



Children and Young People Overview and Scrutiny Committee

Wednesday 5 February 2014 at 7.00 pm
Boardroom - Brent Civic Centre, Engineers Way,
Wembley, HA9 0FJ

Membership:

Members

Councillors:

Mitchell Murray (Chair)
Matthews (Vice-Chair)
Aden
Al-Ebadi
Arnold
Gladbaum
Kansagra
Kataria

First alternates

Councillors:

Daly
Sneddon
Oladapo
Jones
Krupa Sheth
S Choudhary
Baker
Leaman

Second alternates

Councillors:

Ogunro
Cheese
Harrison
RS Patel
Hossain
Hector
Colwill
Hashmi

Statutory Co-optees

Alloysius Frederick
Elsie Points
Nardia Sullivan
Vacancy

Non-statutory Co-optees

Mrs Hawra Imame
Dr J Levison

Observers

Ms J Cooper
Mrs L Gouldbourne
Ms C Jolinon
Brent Youth Parliament
representatives

For further information contact: Bryony Gibbs, Democratic Services Officer
020 8937 1355 bryony.gibbs@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 Declarations 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 previous meeting	1 - 8
4 Matters arising	
5 Brent Youth Parliament update	
The committee will receive an oral update on the work of the Brent Youth Parliament.	
6 Schools Finance Update - 2013/14	9 - 14
This report provides an overview of the current situation regarding financial management in Brent's schools, and offers good assurance that this is improving in schools.	
7 The Pupil Premium and Brent Schools	15 - 20
The Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for Looked After Children and those from low income families. The extra funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds. This report gives a general overview of how the Pupil Premium Grant (PPG) is being used by Brent schools and whether it is successful in narrowing the gap.	
8 School Places update	
A verbal update will be provided to the committee.	

9 Alternative Education, Attendance and Behaviour Services - update on service transformation project 21 - 32

This report provides an overview of the Alternative Education, Attendance and Behaviour Project, which is part of the One Council Programme, and updates Members on current progress. The report also provides some information about how the impact of the new service will be monitored and evaluated.

10 Children and Young People Overview and Scrutiny Work Programme 33 - 40

The work programme is attached.

11 Date of next meeting

The next meeting of the Children and Young People Overview and Scrutiny meeting is scheduled for 19 March 2014.

12 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.



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- The meeting room is accessible by lift and seats will be provided for members of the public.

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MINUTES OF THE CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

Tuesday 10 December 2013 at 7.00 pm

PRESENT: Councillor Mitchell Murray (Chair), Councillor and Councillors Aden, Arnold, Gladbaum, Mr A Frederick, Ms E Points, Dr Levison, Sullivan, Ms J Cooper, Mrs L Gouldbourne, Brent Youth Parliament representatives and Jones

Also present: Councillor Pavey

Apologies for absence were received from: Councillors Matthews, CJ Patel and Ms C Jolinon

1. Declarations of personal and prejudicial interests

None declared.

2. Minutes of the last meeting held on 10 October 2013

The minutes of the previous meeting held on 10 October 2013 were approved as an accurate record subject to the following amendments:

- i. Councillor Pavey to be included in the list of Members present.
- ii. Councillor Mitchell Murray's apologies for absence to be recorded.

3. Matters arising

None raised.

4. Brent Youth Parliament update

Edison Lasku (Chair of Brent Youth Parliament (BYP)) and Roisin Healy (Media Representative BYP) advised that elections for BYP would be held on Saturday 14 December 2013 and would be supported by Democratic Services. The representatives explained that they would be stepping down from their current positions and advised that members' acquaint themselves with the new BYP Executive following the elections. Several additional roles had been created for BYP members to undertake and there would now be two treasurer posts, four United Kingdom Youth Parliament (UKYP) posts and two media representatives posts. Events and activities in the forthcoming year would include a team building residential, creation of an AQA qualification recognising the personal development of BYP members, assistance with CV building, UKYP induction, and the regional campaign. Members were advised that the regional campaign would focus on the issues of Curriculum for Life and lowering the voting age to 16 year olds.

Responding to members queries, the representatives advised that the additional posts were funded via the local authority and had been created to share the

significant workload amongst members, extend opportunities for members to learn new skills, and to minimise the division between the Executive and other BYP members. Eve Baker (Service Manager – Youth Support Services) emphasised that by having greater oversight of their finances, the BYP had reduced spending against various areas. The meeting was further advised that following the BYP elections, there would be an increase in the number of members and schools represented. Every secondary school in Brent had been contacted, including at least one SEN school. At the present time there were five members with SEN. It was agreed that further information could be provided on the success of the Curriculum for Life campaign.

The Committee expressed its congratulations and thanks to the BYP representatives and requested to be kept up to date on the progress of the regional campaigns.

RESOLVED:

That the update be noted.

5. **Education Standards in Brent 2013**

Rebecca Matthews (Interim Head of School Improvement) presented a report to the committee on education standards achieved in Brent schools for 2012/13 academic year. The report provided a snapshot of the Ofsted ratings of Brent's schools as at November 2013 and outlined the national context for the changing relationship between local authorities and schools in relation to school improvement. It was highlighted that a new Ofsted inspection framework had been introduced at the start of the 2013/14. Changes to the criteria for 'good' and 'outstanding' ratings meant that schools which currently held those ratings could be vulnerable at re-inspection. 80 percent of Brent's secondary schools were rated good or outstanding, against 87 percent in London and 72 percent nationally. Similarly 78 percent of Primary schools in Brent held these ratings compared to 85 percent in London and 78 percent nationally. Enhanced support was provided to those schools which were judged to be in special measures, requiring improvement or were considered to have fragile ratings, to ensure that all schools progressed towards good or outstanding.

Rebecca Matthews drew Members' attention to the report attached as Appendix A, which detailed attainment of key measures at Early Years Foundation Stage (EYFS) and Key Stages 1, 2, and 4 by Brent pupils against London and National averages. Comparable data was also provided for academic years 2010/11 and 2011/12 and a further breakdown of achievement by ethnicity and for those children qualifying for the Pupil Premium was set out for the committee's information. It was explained that the Pupil Premium was additional funding provided to schools to address underlying inequalities between children eligible for free school meals (FSM) and their peers.

In outlining the key trends evident in the report, Rebecca Matthews highlighted that standards in Brent Schools at EYFS had shown improvement and the equality gap was closing. There was an improving three year trend at KS1, with schools in the borough meeting national averages. Progress at KS2 was considered to be less secure; whilst assessment measures had changed making direct comparison

difficult, the borough's schools were falling behind national and London averages. Results at KS4 had reversed the decline marked in the previous year and now exceeded the national average. The breakdown of attainment by ethnicity reported results for the three main ethnic groups represented in Brent; Black Caribbean, Somali and White Other. Members were advised that as the cohorts were small, the figures provided should be treated with some caution; however there was an improving picture at KS1 with Brent pupils achieving in line and often better than national comparisons. At KS2 pupils of the three main ethnic groups performed better than the Brent averages. Whilst progress had been made at KS4, attainment for the three groups was still less than national comparisons. Members were further advised that achievement for children eligible for the Pupil Premium was positive, with a general reduction in the gap between this group and their peers and higher standards achieved against most measures.

In concluding the presentation, Rebecca Matthews detailed the actions being taken to support and challenge Brent's schools to improve. These actions included the development of a new Brent School Improvement Core Offer, the rationalisation of a range of EYFS projects to enhance focus on raising standards, training and support for governing bodies, and working with the Brent Schools Partnership to develop a programme of professional development aimed at addressing areas of weaknesses.

Several queries were raised by members during the subsequent discussion. The committee sought further information regarding the choice to limit the breakdown of attainment by ethnicity to the three largest ethnic groups represented in Brent. It was commented that there were some significant demographic differences between Brent's Schools. Members queried the analysis of the figures provided regarding Ofsted ratings, noting a disparity between the conclusions drawn for secondary schools and those regarding primary schools. Similarly, further explanation was requested regarding the stated difficulty in making comparisons with London and National figures for nurseries, special schools and pupil referral units. Members also queried whether the School Improvement Team worked with PVI sector nurseries. Additional details were sought on the Education Commission established by the council. Officers were asked to expand on the planned action to rationalise EYFS projects and it was queried whether the School Improvement Team formed part of the Brent Schools Partnership.

Addressing the issues raised, Rebecca Matthews explained that figures could be provided for other ethnic groups represented in Brent or other schools such as nurseries or PRUs; however it was noted that any conclusions drawn from small data cohorts could not be considered reliable. It was subsequently agreed that details of population sizes would be provided to members. Sara Williams added that the report had sought to focus on areas of underachievement. It was acknowledged that schools did have different demographics but the focus of the School Improvement Team was to support the sharing of best practice, so that those doing well at addressing areas of inequality could help other schools achieve the same success. With regard to the analysis provided of the Ofsted ratings of Brent's Schools, Rebecca Matthews advised that the size of the cohort differed for Secondary and Primary Schools. As a consequence, the individual results impacted the overall average to a greater or lesser extent depending on school sector; this therefore affected the conclusions drawn. It was emphasised that the local authority

was not dependent on the cooperation of schools in gathering data on academic attainment as it was all available in the public domain.

The committee was advised that the School Improvement Team did not work with the PVI nursery sector, instead this fell within the remit of a separate team funded via the Dedicated Schools Grant (DSG). Rebecca Matthews informed the committee that a variety of EYFS projects had been undertaken by the Schools Improvement Team but these had since been rationalised and redesigned to ensure a clear focus on raising standards. It was considered that managing fewer projects would allow clearer dissemination of the project outcomes. The Schools Improvement Team did not form part of the Brent Schools Partnership; however, it did work closely with the partnership and currently attended its management meetings. Sara Williams outlined the aims of the Education Commission which had been established by the Executive in early 2013, following similar actions by a number of other local authorities. The Education Commission would enable the council to take a step back, examine education in the borough and consider how the local authority could fulfil its role in the changing landscape of the education sector. Christine Gilbert (Interim Chief Executive Brent Council) was leading on the initiative and was supported by colleagues including Professor Toby Greaney (Institute of Education, University College London), Gerard Kelly (Editor of the Times Educational Supplement) and Robert Hill (government policy adviser and consultant on education and school issues). The Education Commission would produce a report setting out its recommendations which would then be explored by council officers.

The committee expressed its disappointment that the report did not include a section on the child poverty implications. A request was made that a copy of the Child Poverty Strategy be provided to members. Members asked that the report of the Education Commission also be submitted for the committee's consideration, alongside information on work currently being undertaken regarding social mobility. A further request was made for a short report on the training provided by the school improvement team.

RESOLVED:

That the report be noted.

6. **School Places update**

Sara Williams (Acting Director Children and Families) outlined the position regarding school places and applications as at 6 December 2013. The committee heard that there were sufficient secondary school places and the small number of pupils waiting for an offer of a place were due to the application processing time. There remained a shortage of primary school places however. There were currently 51 pupils without an offer of a Year 2 place, against 27 vacancies. The pressure on Reception Year places remained particularly significant, with 115 pupils without offers and only 33 vacancies. New classes were being opened at the start of the new term in January 2014 to accommodate these pupils. The classes would be located in the Gwenneth Rickus building and the former Strathcona Day care centre. The council would be revisiting its expansion and school places strategy in the coming months based on the new projections from the Department for Education.

The Committee queried what feedback the council was receiving on the pressures being experienced by families with little or no reasonable options of school places for their children and how this information was being captured and fed into the formation of policy. Sara Williams explained that there were planning areas used for primary school places and the council aimed to locate new school places in areas of particular need; however this was becoming an increasingly difficult undertaking with schools less able or willing to expand and a lack of available sites for new schools. It was expected that the government would require the council to assume a more aggressive stance in this respect.

RESOLVED:

That the update be noted.

7. **Working with Families update**

Sara Williams (Acting Director, Children and Families) delivered a presentation to the committee on the Working with Families (WwF) initiative. It was explained that the WwF approach was family focussed and aimed to address all dimensions of need including unemployment, housing, parenting capacity, child development, health and behaviour. WwF encompassed a range of integrated and multi-agency support services, with appropriate step-up and step-down arrangements. It increased the resource base for early intervention and met Brent's commitment to the national Troubled Families Programme.

Sara Williams explained that the WwF objectives were delivered through several key work streams including the Brent Family Front Door service. This was a multi-agency team, bringing together services across social care, the police, health and education and would act as a first point of contact for all referrals received. For those families identified as requiring further support through the WwF initiative, the Family Solutions Team, a multi-disciplinary network of specialist key workers, delivered bespoke packages of support. Members were also introduced to two new edge of care services; FAIR (Family Assessment and Intervention Resource) and FAST(Family and Adolescent Support Team). The FAST worked with families at the point of crisis to support families and prevent adolescents (10 years and over) from entering the care system whenever safe to do so. FAIR sought to address the gap in assessment and interventions services for families with younger children where care proceedings were under active consideration, working to help the family stay together where possible. It was emphasised that early intervention services helped reduce the often high costs of providing ongoing support for families.

A brief overview of the Troubled Families Programme was provided by Sara Williams. The payment-by-results programme required that the council work with at least 810 of the boroughs most vulnerable families by March 2015 to deliver evidence-based solutions and coordinate support required from a variety of agencies via a key worker. The council had thus far worked with 303 families (Cohort 1) and was currently working with a further 200 families (Cohort 2). Phase 3 of the programme would be accelerated through work to improve the involvement of other agencies and the provision of additional key workers.

In the ensuing discussion, the committee asked officers to comment on the availability and turnover of staff within the support teams and whether this impacted the ability of workers to build relationships with families. An explanation was sought of how the teams related to each other, how they were funded and the professional criteria for the workers within the teams. With reference to the online form which enabled referrals to be made to the Brent Family Front Door service, it was queried who this facility was aimed at and how it would be promoted. Clarification was requested in relation to the 'basket of local criteria' which formed one of the criterion established by the Communities and Local Government Department which must be met to claim payment by results

Sara Williams advised in response to members' questions that the person specification for key worker posts did not require applicants to be qualified social workers and instead sought those with relevant skills and the necessary tenacity to undertake a very proactive and practical role. An intensive training programme was provided for Key Workers. It was emphasised that there was very little staff turn over for Key Workers. Sara Williams confirmed that whilst the FAIR and FAST teams were managed within the Children's Social Services department, the WwF initiative formed part of the broader early help offer. The FAST team was funded via the Social Care budget, whilst the FAIR team was temporarily being funded through the Troubled Families grant; it was anticipated however, that the Social Care budget would accommodate funding for the FAIR team in the future as early intervention work reduced service pressure. The Brent Front Door Service had been established using funding from the Troubled Families grant but would be taken forward by Social Care. Further information would be provided regarding the respective budgets for the various teams. Councillor Pavey (Lead Member for Children and Families) explained that the budget for early intervention projects was ringfenced for 2014/15.

Members were further advised by Sara Williams that the option to complete an online form to submit a referral to the Brent Family Front Door Service was available to members of the public and was publicised via Brent's website. Susan Gates (Head of Early Years and Family Support) advised that to claim payment by results three criterion had to be met; two must be drawn from the criteria set nationally and the third could be locally determined. Sara Williams explained that that the basket of local criteria had enabled targeting of those adversely affected by the Welfare Reforms.

Responding to a question regarding Social Worker case loads, Sara Williams advised that early help services provided an effective step-down service for appropriate cases. However, case loads remained high. It was agreed that further information regarding the impact of the WwF initiative on social worker case loads would be provided to the committee.

RESOLVED:

That the presentation be noted.

8. Children's Centres Update

Susan Gates (Head of Early Years and Family Support) introduced a detailed report to the committee setting out the progress achieved by the council in securing

sufficient integrated early childhood services through children's centres. The report described the movement from 2011/12 to a locality model of children centres in accordance with the requirement to reduce expenditure on Children's Centres by £1.2m. This model introduced shared management and the operation of staff across multiple sites under a single locality advisory board. It was noted that this was a model being increasingly adopted by local authorities. An outline of the most recent guidance and direction from central government was provided and Members' were apprised of the impact of the new Ofsted inspection framework which came into force in April 2013. The committee heard that the focus of Ofsted inspection had shifted to three areas of judgement (previously twenty) with significant implications for partnership working, information sharing, definition, identification and engagement of target group households and the planning and delivery of services. It was noted that Willesden locality had been amongst the first children's centre localities nationally to be inspected under the revised framework. The Willow nursery which was attached to the Willow Children's centre had also been inspected as an early years setting. The outcomes of these inspections (requires improvement and inadequate respectively) were considered disappointing and not reflective of the improvement in quality of provision. Sue Gates highlighted the required actions identified and work undertaken in response to the judgements.

Members discussed the report and raised a number of issues. Councillor Gladbaum advised that she had reviewed the Ofsted reports for Brent's children's centres and highlighted to the meeting that under the old framework there had been 7 children's centres inspected, 3 of which had received good ratings; in contrast, 8 centres had been inspected under the new framework and of those 8, only 1 had received a good rating. Additional explanation was therefore sought regarding the changed inspection framework and the mapping of progress across this. The committee further queried the number of qualified teachers employed in children's centres.

Addressing the issues raised, Susan Gates emphasised that there had been improvement achieved across all of Brent's Children's Centres. However, the Ofsted inspection requirements had changed in April 2013 and it would take time to adjust to these and embed the new regime. Members were advised that local authorities across London had similarly struggled to do well under the new arrangements. A particular feature of these arrangements was the focus on data analysis which placed a new requirement on staff and would take time to assimilate. Susan Gates further explained that the requirement to have a qualified teacher had been removed two years previously. Qualified teacher input was an expensive resource but was provided as a shared resource within localities. It was noted that it was very rare to have qualified teacher input in PVI sector nurseries.

The committee thanked the officer for the report and for her contribution to the meeting; however, it was noted that the meeting had been presented with an overview of progress achieved by the Early Years Team, rather than a focussed analysis of its strengths and weaknesses as had been requested. The committee therefore agreed that a subsequent report providing this analysis be submitted to its meeting in March 2014 and that this analysis reflect the points raised in the relevant Ofsted reports.

RESOLVED:

- i. That the report before the committee be noted.

- ii. That a report analysing the strengths and weaknesses of the Early Years Team be provided to the committee at its meeting in March 2014.

9. Children and Young People Overview and Scrutiny Work Programme

It was agreed that the work programme be updated to include the committee's requests made in the meeting and to include a report on all through schools.

10. Date of next meeting

It was noted that the next meeting of the committee would be held on 5 February 2014.

11. Any other urgent business

None raised.

The meeting closed at 9.11 pm

Councillor Mitchel Murray
Chair



**Children and Young People Overview
and Scrutiny Committee**
5 February 2014

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

Wards Affected:
ALL

Schools Finance Update – 2013/14

1. Background

- 1.1. This report provides an overview of the current situation regarding financial management in Brent's schools, and offers good assurance that this is improving in schools. Detailed updates on the following issues are provided:
- Audit review outcomes;
 - Leasing Arrangements.
- 1.2. The governing body of schools have a delegated responsibility for large sums of public money and it is therefore imperative that the appropriate support and controls are in place to ensure sound financial management by schools.
- 1.3. Whilst financial management has been delegated to governing bodies, the Council has to ensure that public funds being passed on to schools are being used appropriately, and that value for money is being sought by schools. The Chief Finance Officer has section 151 responsibilities to ensure that sound financial systems and controls are in place, not only within the council but also in all Brent's schools.

2. Schools Audit Update

- 2.1. As at 31st December, internal audit have issued draft or final reports on ten schools. Although five of these are still in draft format, i.e. not cleared by the school, the split of substantial and limited assurances is unlikely to alter significantly. Four schools remain to be audited before the year end.

2.2. At its meeting on 20th March 2013 the Committee was provided with an analysis of assurance ratings given to schools over 2010/11, 2011/12 and 2012/13. The assurance levels had improved in 2012/13 and the level of substantial assurance reports issued remains around 80% for 2013/14 to date. No school has received a nil assurance rating in 2013/14. A summary of the assurance levels over the current and previous three years is shown below:

Year	Substantial	Limited	Nil
2010/11	46.0%	54.0%	0.0%
2011/12	35.0%	45.0%	20.0%
2012/13	81.0%	9.5%	9.5%
2013/14	80.0%	20.0%	0.0%

2.3. The assurance ratings are based upon the number and priority of recommendations raised. Substantial assurance represents a better control environment than limited. The schools audited in 2013 are different from those audited in the previous two years and, therefore, a direct conclusion about improvement can not necessarily be made. However, there is no reason to believe that the schools visited are not representative of the whole school group. It is positive to note that two of the ten schools have improved their rating from limited to substantial since their last full audit in 2010/11. The remaining eight schools have not had a full audit for a number of years, the last audit coverage being the Financial Management Standard in Schools (FMSiS) assessments in 2009/10 for which no assurance rating was given.

2.4. Common weaknesses identified during audit work include: income administration; declaration of interests; the retention of opting out evidence for the workplace pension scheme; and compliance with procurement rules. With regard to the latter, it should be noted that although still an issue, there has been an improvement in this area in relation to catering and cleaning contracts. Specific issues identified in limited assurance schools included: lack of budget forecasting; lack of detailed minutes when approving procurement decisions; retention of procurement documentation; retention of eligibility to work evidence; and lack of detail on income registers i.e. payee name and date.

2.5. Internal Audit also undertook follow-up visits to four schools with limited assurance opinions during the 2011/12 and 2012/13 financial years. All priority 1 recommendations and 96% of all recommendations made had been implemented.

3. Schools Leasing

3.1. In 2010, the Council identified that a number of schools had entered into very unfavourable leasing arrangements with large finance companies for the hire of equipment such as photocopiers. The Council is of the view that these leases should be treated as being void from the outset, as the schools in question did not have the legal power ('vires') to enter into them. If the leases were enforceable, they would have a negative impact on the schools' financial positions. There are various grounds as to why the Council argues the leases should be considered void.

3.2. The Council then put in place an action plan in order to protect the public funds exposed to these purported leases, as reported previously. Since initiation of the

action plan, Legal Services, Children & Families and Audit & Investigation continue to help extricate the worst affected schools from their costly finance leases (leases in respect of photocopiers and other IT equipment).

- 3.3. The legal position of the schools and the Council remains that these leases should be considered void, essentially because the schools did not have the power to enter into such agreements.
- 3.4. At the time of the Schools' Finance Update Report of 20th March 2013, five schools had stopped paying the sums purportedly due under their finance leases. The schools' refusal to pay attracted legal action on the part of seven finance companies, all of which had entered into at least one purported lease with at least one of the five schools. The cases which have so far settled have done so on terms which were favourable to the school and the Council (there is currently one case which is still progressing at court and is addressed below).
- 3.5. The details of the settlements reached so far are subject to confidentiality agreements – it is not, therefore, possible for the details to be released into the public domain.
- 3.6. Since the March 2013 Report, one additional school has stopped paying the sums purportedly due to a finance company, with the support of the Council. Brent Legal Services explained to the finance company in question that, as the company had already settled with two Brent Schools by discontinuing its pursuit of sums allegedly payable, it was logical for this third school to achieve the same outcome. After some dialogue between Legal Services and the finance company in question, the finance company has not progressed the matter since July 2013 (when it was on the agenda to be discussed at the finance company's board meeting).
- 3.7. In July 2013, a lawyer from Brent Legal Services attended the termly Bursars' meeting and gave a talk warning of the tactics used by some unscrupulous photocopier salesmen.
- 3.8. There is currently one live case on-going before the High Court involving three parties (the leasing finance company, the photocopier supply company and the Council). This is the same case as that referred to in the March 2013 Report. The present position is that parties have agreed in principle to attend a mediation session in order to explore the possibility of negotiated settlement. The parties are in the process of considering the dates on which the session might take place.
- 3.9. One of the seven finance companies referred to above (which had entered into (purported) leases with three schools) intermittently threatens legal action in correspondence approximately twice a year. The correspondence is dealt with robustly. The company in question has not yet issued legal proceedings.
- 3.10. The Council will continue with its approach of taking a robust overt position regarding any legal action, whilst at the same time negotiating behind the scenes where appropriate. The Council will act in accordance with the legal advice it is continuing to obtain (but which is legally privileged from disclosure). The Council, however, is prepared to contest any finance lease case at court if necessary.

4. Schools Financial Management Update

4.1. There are many systems in place to promote good financial management in schools. This includes:

- The Schools Extranet: Regular guidance and information is provided to schools via this method;
- Bursars meetings: This is a termly meeting provided free for mainly school's finance staff to attend and to provide essential updates and information;
- Training: the Schools Finance Team offers a comprehensive financial management training programme – available to Head Teachers, Bursars and Governors (further details below);
- Regulations & Guidance – This includes the Schools Financial Regulations and the Scheme for Financing Schools which are both currently being reviewed and updated for circulation to schools. In addition, a Schools Finance Manual is being developed.

4.2. As mentioned above, a comprehensive training programme is available for schools. A number of new courses have been added in 2013/14, with further courses to be added in 2014/15. This follows feedback from Bursars and the Schools Finance Team's evaluation of where training is required. Training provided to Bursars includes:

- Returns: How to complete the required returns, including Budget Monitoring and Year End returns;
- Budgets: The importance of Budget Setting and regular Budget Monitoring;
- Excel Training: Specifically aimed at Bursars to promote efficiency in performance of financial management duties;
- An Introduction to Schools Finance: Aimed at new Head Teachers and also finance staff who are new to Brent;
- Benchmarking: To encourage and show Bursars how to benchmark to ensure that their schools are obtaining value for money;
- Pupil Premium: With more accountability for this funding stream it is important that schools are aware of the requirements and this is now an important element of Ofsted inspections;
- Audit: This is being run by the Audit and Investigations team and specifically explains the internal controls required in a schools environment and how to prevent fraud.

4.3. A review of the financial management services available for schools to buy-in from the council is currently being undertaken to be available for schools in 2014/15. This is to ensure that services being provided are value for money for schools and that schools are gaining the support they need in carrying out their day-to-day financial management duties.

5. Equalities implications

Good financial management and probity are part of promoting equality and fairness as well as good and transparent use of resources.

6. Child poverty implications

Good use of resources and effective use of the Pupil Premium are an important contributor in schools mitigating the effect of poverty.

Contact Officers

Norwena Thomas, Schools Finance Analyst – Schools & Education

Simon Lane, Head of Audit & Investigations

Gary Howell, Senior Commercial Litigation Lawyer

Sara Williams, Acting Director of Children & Families

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Children and Young People Overview and Scrutiny Committee 5 February 2014

Report from the Acting Director of Children and Families

Wards Affected:
ALL

The Pupil Premium and Brent Schools

1.0 Summary

- 1.1 The Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for Looked After Children and those from low income families. The extra funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds.

Schools should be able to tell exactly how this funding is spent and demonstrate how and why it is having an impact as well as having well thought-through plans for building on their success.

- 1.2 This report gives a general overview of how the Pupil Premium Grant (PPG) is being used by Brent schools and whether it is successful in narrowing the gap.
- 1.3 The Children & Families Department provides assistance, training and support to schools on best usage of PPG through its Services to School function. An overview of this is also given in the report.

2.0 Recommendations

- 2.1 That members note the purpose and use of the Pupil Premium Grant and good performance in narrowing the attainment gap and the contribution made to this by the Council's Services to Schools service.

3.0 Detail

- 3.1 As stated above, the Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for Looked After Children and those from low income families. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the

last six years (known as 'Ever 6 FSM'), and schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Schools attract £900 per disadvantaged child, with an additional payment of £53 for primary-aged pupils.

In 2014-15, the funding will rise to £1300 for primary-aged pupils, £935 for secondary-aged pupils and £1900 for all looked after children, adopted children and children with guardians.

3.2 Narrowing the gap in Brent.

The overall picture of narrowing the gap in Brent is one of success compared to other parts of London as well as nationally

This is illustrated in the information given below, namely:.

Expected progress from KS1-2 for Pupil Premium (PP) pupils is

Reading	87%
Writing	91%
Maths	89%

This is well above the national average for PP pupils and actually in line with the national average for all pupils.

The gap between PP v all pupils in Brent is very small at between 1 – 3 percentage points.

Expected progress from KS2-4 for PP pupils in Brent is

English	69%
Maths	70%
Science	52%

This is in line with the national average for all pupils.

It has to be said however that the gap between PP v all pupils in Brent secondary schools is quite wide in English (9 points) and Maths (10 points), but it should be noted that the gap is only 2 points in Science and all three gaps are narrower than the national PP v all pupils gap.

It is also worth noting that 21 of the 50 primary and junior schools had 90%+ of their PP pupils make expected progress in reading, writing and maths last year.

3.3 Use of PPG in Brent Schools

As demonstrated by the figures above, overall Brent schools use the Pupil Premium to good advantage.

Some examples of successful usage of PPG funding in Brent **Primary** schools include:

- the running of Booster classes in literacy and maths
- providing additional teaching support
- subsidising extra-curricular activities
- Increasing provision for those pupils who are Gifted & Talented
- Providing additional support to Level 6 target groups
- Provision of Art Therapy

Examples of successful usage of PPG funding in Brent **Secondary** schools include:

- 1-1 and small group teaching
- Targeted intervention in various subjects
- Subsidised music lessons
- Access to counselling services
- Subsidised extra-curricular activities
- Additional pastoral support to chase up Attendance, Punctuality and to promote behaviours for learning.
- Additional Provision for Careers Guidance to raise aspirations of the young people.
- Additional Enrichment Activities.

3.4 Child Poverty and the Pupil Premium

There are 3.6 million children living in relative income poverty, after housing costs, in the UK (Source: 2010–11 Households Below Average Income). This is equivalent to 27% of children.

The Brent Child Poverty Needs Assessment carried out for the same period indicates that 34% of Brent children were living in poverty at that time. It should be noted however that there is a continuing national debate on measurements and targets for reducing child poverty and there is a whole basket of different indicators which can be used and interpreted in many different ways. What appears to be acknowledged though, is that nationally child poverty will increase significantly by 2020.

In Frank Field's Independent Review on Poverty and Life Chances (December 2010) he proposed that the government consider children's life chances in any child poverty indicator. Key to this was "School and further education attainment: [and] Attainment gaps between children receiving free school meals and those who do not." The Pupil Premium was introduced by the Coalition Government to assist in narrowing this gap, and by doing so, increase the likelihood of children and young people breaking the cycle of poverty as they move into adulthood.

As demonstrated above, Brent schools are gaining success in closing the gap and their use of the Pupil Premium is a contributory factor to this.

3.5 Challenges and Council Support

Despite success in narrowing the gap as outlined above challenges still exist for schools in terms of using PPG in the most advantageous way, particularly in terms of consistent good use across all schools.

Progress could be made for some schools around, for example, dealing with multiple risk factors such as children in receipt of Free School Meals coupled with other factors such as English as an Additional Language or Special Educational Needs. There are also other areas which warrant some improvement for instance in measuring the impact of individual interventions, a closer focus on Pupil Premium in some secondary schools and inconsistent targeting of Pupil Premium pupils who are gifted and talented.

The Children & Families Department is committed to working with schools to ensure that PPG is effectively used to narrow the attainment gap.

It does this in several ways through the Department's Services to Schools service and in particular through school Link Advisors. Written guidance is also provided to Link Advisors and Head Teachers on how the PPG can best be utilised.

Furthermore, Services to Schools delivers PPG training to school Governors at least biannually and further information and subsidiary guidance are included in the quarterly Governance Report issued by the Department. This enables Governors to consider carefully their use of the pupil premium funding so that it has the maximum impact on improving the achievement of eligible pupils.

4.0 Financial Implications

4.1 .There are no financial implications contained within this report

5.0 Legal Implications

5.1 There are no legal implications contained within this report.

6.0 Diversity Implications

6.1. The Pupil Premium Grant is intended to enable schools to improve the attainment of potentially disadvantaged groups of children, although it is recognised that not all pupils who receive free school meals will be socially disadvantaged. It is also recognised that not all pupils who are socially disadvantaged are registered or qualify for free school meals. As well as supporting Looked After Children and those adopted or with guardians, schools can allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

7.0 Staffing/Accommodation Implications (if appropriate)

- 7.1 .There are no staffing/accommodation implications contained within this report.

Background Papers

Schools publish information on how Pupil Premium Grant is used on their individual web sites

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**Children and Young People Overview
and Scrutiny Committee**
5 February 2014

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

Wards Affected:
ALL

**Alternative Education, Attendance and Behaviour Services –
update on service transformation project**

1.0 Summary

- 1.1 This report provides an overview of the Alternative Education, Attendance and Behaviour Project, which is part of the One Council Programme, and updates Members on current progress. The report also provides some information about how the impact of the new service will be monitored and evaluated.

2.0 Recommendations

That the Scrutiny Committee:

- 2.1 Discusses the restructure of the Council's alternative education, behaviour and attendance services to form a new Inclusion and Alternative Education Service and the arrangements in place for measuring the impact of the new service.

3.0 Detail

Background

- 3.1 Over the last six months, the Children and Young People's Department has carried out a fundamental review of its alternative education, behaviour and attendance services as part of the One Council Programme. The range of services within scope of the review play an important role in providing support to Brent's most vulnerable children and young people. This includes: providing education for pupils excluded from mainstream schools or unable to attend due to health problems; improving pupil attendance at school and taking enforcement action as required; providing pre-exclusion and in-school behaviour support to schools; and helping looked after children to maximise their educational attainment

- 3.2 The review has sought to determine how the services could be reshaped to meet a complex range of policy, financial and operational challenges. These include:
- 3.3 **Responding to changes to the alternative education funding framework and ensuring value for money** – the Government has recently introduced new place-plus arrangements for alternative education and has a longer-term intention to devolve responsibility and accountability for excluded pupils to schools. This means that pupil referral units will increasingly be required to demonstrate value for money and potentially compete in an open market of alternative provision. While Brent’s alternative education services are generally performing well, the service was high cost, with some PRU places in excess of £30k per annum. Opportunities for new, more efficient ways of working which will continue to deliver a quality service for pupils needed to be explored.
- 3.4 **Responding to new service trends and demographic pressures** – Permanent exclusions in Brent continue to fall, offering opportunities to free up capacity and develop new ways of working. Increasingly the DfE will be scrutinising throughput within place-plus funded schools and questioning the need for PRU provision if there are consistently high vacancy levels. This means that there needs to be a closer match between the supply and demand for PRU places in the borough. Population growth and rising pupil numbers are also putting pressuring on both primary and secondary school places, making it increasingly difficult to reintegrate pupils who have been out of school for any length of time. Barriers to reintegration needed to be more effectively addressed.
- 3.5 **Increasing the choice and suitability of provision for pupils outside mainstream settings** - the existing KS 3 and KS 4 pupil referral units are based on a traditional teaching model. There is currently limited mental health support, or access to social workers and educational psychologists within PRUs. This reduces the PRUs’ ability to respond to some pupils’ needs effectively. Equally, the Brent Education Tuition Service (BETs), originally set up to address the needs of pupils with medical needs, has increasingly been required to support a wide range of children with varied and/or complex needs and cannot always meet the legal requirement to provide full time education for pupils (where this is appropriate). Our review found that some of the children within BETs could be better supported in more specialist or mainstream settings.
- 3.6 **Developing a more proactive, preventative service model** – in the existing service model around 70 per cent of in scope funding was targeted at pupil referral units, including BETs. However, research consistently shows that life chances are significantly reduced for pupils who spend a significant amount of time out of mainstream school or whose education is disrupted. An increased

emphasis on preventative work and inclusion is therefore required. This involve a changed pattern of resourcing, improved joined up working between agencies, and greater ownership and collaboration from schools.

- 3.7 **A need to strengthen strategic leadership of looked after children education team/Virtual School.** The looked after children education team play a valued role in supporting individual children in care to achieve their potential. However, more work was needed to strengthen the team's corporate parenting role and ensure that effective monitoring arrangements are in place to target resources effectively. Good practice suggested that the Virtual Head role needed to be held by a senior individual in the authority with direct access to Directors and Assistant Directors of Children's Services.
- 3.8 **Addressing wider financial pressures** – the Council is facing significant budget reductions across all services. It is therefore imperative that all services operate as efficiently as possible by reducing duplication, improving use of staff, data and IT resources, and introducing better ways of working. Services that are developed through restructuring need to be sustainable in the context of overall budget pressures.
- 3.9 The review process included process, workload and service mapping; pupil profiling within PRUs; and a review of good practice elsewhere. Regular meetings took place with the PRU Heads and their management committees to shape the service model and build support for the new approach, with a new single Management Committee recently formed to oversee the work of the three pupil referral units (Poplar Grove Key Stage 4 Pupil Referral Unit; Stag Lane Key Stage 3 Pupil Referral Unit; and Brent Education Tuition Service).
- 3.10 The vision for the new service is that it should be co-owned with the schools and schools have been involved in shaping the new service as far as possible. Schools' views on current behaviour, attendance and inclusion support helped to shape final service proposals, both through an independent review of behaviour management in twelve Brent secondary schools and six primary schools, and via feedback from schools' forums. Key issues for schools included: a need for more short-term preventative work in schools; improved support for primary pupils at risk of exclusion; and clear leadership on behavioural issues to benefit all schools. More support for behaviour work in early years provision, and at transition between primary and secondary schools, were also flagged as important priorities. Proposals for the new structure have actively addressed schools' concerns and were endorsed by the Schools Forum in June 2013.

The Pre – Review Service Structure

- 3.11 Pre-review the in-scope services had a total of 97 posts, with a combined gross budget of £5.464 million in 2013/14 (£4.975 million net). 85 per cent of

overall service expenditure is met by the Dedicated Schools Grant (DSG). In-scope services included the following services: the three pupil referral units, consisting of Brent Education Tuition Service (BETs); Poplar Grove (Key Stage 4) and Stag Lane (Key Stage 3); the Day 6 (Kingsbury) Assessment Centre; the Alternative Education Central Management Team; the Education Welfare Service; the Behaviour Support Team; the Pre-Exclusion Team; and the Looked After Children Education Team.

The New Service Structure

- 3.12 The new structure for the new Inclusion and Alternative Education Service is set out in **Appendix 1**. In summary, the new service model is designed to achieve:
- A more cost efficient and focused model of service delivery thereby reducing the planned place costs of Pupil Referral Units and freeing up resources to invest in preventative and exclusion services.
 - A greater focus on preventative work in primary schools and transition work between primary and secondary schools, with access to a wider range of support to address behavioural, social and mental health issues.
 - An extended remit for the Pupil Referral Unit which includes a strong core offer of commissioned services, dual registration, pre-exclusion/behavioural support, and multi-agency work.
 - Further reductions in the number of fixed term and permanent exclusions.
 - Strong links between the newly amalgamated Inclusion and Alternative Education Service, the Special Educational Needs/Disability Service and Early Help Family Support Service through either hub and spoke arrangements or co-location of staff/services.
 - Much closer partnership working on behaviour and attendance between schools, supported by the development of a clear Behaviour and Attendance Strategy.
 - Improved specialist assessment and support for particular groups of vulnerable pupils and those newly arrived in order to prevent an escalation of difficulties and to avoid high-cost Borough specialist placements.
 - A more co-ordinated approach to the commissioning and quality assurance of alternative providers from the private and voluntary sectors on behalf of schools and the Local Authority.
 - An increased focus on working with the Corporate Parenting Group to raise the profile of looked after children education issues.
- 3.13 Key features of the new service model are set out below:
- 3.14 **An amalgamated Key Stage 3 / 4 PRU** – the Key stage 3 and 4 PRUs are being amalgamated under a single Head Teacher, with teaching staff expected to work across both settings. The model will ensure more effective use of staffing resources, with professional expertise and leadership shared

across the service. There will be 36 places at the KS 4 PRU and 20 places at the KS 3 PRU. A key role for the PRU will be to strengthen the vocational offer for pupils and develop a programme of commissioned services /places for schools to buy into at the start of the financial year. There will be 27 permanent posts in the PRU, including leadership, teaching and support roles. A number of teaching and leadership posts within the PRU are currently out to advert, with the aim of having all posts filled on a permanent basis by April/May 2014.

- 3.15 **A Health Needs Education Service** – this service will replace Brent Education Tuition Service and have a specific focus on pupils absent from schools for more than 15 days due to physical or mental health problems. Unlike BETs, the new service will focus on short-term placements, with pupils remaining on their school roll. The service will provide up to 20 places and be developed in partnership with a special school, ensuring that both pupils and teachers have better access to specialist resources. Placements at the service will be made in line with a new Health Needs Education Policy that has been circulated to all Brent schools. The service will have 10 permanent posts, including leadership, teaching and support staff.
- 3.16 **A new multi-agency Inclusion Support Team** – this new team will focus on providing specialist support to pupils with emotional and behavioural difficulties within the pupil referral unit, health needs education service, and in mainstream schools. The team will include 11 directly employed staff, including behaviour support teachers/workers, parent support advisors, inclusion support workers and a SEBD caseworker (a shared post with SENAS). Clinical input into the team has been commissioned separately, with the Anna Freud Centre recently awarded a one year contract beginning in April 2014. This will provide a range of specialist support - from trained educational psychotherapists, clinical psychologists and play therapists. These resources will be directed at both one-to-one support for vulnerable pupils and targeted support to Brent schools, helping to further up-skill the wider teaching workforce in evidence-based behavioural approaches. The Inclusion Support Team is an exciting development and will ensure that vulnerable children get the specialist support they need and increase the likelihood that they will stay in (or be reintegrated back into) mainstream provision.
- 3.17 **The Looked After Children (LAC) Education team** – the team has been reshaped to put an increased focus on reporting LAC education issues to the Corporate Parenting Group, providing training and guidance to other professionals, and ensuring more effective data management and quality assurance of the education planning process for looked after children. The overall Head of the new service will be formally recognised as the Head of the Virtual School, helping to promote effective challenge and leadership on LAC education issues. The reshaped team will have 5 posts, including leadership, advisory teacher and information management roles.

- 3.18 **The Education Welfare Team** – this team (9 posts) will remain relatively unchanged. However, a new Education Welfare Officer (EWO) Exclusions post will be created to ensure more effective links between attendance and exclusion work. The new post will act as the designated EWO for the PRUs and other non school based provisions, advise schools on policy and practice relating to exclusions, and liaise with families of excluded pupils.
- 3.19 A small number of staff (3) will provide specialist support to the new service, including commissioning and quality assuring alternative education provision, developing traded services, and delivering improvement projects, such as the development of the virtual learning environment.
- 3.20 The new service will also be responsible for the management of projects set up for those children who are ‘educated other than at school’ (EOTAS) and funded by the ‘out of schools’ budget. This will help to streamline management arrangements and ensure that there are clear pathways between the full range of ‘other than at school’ provision.
- 3.21 The new structure contains 68 posts, compared to 97 posts in the old structure. This means that the new structure will lead to a reduction of 29 posts. However, as 39 staff opted to take voluntary redundancy during the restructuring process, the process has allowed the Council to minimise the level of compulsory redundancies. Most of the voluntary redundancies (25) were from the Brent Education Tuition Service, reflecting the changing focus of this service.

Measuring the impact of the new service

- 3.22 The service transformation will deliver a number of benefits including improving the quality and accessibility of services. These are summarised in the table below:

Area of Impact	Project Outcomes
Reactive to proactive service provision.	The new service model has shifted resources from the PRUs, allowing greater investment in prevention and early help services for pupils with social, emotional and behavioural problems in mainstream school settings. Place based provision has been set at a level which broadly reflects demand, with scope to purchase further places offering more specialist support in line with demand/individual needs.
More targeted and integrated provision underpinned by secure and timely referral and monitoring systems.	The new service model offers a wider range of support, with new referral pathways ensuring appropriate signposting to

	services and support.
Early intervention to prevent exclusions and sustain school placements.	In the longer term the increased investment in preventative services will lead to reductions to the number of permanent and fixed term exclusions and less escalation of problems/and or need for costly interventions, including out of borough placements.
Personalised curriculum	The reorganisation of the PRUs will allow greater focus on Individualised alternative education programmes, built around the National Curriculum which focus on core skills, and offer more vocational options.
Improved partnership working with schools and other agencies and better multi-disciplinary working	The new model will ensure stronger links with schools and other agencies, with reduced risk of poor school attendance and exclusion. The remodelled PRU Management Committee now includes a number of Brent Head Teachers, some of whom are being directly involved in the recruitment of PRU leadership staff. Links with the Council's wider Working with Families agenda are also being strengthened, with strong links between the newly formed Inclusion and Alternative Education Service, the Special Educational Needs Service and Early Help and Family Support Service.
Better procurement and commissioning	Dedicated commissioning resources and a new SEBD caseworker within the service offer an improved understanding of the range of help and support available externally for excluded pupils and those with behaviour support needs. Centrally agreed quality assured Alternative Provision will also provide more options for vulnerable pupils and local schools.
More cost effective provision	The new service model has reduced PRU placement costs, largely due to the refocusing of the BETS service and more appropriate use of teaching and learning responsibility payments in all PRUs. In the longer –term, the more preventative service model should lead to reductions in more costly interventions/specialist placements.

3.23 As part of the project, a service transformation plan has been developed to ensure that the new service develops and embeds new working arrangements successfully, including referral pathways, information management systems and the development of a clear service offer to schools. As part of the plan, performance monitoring arrangements will be reviewed to ensure that the success of the new service model can be assessed and any under-performance can be successfully challenged and improved. This will also help to ensure that both managers and staff are clear about performance and delivery expectations and have the right information to identify and solve service problems at an early stage.

3.24 Some broad non-financial performance measures have also been identified to measure the impact of the transformation project and ensure that benefits are realised (see table below). These will in part be monitored through the corporate strategy reporting process which incorporates targets / measures on attendance and exclusion rates.

<ul style="list-style-type: none"> • Reduction in rate of fixed term exclusions
<ul style="list-style-type: none"> • Reduction in rate of permanent exclusions
<ul style="list-style-type: none"> • Increase in % of PRU pupils leaving KS 4 with GCSE grades A-C and/or vocational qualifications
<ul style="list-style-type: none"> • Increases in Brent school attendance levels and school days lost
<ul style="list-style-type: none"> • Increase in the level of dual placements /registrations with PRUs/Brent schools
<ul style="list-style-type: none"> • Number of children receiving clinical/behavioural support in mainstream school settings/outcomes achieved e.g. evidenced improvements in behaviour and/or mental health and/or exclusions prevented
<ul style="list-style-type: none"> • Number of school based support programmes delivered by the Inclusion Support Team/ school satisfaction ratings.

4.0 Financial Implications

4.1 The full year net cost of the new service is estimated at £4.787m, compared to a previous headline net cost of £4.975m (based on 2013/14 budget costs). This represents a net estimated reduction of £188,000 per annum.

4.2 The remodelling of the service has reduced overall staffing levels but has maintained sufficient resources to deliver the new service offer. £480,000 of the cost reduction will be redirected to fund new initiatives within the service:

Commissioned Services	Description	£ 000's
Clinical input to the inclusion support team	This will include a range of commissioned skills and expertise, including clinical psychology, educational psychotherapy and play therapy.	160
FAIR access payments	To provide schools with additional support to meet costs associated with Fair Access Placements. E.g. teaching asst time or other specialist support.	30
Development of virtual learning platform	To allow children to be taught at home and where necessary, be provided with full time education in line with statutory requirements.	30
KS 1 / KS 2 placements	The new service model does not have an in-house provision for excluded KS 1/2 pupils but has retained resources to purchase specialist support best suited to the needs of an individual child - current market rates at approx. £30-40k per placement	260
	TOTAL	480

The remaining sum of £188,000 will be used to offset the historic deficit on the schools budget.

- 4.3 Within the new service model, 49 per cent of the net budget will be used to fund the pupil referral units compared to 72 per cent under the original service model. This reflects the overall shift away from placed based provision and the increased level of investment in specialist support targeted at mainstream/school settings. In the longer-term increased investment in prevention, especially at primary level, should help to reduce service costs by stopping problems escalating.
- 4.4 Thirty-nine voluntary redundancies, one compulsory redundancy and one termination of a fixed term contract have been agreed to date as part of the restructuring process, leading to one-off redundancy and severance costs of £866,468 and related capital costs of £61,760, all of which will be charged to the Dedicated Schools Budget. All redundancy related costs have been met from within the 2013/14 service budgets included in the scope of the review, meaning that there will not be any longer-term costs for the Council to meet through either the DSG or General Fund.
- 4.5 Finance will work with the service to assess the scope for additional reductions in the non-staffing budgets in 2014/15, based on the new operating model.

5.0 Legal Implications

- 5.1 The service structure will ensure that the Council will be able to meet its legal duties under Section 19 of the Education Act 1996, specifically to provide suitable education at school or otherwise for those children of compulsory school age who by reason of illness, exclusions from school or other issues

may not for a period receive a suitable education unless such arrangements are made for them.

- 5.2 The staffing changes have led to one compulsory redundancy. All staffing changes were managed in line with the Council's Managing Change Policy and in consultation with the trade unions. This helped to manage the potential legal risks associated with any restructuring process, with no formal grievances/appeals registered during the process.

6.0 Diversity Implications

- 6.1 A predictive Equality Impact Assessment was completed to support the review process, with input and support from the Council's Equality Team. This indicated that services to young people of compulsory school age (5-16) who are more vulnerable, at risk of exclusion, or excluded from mainstream school will be enhanced by the new service design, with more focus on preventative work to keep pupils in school, to provide early help to prevent problems escalating and ensure that resources are targeted effectively. The new service model will also provide opportunities to develop more culturally sensitive provision for emerging needs among particular groups, such as Somali and Eastern European children. This should improve outcomes for pupils and increase educational attainment.
- 6.2 In terms of staffing, changes to the service had the greatest impact on women and staff in the 25-50 age groups as these groups form the largest part of the workforce. For most staff, the new structure will provide more opportunities for new ways of working and career development. However, reductions in the number of staff and/or changes in the nature of work has led to some redundancies (all but one on a voluntary basis). Support and training is being provided to help staff adjust to new roles /leaving the Council and are helping to lessen the impact of the changes.

7.0 Child Poverty Implications

- 7.1 While poverty and deprivation are not necessarily an indicator of poor educational attainment and/or behavioural problems, national research shows that pupils who are eligible for free school meals are four times more likely to be excluded from school than their peers in all schools. The Government's Troubled Families Programme also recognises a link between poor school attendance and exclusion and other indicators of vulnerability, including benefit dependency and worklessness within the family. Many pupils referred to the Inclusion and Alternative Education Service within Brent will come from families who are adversely affected by the Government's welfare reform agenda and wider recessionary pressures. The new service will work holistically with families of excluded pupils/ those with behaviour and attendance problems to ensure that wider family support issues, such as parental mental health or financial problems, are effectively addressed. Strong working links with the

Early Help and Family Support Service, Housing Needs and Employment Service will ensure better signposting to and coordination of cases across, wider support services.

8.0 Staffing/Accommodation Implications

- 8.1 There will be some minor changes in accommodation arrangements. In particular, we are currently exploring moving the KS 4 PRU to the KS 3 site (Stag Lane) and relocating the KS 3 PRU to Poplar Grove, partly to address safeguarding, security and service delivery concerns. However, management and teaching/teaching support staff at both centres will be expected to work across both locations. The Health Needs Education Team will be based at Ashley Gardens, with the potential for both services to use the specialist resources at the Village School currently being explored. This change will be subject to a health and safety/risk assessment. All other staff will be based at Brent Civic Centre.

Background Papers

Proposals to restructure Alternative Education, Behaviour and Attendance Services, Consultation Document, 9th September 2013 (includes predictive Equality Impact Assessment)

Response to consultation on the Restructure of Alternative Education, Behaviour and Attendance Services and Final Decisions, 21st October 2013.

Contact Officer:

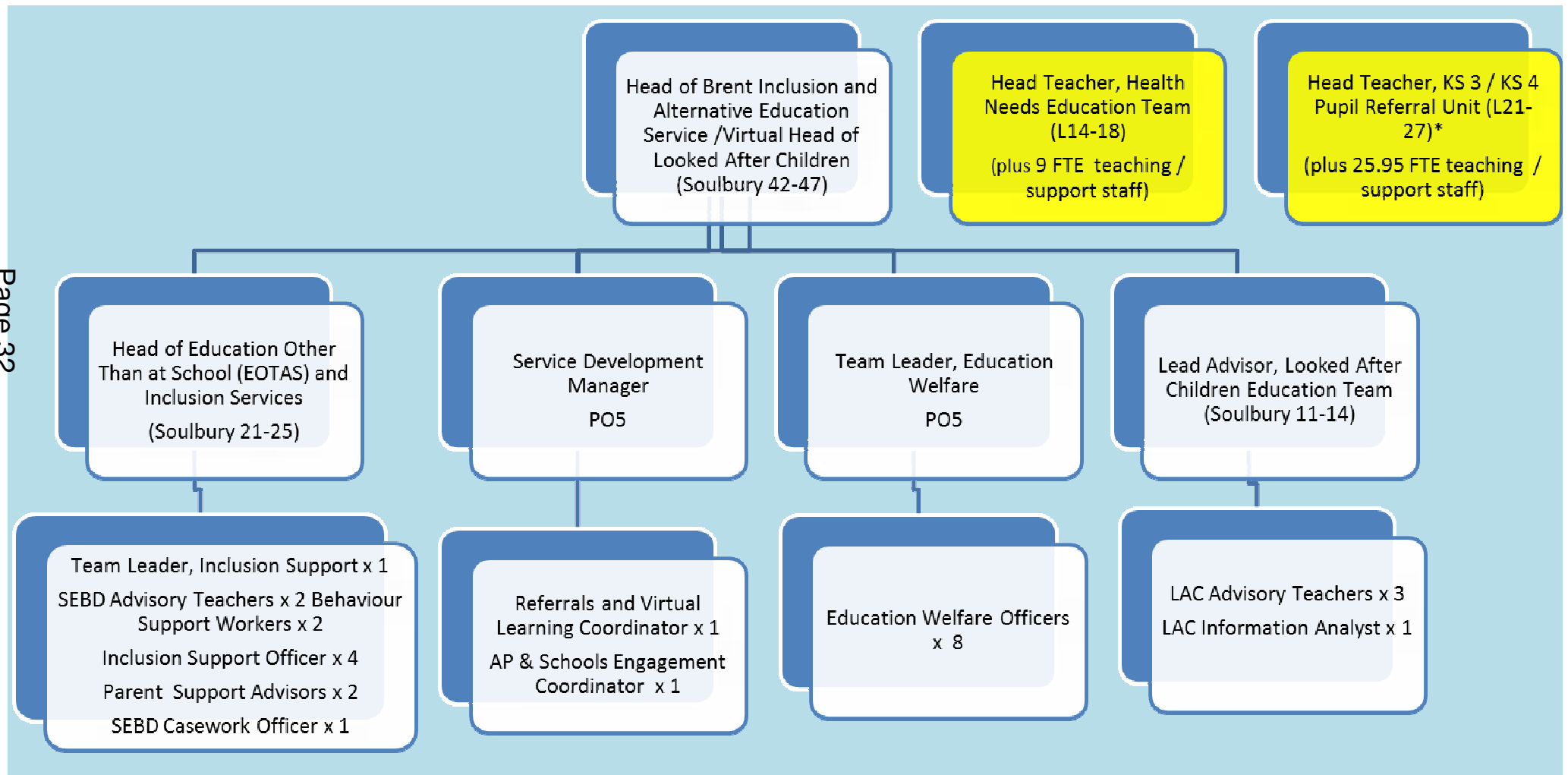
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APPENDIX 1 : INCLUSION AND ALTERNATIVE EDUCATION SERVICE – JANUARY 2014

*The Head Teacher of KS 3-4 PRU and the Head Teacher of the Health Needs Education Service are accountable to the PRU Management Committee and matrix managed by the Committee's Performance Sub Committee and Head of Service.



Children and Young People Overview and Scrutiny Committee Work Programme – 2013/14

Meeting Date	Item	Issue for committee to consider	Outcome	Recommendations
18 June 2013	Brent Youth Parliament	The members of the Brent Youth Parliament will be invited to provide an update on their work since the committee last met, as well as to raise any issues of concern they would like the committee to consider.	BYP has focused on bullying, aiming for a clear and consistent policy across schools. They have been campaigning for the Curriculum For Life, and aim for pupils from each school to join this. Are working to raise awareness of the 16-19 bursary amongst young people.20 th annual Brent Eton Summer School takes place in first week of July.	
	School place strategy report	To consider progress on school place planning and expansion	Report was noted, and that Cheryl Painting would provide further information on detail of works planned at Copland School, and the Equalities Impact Assessment for the School Places Strategy.	
	Inspection of Fostering Service	Members will receive an update on the recent inspection.	Report was noted, and Nigel Chapman would provide further information on the numbers of children placed outside Brent.	
17 July 2013	Brent Youth Parliament	The members of the Brent Youth Parliament will be invited to provide an update on their work since the committee last met, as well as to raise any issues of concern they	BYP has been supporting the Curriculum For Life campaign, holding an event for pupils from six schools. Mosaic and Brent Anti-bullying Council have been	

	<p>Local Safeguarding Children's board annual report</p> <p>SEN update report</p> <p>School places update</p>	<p>would like the committee to consider.</p> <p>To receive a report on the work of the local authority and its partners to ensure safeguarding of children in Brent</p> <p>To consider progress on transformation of special educational needs provision in the borough</p> <p>Standing item to update committee</p>	<p>asked to provide training for young people which can be further cascaded. Councillors are also requested to speak in schools about their work. BYP is concerned about the effect of personnel changes on its support, however while the vacant support post will be filled, it is unlikely to be added to.</p> <p>Since the new chair took office in May 2012, the structure and constitution of the LSCB has been reformed. A report on the Board's audit work will be submitted at a later meeting of the committee, and Child Poverty implications will be submitted for the current paper before the next meeting of the committee.</p> <p>The One Council Project had supported the service to achieve a number of significant improvements regarding issuing of statements, in-borough provision and financial performance. However, demand is projected to increase over the next seven years at least, and the new regime coming into force from 2014 must be planned for.</p> <p>At 12 July 2013 there were 24</p>	
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	<p>Dental health presentation</p>	<p>members of the current situation regarding school places in the borough</p> <p>Overview from the Director of Public Health on dental health issues of children and young people in Brent</p>	<p>children who had not yet been offered a school place (very recent arrivals), with places available for all. There were 205 children without school places but for whom offers had been made. There would be sufficient secondary school places for the 2014/15 academic year due to free schools opening. October's update will include detail on numbers of children not taking up a school place after more than six months.</p> <p>Oral health of under-5s is a key issue for Brent and was the worst in England in 2007-08, causing school absences and acting as a poor indicator for adulthood. An oral health plan is in development focusing on earlier regular brushing with fluoride toothpastes, working with the dental community and training frontline staff. The committee would propose to the relevant NHS body that dental staff be allowed to go into schools to offer checks to pupils.</p>	
<p>10 October 2013</p>	<p>Corporate parenting – annual report</p> <p>Careers Advice</p>	<p>To receive a report on the council's progress and approach to acting as corporate parent of looked after children</p> <p>Report on services on careers</p>		

	<p>Brent Youth Parliament</p> <p>School Places update</p>	<p>advice requested by BYP</p> <p>The members of the Brent Youth Parliament will be invited to provide an update on their work since the committee last met, as well as to raise any issues of concern they would like the committee to consider.</p> <p>Standing item to update committee members of the current situation regarding school places in the borough</p>		
	<p>Brent Youth Parliament (to be limited introductions and participation as members of the committee – confirmed with chair)</p> <p>School standards</p> <p>School places update</p> <p>Working with families update (rescheduled)</p>	<p>The members of the Brent Youth Parliament will be invited to briefly summarise their recent activities and issues in their written update.</p> <p>A report on standards in the borough's schools</p> <p>Verbal update given</p> <p>Update on the council and its partners' work to intervene early to</p>	<p>The update was noted.</p> <p>The report was noted.</p> <p>The update was noted.</p> <p>The update was noted.</p>	

	<p>following lack of time at October meeting)</p> <p>Children's Centres Update</p>	<p>turn round the lives of families with complex needs and to improve our overall approach to improving families' lives.</p>	<p>The report was noted.</p>	<p>A further report was requested analysing the strengths and weaknesses of the Early Years Team be provided to the committee at its meeting in March 2014.</p>
<p>05 February 2014</p> <p>Page 37</p>	<p>Brent Youth Parliament</p> <p>Update on financial management in schools</p> <p>Expenditure of Pupil Premium</p> <p>School places update</p>	<p>The members of the Brent Youth Parliament will be invited to briefly summarise their recent activities and issues in their written update.</p> <p>Members have requested for an annual update. The report will provide information on the auditing procedures and findings from audits for Brent schools.</p> <p>Requested in June</p> <p>Standing item to update committee members of the current situation</p>		

		<p>regarding school places in the borough</p> <p>Alternative education, behaviour and attendance</p> <p>Update on plans to transform the approach in the borough to supporting pupils at risk of exclusion and non-attendance.</p>		
<p>19 March 2014</p> <p>Page 38</p>	<p>Brent Youth Parliament</p> <p>School places update</p> <p>Post-school destinations of pupils</p> <p>Results of LSCB Audits</p> <p>Youth Offending Service report (tentatively scheduled at request of Children & Families)</p> <p>Early Years Service</p>	<p>The members of the Brent Youth Parliament will be invited to briefly summarise their recent activities and issues in their written update.</p> <p>Standing item to update committee members of the current situation regarding school places in the borough</p> <p>Requested by members at June meeting</p> <p>Requested by members following LSCB item at July meeting</p> <p>TBC – added at suggestion of Children & Families</p> <p>An analysis of the strength and weaknesses of the service.</p>		

	Progress on borough plan – children and young people	Report on progress against CYP pledges in revised borough plan		
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Additional Notes

For the next municipal year: Update on the Child Poverty Strategy, a report on the outcomes of the Social Mobility Commission, a report on the outcomes of the Schools Commission.

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