupils making two levels of progress was above the national average (national data for 2009 and 2010 not available).

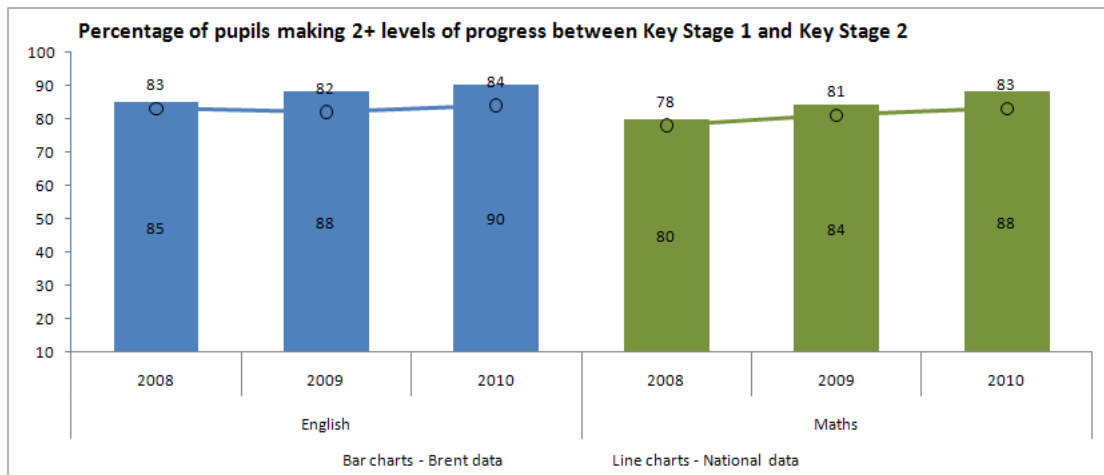
Graph 10



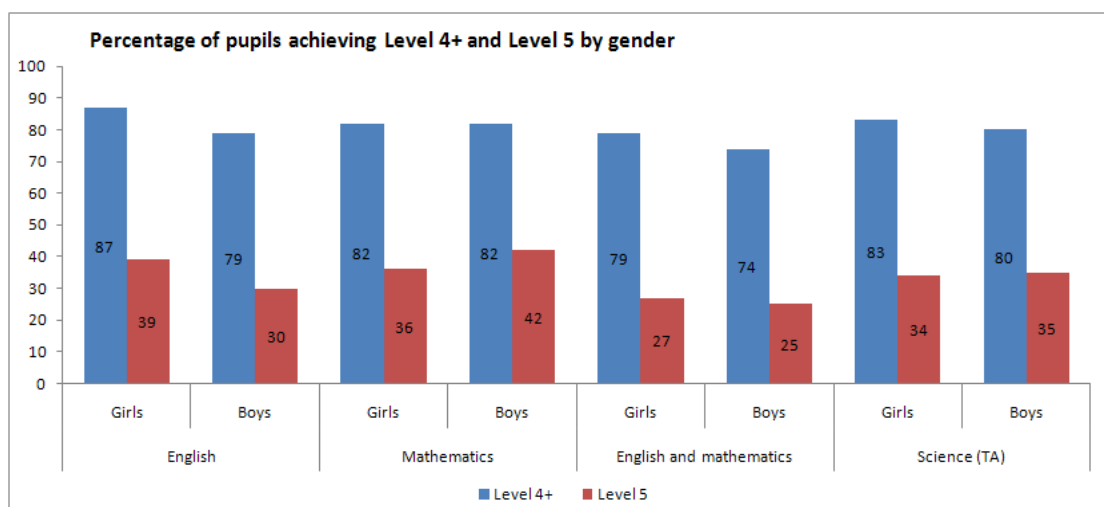
Graph 11



Graph 12

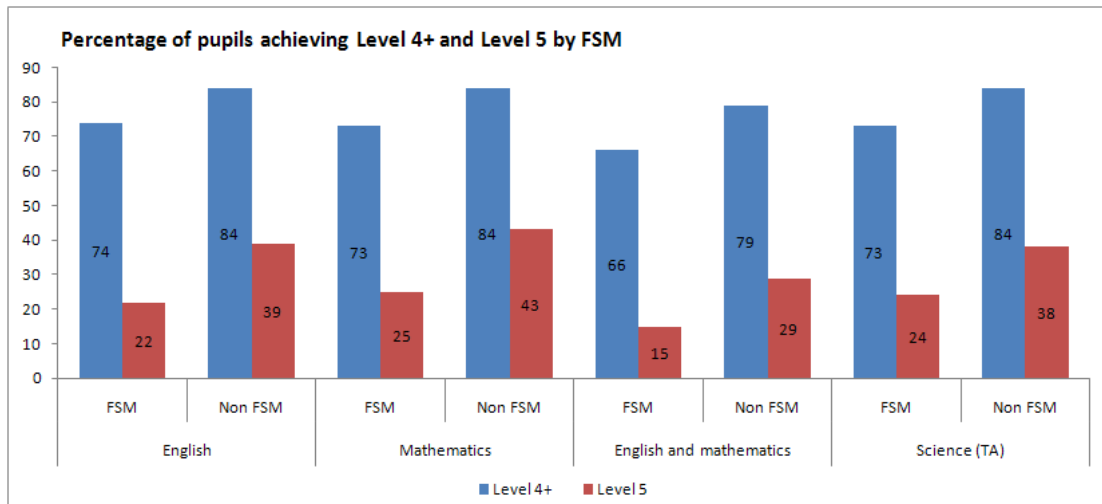


Graph 13



National averages for level 4+ and 5 by gender	English		Mathematics		English and mathematics		Science (TA)	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
National 4+	85	75	79	79	76	71	86	84
National Level 5	40	26	32	36	25	20	36	37

Graph 14



National averages for level 4+ by FSM/Non FSM	English		Mathematics		English and mathematics		Science (TA)	
	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM
National 4+	65	84	66	83	56	77	N/A	N/A
Please Note level 5 national not available								

Table 8

Percentage achieving Level 4+ by ethnicity	English	Mathematics	Science (TA)
Asian or Asian British, Indian heritage	89	90	87
Asian or Asian British, Pakistani heritage	79	78	78
Black or Black British, Caribbean heritage	83	76	82
Black or Black British, African heritage	76	72	74
Black or Black British, Somali heritage	75	74	70
White, British heritage	89	84	89
White, Other heritage	78	80	78
Brent	83	82	82
National	80	79	85

Key
Below the Brent average
Above the Brent average
In line with the Brent average

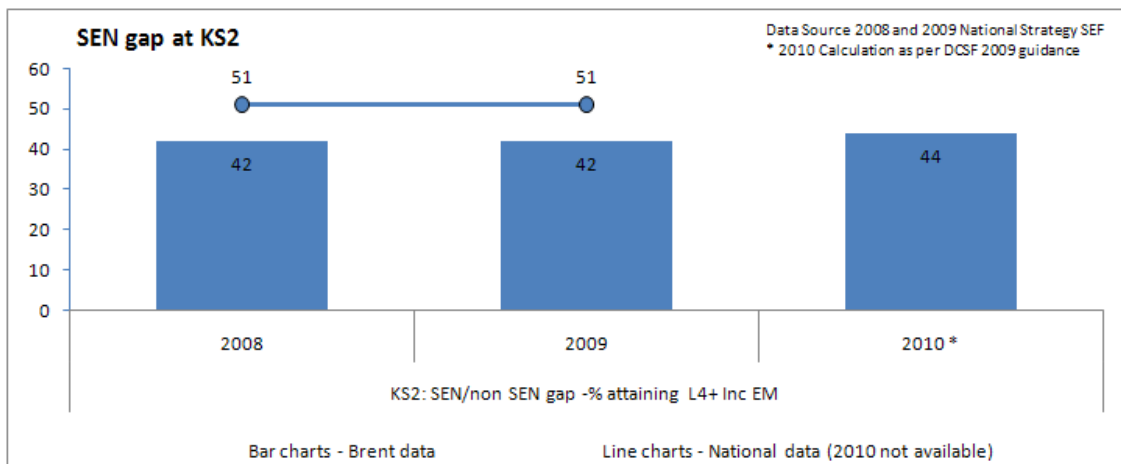
Table 9

KS2	English and Maths Combined L4+				English L4+				Maths L4+			
	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010
Asian or Asian British, Indian heritage	100	74	74	85	82	79	78	89	81	84	82	90
Asian or Asian British, Pakistani heritage	64	69	72	74	76	79	81	79	70	71	77	78
Black or Black British, African heritage	61	60	61	66	75	71	70	76	66	69	66	72
Black or Black British, Caribbean heritage	64	63	62	71	78	75	77	83	69	70	69	76
Black or Black British, Somali heritage	51	48	53	66	66	59	64	75	59	61	57	74
White, British heritage	78	83	81	82	84	87	85	89	82	89	84	84
White, other heritage	67	63	61	75	74	67	74	78	75	76	73	80
Brent	70	72	72	77	80	80	80	83	75	78	78	82
National	71	73	72	73	80	81	80	80	77	79	79	79

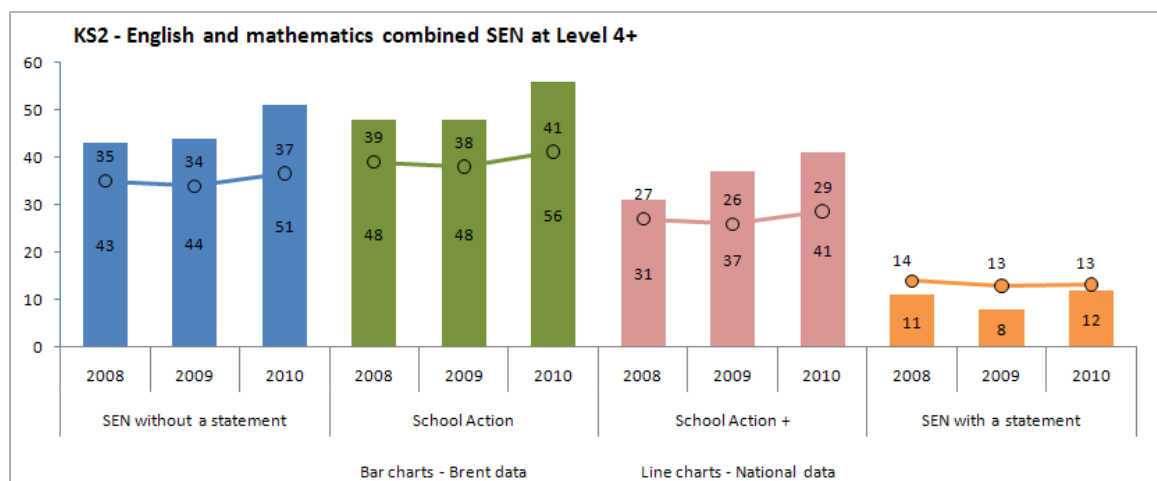
Table 10

APS	Brent			National		
	2008	2009	2010	2008	2009	2010
	27.2	27.4	27.8	27.4	27.4	27.5

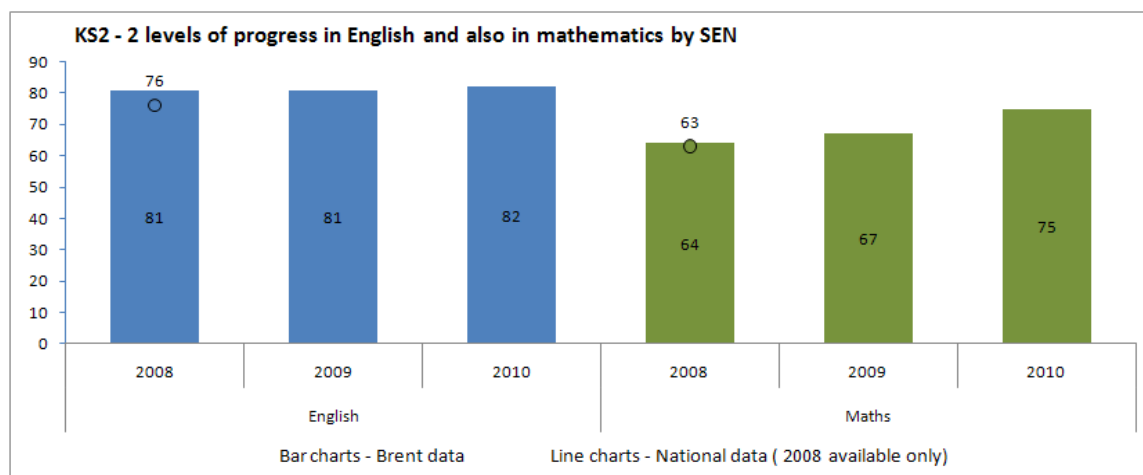
Graph 15



Graph 16



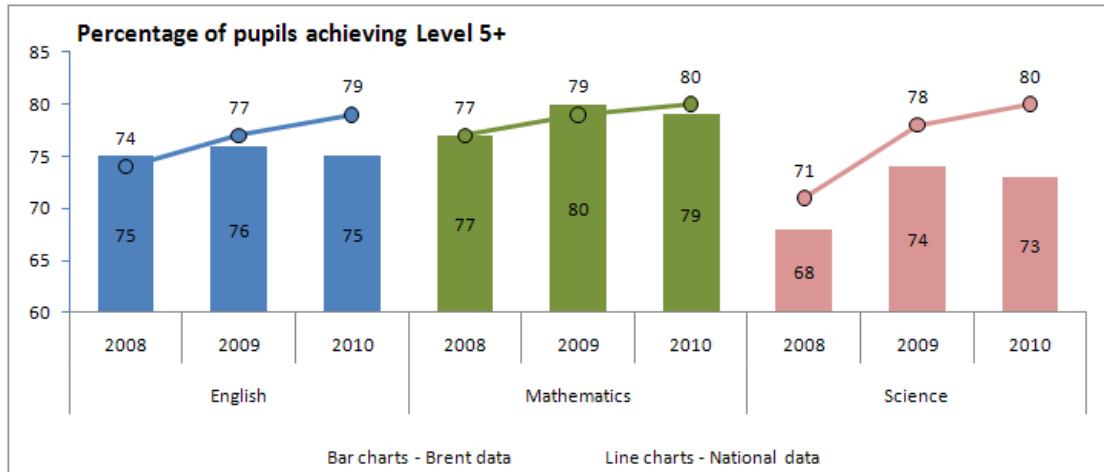
Graph 17



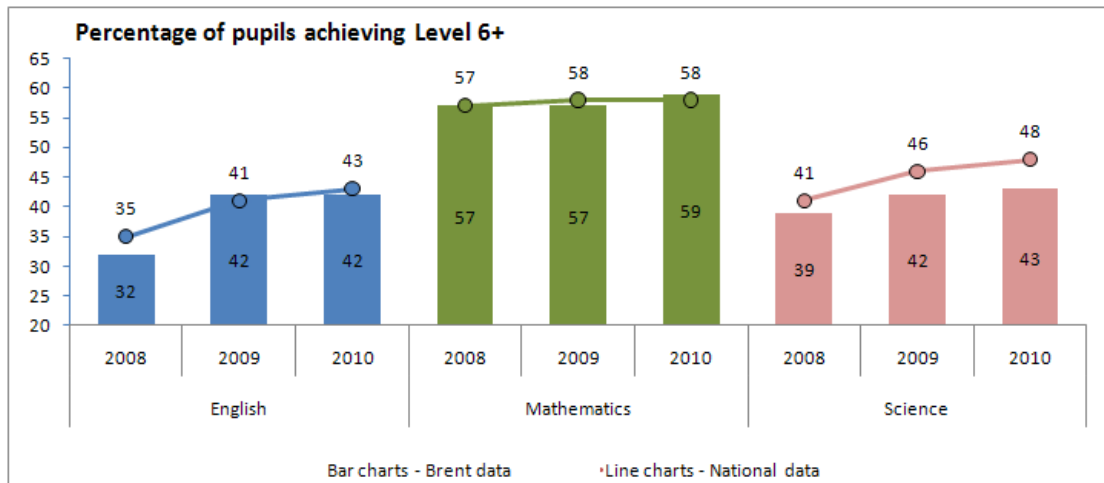
4.4 Key Stage 3

- 4.4.1 National SATs tests are now non-statutory for secondary schools and therefore Key Stage 3 outcomes are based on teacher assessment. Comparisons with national attainment data should be treated with caution, as schools use a variety of different strategies for measuring pupils' performance. It should also be noted that schools now have flexibility in structuring the curriculum and therefore end of key stage assessments are not always based on pupils who have completed Year 9.
- 4.4.2 The analysis of performance in Brent is based on data from ten schools as the data from Academies is not available to the local authority and one high performing school had problems with the upload of their data and so is not included.
- 4.4.3 The national expectation is that most pupils will achieve Level 5 or Level 6 in each of English, mathematics and science when they reach the end of Key Stage 3. In Brent, performance at Level 5+ fell by one percentage point in each of the subjects, with both English and science some way below national averages, although mathematics was broadly in line. However, performance at Level 6+ rose slightly in both mathematics and science, and outcomes in English and mathematics are line with national averages.
- 4.4.4 Girls outperformed boys in English and science, although the gap in science is much smaller than that in English. Boys outperformed girls in mathematics. There are large gaps between the attainment of pupils on Free School Meals and those not entitled in all three core subjects. Asian Indian and White British students outperformed the Brent average, while Somali and Black Caribbean pupils underperformed.
- 4.4.5 The School Improvement Service continues to work closely with schools to ensure the accuracy of teacher assessment and to promote the importance of good progress at Key Stage 3 in order to secure good outcomes at Key Stage 4. In addition, support is being provided for science in light of an expected new GCSE specification for 2011 and there is a strong focus on strengthening the leadership of teaching and learning, particularly in the lower performing schools.

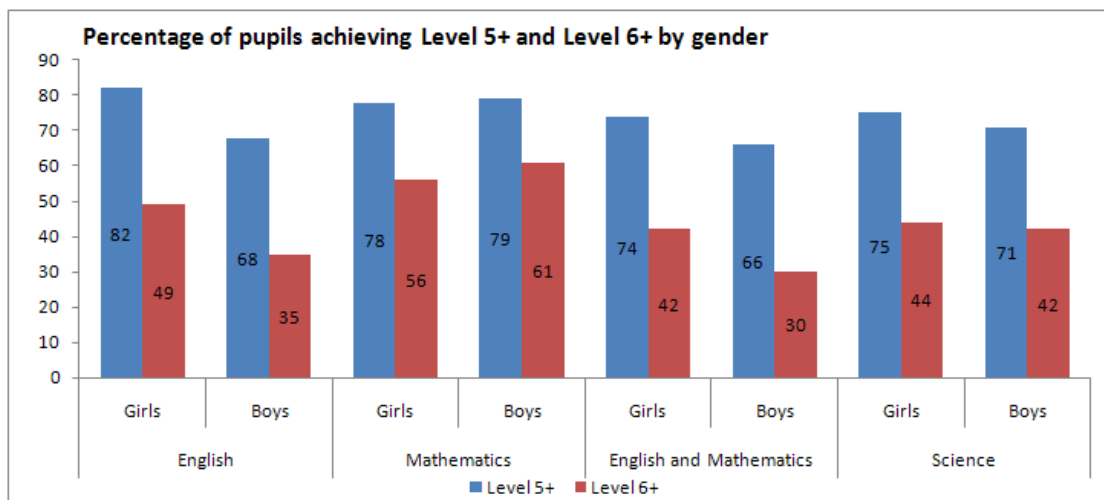
Graph 18



Graph 19



Graph 20



Graph 21

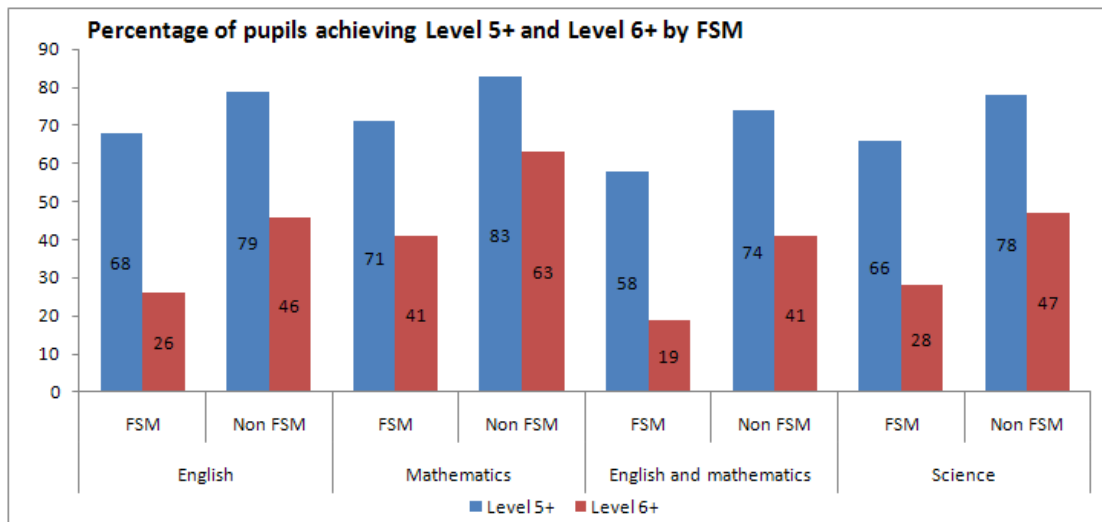


Table 11

Percentage achieving Level 5+ threshold by ethnicity	English			Mathematics		
	All	Girls	Boys	All	Girls	Boys
Asian or Asian British, Indian heritage	81	88	74	88	89	87
Asian or Asian British, Pakistani heritage	73	79	69	74	69	78
Black or Black British, African heritage	69	75	64	72	71	74
Black or Black British, Caribbean heritage	74	85	66	70	72	69
Black or Black British, Somali heritage	63	67	58	66	63	70
White, British heritage	85	88	83	84	82	87
White, Other heritage	64	79	54	75	80	72
Brent	75	82	68	80	78	79
National	79	86	73	80	81	79

Table 12

Percentage achieving Level 5+ threshold by ethnicity	English & Mathematics			Science		
	All	Girls	Boys	All	Girls	Boys
Asian or Asian British, Indian heritage	78	86	72	81	83	79
Asian or Asian British, Pakistani heritage	65	66	65	72	66	77
Black or Black British, African heritage	62	64	60	66	67	65
Black or Black British, Caribbean heritage	62	69	57	68	77	62
Black or Black British, Somali heritage	56	56	55	57	57	57
White, British heritage	80	82	78	86	86	86
White, Other heritage	56	71	47	64	70	60
Brent	70	74	66	73	75	71
National	80	82	79	80	82	79

Key
Below the Brent average
Above the Brent average
In line with the Brent average

Table 13

Key Stage 3 - All	English L5+					Maths L5+					Science L5+				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Asian or Asian British, Indian heritage	75	81	80	79	81	84	85	87	86	84	75	81	77	80	79
Asian or Asian British, Pakistani heritage	70	72	59	71	76	75	70	66	73	81	64	63	59	70	74
Black or Black British, African heritage	67	62	63	66	70	63	61	60	68	74	60	54	56	62	67
Black or Black British, Caribbean heritage	65	65	66	73	77	61	64	66	66	73	55	62	54	65	70
Black or Black British, Somali heritage	50	51	46	56	67	53	56	54	61	69	44	48	40	52	66
White, British heritage	76	75	83	83	77	75	75	79	82	80	70	74	78	82	78
White, other heritage	66	69	57	64	74	73	72	70	73	81	64	65	58	62	81
Brent	73	74	68	76	75	74	76	77	80	79	64	69	68	74	73
National	74	73	74	78	79	74	77	77	79	80	70	72	72	78	80

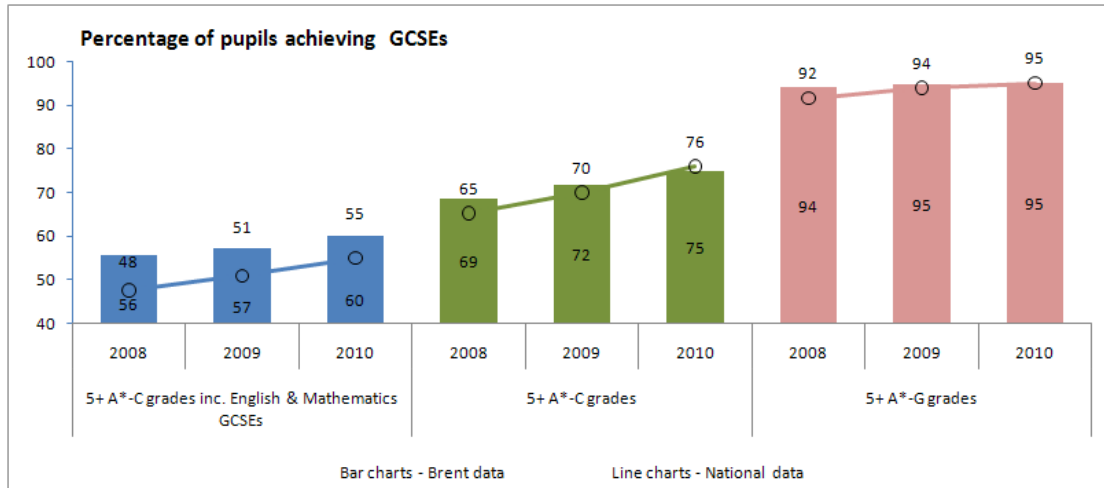
Table 14

Key Stage 3 - All	English L6+					Maths L6+					Science L6+				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Asian or Asian British, Indian heritage	43	37	48	46	51	71	68	75	69	68	48	52	59	52	51
Asian or Asian British, Pakistani heritage	32	28	37	35	42	54	47	54	53	62	31	36	40	40	46
Black or Black British, African heritage	26	20	37	32	34	43	36	48	42	51	24	23	33	30	36
Black or Black British, Caribbean heritage	25	18	27	27	40	36	38	38	36	52	21	27	29	23	35
Black or Black British, Somali heritage	17	9	19	21	35	31	25	23	35	49	16	18	13	22	40
White, British heritage	46	35	44	54	53	57	54	69	60	62	45	45	48	53	50
White, other heritage	33	22	36	32	54	33	43	57	46	61	33	34	41	31	44
Brent	33	38	32	42	42	52	58	57	57	59	30	38	39	42	43
National	35	34	35	41	43	53	57	57	58	58	37	41	41	46	48

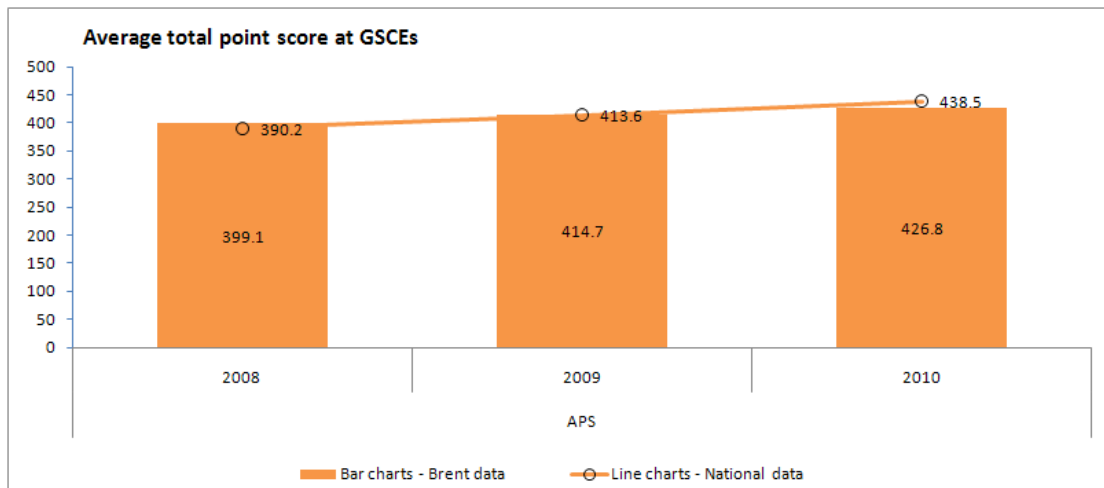
4.5 Key Stage 4

- 4.5.1 Standards remain high at Key Stage 4, with Brent pupils surpassing the national average for the proportion of pupils achieving five good GCSEs including English and mathematics – Brent is ranked 29th out of 150 LAs on this measure.
- 4.5.2 In 2009, four schools' results were either in line or below the floor target of 30%. However, in 2010, all four of these schools saw significant improvements in their results, rising from between 11 and 22 percentage points. Two other schools also saw improvements in results of between 10 and 12 percentage points. The floor target has now been raised to 35%; there is one school performing just above this revised target and it is being closely monitored and supported by the School Improvement Service.
- 4.5.3 As at Key Stage 3, a gender gap continues to exist, with girls outperforming boys. However, boys' attainment is rising. The gap in terms of the attainment of pupils eligible for Free School Meals and those not eligible closed between 2009 and 2010, and the gap in Brent of 10 percentage points is much lower than the national gap of 28 percentage points.
- 4.5.4 Asian Indian pupils continued to perform above local and national averages. Black Caribbean pupils' attainment has improved over four years, from 32% to 40% on the 5 A* - C GCSEs including English and mathematics measure, although their performance is still 20ppts below the LA average for all pupils, and 15ppts below the national average for all pupils. The performance of Somali pupils in 2010 improved although it was still 21ppts below the Brent average. Attainment for this group has risen by 12ppts since 2009.
- 4.5.5 The Department for Education focuses not only on pupils' attainment but also the progress that they have made between Key Stages 2 and 4. The measure of expected progress is built on the principle that pupils achieving Level 4 in English and/or mathematics at Key Stage 2 should be expected to achieve at least a Grade C in that subject by the time they reach the end of Key Stage 4. Pupils with higher or lower starting points are also included in this measure if they have made the equivalent or better progress. In Brent, the proportion of pupils making expected progress in each of English and mathematics has risen steadily in the last three years, and remains well above national averages.
- 4.5.6 The Key Stage 4 SEN/non-SEN gap was wider than the national gap in 2008 and 2009. The gap narrowed slightly in 2010 but was still wider than the national gap for 2009 (national data for 2010 not available). However, the attainment of SEN pupils is in line with the national average.
- 4.5.7 At Key Stage 4, the percentage of pupils with SEN gaining 5 A*-C at GCSE, including English and mathematics, was just above the national average for this group, whilst the percentage gaining 5 A*-C, excluding English and mathematics, was below the national average. There has been a rising trend against both measures over the past three years.
- 4.5.8 The percentage of pupils with SEN making three levels of progress in English from Key Stage 2 in 2010 was well above the national average for this group for 2008 (no national data available for 2009 and 2010) and has remained steady over the past 3 years. The percentage of pupils making three levels of progress in mathematics from Key Stage 2 in 2010 was well above the national average for this group for 2008 (no national data available for 2009 and 2010).
- 4.5.9 The School Improvement Service continues to work with schools to improve the outcomes of pupils, particularly the most vulnerable and those from the lowest performing groups. In addition, support and advice is being provided to schools in designing their curriculum to ensure as many pupils as possible achieve the English Baccalaureate, a new measure of school performance introduced in 2011.

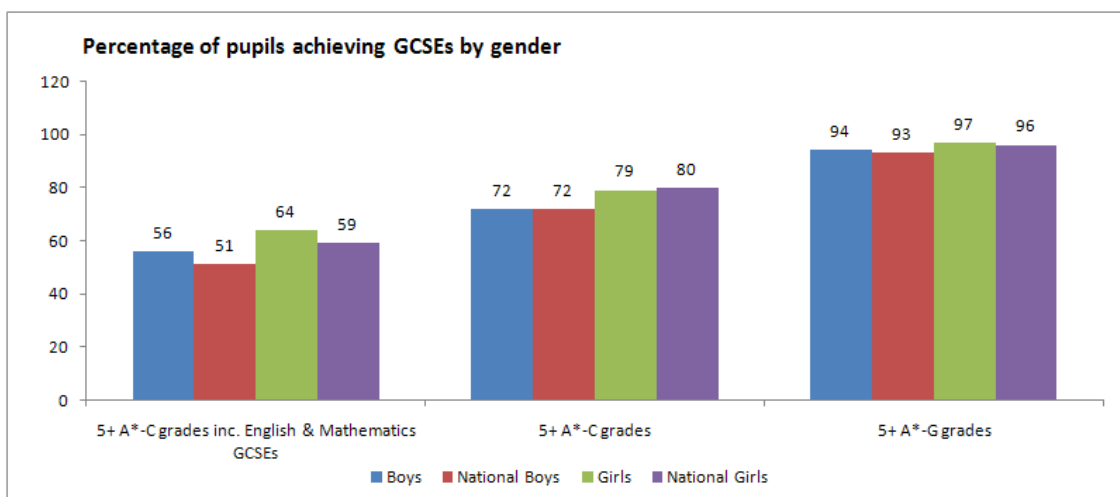
Graph 22



Graph 23



Graph 24



Graph 25

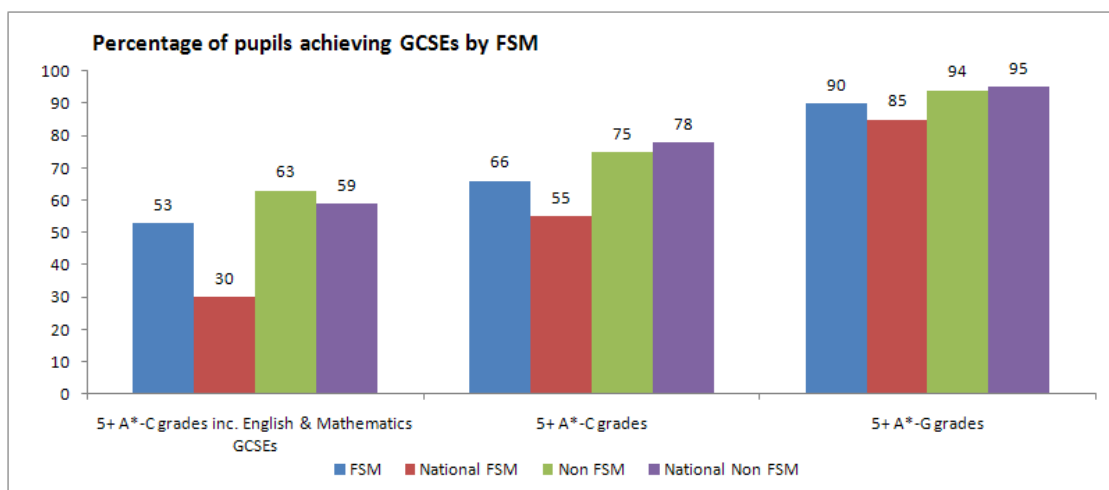


Table 15

Percentage achieving GCSE threshold by ethnicity	5+ A*-C grades inc.EM	5+ A*-C grades	5+ A*-G grades
Asian or Asian British, Indian heritage	72	84	97
Asian or Asian British, Pakistani heritage	52	67	93
Black or Black British, African heritage	49	66	90
Black or Black British, Caribbean heritage	40	56	86
Black or Black British, Somali heritage	39	52	88
White, British heritage	61	72	94
White, Other heritage	49	68	90
Brent	60	75	95
National	55	76	95

Key
Below the Brent average
Above the Brent average
In line with the Brent average

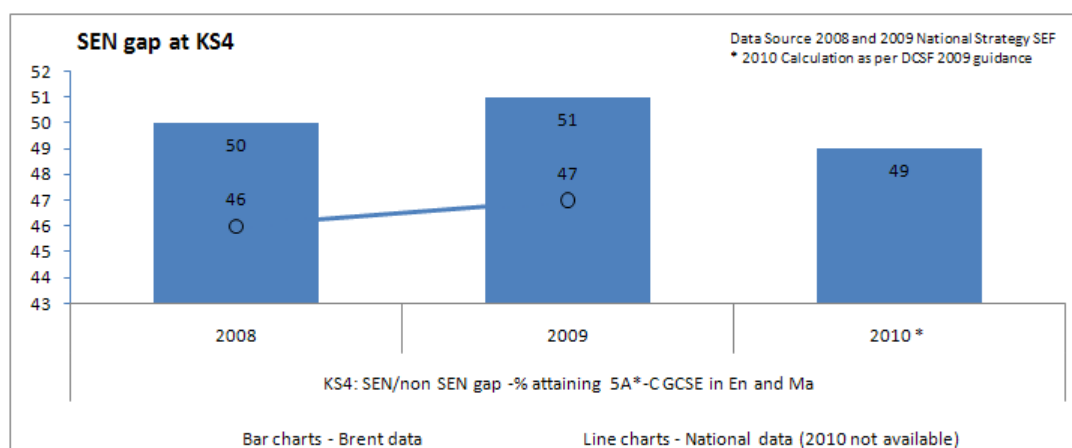
Table 16

KS4	5+A-C inc E/M					5+ A- C					5+ A- G				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Asian or Asian British, Indian heritage	64	63	67	71	72	75	76	78	78	84	96	97	97	95	97
Asian or Asian British, Pakistani heritage	43	55	48	50	52	58	67	58	66	67	95	95	93	93	94
Black or Black British, African heritage	31	39	47	42	49	50	53	60	59	66	89	91	90	89	92
Black or Black British, Caribbean heritage	30	32	43	41	40	42	48	55	58	56	89	91	93	93	89
Black or Black British, Somali heritage	20	27	37	27	39	36	43	50	49	52	83	85	83	83	86
White, British heritage	43	44	55	55	61	55	53	65	69	72	88	84	92	92	94
White, other heritage	30	51	47	53	49	51	70	62	72	68	91	93	98	94	90
Brent	49	51	56	57	60	60	65	69	72	75	92	94	94	95	95
National	46	46	48	51	55	57	60	65	70	76	91	92	92	94	95

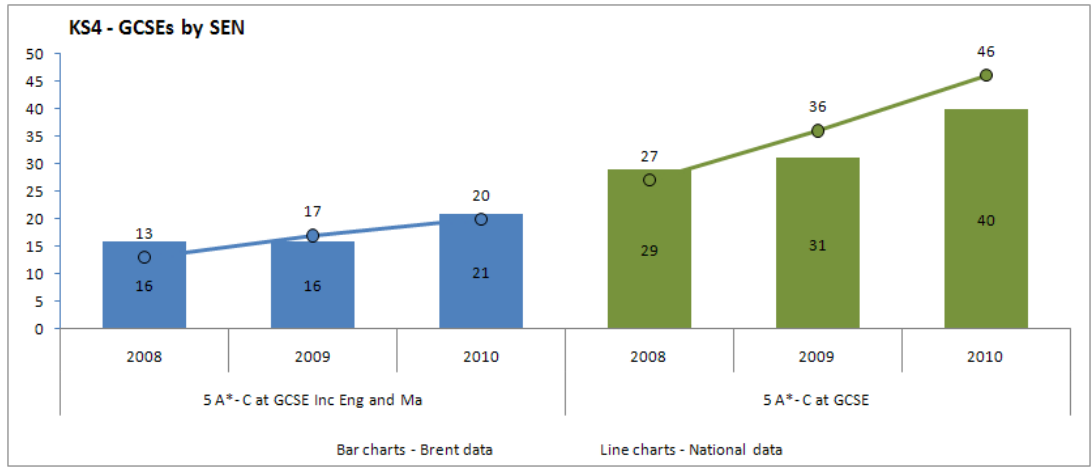
Table 17

Progress from KS2 to KS4	Brent			National		
	2008	2009	2010	2008	2009	2010
All pupils						
English	73	74	79	64	66	71
Mathematics	73	74	78	57	59	64
Girls						
English	82	78	82	70	71	77
Mathematics	75	75	79	59	60	66
Boys						
English	65	70	76	59	60	66
Mathematics	71	74	78	55	58	63

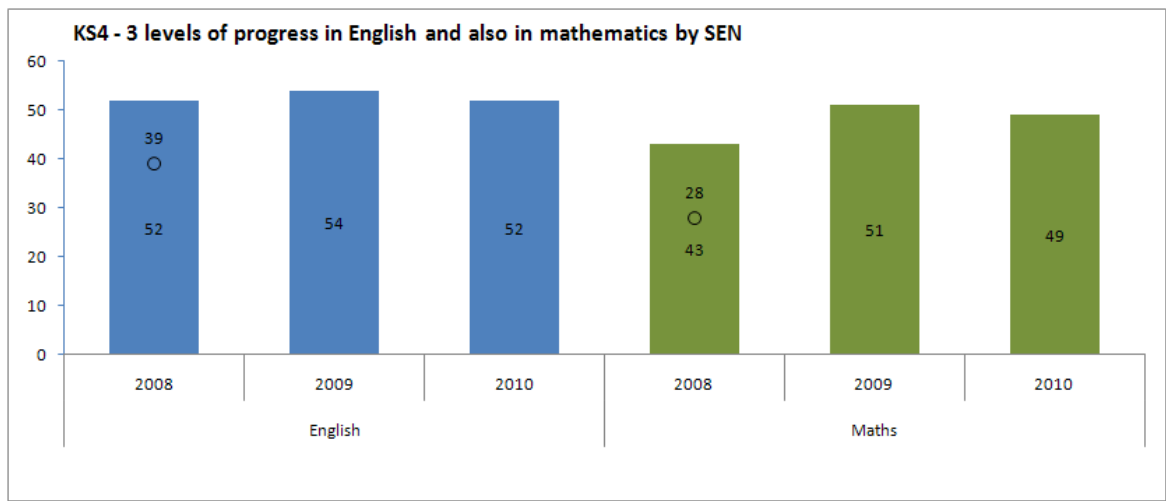
Graph 26



Graph 27



Graph 28



4.7 **Key Stage 5**

- 4.7.1 There was a significant improvement in Level 3 (A Level and equivalent qualifications) results in 2010. This follows a strong focus over the last few years on implementing strategies to improve the average point score per candidate by Brent 14-19 Partnership of local education and training providers.
- 4.7.2 Validated data for 2010 is currently available on just two Key Stage 5 indicators: average point score per candidate and average point score per entry.

Average Level 3 point score per candidate

- 4.7.3 Brent's Level 3 average point score (APS) per candidate increased significantly in 2010. It improved by the equivalent of one A Level grade. Brent's rate of improvement is better than the London and national rates of improvement. The APS per candidate rose to above the London average for the first time and is less than one A Level grade below the national average compared to two grades below, in 2008.
- 4.7.4 Over the last three years the APS for boys improved at a faster rate than the APS for girls. However the gap widened slightly in 2010 compared to 2009 although it remains much smaller than in 2008.
- 4.7.5 The rapid improvement in the performance of boys can be seen most clearly when compared to the London and national averages. In 2010, boys' APS increased to above the London average and to just below the national average.

Average Level 3 point score per entry

- 4.7.6 Brent's Level 3 average point score (APS) per entry rose significantly in 2010 and at a faster rate than the London and national averages. The average A Level (and equivalent qualifications) grade was between grades C and B.
- 4.7.7 Between 2008 and 2010 the APS per entry for boys improved at a faster rate than girls. In 2010 boys' APS per entry was, for the first time, higher than girls.

Level 3 A Level Value-added

- 4.7.8 In 2010, A Level value-added was graded 3 (Excellent) by the Advanced Level Performance System (ALPS) compared to good on 2009. Brent is within the top 25% for value-added nationally.
- 4.7.9 The value-added for 16 subjects was graded Excellent or Outstanding in 2010. The outcomes and value-added were particularly strong in the following subjects:

Table 18

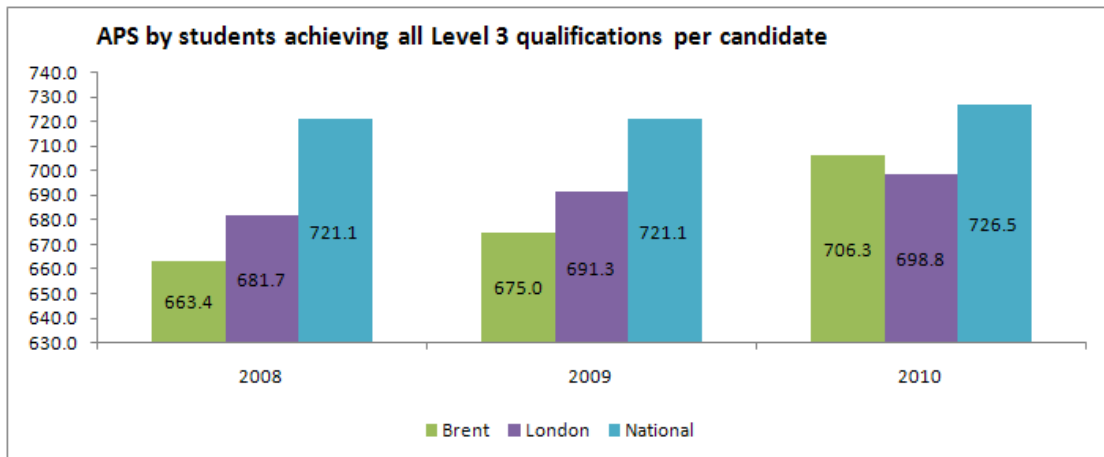
A Level subject	Number of successful candidates	Value-added grade
Biology	264	3 (Excellent)
Chemistry	233	3 (Excellent)
Mathematics	437	3 (Excellent)
Physics	136	3 (Excellent)
Psychology	193	3 (Excellent)
Sociology	171	3 (Excellent)

Key Stage 5 Priorities

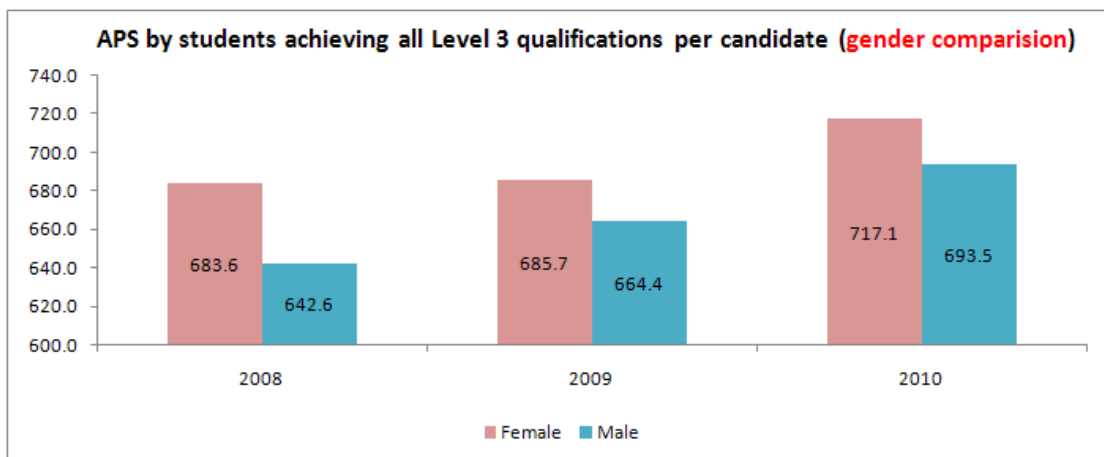
4.7.10 The main Level 3 priorities for the 14-19 Partnership over the coming year are to:

- increase the average point score per candidate to at least the national average
- narrow the gap between girls' APS per candidate and boys APS.
- ensure that the value-added in all subjects is graded at least 3 (Excellent).

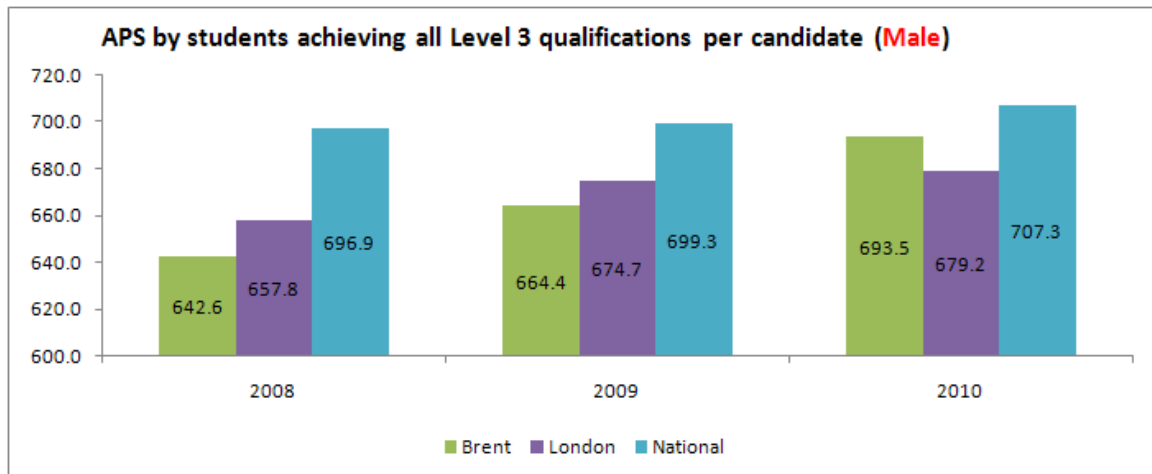
Graph 29



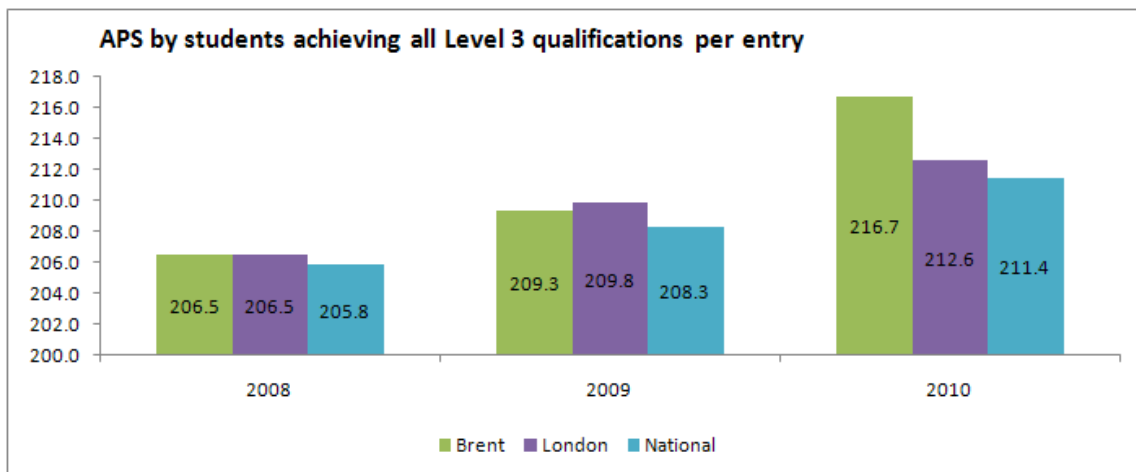
Graph 30



Graph 31



Graph 32



Graph 33



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Children & Young People Overview & Scrutiny Committee

29 March 2011

Report from the Director of Children and Families

For Action

Wards Affected:
ALL

Report Title: Update on Implementing the New Policy for Allocation of Early Years Full Time Places

1.0 Summary

- 1.1 Current allocation and funding basis – historically Brent nursery schools and primary schools with nursery classes have offered full time (FT) places for 3 & 4 year olds based on head teacher decisions and locally developed school policy
- 1.2 Through the Dedicated Schools Grant (DSG) the council only receives funding for part time early years places (up to 15 hours) from central government, The extra cost of FT places of around £2m is absorbed within the overall DSG and effectively means there is less funding to distribute to schools through the schools funding formula. . It should be noted that all 3&4 years olds are eligible for up to 15 hours of free early years education, 38 weeks of the year. This is known as the universal early years offer.
- 1.3 However, a decision was made by Executive in February 2010 to implement a new policy for the allocation of early years full time places based on need from September 2011. The new policy would offer FT places to children based on need and economic disadvantage rather than on a 'first come' basis as it is now. Executive also agreed to consult with parents on the impact of the new policy.
- 1.4 Officers subsequently took the opportunity to update a previous assessment of the likely demand for and supply of full time places before commencing the consultation process. This was an important first step, the outcomes of which would influence how the council would consult parents. It was also crucial too ascertain whether under the new policy the number of children eligible for a full time place would exceed number of full time places available in the borough.
- 1.5 The admissions process for September 2011 intake would have needed to commence in September 2010, prior to the parental or provider assessment and consultation was completed. Therefore the implementation of the new policy could not be implemented until September 2012.

1.6 The context in terms of the rising number of 3 and 4 year olds in Brent is summarised below

- The latest 'refresh' of the Childcare Sufficiency Assessment shows 8,061 3 & 4 year olds in the borough.
- The January 2010 EY census identified 4,298 children in an EY place within the maintained and PVI sectors as follows:

Schools

- 1,170 Full Time
- 1,373 Part Time

PVIs

- 1,755 Part Time

The 1,170 children occupying a FT place are in;

- Nursery Schools 226
- Primary Schools 944

1.7 In addition early years providers were asked without commitment if they would be willing to offer FT places under the new policy.

1.8 52 schools and 85 PVIs were surveyed. From the number of replies it was difficult to extrapolate a robust planning figure for the supply of full time places. However, based on responses there might be a total of **750 to 800** places on offer.

1.9 Potential demand was assessed by using the council's Revenues and Benefits and Social Services data to identify how many EY children known to Brent are in households who might be eligible for a FT place under the new criteria.

1.10 The Revs and Bens data identified **1811** eligible children, thus highlighting the fact that demand is likely to exceed availability of full time places.

1.11 A further demand on early years places is imminent. Brent is currently participating in a government pilot and offers 2 year old funded early years places to 175 2 year olds. Government is expanding the number of places for all disadvantaged 2 year olds by 2013. Brent has recently bid for an additional 100 funded places during 2011/12.

2.0 Recommendations

2.1 The numbers of 2, 3 and 4 year olds in Brent is on the increase. The borough will be required to provide up to 15 hours early years education for a greater number of children than it has quality early years places capacity. Therefore it may be necessary to reconsider the implementation of the proposed new policy. It may be deemed more beneficial of offer all eligible children part time places (up to 15 hours a week) rather than offer some children full time places and therefore fewer children having access to any early years experience.

2.2 A report will be presented to the Schools Forum (SF) in the near future for consideration once further thought has been given to how the borough can capacity build good quality early years provision in the borough.

3.0 Financial Implications

- 3.1 There are no financial implications for the current financial year, however the additional staff implications to implement and manage full time applications would have to be considered as part of the 2012/13 schools budget process that allocates the Dedicated Schools Grant (DSG) to schools and sets the centrally retained element.

4.0 Legal Implications

- 4.1 The Authority has a statutory duty in accordance with Section 7 Childcare Act 2006 to secure free early years provision (up to 15 hours per week) for each 3 & 4 year old in its area.

5.0 Diversity Implications

- 5.1 There are no diversity implications contained within this report

6.0 Staffing/Accommodation Implications (if appropriate)

- 6.1 There are no staffing or accommodation implications contained within this report.

Background Papers

- a) 15 February Executive Report – Introduction of Early Years Single Funding Formula and Changes to the Allocation and Funding of Early years Full Time Places.

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Krutika Pau
Director of Children & Families

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Executive Meeting
15 February 2010

Report from the Director of Children and Families

For Action

Wards Affected:
ALL

Report Title: Introduction of Early Years Single Funding Formula and Changes to the Allocation and Funding of Early Years Full Time Places in Maintained and Private, Voluntary and Independent (PVI) Sectors

1.0 Summary

- 1.1 All local authorities are required to introduce an early years single funding formula (EYSFF) across the maintained and private, voluntary and independent sectors that underpins the delivery of the extended free entitlement to early year's provision. The Government initially wanted the EYSFF to commence from April 2010 but in December said they would delay it till April 2011 as a number of council's were not ready to implement from next April. DCSF encouraged those councils who were ready to implement from April 2010 to do so and apply to become a pathfinder authority. Brent has made significant progress in developing the EYSFF and Executive are being asked to approve implementation from April 2010 in line with a large number of London councils. The December Schools Forum (SF) initially asked the council to delay implementation till April 2011. However, having had more time to consider the December Ministerial statement, as well as the advantages of not delaying implementation, the January SF recommended the Council to implement the SFF from April 2010.
- 1.2 The introduction of the SFF offers an opportunity to review the basis on how full time early year's places are allocated and funded and move to only offering these places to needy and vulnerable children. The Executive is being asked to consult with parents on the proposal for a new policy for allocating full time nursery places from September 2011. Following consultation a further report will be presented to the Executive later in 2010.
- 1.3 The financial implications of the proposals can be contained within the affordability ceiling of £13.3m for the delivery of the extended free entitlement. There are no General Fund implications.

2.0 Recommendations

1. To agree the Early Years Single Funding Formula and implementation from April 2010 in accordance with the recommendation of the January Schools Forum.
2. To note the application made in January to DCSF for pathfinder status.
3. To consult with parents on the proposed allocation of full time early years places based on need as set out in Section 6 from September 2011; a further report will be presented to the Executive following the consultation later in 2010.

3.0 Introduction and Background

Minister's December Statement

3.1 DCSF has been closely monitoring progress local authorities have been making with developing and implementing the SFF. On 10 December 2009 the Minister issued a written statement delaying the SFF implementation for a year to April 2011 in light of current experience of local authorities. The statement goes on to invite those councils who are ready to implement from April 2010 to apply to become pathfinder authorities until April 2011. Brent has applied for pathfinder status and the outcome will be announced at this meeting. The full statement is reproduced at Appendix A.

Early Years Provision in Brent

3.2 The Government's vision is for all children to have access to high quality early learning and childcare that:

- Helps them to reach their potential;
- Helps parents to work and stay out of poverty, and
- Allows parents to make informed choices about how to balance their children's care and family life.

3.3 The Government sees the creation of the Early Years Single Funding Formula (EYSFF) as the funding model that will support the delivery of this vision. The broader context for the EYSFF and the Government's vision is enshrined in the Department for Children Schools and Families (DCSF) Draft Code of Practice on Provision of the Free Early Education Entitlement for 3 and 4 year olds.

3.4 In common with all local authorities Brent ensures that a sufficient amount of nursery education/early learning and care, now termed Early Years (EY) provision is made available at Ofsted registered settings in the Private, Voluntary and Independent (PVI) and Maintained sectors.

3.5 Brent currently has 138 providers offering either full time (FT) or part time (PT) EY provision to 4,635 children made up of:

- Maintained sector

- 48 primary schools
 - 26 offering FT provision 951 children
 - 22 offering PT provision 1,374 children
- 4 nursery schools offering FT provision 210 children
- PVI sector
 - 86 providers offering PT provision 2,100 children

The entitlement for all eligible 3 and 4 year olds increases from 12.5 to 15 hours a week from September 2010.

3.6 As a Wave 2 Pathfinder Brent was required to implement the new offer from September 2008 and to date 90% of PVIs and 25% of part time place schools are providing 15 hours of provision. DCSF has allocated additional funding to pilot councils from the Standards Fund to resource the additional hours of free entitlement.

3.7 The introduction of the EYSFF has provided an opportunity to review the way FT EY places are currently allocated to children in nursery schools and primary schools with nursery classes. In addition, this opportunity allows the Council to extend FT places for the first time to the PVI sector. The proposal is to offer FT places based on need and vulnerability of the child.

3.8 In September 2008 a sub group of Schools Forum (SF), made up of representatives of both sectors and officers from Children’s and Families department, was created to oversee development of the EYSFF and options for FT place allocation and funding.

3.9 The extension of the free entitlement, and the change in delivery methods to enable parents to take up the hours flexibly, reflects the government’s commitment to reducing child poverty, raising educational standards and narrowing the gap in attainment. These aims will be achieved by assisting parents to return to training or to work, and by increasing the take up of EY provision.

Current Early Years Budgets

3.10 The EYSFF and funding for FT places will be funded from Dedicated Schools Grant (DSG). The current year’s budgets are set out in the table below.

Table 1: 2009/10 Budgets for Early Years Provision

	Primary	Nursery	PVI	Total
2009/10 Budget Shares	5,797,462	1,880,007	2,810,000	10,487,469

Modelling the financial impact has to be accommodated within current EY budgets including the additional Standards Fund of £2.6m. Following the Minister’s announcement to delay the EYSFF start date it is assumed that pilot authorities would continue to receive separate funding from the Standards Fund. It is, therefore, considered prudent to set a budgetary ceiling of £13m for the initial development of the EYSFF proposals set out in this report.

3.11 This report brings to the Executive the revised EYSFF proposals following consultation and proposals to change the way FT EY places are allocated and funded. It is set out over the following sections:

Section 4: Presents consultation feedback from the December 2009 Schools Forum

Section 5: Presents proposals for the Early Years Single Funding Formula (following consultation with providers and the SF)

Section 6: Presents proposals for the allocation and funding of Full Time EY places

Sections 7 to 10 Provide financial, legal, diversity and HR implications.

4.0 Consultation with Schools Forum and Providers

4.1 The September, December and January SFs were consulted on the development of the EYSFF and FT place proposals. Consultation with providers took place over October and November with 30% of providers responding to the consultation questionnaire. In addition, four information meetings were held across the borough with forty five providers attending and their feedback has informed revisions to the proposals. Appendix B provides a summary of the provider consultation feedback.

The main emerging issues are summarised below:

Single Funding Formula

- The hourly rates for PVIs was too low
- Deprivation supplement should have a larger overall sum allocated to it
- Flexibility supplement criteria are too difficult to meet
- Quality supplement criteria are aspirational and need to be more realistic

FT place allocations process

- It should be delayed for a year to allow admissions and eligibility processes to be developed
- Parents need to be consulted and informed of the proposals so they can assess the implications
- Centrally administered admissions process for FT places must have capacity to manage the process with no detriment to statutory age admissions process

4.2 December SF discussed the proposals in detail and made the following recommendations:

1. In light of the ministerial announcement the implementation of the SFF should be delayed until April 2011; and

2. Option 2 for the allocation of FT places should be implemented from September 2010

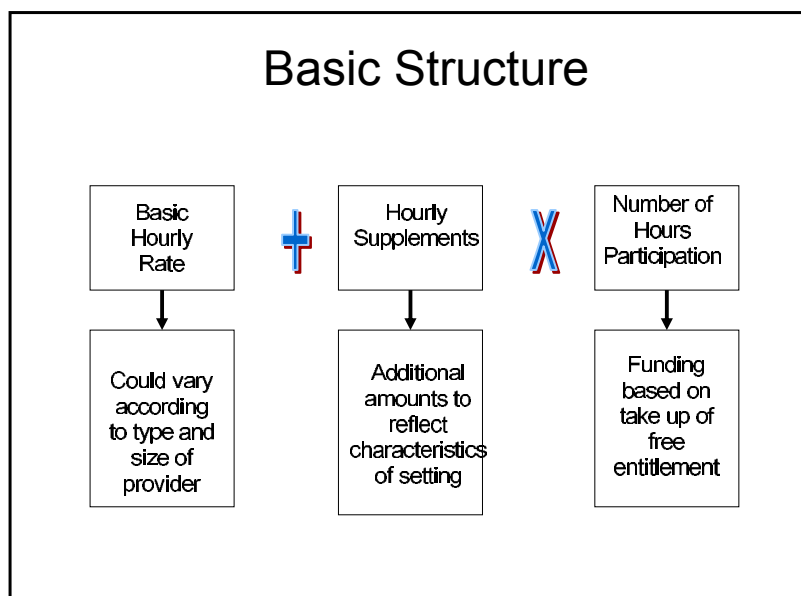
4.3 January 2010 SF reconsidered their December decision to delay the EYSFF having had more time to review the Ministers December statement and the advantages of an April implementation given the significant progress the Council has made in developing the EYSFF framework. SF unanimously voted to recommend implementation of the EYSFF from April 2010.

4.4 The January SF had concerns regarding the lack of sufficient time to consult parents on the new FT place proposals. In addition, there is some uncertainty that DCSF will have the regulations in place allowing schools to charge parents in readiness for September 2010. Arising from the above, it is proposed to delay implementation until September 2011 and external legal advice supports this decision.

5.0. The Early Years Single Funding Formula

5.1 The development of the EYSFF has followed DCSF guidance that was updated in July 2009¹ and reflects the structure set out below.

Diagram 1: DCSF Proposed Framework for Single Funding Formula



4

5.2 Based on the above structure and following consultation with SF and providers the EYSFF proposals are as follows:

- Basic hourly rate of £3.25 for all providers
- Supplements to be based on additions to the basic hourly rate instead of lump sum payments covering:
 - Deprivation
 - Lump sum payment linked to relative deprivation of child's post code

¹ Implementing the Early Years Single Funding Formula Practice Guidance July 2009

- Quality
 - Measuring quality of staff and quality of provider
- Flexibility
 - Ability to offer parents flexible EY provision to suit their work/life balance.

The financial analysis in this section offers an illustration of the impact of the revised EYSFF proposals. A comparison is made with the consultation proposals to assess the financial impact of the revisions.

Basic Hourly Rates

5.3 The proposal is for a flat rate of £3.25 across all providers. The consultation proposals considered differential rates of:

- Nursery schools £4.67
- Primary schools £3.25
- PVIs £2.73.

5.4 The differential rates were informed by a cost analysis of a sample of providers from each sector conducted in late 2008 that identified the costs of delivering one hour of EY provision within each sector. Nursery schools have a higher hourly cost due to the lower number pupils over which to spread fixed overheads. The PVI rate was lower as they do not face the higher salary and overhead costs that schools have to pay. Following consultation the sub group listened to the respective views from each sector and concluded that in its first year a flat rate should be used as:

- PVIs overwhelmingly rejected the £2.73 rate
- Nursery schools wanted
 - Parity with primary schools; and
 - Expressed the view that resources released through their lower rate should be redistributed to the PVI sector and the deprivation supplement.

5.5 The financial implications of the hourly rate proposals are shown in Table 2 below.

Table 2: Impact of Revised Hourly Rate

Hourly Rate Comparison	2009 PLASC Funded Hours	Basic Hourly Rate	Basic Hourly Rate Funding	Nursery Lump Sums	Total Funding
Total Primary Schools	1,834,260	3.25	5,959,511	0	5,959,511
Total Nursery Schools	249,660	3.25	811,395	829,124	1,640,519
Total PVIs	933,348	3.25	3,033,381	0	3,033,381
Grand Total	3,017,268		9,804,287	829,124	10,633,411

Deprivation Supplement

5.6 The provision of the deprivation supplement will be a statutory requirement as part of the EYSFF. The objective for this supplement is to offer funding to all providers linked to a measure of deprivation that is readily accessible and available for both sectors. The proposal uses the aggregate of the Index of Multiple Deprivation (IMD) points score for the post code of each child attending a setting.

5.7 The supplement will distribute 10% of the EY budget (£1.25m) which is significantly more than a number of Brent’s neighbouring councils. The expectation is that DCSF will expect local authorities to provide for the deprivation supplement at this level of funding.

Each IMD point will attract the following funding based on dividing the total funding pot by total IMD scores:

$$= \text{£}1,250\text{m} / 125,321\text{points} = \text{£}9.97 \text{ per IMD point.}$$

5.8 The financial implications of the proposal are shown in Table 3 below.

Table 3: Impact of Revised Deprivation Supplement

Deprivation Supplement	Deprivation Payment
Total Primary Schools	707,854
Total Nursery Schools	91,426
Total PVIs	457,595
Grand Total	1,256,874

The revised proposal increases the cost of the deprivation supplement and reflects the nursery school head teachers desire to transfer funding to this supplement.

Quality Supplement

5.9 Following consultation the two original performance measures are retained namely:

1. Levels of staff qualifications; and
2. Ofsted rating

Staff Qualifications

5.10 Two levels of performance would be measured ‘Enhanced’ and ‘Standard’ with only the Enhanced measure receiving a payment set at 10p an hour. Feedback from consultation suggested the initial performance levels were set too high and they have been revised. The proposals ensure:

- For schools: the experience of the QTS in EY is taken into account; and
- For PVIs: the current position of EY Foundation Stage leaders in pursuing the Early Years Professional Status post graduate qualification is taken into account.

Ofsted Rating

5.11 The Ofsted proposal reflects the current rating of the provider and will be measured and funded as follows:

- Outstanding 10p an hour
- Good 5p an hour
- Satisfactory No payment.

The financial implications of both elements are shown in Table 4 below.

Table 4: Impact of Revised Quality Supplement

Quality Supplement	Quality Staff	Quality Staff Hourly Rate	Quality Ofsted	Quality Ofsted Hourly Rate	Quality Overall
Total Primary Schools	104,196	0.10	75,383	10p and 5p	179,579
Total Nursery Schools	24,966	0.10	8,892	10p and 5p	33,858
Total PVI's	37,525	0.10	31,148	10p and 5p	68,673
Grand Total	166,687		115,423		282,110

Flexibility Supplement

5.12 Flexibility supplement will be paid where a provider meets the following requirements:

- Providers are able to offer the 15 hours over a minimum of 3 days per week
- Providers are able to offer flexibility to parents over start/finish times, i.e. not tied to rigid session times
 - Schools offering extended school services would be able to include these start and finish times as part of delivery of the EY provision
- Providers are able to accommodate parents seeking Early Years provision for just 15 hours per week
- Providers are able to offer a maximum of 10 hours and minimum of 2.5 hour sessions.

5.13 The proposed hourly payments are:

- Fully flexible: Meeting all four conditions 30p an hour
- Partially flexible: Meeting any three out of four 15p an hour.

It is accepted that for now schools would have difficulty in being able to trigger the partial payment and experience elsewhere will be monitored over the coming year to see how other councils have dealt with this supplement. The

annual review process would look to revise this supplement based on best practice elsewhere.

5.14 The financial implications of the proposals are shown in Table 5 below.

Table 5: Impact of Revised Flexibility Supplement

Flexibility Supplement	Flexibility	Flexibility Hourly Rate
Total Primary Schools	0	0.30 and 0.15
Total Nursery Schools	37,449	0.30 and 0.15
Total PVI's	235,403	0.30 and 0.15
Grand Total	272,852	

Overall Financial Implications

5.15 The overall financial implications of the proposals are shown in Table 6 below.

Table 6: Overall Financial Impact

Single Funding Formula	Total Funding
Total Primary Schools	6,846,943
Total Nursery Schools	1,803,252
Total PVI's	3,795,052
Grand Total	12,445,246

5.16 If all providers were to receive the maximum in quality and flexibility supplements then the cost would increase by £200,000 in a full year. This can be contained within the overall £13.3m budget (see paragraph 5.18).

5.17 Table 7 sets out the final proposed elements of the EYSFF in a summarised form. The SF has been presented with initial benchmarking data showing proposed EYSFF hourly rates from a number of other local authorities. This is set out in Appendix C

Table 7: Single Funding Formula Elements

Elements	
Basic Hourly Rate	
Deprivation Supplement (average across all providers)	
Quality Supplement: Staff	Enhanced Standard
Quality Supplement: Ofsted	Outstanding Good Satisfactory
Flexibility	Fully flexible Partially
Hourly Rate Impact	Maximum Minimum

5.18 Had the EYSFF been universally applied by all local authorities from April 2010 it was anticipated that DCSF would have provided funding through the DSG. If the Council is successful with its pathfinder application it is expected that additional funding will continue to be provided through the Standards Fund. Adding the current EY DSG provision and Standard Fund grant for the 15 hour pilot creates an overall budget of £13.3m. The cost of implementing the EYSFF from April 2010 is estimated at £12.5m (Table 6) therefore based on the assumptions used in the financial modelling there would be sufficient budget provision for 2010/11 including a contingency.

Transitional Protection

5.19 The proposal for transitional protection offers the following:

- Losers: would incur the following proportions of their overall loss
 - Year 1 25%
 - Year 2 50%
 - Year 3 75%

- Year 4 100%
- Gainers: would receive the following proportions of their overall gain
 - Year 1 25%
 - Year 2 50%
 - Year 3 75%
 - Year 4 100%

5.20 In addition to the above is the intention to offer PVIs a minimum funding guarantee that will ensure that no provider would receive less than the equivalent of the current Nursery Education Grant rate of £3.52 an hour during the three year transitional protection period.

5.21 Appendix E illustrates the impact of implementing the EYSFF including transitional protection showing potential 'winners' and 'losers'. It is based on historic hours of take up and will need to be reassessed using the January 2010 census data when that becomes available.

6.0 Proposals for the Allocation of Full Time Early Years Places

6.1 The development of the EYSFF provides the Council with an opportunity to review the criteria for the allocation of FT EY places and their funding. The objective is to devise a transparent and common process across all sectors that would allocate a FT place based on need and vulnerability of the child. Currently schools offer FT places based on ad hoc local arrangements that have built up over the last 25 years.

6.2 SF and providers were consulted during the autumn on a proposal that would allocate places using the eligibility criteria currently used for the Government's 2 year old childcare scheme based on:

- Economic deprivation
- Social needs; and
- Medical needs.

Appendix D contains the criteria in full.

Parents would apply centrally for a FT place and demonstrate that they meet the eligibility criteria.

6.3 The main issues and concerns highlighted by the consultation responses covered:

- Any changes should be delayed for a year to allow admissions and eligibility processes to be developed
- Parents need to be consulted and informed of the proposals so they can assess the implications
- Any centrally administered admissions process must have capacity with no detriment to statutory age admissions process

6.4 December SF was subsequently consulted on the following options:

- Option 1: Delay the FT place implementation for a year so that it commences in September 2011
- Option 2: Implement a revised FT place allocations process for September 2010 intake allocating places based on the relative deprivation associated with a child's post code to be administered locally
- Option 3: Implement the original proposal that went out to consultation
- Option 4: Implement a hybrid option of Option 2 funding 80% of the 2009/10 FT places in schools and 80% of the proposed FT places for PVI's in Option 2

6.5 December SF concluded that the move to offering FT places based on need should not be delayed but accepted that an interim approach was the best option to maintain the momentum of change. Options 1 and 3 were rejected with Options 2 and 4 seen as maintaining the momentum of change and transition to the new basis of allocation.

6.6 SF concluded that Option 2 was their preferred option and implementation in September 2010 was feasible if providers managed their own admissions within the guidelines set by Brent.

6.7 Consultation with parents was to begin last month but concerns were expressed at the January 2010 SF by head teachers that there was insufficient time to consult parents on the changes for the September 2010 intake.

6.8 In order to provide flexibility to schools wishing to maintain their FT provision DCSF had promised new regulations that would allow schools to charge for a FT place should parents be willing to pay. This new power would have been an important element of the successful implementation of the new allocation basis for full time places. These regulations have not yet been introduced and there is real uncertainty about them being in place in time for September 2010.

6.9 Arising from the above the Council has received legal advice that would support a delay in implementation until September 2011. A further report will be brought to Executive later in 2010 seeking approval to the admissions and allocations process (see paragraph 6.2) for a FT place from September 2011 following consultation with stakeholders.

7.0 Financial Implications

Overall Financial Impact

7.1 The Director of Finance and Corporate Resources comments that the overall financial impact of the EYSFF indicates that the estimated cost of £12.5m can be accommodated within available resources. There is a prudent contingency of £0.8m available to address any unforeseen consequences or events arising from the EYSFF. There are no General Fund implications.

8.0 Legal Implications

8.1 The Borough Solicitor advises that Section 7 of the Childcare Act 2006 sets out the requirement for local authorities to secure free early years provision for each 3 and 4 year old in their area. Section 7 will also assist with the authorities Section 6 to secure sufficient childcare by delivering the free entitlement to early years provision flexibly and to address the inconsistencies of how this is currently funded.

8.2 Regulations under Section 7 of the Childcare Act 2006 set out the amount and type of free provision and the ages of children to benefit from free provision. As of September 2010 the minimum amount of free provision which a local authority must secure for each eligible child will be 570 hours each year spread over no fewer than 38 weeks of the year. The regulations continue to require local authorities to make Early Years Foundation Stage provision free of charge and in doing so use early years providers who are either:

- a) Early years providers who are required to be registered on the Ofsted Early Years register; or
- b) Maintained schools, approved non-maintained special schools or independent schools which are not exempt from registration.

8.3 Children will continue to be eligible for free provision from 1 April, 1 September or 1 January following their 3rd birthday and will cease to be eligible when they reach compulsory school age.

8.4 The necessary paving legislation for the EYSFF was included in the Apprenticeships, Skills, Children and Learning Act 2009, which has recently completed its passage through Parliament. The primary legislation allows amendments to the Schools Finance Regulations that will formalise the creation of the EYSFF and the statutory deprivation supplement that will be funded from DSG.

9.0 Diversity Implications

9.1 There are no diversity implications arising from the proposals in this report.

10.0 Staffing Implications

10.1 Schools currently offering FT places will need to assess their options for EY provision arising from the proposals set out in this report. Staff implications could arise through:

- PT schools increasing provision from 12.5 hours to 15 hours a week; and
- FT schools changing to PT or mixed provision.

Trade unions have been aware of the proposals in this report through their representation on SF.

Background Papers

- i) Draft Code of Practice on Provision of Free Early Education Entitlement for 3 and 4 Year Olds – September 2009 (DCSF)
- ii) Implementing the Early Years Single Funding Formula Practice Guidance July 2009 (DCSF)

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Appendix A

Written Ministerial Statement 'Early Years Funding'

This government has transformed the provision of early years education and childcare in this country, increasing investment sevenfold since 1997 and creating a universal free offer for three and four year olds.

As a result there is now nearly universal take-up of the 12½ hours of free early learning and childcare available to three and four year olds, and we remain on course to extend the provision to 15 hours per week from September 2010. The commitment and endeavour of early years providers across the country have been crucial to this success.

In 2007 we announced plans to introduce a single local Early Years Single Funding Formula (EYSFF).

This aims to provide greater consistency and transparency in local decision-making concerning the funding of the free entitlement for 3 and 4 year olds.

The necessary paving legislation for the EYSFF was included in the Apprenticeships, Skills, Children and Learning Act 2009, which has recently completed its passage through Parliament. The introduction of the EYSFF was welcomed by members on all sides of both Houses.

Our intention has been that every local authority should implement the EYSFF from April 2010. In anticipation of this many local authorities have been working hard to prepare for this and have engaged positively with local providers.

However, during the summer it became clear that a significant number of local authorities were experiencing difficulty in developing their EYSFF. More recently, parents and providers, from both the maintained and the PVI sectors, have expressed concerns about the potential adverse impact on provision if the EYSFF is introduced now.

In response to these concerns the department acted quickly to survey all local authorities, to establish how much progress they had made. This was completed towards the end of November and found considerable variation in terms of their readiness.

The data and information we have collected now suggests that less than a third of local authorities will be in a secure position to implement their EYSFF from April 2010. While it is difficult to generalise about the underlying reasons it seems clear that some local authorities have experienced serious difficulties in obtaining accurate data from their providers, while others have simply found the task extremely challenging.

I have therefore decided to postpone the formal implementation date for the EYSFF by one year until April 2011.

I have asked my officials to invite all local authorities that are confident they are ready to implement their new formulae in April 2010 and who wish to do so to continue as planned. These local authorities will be able to apply to join a pathfinder programme, which currently involves 9 local authorities but which we will now expand.

This expansion will increase the capacity of the pathfinder programme to develop practice from which other local authorities can learn.

The government remains strongly committed to the introduction of the EYSFF in all areas from April 2011. We believe that it is only through the effective implementation of the EYSFF that all providers across the sector can have confidence in local decisions about funding. This twelve month delay should provide sufficient time for concerns to be addressed, without incurring a risk of drift. It will also allow time for more dedicated support to be offered to those local authorities that need it in order to complete the development of their formula.

Appendix B

Consultation Feedback

Consultation Process

The main emerging issues are summarised below:

Single Funding Formula

- The hourly rates for PVI's was too low
- Deprivation supplement should have a larger overall sum allocated to it
- Flexibility supplement criteria are too difficult to meet
- Quality supplement criteria are aspirational and need to be more realistic

FT place allocations process

- It should be delayed for a year to allow admissions and eligibility processes to be developed
- Parents need to be consulted and informed of the proposals so they can assess the implications
- Centrally administered admissions process for FT places must have capacity to manage the process with no detriment to statutory age admissions process

Consultation Process and Outcomes

Approach

Brent currently has 138 EY providers offering the free entitlement to EY provision made up of:

- Maintained sector
 - 48 primary schools
 - 26 offering FT provision
 - 22 offering PT provision
 - 4 nursery schools offering FT provision
- PVI sector
 - 86 providers offering PT provision

The consultation process involved two elements comprising:

- Information meetings offering further details and clarifications on the proposals; and
- Consultation questionnaire seeking providers views and feedback on the proposals.

Information meetings

Four information meetings were held at the following schools:

- Roe Green Infants
- Oakington Manor
- Granville Plus Children’s Centre; and
- Malorees Infants

Forty-five providers attended the meeting broken down as follows:

- Schools
 - FT place schools 5
 - PT place schools 8
 - Children’s Centres/Nursery schools 5
- PVIs 27

The attendance represented an overall 33% participation rate by all providers.

Consultation Questionnaire

The questionnaire was in two parts covering the EYSFF and proposed basis for allocating and funding FT EY places. A number of questions were asked seeking ‘yes’ or ‘no’ answers followed by requests for additional comments in support of the answer. 41 responses were received representing 30% of total providers and their answers are set out below.

Responses to Questionnaire

		Schools		PVI's	
		Yes	No	Yes	No
Single Funding Formula	Question 1: Do you feel the use of different hourly rates to reflect the different costs, particularly staff costs, of providers is a reasonable basis for the hourly rate?	9	2	3	21
	Question 2: Do you feel the amount allocated to the deprivation supplement from the £11m budget should be larger or smaller?	Larger 3	Smaller 5	Larger 16	Smaller 2
	Question 3; Do you feel the proposed measures and payment levels will incentivise providers to offer flexibility?	3	10	12	10
	Question 4: Do you feel the proposed measures and payment levels will incentivise providers to improve quality?	1	12	12	9
	Question 5(a): Do you agree that the proposed qualifications measures should form part of the quality supplement	5	9	18	4
	Question 5(b): Do you agree that the proposed Ofsted measures should form part of the quality supplement	6	7	14	7
	Question 6: Are the thresholds for moving up from 'Basic' to 'High' reasonable and achievable?	4	10	7	17
	Question 8: Do you understand the structure of the proposed single funding formula?	12	1	17	4
Full Time Place Allocation	Question 10: Do you agree that the proposed criteria should be used as a basis for the allocation and subsequent funding of FT places?	7	6	10	11
	Question 11 FT Schools: If you were to lose funding for FT places would you consider switching to PT provision?	5	3	NA	NA
	Question 12 PT Schools: Would you consider offering FT places alongside your PT Provision?	0	4	NA	NA
	Question 13 PVI's: Would you see any difficulties in accommodating a funded FT Child?	NA	NA	9	11
	Question 14: The proposed way forward is for the FT place applications process to be managed centrally. Do you have any views on this proposal?	12	1	14	7
	Question 15: Do you feel the proposed transitional protection offers a reasonable basis for allowing providers to cope with the changes and financial impact of the proposals?	7	5	6	8
	Question 16: Do you understand the structure of the proposed full time place allocations and funding proposals?	13	0	15	4

NB: A number of respondents chose not to answer some questions

Appendix C: Benchmarking with other Local Authorities

	Hourly Rate			Supplements			
Council	Schools	Nursery School	PVIs	Deprivation	Quality	Flexibility	Other
Brent	3.25	3.25	3.25	£1.25m. IMD score for postcode	Staff Quals 0.10p Ofsted: Outstanding 0.10p Good 0.05p	Full 0.30p Partial 0.15p	
Barnet	3.60	3.60	3.60	£439k/ IDACI Units	£194k /NPQICL, NPQH,EYPS	£304k at 2 rates	£304k/£100 per child
Hillingdon	2.99	2.99	2.99	£1.4m/ 20% most dep	£501k / Graduate Leaders	NIL	£702k Premises £300k Protection
Harrow	3.56	3.56	3.56	£53k/Acorn postcodes	£55k/Level 6, £40k/Level 5 £15k/ Level 4	NIL	£290k/ 26 PPA £101k/76 PVIs £638k/Qual Tchrs
Lambeth	3.90	7.80	3.90	2p/funded hour	NIL	Ofsted 18p/hour if o/s 9p/hour if good	NIL
Camden	5.46	6.53	4.98	0.08p/funded hour	NIL	NIL	NIL
Rochdale	3.75	6.16	3.02	N/K	12p /funded hour	34p/funded hour	NIL

Appendix D

Criteria for Allocation of Full Time Early Years Place

Compulsory National Criteria	The family are in receipt of one or more of the following
	Income support
	Income based job seekers allowance
	Child tax credit at a higher rate than the family element
	Extra working tax credit relating to a disability
	Pension credit
	Use IMD to identify those post codes associated with economic deprivation as a proxy for the above
Suggested Local Criteria	Family Characteristics
	Asylum seeking/refugee
	Parental Characteristics
	Teenage parents in FT education
	Those with health issues or disabilities known to social services
	Experience of domestic violence and known to social services
	Experience of substance misuse and known to social services
	Child Characteristics
	Speech and language delay
	In care
	Subject to a child protection plan
	In temporary accommodation
	Involved with Social Care
	Developmental or learning delay
With disabilities	

Appendix E								
Provider	Indicator 1 = PT Primary, 2 = FT Primary, 3 = FT Nursery, 4 = Private, 5 = Voluntary, 6 = Independent, 7 = Childminder	Comparison of Current Funding with EYSFF				Transitional Protection		
		Current Funding With Current FT Place Funding	New SFF Total Funding With Current FT Place Funding	% Change in Funding	Financial Comparison	25% TP On Gain or Loss	50% TP On Gain or Loss	75% TP On Gain or Loss
Anson Primary	1	97,284	109,458	13%	12,174	3,043	6,087	9,130
Av. H. Torah Temimah	2	93,324	101,041	8%	7,717	1,929	3,859	5,788
Barham Primary	1	116,115	132,539	14%	16,425	4,106	8,212	12,318
Braintcroft Primary	1	167,798	174,965	4%	7,167	1,792	3,584	5,375
Brentfield Primary	2	141,801	161,009	14%	19,208	4,802	9,604	14,406
Carlton Vale Infant	2	135,825	139,107	2%	3,282	821	1,641	2,462
Chalkhill Primary	1	112,277	126,644	13%	14,368	3,592	7,184	10,776
Christ Church Brond. CE	2	92,669	97,809	6%	5,140	1,285	2,570	3,855
Convent of J&M RC Inf.	1	108,097	121,090	12%	12,992	3,248	6,496	9,744
Donnington Primary	2	114,113	122,872	8%	8,759	2,190	4,380	6,569
Elsley Primary	1	115,507	129,386	12%	13,879	3,470	6,939	10,409
Fryent Primary	1	116,792	124,659	7%	7,867	1,967	3,934	5,900
Furness Primary	2	184,921	199,940	8%	15,019	3,755	7,509	11,264
Gladstone Park Primary	1	117,115	130,363	11%	13,249	3,312	6,624	9,936
Harlesden Primary	2	94,426	105,293	12%	10,866	2,717	5,433	8,150
John Keble CofE Primary	2	117,223	130,222	11%	12,999	3,250	6,500	9,749
Kensal Rise Primary	2	310,518	312,039	0%	1,522	380	761	1,141
Kingsbury Green Primary	1	127,098	123,599	-3%	-3,498	-875	-1,749	-2,624
Leopold Primary	2	185,496	199,625	8%	14,129	3,532	7,064	10,597
Lyon Park Infants	1	157,552	172,325	9%	14,774	3,693	7,387	11,080
Malorees Infant	1	77,375	83,744	8%	6,369	1,592	3,184	4,777
Michael Sobell Sinai	2	215,130	234,502	9%	19,372	4,843	9,686	14,529
Mitchell Brook Primary	2	138,681	150,676	9%	11,994	2,999	5,997	8,996
Mora Primary	2	182,506	198,097	9%	15,591	3,898	7,795	11,693
Newfield Primary	2	110,382	121,535	10%	11,154	2,788	5,577	8,365
NW London Jewish	2	125,839	142,571	13%	16,732	4,183	8,366	12,549
Northview Primary	2	105,754	91,872	-13%	-13,881	-3,470	-6,941	-10,411
Oakington Manor Primary	1	142,572	162,676	14%	20,104	5,026	10,052	15,078
Oliver Goldsmith Primary	1	81,206	91,233	12%	10,026	2,507	5,013	7,520
Our Lady of Grace RC Inf	2	103,942	117,760	13%	13,818	3,455	6,909	10,364
Our Lady of Lourdes RC	2	113,699	130,265	15%	16,566	4,141	8,283	12,424
Park Lane Primary	2	115,283	161,990	41%	46,707	11,677	23,354	35,030
Preston Park Primary	1	113,978	127,996	12%	14,018	3,505	7,009	10,514
Princess Frederica CE	2	116,168	132,651	14%	16,483	4,121	8,241	12,362
Roe Green Infant	1	155,522	174,363	12%	18,841	4,710	9,421	14,131
Salisbury Primary	2	218,265	277,291	27%	59,025	14,756	29,513	44,269
St Andrew & St Francis CE	1	98,504	113,145	15%	14,641	3,660	7,320	10,981
St Joseph's RC Infant	1	119,210	133,737	12%	14,528	3,632	7,264	10,896
St Joseph's Primary	2	117,451	131,679	12%	14,228	3,557	7,114	10,671
St Margaret Clitherow	2	92,890	105,980	14%	13,090	3,273	6,545	9,818
St Mary's CE Primary	2	112,422	137,068	22%	24,647	6,162	12,323	18,485
St Marys RC Primary	2	100,050	112,558	13%	12,507	3,127	6,254	9,380
St Robert Southwell RC	1	92,427	101,714	10%	9,287	2,322	4,643	6,965
Stonebridge Primary	2	118,766	139,586	18%	20,820	5,205	10,410	15,615
Sudbury Primary	1	176,044	188,370	7%	12,326	3,082	6,163	9,245
Uxendon Manor Primary	1	115,882	128,690	11%	12,808	3,202	6,404	9,606
Wembley Primary	1	121,417	131,237	8%	9,820	2,455	4,910	7,365
Wykeham Primary	2	168,947	189,426	12%	20,479	5,120	10,239	15,359
Total Primary Schools		6,256,261	6,926,397	11%	670,136	167,534	335,068	502,602
Granville Plus Children's Centre	3	399,466	367,649	-8%	-31,817	-7,954	-15,909	-23,863
College Green Nursery	3	397,236	374,805	-6%	-22,431	-5,608	-11,216	-16,824
Curzon Crescent Children's Centre	3	698,039	657,246	-6%	-40,793	-10,198	-20,396	-30,595
Fawood Children's Centre	3	426,914	403,553	-5%	-23,361	-5,840	-11,681	-17,521
Total Nursery Schools		1,921,656	1,803,253	-6%	-118,403	-29,601	-59,201	-88,802
Total all Schools		8,177,917	8,729,650	0	551,733	137,933	275,866	413,800

Provider	Indicator 1 = PT Primary, 2 = FT Primary, 3 = FT Nursery, 4 = Private, 5 = Voluntary, 6 = Independent, 7 = Childminder	Comparison of Current Funding with EYSFF				Transitional Protection		
		Current Funding With Current FT Place Funding	New SFF Total Funding With Current FT Place Funding	% Change in Funding	Financial Comparison	25% TP On Gain or Loss	50% TP On Gain or Loss	75% TP On Gain or Loss
A Perfect Start	4	55,833	69,285	24%	13,452	3,363	6,726	10,089
Abbey Nursery School	4	61,727	59,952	-3%	-1,775	-444	-887	-1,331
Acorn Nursery	4	17,510	21,610	23%	4,100	1,025	2,050	3,075
Alice's Wonderland Nursery	4	36,706	43,259	18%	6,553	1,638	3,277	4,915
All Saint's Pre School	4	33,546	31,215	-7%	-2,331	-583	-1,166	-1,748
Andrew Memorial Day Nursery	4	75,951	67,767	-11%	-8,184	-2,046	-4,092	-6,138
Barnhill Pre-School Playgroup	4	58,028	67,372	16%	9,344	2,336	4,672	7,008
Bluebell Nursery	4	84,462	70,806	-16%	-13,655	-3,414	-6,828	-10,242
Bright Horizons Alperton Nursery	4	29,727	28,333	-5%	-1,394	-349	-697	-1,046
Brightstart Childcare & Education	4	41,923	37,819	-10%	-4,104	-1,026	-2,052	-3,078
Budding Learners Montessori Nursery	4	44,531	50,084	12%	5,554	1,388	2,777	4,165
Christ Church Nursery	4	23,652	26,219	11%	2,567	642	1,283	1,925
College Green Nursery	4	26,965	23,422	-13%	-3,543	-886	-1,772	-2,658
Colours Nursery	4	25,257	17,677	-30%	-7,580	-1,895	-3,790	-5,685
Crickets Montessori Nursery School	4	52,754	62,982	19%	10,228	2,557	5,114	7,671
East Lane Montessori School	4	96,502	87,853	-9%	-8,649	-2,162	-4,324	-6,486
Ellen Louise Nursery	4	61,088	58,422	-4%	-2,666	-667	-1,333	-2,000
Fawood Children's Centre	4	44,148	44,468	1%	320	80	160	240
First Steps Day Care	4	19,124	16,340	-15%	-2,784	-696	-1,392	-2,088
Granville Plus Children's Centre	4	9,480	11,500	21%	2,020	505	1,010	1,515
Grove Park Kindergarten	4	27,430	26,908	-2%	-522	-131	-261	-392
Happy Child Day Nursery (NW6 6QG)	4	24,466	26,328	8%	1,862	465	931	1,396
Happy Child Day Nursery Harlesden (NW10)	4	22,019	23,199	5%	1,180	295	590	885
Happy Days Montessori	4	44,672	43,651	-2%	-1,021	-255	-510	-766
Happy Days Pre-School	4	36,003	32,084	-11%	-3,919	-980	-1,959	-2,939
Happy Stars Day Nursery	4	23,118	21,614	-7%	-1,504	-376	-752	-1,128
Harmony Childrens Centre	4	24,264	27,765	14%	3,501	875	1,751	2,626
Harmony Montessori Nursery School	4	62,223	57,638	-7%	-4,585	-1,146	-2,292	-3,439
Heritage Family Centre	4	19,740	23,925	21%	4,185	1,046	2,093	3,139
Honeypot Nursery	4	49,529	46,998	-5%	-2,531	-633	-1,266	-1,898
Hopscotch Nursery	4	72,939	56,949	-22%	-15,990	-3,997	-7,995	-11,992
Jellitots Nursery	4	49,071	48,708	-1%	-364	-91	-182	-273
Jubilee Clock Pre School Nursery	4	31,642	33,598	6%	1,956	489	978	1,467
Kenton Day Nursery	4	41,921	45,354	8%	3,432	858	1,716	2,574
Kenton Kindergarten	4	7,034	9,752	39%	2,718	679	1,359	2,038
Kindercafe Montessori Nursery	4	31,975	31,735	-1%	-240	-60	-120	-180
Kingsbury Jewish Kindergarten	4	11,021	13,133	19%	2,112	528	1,056	1,584
Learning Tree Montessori Nursery	4	79,600	60,695	-24%	-18,905	-4,726	-9,452	-14,179
Lindsay Park Nursery School	4	56,742	62,448	10%	5,706	1,426	2,853	4,279
Little Acorn Nursery	4	31,747	32,857	3%	1,110	278	555	833
Little Angels Ltd	4	8,756	8,452	-3%	-304	-76	-152	-228
Little Donnington Playgroup	4	13,719	14,539	6%	820	205	410	615
Little Jems Nursery	4	33,997	28,782	-15%	-5,216	-1,304	-2,608	-3,912
Little Learners Montessori School	4	96,642	94,243	-2%	-2,399	-600	-1,199	-1,799
Little Learners Nursery	4	59,353	45,291	-24%	-14,062	-3,515	-7,031	-10,546
Living Spring Montessori	4	44,295	52,930	19%	8,636	2,159	4,318	6,477
London Road Nursery	4	83,190	73,630	-11%	-9,560	-2,390	-4,780	-7,170
Neasden Montessori School	4	86,489	86,534	0%	45	11	22	34
Nicoll Road Nursery School	4	67,556	64,976	-4%	-2,580	-645	-1,290	-1,935
North Stars Nursery	4	36,859	32,448	-12%	-4,410	-1,103	-2,205	-3,308
Northwick Park Day Nursery	4	63,223	65,762	4%	2,539	635	1,270	1,904
Preston Road Multicultural Nursery	4	50,582	46,098	-9%	-4,484	-1,121	-2,242	-3,363
Queens Park Montessori School	4	22,580	19,749	-13%	-2,830	-708	-1,415	-2,123
Roe Green Nursery	4	30,797	27,847	-10%	-2,950	-738	-1,475	-2,213

Provider	Indicator 1 = PT Primary, 2 = FT Primary, 3 = FT Nursery, 4 = Private, 5 = Voluntary, 6 = Independent, 7 = Childminder	Comparison of Current Funding with EYSFF				Transitional Protection		
		Current Funding With Current FT Place Funding	New SFF Total Funding With Current FT Place Funding	% Change in Funding	Financial Comparison	25% TP On Gain or Loss	50% TP On Gain or Loss	75% TP On Gain or Loss
St Andrews Playgroup	4	50,783	46,564	-8%	-4,219	-1,055	-2,109	-3,164
St George's Playgroup	4	64,850	57,433	-11%	-7,417	-1,854	-3,708	-5,563
St Mary's Nursery	4	21,475	27,163	26%	5,688	1,422	2,844	4,266
St Michaels & St Matthews Nursery	4	54,027	50,414	-7%	-3,612	-903	-1,806	-2,709
St Michael's Nursery (John Keble)	4	62,533	57,634	-8%	-4,899	-1,225	-2,449	-3,674
St Michael's Nursery (Knatchbull)	4	74,901	74,489	-1%	-412	-103	-206	-309
St Nicholas School	4	34,807	38,899	12%	4,092	1,023	2,046	3,069
Sunrise Pre-School	4	72,973	81,811	12%	8,838	2,210	4,419	6,629
The Ascension Pre-School, The Church	4	51,495	56,467	10%	4,972	1,243	2,486	3,729
The Pavilion Nursery	4	16,552	20,953	27%	4,401	1,100	2,200	3,301
The Willow Children's Centre	4	88,714	110,878	25%	22,164	5,541	11,082	16,623
Tiny Steps Community Nursery	4	19,835	20,053	1%	219	55	109	164
Tiny Twinkles	4	58,627	51,767	-12%	-6,860	-1,715	-3,430	-5,145
Tree Tops Nursery	4	42,250	44,588	6%	2,338	585	1,169	1,754
Villas Nursery	4	9,077	12,192	34%	3,115	779	1,557	2,336
Willow Tree Nursery	4	21,423	18,361	-14%	-3,062	-766	-1,531	-2,297
Windermere Nursery School	4	22,132	25,157	14%	3,025	756	1,512	2,268
Woodcock Nursery School	4	88,616	69,871	-21%	-18,745	-4,686	-9,373	-14,059
Financial Impact Private Sector		3,199,174	3,147,699	-2%	-51,475	-12,869	-25,738	-38,607
ABC Playgroup	5	95,905	93,324	-3%	-2,581	-645	-1,291	-1,936
Kensal Green Under Fives Group	5	39,597	35,894	-9%	-3,703	-926	-1,851	-2,777
St Andrews Nursery	5	52,599	60,651	15%	8,052	2,013	4,026	6,039
Financial Impact Voluntary Sector		188,101	189,869	1%	1,767	442	884	1,326
Noam Nursery School	6	79,989	88,589	11%	8,600	2,150	4,300	6,450
Al Sadiq & Al Zahra Schools	6	25,946	33,265	28%	7,319	1,830	3,659	5,489
The Swaminarayan School	6	74,507	96,548	30%	22,041	5,510	11,021	16,531
Gower House School	6	116,296	136,408	17%	20,112	5,028	10,056	15,084
Financial Impact Independent Sector		296,739	354,810	20%	58,071	14,518	29,036	43,554
Mrs Lena Smith	7	7,200	6,980	-3%	-221	-55	-110	-166
Mrs Shaheena Ahmed	7	3,028	3,144	4%	116	29	58	87
Financial Impact Child Minder Sector		10,229	10,124	-1%	-105	-26	-52	-78
Total PVIs		3,694,242	3,702,501	0%	8,259	2,065	4,129	6,194
Grand Total		11,872,159	12,432,151	5%	559,992	139,998	279,996	419,994

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Executive Meeting
18 October 2010

Report from the Director of Children and Families

For Action

Wards Affected:
ALL

Report Title: Update on Implementing the New Policy for Allocation of Early Years Full Time Places

1.0 Background

- 1.1 A decision was made by Executive in February 2010 to implement a new policy for the allocation of early years full time places based on need from September 2011. The policy would also apply for the first time to private and voluntary sector nurseries (PVI's). Executive also agreed to consult with parents on the impact of the new policy. Up to this decision nursery schools and primary schools with nursery classes had offered full time places based on head teacher decisions and individual school policy developed over a number of years. Future allocation of a full time place would be based on applying needs based criteria currently used for the government's 2 year old childcare subsidy.
- 1.2 Over the summer officers took the opportunity to update a previous assessment of the likely demand for and supply of fulltime places before commencing the consultation process with parents. The outcome from the assessment was that under the proposed eligibility criteria demand from parents for between 1,600 to 1,800 full-time places was likely to exceed supply of 750 to 800 places by a significant margin. The survey also revealed there were 750 children potentially eligible for a full time place but not currently in either a part time or full time place in schools or PVI's. Taken together with the rising birth rate this indicates that there could be pressure on the sufficiency of part time places in the next few years.
- 1.3 Officers now need to reconsider the proposed minimum eligibility criteria given the potential mismatch between demand and supply. This will be followed by extensive consultation with parents as some children who are currently benefitting from fulltime provision may no longer be entitled to such provision. Parents/carers will therefore need an early indication if they are to make alternative provision.

1.4 The admissions process for the September 2011 intake commences in September 2010 before the parental consultation will be completed. In light of this and the requirement to reconsider the eligibility criteria, a key part of the consultation information, the implementation of the new policy can only commence from September 2012.

2.0 Recommendations

2.1 To agree to implement the introduction of the new policy for allocating full time early years places from September 2012.

3.0 Financial Implications

3.1 Through the Dedicated Schools Grant (DSG) the Council only receives funding for a part time nursery/ early years place from the government. The extra cost of the full time places of around £2m is absorbed within the overall DSG and effectively means there is less funding to distribute to all schools through the schools funding formula.

3.2 In the current financial year 4,298 children benefit from an early place as follows:

- Schools
 - 2,543
 - 1,170 Full Time
 - 1,373 Part Time
- PVI's
 - 1,755 Part Time

This provision costs £12.2m and is funded through the DSG.

3.3 There are no financial implications for the current financial year, however, the additional staff implications outlined below will have to be considered as part of the 2011/12 schools budget process that allocates the DSG to schools and sets the centrally retained element.

3.4 Moving the implementation date of the new policy to September 2012 will impact on the 2012/13 DSG budget shares.

4.0 Legal Implications

4.1 The Authority has a statutory duty in accordance with Section 7 Childcare Act 2006 to secure free early years provision for each 3 and 4 year old in its area.

5.0 Diversity Implications

5.1 There are no diversity implications contained within this report.

6.0 Staffing Implications

6.1 Implementing and managing the fulltime place applications process will require additional staff resources. Further work is required to ascertain the full impact and this will be discussed as part of the 2011/12 schools budgeting process.

Background Papers (essential)


- i) 15 February 2010 Executive Report Introduction of Early Years Single Funding Formula and Changes to the Allocation and Funding of Early Years Full Time Places in Maintained and Private, Voluntary and Independent (PVI) Sectors.
- ii) Draft Code of Practice on Provision of Free Early Education Entitlement for 3 and 4 Year Olds – September 2009 (DCSF).
- iii) Implementing the Early Years Single Funding Formula Practice Guidance July 2009 (DCSF).

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**Director of Children & Families,
Krutika Pau**

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	<p>Children & Young People Overview & Scrutiny Committee 29 March 2011</p> <p>Report from the Director of Children & Families</p>
<p>For Information Wards Affected: ALL</p>	
<p>Report Title: Restructuring of Children's Centre buildings and provision in Brent</p>	

1.0 Summary

- 1.1 This report was presented to the Executive in January 2011 and the recommendations were accepted.

2.0 Recommendations

- 2.1 This report is presented with a view to informing Scrutiny Committee of the reductions required in early yrs services and the methodology for achieving those.

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Executive
17 January 2011

**Report from the Director of Children
and Families**

For Action

Wards Affected:
ALL

Report Title: Restructuring of Children's Centre buildings and provision in Brent

1.0 Summary

- 1.1 This paper sets out a proposal regarding Children's Centre capital projects which will contribute to Children's Centre savings in the context of budgetary reductions for 2011/12.
- 1.2 Brent Council had planned to operate 20 Children's Centres across the local authority to provide universal access to services that address the needs of families with children up to their 5th birthday. The centres were being established in distinct phases (Phases 1 to 3) largely relating to prioritising the areas of greatest deprivation in the initial rounds of development.
- 1.3 The proposals are to:
 - a) not to progress with building three new centres where the capital developments are not sufficiently advanced, and;
 - b) have three schools take responsibility for the recurrent operating costs of three children's centres that are attached to their schools. This will provide recurrent savings of approximately £305k per annum.
- 1.4 Whilst universal access will be possible, geographical reach areas of centres will be extended and services will be targeted to the most vulnerable. The proposed map of Children's Centres, Maintained Nursery Schools and Service Delivery Points can be found attached at Appendix 2.

2.0 Recommendations

- 2.1 To agree not to build 3 phase three children's centres; Sudbury, Cricklewood and Kingsbury Intergenerational Centre.
- 2.2 To agree to explore the proposal that a further 3 phase three Children's Centres; Wykeham, Preston Park and Mount Stewart be designated as service delivery points instead of full Children's Centres, and become, via a formal agreement, the responsibility of schools on whose sites they are being developed.

3.0 Introduction and Background

- 3.1 Three Sure Start local programmes were established in Brent between 1999 and 2002 and they were followed by the introduction of the children's centres programme. Introduced into Brent in three phases, with phase 1's built mostly to meet the needs of those living in the most deprived 20% LSOA (lower super output areas) Children's centres represented a new model of working with children aged under 5 and their families. Multi-agency integrated services are provided to a catchment area of approximately 800-1200 families. The universal core offer of services that included:
- child and family health;
 - family support (including preventative work);
 - advice to parents on training and entering/returning to work;
 - integrated early learning;
 - community involvement - reaching out to those hardest to reach families.

In the 30% most disadvantaged areas, childcare and early education are provided on site for children from birth to 5 years, 8am-6pm for at least forty eight weeks per year. In addition to the 'core offer' funding has also been made available for community development work specific to the locality aimed at engaging hard to reach families. Currently, each centre has a distinct team that delivers services to local children and families and in many cases this includes a full time manager. A phase 3 centre only has to offer 5 x 1/2 day activities to meet the grant conditions.

- 3.2 Brent Council originally intended to operate 20 Children's Centres (see Appendix 1 for a full list of centres and their current and proposed status) across the local authority to provide universal access to services that address the needs of families with children up to their fifth birthday. Notwithstanding the significant reductions to the grants to local authorities and the end of ring-fencing of funds to Children's Centres, the Department for Education Business Plan currently emphasises:

'Retain a national network of SureStart Children's Centres with a core universal offer, while also ensuring delivery of proven early interventions to support families in the greatest need.'

- 3.3 The focus on ensuring a core universal offer, while also ensuring delivery of proven early interventions to support families in the greatest need is driving Brent Council's strategic approach to addressing the need to reduce costs.
- 3.4 The first proposal is to agree not to proceed with proposed capital developments of Sudbury, Cricklewood and Kingsbury Intergenerational Centre. These will offer a way of reducing costs without any significant impact on service delivery as we will continue to offer universal services on an ongoing basis to families, with additional services and support to those more vulnerable families. The original catchment areas for these three centres will be captured by the existing centre provision. In this way, agreeing not to build 3 phase three children's centres; Sudbury, Cricklewood and Kingsbury Intergenerational Centre will save approximately £200k per annum in ongoing revenue costs.
- 3.5 The second proposal relates to the three phase 3 Children's Centres; Wykeham, Preston Park and Mount Stewart, all of which operate from school sites. Initial discussions with Head Teachers and governing bodies have indicated the schools would be interested in taking over managerial and financial responsibility for the centres, subject to further consultation and agreement. This approach would save approximately £105k per annum in ongoing revenue costs.
- 3.6 To avoid the risk of capital clawback, minimal Children's Centres activities would take place in these centres as outreach activities using a hub and spoke model from another Children's Centre in the locality. These activities would be funded from the Early Intervention Grant. Further, we would seek to designate the centre as part of a hub and spoke model rather than a full Children's Centre (so these would no longer be designated as children's centres per se, but service delivery points). Schools are then better able to offer more extended services for children, young people and their families, as well as to explore ways of raising additional revenue through the use of the

facilities. Further work will be done by officers to develop this proposal to ensure that there is no capital clawback from DfE.

- 3.7 Primary and Secondary schools cannot use their delegated budget to subsidise or cover costs that do not relate to school age education. However, with this proposal any services delivered for pre-school age children would be fully funded from the Early Intervention Grant budget. When Children's centre activities are not being delivered the buildings would be used by schools to deliver extended services to school age children and their families or to generate income for the school.

4.0 Financial Implications

- 4.1 Not building three centres would mean the Council would be unable to draw down capital funds from the DfE of:

- Kingsbury - £1,457,804
- Cricklewood - £272,085
- Sudbury - £424,345

This funding would have been available via Sure Start capital grants. Furthermore, not building the three centres would provide annual net revenue savings of £200k resulting from the following:

- Cricklewood: £55K
- Sudbury: £55K
- Kingsbury: £90K

- 4.2 As outlined in Section 5, there is a risk of capital clawback if the responsibility of the buildings is passed to schools. This risk will be managed by developing a network of Children's Centres staff working across the locality to deliver the required sessions to meet grant conditions. The financial implications if this risk was to materialise is as follows:

- Wykeham - £562,992
- Preston Park - £739,415
- Mount Stewart - £804,963

The above amounts represent the capital grant funding that would have to be paid back to the DfE because the use of the buildings had changed from the purposes for which the grant had been provided. Should there be a requirement to repay capital grant, there is no budgetary provision for this and would require savings to be found elsewhere in the Integrated and Extended Services budget. A phase 3 centre only has to offer 5 x 1/2 day activities to meet the grant conditions

- 4.3 At this present time, we have contacted Together for Children for guidance on grant conditions for children's centres in relation to a possible change of status of the children centres in Brent to Service Delivery Points. They believe our proposed model is likely to be acceptable. We have attempted to contact the DfE directly to confirm that Brent's proposed model will not likely raise issues in clawback of grant funding, but at this time, we continue to await further guidance from them.

- 4.4 An agreement between Brent Council and schools will need to be drawn up and established. This will require the schools to fund the full running costs of the centre from within their own budgets, and the Council will fund the activities needed to run the day-to-day Children's Centre activities delivered from the Service Delivery Points. Schools will have the freedom to use the space outside of its capacity as a service delivery site for five half day sessions of children's centre activity for their own use. This usage would offer the opportunity for schools to raise income to subsidise the costs of running the building. Discussions with schools are currently ongoing, and final agreements should be in place by March 2011 to allow implementation by April 2011. Schools plan to use the buildings during schools hours for additional services for school age children and their families. If school governing bodies reject the terms of the agreement, savings will be found elsewhere in the Integrated and Extended Services budget.

5.0 Legal Implications

- 5.1 S3 Childcare Act 2006 requires local authorities to make arrangements to secure that early childhood services are provided in an integrated manner in order to facilitate access to those services, and maximise the benefit of those services to parents, prospective parents and young children. Section 5A of the Childcare Act 2006 requires that as part of meeting their duties under section 3, local authorities must, so far as is reasonably practicable, include arrangements for sufficient provision of children's centres to meet local need. This means local authorities are now under a duty to secure sufficient children's centres provision for their area.
- 5.2 The Statutory Guidance on Sure Start Children's Centres provides guidance on what is sufficient to meet local need (page 10) and can take into account children's centres provided, or to be provided, outside their area. Determining local provision is a decision for local authorities but the Guidance makes clear that this decision is to be taken in full consultation with Primary Care Trusts and Jobcentre Plus and other Children's Trust partners and local families and communities. According to the Guidance "Local authorities should ensure that universal access to children's centres is achieved, with children's centres configured to meet the needs of local families especially the most deprived."
- 5.3 In the past, major decisions about Children's Centres have been taken by the Executive which means that a decision not to proceed with, some Children's Centres needs to be taken by the Executive.
- 5.4 In addition to the Statutory Guidance referred to above, there is also Capital Guidance for Children's Centres issued by the then DCSF for Sure Start, Early Years and Childcare Grant, compliance with which is a condition of the capital funding received. Members should be aware that clawback of capital funding is triggered where an asset funded wholly or partly by the Department is disposed of, or the asset is no longer used to meet the aims and objectives consistent with the grant. The Guidance states: "Accountable bodies should make provision on the assumption that clawback will be enforceable by the Department if a capital asset it funded fully or in part is sold or otherwise disposed of. The only exception is where a specific written consent has been obtained from the Department prior to the disposal, for the clawback to be waived or deferred."
- 5.5 It is being proposed that the Wykeham, Preston Park and Mount Stewart Children's Centres become satellite centres of a main Children Centre nearby (the hub and spoke model). While other Children's Centres do use other buildings as satellites, this new approach whereby the buildings are mainly used by the schools for their own extended services provision carries the risk that the clawback will apply and further development work needs to be done as to how this relationship will be structured. Otherwise there is a risk that the funding department will say that each building will no longer be used in full to meet the aims and objectives consistent with the grant, which is stated in the Capital Guidance to be a situation which can give rise to the clawback."
- 5.6 The Council, as accountable body, is under an obligation to notify and consult with the Department about any proposal to dispose of a property funded by the capital grant. The clawback will apply for any property disposed of before 25 years' use of a Children's Centre. Although it is not stated in the Guidance, it is implied that such a clawback would also apply where a Centre was closed and the building used by the Council for a different purpose. Members should also be aware that a part-time use of a Children's Centre for other purposes may also trigger a clawback, however this is not clear from the Capital Guidance. Where the asset being disposed of is valued at the same level or less than the initial grant, the Capital Guidance states that the clawback will be the full value obtained from the disposal of the asset, but reduced if only a proportion of the building costs were funded from the Department's grant. There is no tapering of the clawback as time goes by (other capital grants received by the Council sometimes specify that only a proportion of the capital funding is to be repaid once e.g. 10 years have expired, and so on). As indicated in paragraph 3.1, a phase 3 Childrens Centre has to offer a minimum of five 1/2 day sessions per week. As indicated in the Financial Implication section, contact is being made with the DfE to ascertain whether the current proposal will be acceptable

without triggering clawback. It is therefore to be hoped that, subject to satisfactory resolution of arrangements with the three schools, that capital clawback will not apply.

5.7 In relation to Kingsbury Intergenerational Centre, a tender process has already been run to build this, and tenders evaluated. However, the contract has not yet been awarded and as the tender documents stated that the Council reserved the right not to award a contract at all, there is no liability to tenderers for wasted costs in tendering etc.

5.8 As a public authority, the Council has general duties to promote equal opportunities relating to race, disability and gender and to remove discrimination. These duties are set out in the:

- Disability Discrimination Act 2005 (DDA 2005);
- Equality Act 2006;
- Equal Pay Act 1970;
- Race Relations (Amendment) Act 2000 (RRAA 2000);and
- Sex Discrimination Act 1975.

5.9 The DDA 2005 requires public authorities, when considering disabled people, to promote positive attitudes towards disabled people and take positive steps, even if that involves treating disabled people more favourably than others.

5.10 To provide guidance on the duty there is a Statutory Code of Practice. The general duty is not absolute but it does require authorities in respect of all their functions to give due regard to disability equality. The core general duties are similar for race and gender i.e.:

- To promote equality of opportunity; and
- To eliminate harassment and unlawful discrimination.

5.11 The Race Relations Act 1976 (as amended) places a statutory duty on public authorities to work to eliminate unlawful discrimination, and to promote race equality in all its functions. There are three complementary parts to the general duty:

- Eliminating unlawful racial discrimination
- Promoting equal opportunities
- Promoting good relations between people from different racial groups

5.12 The Code of Practice issued under s71C Race Relations Act 1976 (as amended) is relevant and the council must have regard to it.

6.0 Diversity Implications

6.1 An Equalities Impact Assessment has been carried out to identify any diversity implications. The proposals have no adverse direct equalities impact on staff.

6.2 The review of postcodes and reach area for the newly networked centres and teams will take into account deprivation levels. This will ensure that all families in Brent have access to the universal core offer. This review has ensured that there are no adverse impacts on service delivery from these proposed changes.

7.0 Staffing/Accommodation Implications

7.1 Currently each centre has its own dedicated team. The current restructure in progress will reduce this to teams of staff working across a network of centres.

7.2 Currently the phase 1 and 2 centres have office space suitable for predominantly office based staff. It is planned to adapt this, at minimal cost, to accommodation more suited to staff who are predominantly community based. This will involve where appropriate hot-desking arrangements. The reduced staff team will be able to be accommodated in the remaining centres.

8.0 Background Papers

8.1 Sure Start Children's Centres Statutory Guidance

8.2 Contact Officers

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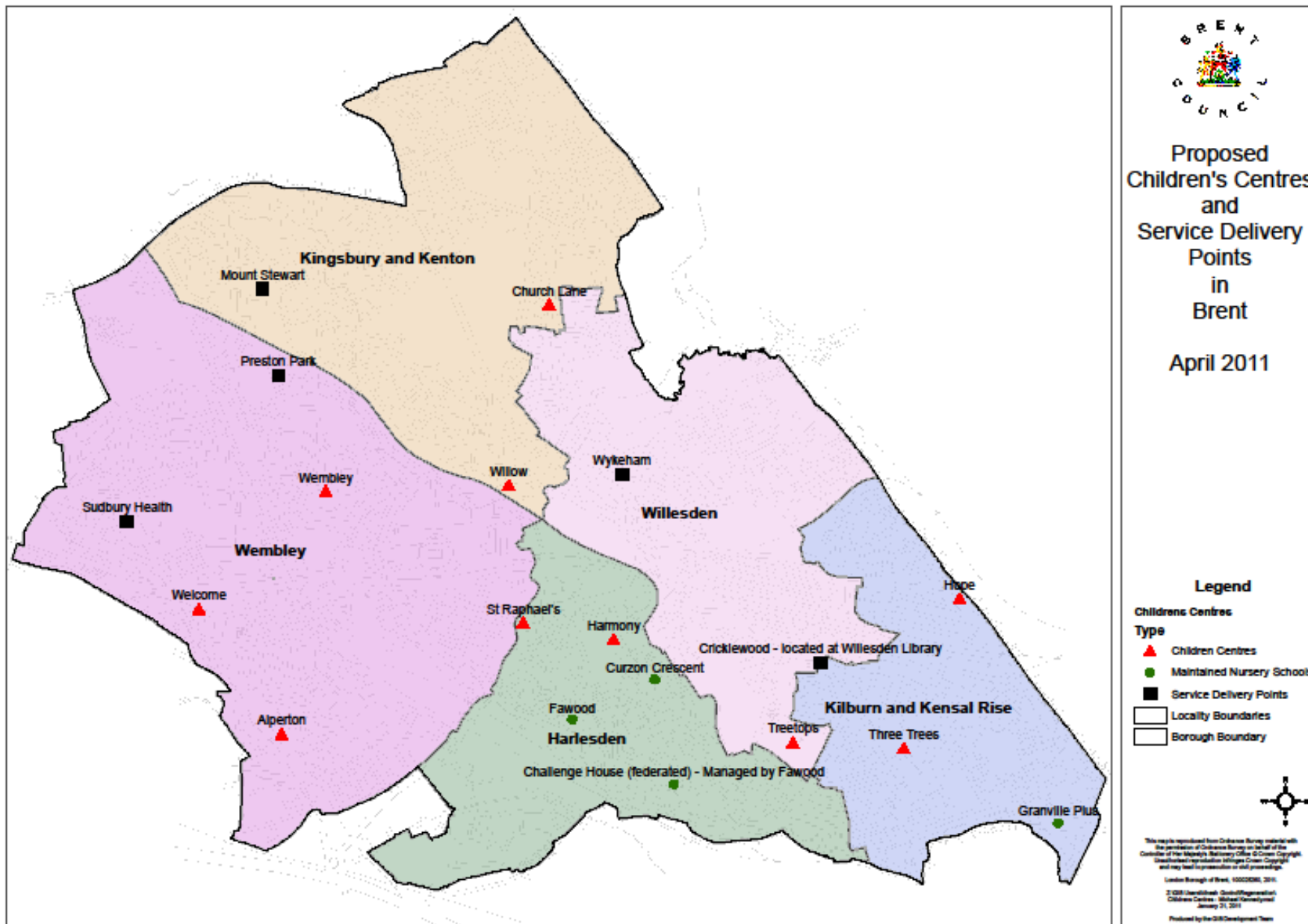
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Future responsibility for Brent's Children's Centres (dependent on member decision)

Children Centres	Current Status	Proposals	Phase
1. Granville Plus*	Developed from Granville nursery school	Direct responsibility of the maintained nursery school	1
2. Fawood*	Developed from Evan Davies nursery school	Direct responsibility of the maintained nursery school	1
3. Curzon Crescent*	Developed from Curzon Crescent nursery school	Direct responsibility of the maintained nursery school	1
4. Sudbury Primary (proposed)	Proposal is for the new centre not to be built	Reduced services may be delivered at Sudbury Health by agreement with PCT	3
5. Mount Stewart	Built in grounds of Mount Stewart Infant & Junior Schools.	To be designated as a Service Delivery Point	3
6. Preston Park	Built in grounds of Preston Park Primary School.	To be designated as a Service Delivery Point	3
7. Wykeham	Built in grounds of Wykeham Primary School	To be designated as a Service Delivery Point	3
8. Cricklewood	Proposal is for the new centre not to be built. Proposal for services to continue to be offered from Willesden Library. Possible building closure in Dec 2011.	To be designated as a Service Delivery Point	3
9. Alperton	Built in grounds of Alperton Community School	Brent Children's Centre SLA with school for building management/responsibility.	2
10. Three Trees	Built in grounds of Queens Park Community Secondary School	Brent Children's Centre SLA with school for building management/responsibility.	2
11. Wembley	Built in Wembley Primary School – built as part of the school (some shared spaces)	Brent Children's Centre SLA with school for building management/responsibility.	2
12. Church Lane	Built in grounds of Fryent Primary School	Brent Children's Centre SLA with school for building management/responsibility.	2
13. Harmony**	Stand alone Centre (formerly managed by PCT) Includes 30 place full day nursery	Brent Children's Centre Nursery provision to be reviewed in Mar 11	1
14. Willow**	Centre developed from Social Services nursery Includes 103 place full day nursery with special needs facilities	Brent Children's Centre Nursery provision to be reviewed in Mar 11	1
15. Treetops**	Centre developed from Social Services nursery Includes 49 place full day nursery with special needs facilities	Brent Children's Centre Nursery provision to be reviewed in Mar 11	2
16. St Raphael's	Centre developed from St Raphael's' community centre. Now an Intergenerational Centre.	Brent Children's Centre and Intergenerational Centre	2
17. Welcome	Centre on split sites: Wembley Centre for Health & Barham Park Library	Brent Children's Centre. Review Barnham Park site.	2
18. Hope	Children's centres activities delivered on the premises of the Hope Centre charity	Brent Children's Centre	3
19. Challenge House	Shared building. CC wing refurbishment almost complete.	To be managed by Fawood Nursery School Discussions with school governing body are ongoing.	3
20. Kingsbury High (proposed)	Proposal is for the new centre not to be built.	No longer to provide services But families will be able to access services from neighbouring centres.	3

*with day care/**currently includes children in need (placed by social care) and children with disabilities.



Children and Young People Overview and Scrutiny Committee Work Programme – 2010/11

Meeting Date	Item	Issue for committee to consider	Outcome
13 th July 2010	Children and young people's plan 2009-11 – progress report.	The Children's Plan sets out the vision and objectives for Brent council and its partners in delivering children's services in Brent. This report will provide the committee with a good overview of the current work and priorities for children and young people in Brent.	Report noted.
	Brent Youth Parliament Overview	Overview of the work of the parliament including progress with 'Break the Stereotype fix the Impression' campaign (a campaign by BYP to improve adult's perception of young people).	Agreed to set up quarterly meetings between the chair of the Children and Families Overview and Scrutiny Committee and BYP representatives.
	Annual Education Standards Report	This will report validated attainment data for assessments undertaken in summer 2009, which will be useful background information for the committee at its first meeting.	
	Verbal updates	<ul style="list-style-type: none"> • School Places • In – flow and out – flow of secondary aged pupils. 	Reports noted.

Meeting Date	Item	Issue for committee to consider	Outcome
20 th October 2010	Support for Somali pupils	Update on the work within schools to provide additional support for Somali pupils through the extended schools programme.	Report noted.
	Localities Services	The committee has asked for a report on the council's locality based social care teams and the work they do with vulnerable young people and families.	Report noted. Andrew Davies agreed to send the members of the committee information in the Brent Integrated Care Organisation.
	Youth Service Review	The results of the Youth Services Review will be presented to the committee to give members an overview of the service in Brent.	The committee considered the report and recommended that children with disabilities are included in the Strategic Forum that is being formed to develop Youth Services in the borough. The committee will consider an update on the review in February or March 2011.
	Youth Offending Task Group terms of reference	The committee has agreed to continue with a task group looking at youth offending in Brent, but to start this work again with revised terms of reference. These will be presented to the committee for approval at the October meeting.	Terms of reference for the task group were agreed and the committee nominated three members to carry out this work – Cllrs Helga Gladbaum, Ann Hunter and Pat Harrison.
	Brent Youth Parliament Media Summit Report	The chair of the committee has asked for a report on the outcome of the Brent Youth Parliament Media Summit held in August 2010. The focus of the summit was the BYP campaign, "Break the stereotype, fix the impression" aimed at improving the	Report noted. The committee offered to assist the Brent Youth Parliament if it is unable to take forward the offers made to it at the Media Summit. At present the parliament members are confident this won't be necessary.

		impression of young people in the press.	
	Verbal Update – School Places in Brent	This is a standing item on the committee’s agenda. Members will be updated on the current position regarding school places in the borough.	Report noted

Meeting Date	Item	Issue for committee to consider	Outcome
9 th December 2010	16-19 Agenda	This report will detail the progress with the transfer of the 16-19 education council from the learning and skills council to the local authority.	Report noted
	Special Educational Needs	The committee will consider the outcomes of the council’s review of SEN in Brent, following on from last year’s Ofsted Report and previous reports to the Children and Families Overview and Scrutiny Committee.	Report noted
	Safety at the school gates task group follow up	This task group report was agreed by the Executive in March 2010. This report will provide an update on the implementation of the recommendations	Report noted – the committee suggested that parents are included in the working group looking at safety and security around schools that is run by the council’s community safety team.
	Strategy for primary school developments	The committee is to receive a report on primary school redevelopment in Brent and the schools included in the plans.	Report noted, although there was concern that the philosophical arguments about although schools had not been discussed before the strategy was put together,

	Verbal Update – School Places in Brent	This is a standing item on the committee’s agenda. Members will be updated on the current position regarding school places in the borough.	Report noted
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Meeting Date	Item	Issue for committee to consider	Outcome
10 th February 2011 – social care themed meeting	Safeguarding services in Brent	<p>The committee will receive a report and presentation on safeguarding services in Brent. It will be split into two parts – Child Protection and Looked After Children. The reports and presentation will provide members with:</p> <ul style="list-style-type: none"> • An overview of the services • The structure of the services and the models of service delivery • The numbers of young people that the services are working with • The pressures faced by safeguarding services • Performance indicators • Information on adoption and fostering, in addition to the reports on safeguarding. 	Report noted
	Children in care council	This is a new body set up to represent the views of looked after children. The committee has invited representatives of CIA to give a presentation on their current work and to start to build a relationship with this group.	Report Noted
	Impact of domestic violence upon children and	The committee will consider a reporting that looks at emerging evidence that children	Report noted – the committee has agreed to

	young people	who are affected by domestic violence in the home are more likely to experience other negative outcomes. The report will also look at the changes that are happening around domestic violence services in Brent.	consider a further report from the Children's Partnership on its domestic violence project, which is starting in March / April 2011. This will be added to the committee work programme.
	Verbal Update – School Places in Brent	This is a standing item on the committee's agenda. Members will be updated on the current position regarding school places in the borough. A written report will be provided for this meeting.	Report noted – agreed to keep this item

Meeting Date	Item	Issue for committee to consider	Outcome
29 th March 2011	Education Standards in Brent	The committee will receive a report on the 2010 education standards in Brent.	
	Review of full time nursery places in Brent	Cllr Gladbaum has seen an article on this in the Brent Magazine and would like a report on the key changes and the impact that this will have on young people.	
	Children's Centres in Brent	Report listed in the forward plan, to come to the Children and Young People Committee for scrutiny – this went to the Executive in February 2011	
	Verbal Update – School Places in Brent	This is a standing item on the committee's agenda. Members will be updated on the current position regarding school places in the borough.	

Meeting Date	Item	Issue for committee to consider	Outcome
Summer 2011 (date still to be set)	Special Educational Needs	The committee will consider the SEN One Council project, which has previously been reported to members, in December 2010. Depending on progress with this work, this could be taken by the committee in June 2011.	
	Impact of the budget on future service delivery (including schools budget)	The committee will receive a report on the impact that the CSR and local government settlement will have on children's services, including the Brent schools budget, which is listed separately in the council's forward plan.	
	Youth service review update	As requested by the committee in October 2010.	
	All through schools	The committee was interested in considering the merits of all through schools and whether Brent should be pursuing this as a viable option in any school expansion strategy. A report on this issue will be presented to the committee for discussion.	
	Youth Offending Task Group	The final report of the task group will be presented to members for approval.	

Items to be timetabled

Item	Issue for the committee to consider
Emerging legislation	To look at the impact of emerging legislation on work within the children and families department, following the formation of a new government.
Underachievement in Brent Schools	It has been suggested that the Children and Young People Committee considers a report on the underachievement of pupils in Brent schools, particularly Somali pupils. The focus of the report should be on the services that are in place to help underachieving groups, rather than looking at statistics on performance.
Brent Music Service	The committee has asked for a report on the Brent Music Service.
Welsh Harp Education Centre	The committee is concerned about the possible closure of the Welsh Harp Education Centre and has asked for a report on this issue, setting out the services that it provides for school pupils and their families and the options available to replace those services in the borough.
Family Support Services	The committee has requested a report on family support services in Brent.
Domestic Violence – Children’s Partnership Project	The committee will consider the Children’s Partnership report on domestic violence in Brent, following up previous presentations to the committee on this issue.

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