



## Children and Families Overview and Scrutiny Committee

**Tuesday, 23 February 2010 at 7.30 pm**

Alperton Community School, Lower School, Ealing  
Road, Wembley, HA0 4PW

### Membership:

#### Members

Councillors:

Motley (Chair)  
Mrs Fernandes (Vice-Chair)  
Arnold  
Mistry  
J Moher  
CJ Patel  
Tancred

#### first alternates

Councillors:

Hashmi  
Baker  
Thomas  
Kansagra  
R Moher  
Bessong  
Hirani

#### Second alternates

Councillors:

Anwar  
HM Patel  
Mrs Bacchus  
HB Patel  
Singh  
Clues  
V Brown

#### Voting Co-optees

Mr Akisanya  
Mr Lorenzato  
Vacancy  
Vacancy

#### Non-Voting Co-optees

Dr Levison  
Mrs Shalla Tabi

#### Observers

**For further information contact:** Elly Marks, Democratic Services Officer,  
0208 937 1358, [elly.marks@brent.gov.uk](mailto:elly.marks@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
<b>1 Declarations of personal and prejudicial interests</b>	
Members are invited to declare, at this stage of the meeting, any relevant financial or other interest in the items on this agenda.	
<b>2 Deputations (if any)</b>	
<b>3 Minutes of the previous meeting</b>	1 - 12
<b>4 Matters arising (if any)</b>	
<b>5 Early Years Single Funding Formula</b>	13 - 38
During the discussion on the Early Years Single Funding Formula at the last Children and Families Overview and Scrutiny Committee, it was requested that a verbal update on this issue be provided, along with a copy of the report which went to the Executive on the 15 <sup>th</sup> February 2010.	
<b>6 Supporting schools to succeed</b>	39 - 44
This report aims to inform members about the lowest performing schools in Brent, the factors which contribute to their low performance and the actions taken by the LA and the schools themselves to address the challenges.	
<b>7 Tackling homophobic bullying in schools</b>	45 - 46
This report provides the Children and Families Overview and Scrutiny Committee with details on how homophobic bullying in schools is being tackled in Brent.	
<b>8 School Status and Diversity in Brent</b>	47 - 92
This report provides the Children and Families Overview and Scrutiny Community with information on the following areas:	
<ul style="list-style-type: none"><li>• Demographics</li><li>• Types of Schools in Brent</li><li>• Brent's Admission Policies</li></ul>	

- Governing Bodies: details of the law, status, accountability, training, and recruitment
- School Funding

## **9 Transforming Learning in Brent (BSF)**

93 - 98

The Council has been engaged with the entry process for Building Schools for the Future (BSF) for over a year now and on the 30 November 2009 it received the very welcome news that Brent was now successfully on the programme and will be formally starting before 1 April 2010. The report provides the Children and Families Overview and Scrutiny Committee with an update on the programme and the next steps in the process. An outline project timetable is attached as Appendix A.

## **10 Special educational needs: place planning and financial overview**

99 - 108

This report provides an overview of SEN expenditure and an analysis of current and projected demand for SEN placements. It also outlines future plans to meet increasing demand with reference to the Building Schools for the Future 'Strategy for Change' which is currently under development.

## **11 School Places**

A verbal update on issues relating to the sufficiency of primary and secondary school places, the numbers of children currently without a school place and measures taken to provide suitable education provision for children out of school.

## **12 Any other urgent business**

Notice of items to be 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.

## **13 Date of Next Meeting**

The next scheduled meeting of the Children and Families Overview and Scrutiny Committee is scheduled to be held on Thursday 25 March 2010.



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.
- Catering facilities can be found on the first floor near the Grand Hall.
- A public telephone is located in the foyer on the ground floor, opposite the Porters' Lodge



## LONDON BOROUGH OF BRENT

### MINUTES OF THE CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE

Tuesday, 15 December 2009 at 7.30 pm

PRESENT: Councillor Motley (Chair) and Councillors Arnold, Mistry and Tancred, together with Mr Lorenzato (Voting Co-Optee)

Also Present: Councillor Wharton (Lead Member, Children and Families) and Mrs L Gouldbourne (Observer - Teachers' Panel), Ms Jolinon (Observer - Teachers' Panel), Ms J Cooper (Observers - Teachers' Panel) and Rizwaan Malik (Observer - Brent Youth Parliament Representative)

Apologies were received from: Councillors Mrs Fernandes, J Moher and CJ Patel

#### 1. **Declarations of personal and prejudicial interests**

None declared.

#### 2. **Minutes of the previous meeting**

RESOLVED:-

that the minutes of the previous meeting held on 21 October 2009 be received and approved as an accurate record subject to the following;

(i) to add Mr Lorenzato to the list of members present.

(ii) *Clause 4 – School Places in Brent, paragraph 2:*

Delete 'September 2010' and insert 'September 2013'

(iii) *Clause 6 – Annual Report of Brent Youth Parliament (BYP 2008-09):*

To add in between paragraph 6 and 7: "Members discussed the need for ensuring that information regarding the Youth Parliament gets fed back to schools. The importance of representatives sharing ideas and raising issues with their local Councillors was also noted.

#### 3. **Matters arising**

##### Allocation and Funding of Nursery Places

Following a request for an update on this item, Councillor Wharton (Lead Member for Children and Families) informed the Committee that this issue was considered

at the Schools Forum meeting on the 9<sup>th</sup> December, on the same day that the Children's Minister announced that the introduction of the Early Years Single Funding Formula, under certain circumstances and conditions, would be delayed by a year. He explained, however, that the Government were inviting those local authorities who were ready to implement the funding formula to take part in pathfinders. He stated that therefore the Executive would need to decide whether to go ahead or to delay the introduction of the formula when the proposals go to the Executive in January 2010. Councillor Wharton reminded the Committee of the significant progress Brent had made in developing the Early Years Single Funding Formula. He added that there were a number of authorities who had suggested that they would be starting implementation in April 2010.

It was noted by the Committee that the Schools Forum had overwhelmingly voted in favour of asking the Council to delay implementation for a year. Furthermore, a view was put forward that it was not just representatives from the private, secondary and independent sector that had concerns regarding the proposals but that a number of head teachers had also expressed a concern at the Schools Forum. As a result of this and out of concern for a possible adverse impact on the private, independent and voluntary sector, Councillor Arnold proposed that the Executive be asked to endorse the Schools Forum's recommendation that the implementation of the Early Years Single Funding Formula be delayed until April 2011 and this was supported by Councillor Mistry. The Chair and Councillor Tancred in response expressed a concern that the Committee did not have enough information before it to make such a recommendation. However, following a vote the proposal was supported.

Councillor Wharton then explained that the Executive would also be asked to agree an interim process for one year until September 2011 for the allocation and funding of full time Early Years places with implementation from September 2010. He added that the Schools Forum had agreed to this.

It was requested by the Chair that a verbal update and a copy of the report, which was due to go to the Executive in January 2010, be provided to this Committee at the next meeting in February 2010.

RESOLVED:-

- i) that the Executive be asked to endorse the Schools Forum's recommendation that the implementation of the Early Years Single Funding Formula be delayed until April 2011;
- ii) that a verbal update and a copy of the report, due to go to the Executive in January 2010, be provided to this Committee at the next meeting in February 2010.

#### **4. Youth Crime Prevention: the work of the Youth Offending Service**

Anita Dickinson (Acting Head of Brent Youth Offending Service) introduced the report which outlined the work of the Youth Offending Service (YOS). She began by providing the Committee with a brief overview of services provided by the YOS and the recent changes to the youth justice system as a result of the Criminal Justice

and Immigration Act 2008, including the introduction, from 30<sup>th</sup> November 2009, of the Youth Rehabilitation Order which was a new community sentence for young offenders.

Anita Dickinson then provided the Committee with an update on the preventative programmes which were being run by the YOS, including the introduction of the Triage Scheme. She explained that the Triage model was first proposed in the Youth Crime Action Plan (YCAP) and had been piloted by other boroughs very successfully. Brent, she stated, was currently running a pilot based on the reduced version of this full scheme. The aim of the scheme, she added, was to prevent young people from being given a Reprimand or Final Warning unless necessary. She noted that Brent was not in receipt of YCAP funds, nor had any additional monies been identified to deliver the programme. The pilot, she explained, was being run from existing resources. Anita Dickinson also highlighted some of the work which had been taking place across services, including a review of the YOS and Social Care Protocol and the introduction of the Family Intervention Project which was one of the delivery mechanisms for the Think Family approach. The Think Family approach, she explained, was aimed at transforming the way we work with families, seeking to move towards inter-agency and inter-departmental approaches to service delivery.

In the discussion which followed, the benefits of the Triage scheme were noted by the Committee. Following a question regarding whether any possible sources of funding had been identified for the running of the scheme in the future, Anita Dickinson explained that no sources had been identified. She added that £50,000 a year would be required to have a YOS staff based at the Wembley custody suite. She stated that if the funding could not be found, she would consider using funding from other interventions to fund the Triage scheme as she believed it to be such an important scheme which was proving to be very successful.

The importance of the Think Family approach was noted by the Committee. It was also noted that a task group would be looking at this approach in more detail. In response to a query regarding how many families would benefit from the Family Intervention Project, Anita Dickinson explained that funding allowed for 3 key workers who would work with 4-6 families at any one time. She explained that whilst there were more families than this who were in need, that this was a good start and that the model may be able to be adapted to accommodate more families in the future. A concern was raised that there was a danger that if the work load was to become too great, the project may not achieve its aim. It is for this reason, Anita Dickinson explained, that a key worker was not allowed to support any more than 6 families at one time.

It was noted by the Committee that overcrowding often played a significant role in young people's lives and could be a significant factor in causing young people to offend. Anita Dickinson informed the committee that it was through the Think Family approach that issues such as overcrowding could emerge. She explained that if it became apparent that overcrowding was a major problem for a family, intervention could then focus on how to tackle this issue. Following a question regarding whether the support through the Family Intervention Project would get extended to wider family and peer groups, Anita Dickinson explained that whilst it would not be a primary aim, it would be likely that in some circumstances a key worker would work with wider groups to meet the needs of the family. Following a concern raised

regarding the disproportionate amount of young people in care who commit offences and the need therefore to help these families, Anita Dickinson explained that the YOS offered parenting intervention and support to any type of carers. With regards to the Family Intervention Project, she explained that the families in the Family Intervention Project were probably more likely to be birth families as it was hoped that children in care would not be going to families who needed intensive support.

In response to a question regarding whether the Youth Offending Team should carry out preventative work on children below the age of 8 years, Anita Dickinson explained that whilst early intervention from a variety of agencies was needed below the age of 8 years, this would be too young to focus on crime. Also, she added that the team did not have the necessary expertise to work with those younger than 8 years old.

It was asked by the Brent Youth Parliament Representative how young people were being informed of the variety of orders and agreements which were used when a young person commits an offence. In response, Anita Dickinson stated that a young person would need to know about the types of orders and agreements used if they were ever brought to a police station after committing an offence and that there were leaflets available in police stations which would explain this to them. She added that the Youth Parliament could play an important role by informing young people of the impact that a reprimand and final warning could have on their life chances. In response to another enquiry, she explained that young people who were engaged with the YOS were continuously asked to provide feedback as to their experience of the service.

RESOLVED:-

- i) that the report be noted;
- ii) that the Youth Offending Task Group could also explore in more depth the specific issues detailed in the report. It was suggested that the following issues be included:
  - a) the outcome of the research currently underway by London Metropolitan University into the question of gangs and how the Children and Families Department could work with partner agencies to respond to the issues identified;
  - b) the likely impact of the 'Think Family' approach on how Brent Council delivers services to reduce youth offending and reoffending alongside other unwanted outcomes for children and young people.

## 5. **Update on the transfer of responsibility for 16-19 education**

The Committee agreed to take this item before the item on improving outcomes for underachieving groups.

John Galligan (Strategic Co-ordinator for 14-19 Education and Training) introduced the report which provided the Committee with an update on the transfer of



responsibility for 16-19 provision from the Learning and Skills Council to the local authority. He explained that the Apprenticeship, Skills, Children and Learning Act had transferred the Learning and Skills Council (LSC) responsibilities for the funding and commissioning of 16-19 education provision to local authorities from 1<sup>st</sup> April 2010. He stated that the transfer of these responsibilities would help ensure that provision meets the needs of young people and that their outcomes improve. He informed the Committee that the LSC currently fund 6,048 places for 16-19 year old learning in Brent this academic year and that this represented a total budget of nearly £33 million. He added that approximately 35% of Brent's 16-19 year olds learners were from other local authority areas and that 45% of Brent's 16-19 year old residents studied in other boroughs.

John Galligan highlighted the local authority's new commissioning responsibilities as set out in the report. He added that Brent Council's Children and Families Department had established the 16-19 Funding and Commissioning Steering Group in March 2009 to plan the transfer of responsibilities. Furthermore, he informed the Committee of the 3 new national organisations which had been established to support the process. He explained that the London Regional Planning Group has been set up to lead and support local authority led 16-19 commissioning in London and that Brent would be a member of two inter-borough commissioning groups based upon the travel to lean patterns as set out in paragraph 3.3 of the report.

John Galligan set out the proposed commissioning principles which the commissioning process must be based upon. He informed the Committee that 'value for money' had since been added as an agreed principle. He stressed the need for the other relevant boroughs to be signed up to these same principles. John Galligan also highlighted the commissioning priorities which included local, regional and national priorities. The local authority would, he explained, be responsible for monitoring the success of all provision commissioned by the LSC that finishes or starts after April 2010. He added that LSC was legally responsible for commissioning places for the academic year commencing September 2010 and that local authority officers were developing their skills by supporting the LSC's final commissioning round. John Galligan concluded by setting out some of the challenges that Brent faced, which included the need for ensuring that high quality impartial information, advice and guidance would be available to learners and the fact that whilst the proportion of Brent's young people attaining level 2 by age 19 and level 3 by 19 was above the national average, there were significant differences between groups of learners such as between those who received free school meals at age of 15 and those that did not.

In the discussion which followed, the Committee considered the implications of the new responsibilities. It was felt that the new responsibilities would provide the local authority with an important opportunity to improve young people's provision and job opportunities. It was noted that the Committee were in support of the principles of commissioning as set out in paragraph 4.6 of the report. It was mentioned, by a member of the Committee, that there was a need to ensure that Brent was able to provide a wide ranging curriculum in order to encourage young people to remain studying in the Borough. The fact that a number of post 16 year olds were travelling out of the Borough to undertake foundation learning as there was a lack of provision in the Borough was discussed. In addition, it was noted that there was a need to ensure that provision was matched with current skills gaps in the Borough.

A concern was raised by Mrs Gouldbourne (Observer – Teachers’ Panel) that the 16-19 Funding and Commissioning Steering Group did not have a teacher representative on the group, thus was lacking input from those who were delivering the commissioned service. In response, John Galligan stated that he would feed this comment back. However, he noted that the 14-19 Partnership, that included representation from schools and the Secondary Education Improvement Partnership, which was made up of all headteachers and the college vice-principal, were being consulted at each stage of the planning. Legally he stated that the local authority was the lead commissioner. He explained that there must be clear separation between this role and the education providers that were being commissioned. He added that he did see a role for the Schools Forum in the future.

The importance of providing quality information advice and guidance to support young people in their choices and inform parents was noted by the Committee. The fact that often young people did not understand the transition to Level 3 and therefore did not appreciate what was involved was raised. With regards to the significant differences between groups of learners, John Galligan explained that free school meals was just one example of the gaps that needed to be narrowed. In response to a query regarding the monitoring of truancy and attendance when pupils go outside the borough, John Galligan (Strategic Co-ordinator for 14-19 Education and Training) explained that it was the responsibility of the local authority where the establishment was to monitor these.

RESOLVED:-

- i) that the information provided in the report and the implications for the local authority and Brent’s young people as discussed at the meeting be noted;
- ii) that the commissioning principles, as set out in paragraph 4.6 of the report, be noted.

## 6. Improving outcomes for underachieving groups

Rik Boxer (Assistant Director Achievement and Inclusion) introduced the report which provided the Committee with an update on the impact of the work which had been carried out to improve outcomes for Black Caribbean and Somali pupils and an overview of the 5 Every Child Matters outcomes for the White British, White Others and White Irish groups in Brent.

Rik Boxer highlighted the significant improvements which had been made in the outcomes for Black Caribbean and Somali Pupils. He explained that whilst these improvements were encouraging, further improvement was still needed. He informed the Committee of the ongoing work which was taking place to ensure continued improvement. He explained that an improving outcomes strategy group had been set up, as well as three multi agency groups which were responsible for looking at the following three areas; improving outcomes for 9-13 years olds, improving outcomes for 14-19 year olds and reducing Black Caribbean exclusions.

Rik Boxer then provided the Committee with an overview of the performance of White British, White Other and White Irish groups in Brent. By doing so he drew on

a range of data which was currently available to the local authority, including the fact that in 2009 31% of White British pupils in receipt of free school meals (FSM) achieved 5A\*-C GCSE including English and Mathematics compared to 40% of all Brent pupils in receipt of FSM. He also highlighted that whilst the numbers of young people not in education, employment or training (NEET) were generally low, the number of pupils from White British heritage who were NEET was growing. In addition the Annual Activity Survey showed that the white categories had a far higher percentage of young people who were not entering education compared to all other groups. Furthermore, he drew the Committee's attention to the data available in the report on exclusion rates, the number of children on children protection plans and the number known to the Youth Offending Service from White British, White Other and White Irish.

Rik Boxer concluded his presentation by providing the Committee with some examples of the work which was being undertaken to secure future improvement, including the work being carried out to help those young people not in education, employment or training and the particular focus which the action plan, created by the School Improvement Service in partnership with three other neighbouring authorities, had on improving the attainment of white boys on FSM. He added that the improving outcomes strategy group would be looking at the additional data for these three heritage groups to consider whether or not there was a case to widen the focus of the improving outcomes group to include this strand of work.

In the discussion which followed, the Committee noted the increase in child protection plans for White British and White Other pupils. Rik Boxer explained that there had been an upward trend in the number of children who were subject to child protection plans in general. Following an enquiry, Rik Boxer explained that he was able to provide Members the data which compared the achievement of White British pupils who received FSM with other groups who were in receipt of FSM.

Harbi Farah from the Help Somali Foundation expressed a concern about the underperformance of Somali pupils. Rik Boxer explained that in recognition of the significance of this issue, there was a lot of work being carried out to tackle the problem, including, for example, tailored support within schools, the sharing of best practice and data between schools and the increase in the number of Somali teaching assistants within schools. On a more general level, he added that school funding had become more sensitive to the needs of groups who were in poverty and experiencing challenging circumstances. The Chair reminded the Committee that there had been a task group which had specifically looked into this issue.

RESOLVED:-

that the following be noted:

- a) progress to date for particular underachieving groups, namely Black Caribbean and Somali pupils;
- b) the overview of the performance of White British, White other and White Irish heritage groups in Brent;
- c) action being taken to secure future improvements.

## 7. **Special Educational Needs: update on progress of SEN Improvement and Efficiency Review**

Rik Boxer (Assistant Director Achievement and Inclusion) introduced the report which provided the Committee with an update on the progress of the SEN Improvement and Efficiency Review and other SEN developments. Rik Boxer explained that the SEN Improvement and Efficiency review was currently at the evaluation and analysis stage and that whilst interim findings had yet to be formally reported, there were a number of emerging issues which were likely to be included in future improvement programmes. He drew attention to these emerging findings, which were that there continued to be insufficient in-Borough provision for children with SEN; that there was an opportunity to explore alternative models for commissioning out-Borough placements, joining up education and social care commissioning arrangements and thirdly that the strategic management of SEN needed to be strengthened.

Rik Boxer concluded by providing the Committee with an update on other SEN developments, which included the results of Ofsted school reports since September 2006 and July 2009, the latest comparable data on the attainment and progress of pupils with SEN, the rolling programme of SEN audits of mainstream schools which had been introduced and a list of terminology that had been listed in the report at the request of the Committee.

In response to a query regarding what the increase in the number of new assessments leading to statements were, Rik Boxer explained that in the year 2006 there were approximately 200 new assessments leading to statements and in 2009 there was just short of 300. He stated that whilst there had been an increase across a spectrum of needs, there had especially been an increase in the number of children with autism. In response to another question, he explained that there were approximately 1600 statements maintained by Brent in total. In answering how many pupils needed some sort of support in Brent, Rik Boxer stated that 20-25% of pupils had some sort of need for support. It was noted that information on the shortage of school places for SEN children would be useful.

Following a comment regarding the need for quality data on the attainment and progression of pupils with SEN for all schools in Brent, Rik Boxer explained that whilst comparative information was not currently available, the new progression guidance would help ensure that more robust data would be available. Following a request for more information on the proposed transformation programme, Rik Boxer explained that there would be a number of interrelated strands of activities undertaken. He added that the programme would require some investment of resources initially in order for savings to be made in the longer term. He explained that it would be project managed by a dedicated specialist project manager and that the progress of the programme would be monitored closely. He added that it was similar to the model which had been successfully used to drive through the Social Care Transformation Programme.

It was asked whether there was a policy of ensuring that children from specialist schools spend at least some time in mainstream schooling a week. It was noted that often the distance to travel between schools and time off the timetable made it difficult to make the arrangements and that co-location would be an excellent way to solve these difficulties. In response, Rik Boxer stated whilst there was some

evidence of linkage, more could be done around this. It was asked whether the Building Schools for the Future programme would provide an opportunity for co-location as this seemed like a good opportunity to do so. In response, Rik Boxer explained that each secondary school would have a 'centre of excellence' which would provide provision for children with moderate needs. Ms Cooper (Observer - Teacher's Panel) noted that Manor School was currently applying for funding for Malorees School and Manor School to work together and that she believed that there were examples of this sort of practice happening elsewhere.

Ms Cooper (Observer - Teacher's Panel) raised a concern, in relation to the funding formula for specialist schools, that Band 6 did not allow for one to one staffing but that Hay Lane had continued to take children on who had needed one to one support. She added that there was a concern that when Hay Lane and Grove Park merged, the funding required to provide the one to one support needed for some of the children would not be available. She added that it had been assumed that the children would go to the new school and not out of the Borough. Rik Boxer explained that there were no plans for the children to go out of the Borough. He added that the funding and banding system would be reviewed on a year to year basis.

In responding to a question regarding whether resources could be allocated to a pupil with special educational needs quicker than the 26 weeks it takes for the statementing process to be completed, Rik Boxer explained that funding was currently allocated once the statutory assessment was completed and that this did take 26 weeks as set out in law. He added that the alternative would be to use a different route for individual funding for children with SEN in mainstream schools outside the formal statementing process. There would, he explained, be the possibility, in some cases, of funding being provided outside the statutory assessment process through the provision of individual pupil support agreements. Councillor Wharton explained that the Schools Forum had discussed this issue at the last Schools Forum meeting. He added that there would be cost implications because it would mean that the resources would need to be allocated to schools earlier than under the current statementing system. Rik Boxer stated that a set of proposals would be developed and would be looked at by the Schools Forum.

In order to gain a more thorough understanding of SEN provision in the Borough, the Chair requested that the following additional information be provided to the Committee in time for the next meeting; a comprehensive needs analysis with a projection of need for the future; a financial breakdown of resources used for SEN; and in recognition of the opportunity that Building Schools for the Future would provide, information on what the strategic input regarding SEN provision would be in the Building Schools for the Future programme.

It was noted that the BEST team should complete the review by the end of the year. Rik Boxer stated that a report would then be completed based on the final findings and would hopefully be available in time for the next meeting.

RESOLVED:-

- i) that the report be noted;

- ii) that the following information be provided to the Committee in time for the next meeting in February 2010:
  - a) comprehensive needs analysis and a projection of need for the future
  - b) a financial breakdown of the resources used for SEN.
  - c) what the strategic input regarding SEN provision would be in the Building Schools for the Future programme.

## 8. **Building Schools for the Future (BSF)**

Councillor Wharton (Lead Member for Children and Families) introduced a report that was circulated during the meeting, which provided the Committee with an update on the Council's bid to secure early entry into the BSF process. He informed the Committee of the good news that Brent was now successfully on the programme and would be formally starting before 1 April 2010.

Councillor Wharton then set out the next steps and drew the Committee's attention to the appendices of the report which provided an outline project timetable for the first two and a half years and a procurement timetable. He then highlighted the 4 schools which would be taking part in the first phase.

In response to a request for more information on what would be happening in each school, Councillor Wharton reminded the Committee that it would be two and a half years before the building work was due to begin and so that therefore this level of detail was not available at this stage. The Chair asked whether a set of priorities for each school had been created. In response Councillor Wharton explained that they were very broad at this stage. The Chair suggested that as well as BSF being a standing item on the agenda that this information should be provided to the Committee as soon as the level of detail becomes available.

Councillor Wharton suggested that the Committee may want to consider how it would become involved with the BSF process and how it would want to be updated on progress. He added that the Committee may wish to receive the reports that would be going to the BSF Programme Board.

RESOLVED:-

that the update be noted and that information on the priorities and plans for each school be provided once available.

## 9. **School places in Brent**

Councillor Wharton (Lead Member for Children and Families) introduced a briefing paper that was circulated at the meeting, which provided the Committee with an update on the sufficiency of primary and secondary school places and the numbers of children currently without a school place as of 4<sup>th</sup> December 2009. He explained that the situation had not greatly changed from the last update. As part of an update

in the situation at primary level, he stated that there was still a significant shortage of reception places, but that they were looking to open up additional places in the new term. He then drew the Committee's attention to the information in the briefing note regarding the 11+ transfer for September 2010, including the fact that there would be more places available for September 2010 due to the planned opening of the Ark Academy. Councillor Wharton also highlighted the situation regarding casual in year secondary admissions and full year figures for secondary aged new arrivals. With regards to the number of secondary aged children out of school, the Committee noted that the total number of secondary aged children out of school had risen from 45 on the 20<sup>th</sup> October 2009 to 88 on the 4<sup>th</sup> December 2009.

RESOLVED:-

that the update be noted.

**10. Date of next meeting**

It was noted that the next meeting of the Children and Families Overview and Scrutiny Committee was scheduled for Tuesday 23 February 2009. The Chair informed the Committee that this meeting would be held at Alperton Community School.

**11. Any other urgent business**

None.

The meeting closed at 10.30 pm

W.MOTLEY  
Chair

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**Executive**  
15 February 2010

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

Wards Affected:  
ALL

**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**

Forward Plan Ref: C&F-09/10-15

## **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 201; 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

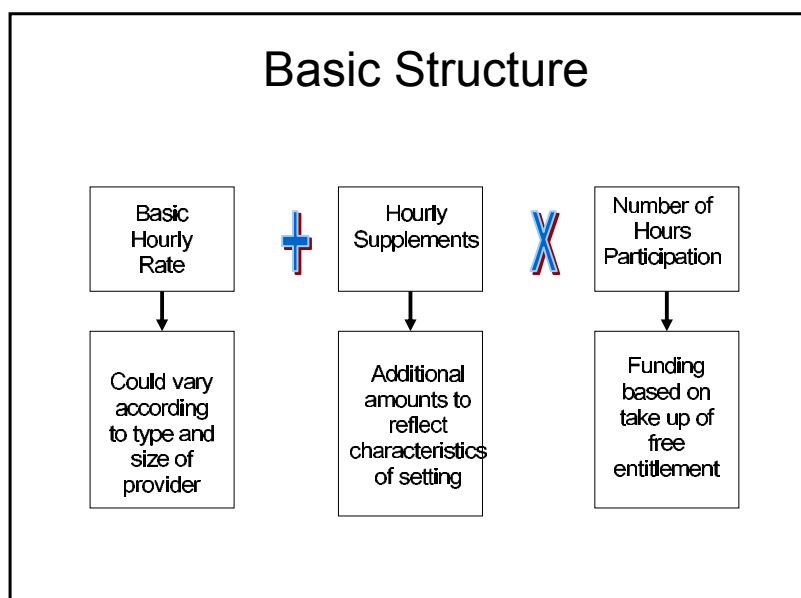
4.3 January 2010 SF reconsidered their December decision to delay the EYSFF having had more time to review the Ministers December statement and the advantages of an April implementation given the significant progress the Council has made in developing the EYSFF framework. SF unanimously voted to recommend 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 2009<sup>1</sup> 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
  - Quality

<sup>1</sup> Implementing the Early Years Single Funding Formula Practice Guidance July 2009

- 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
- PVI's                                    £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:

- PVI's 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 PVI's	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 and 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	Rate per Hour of Free Entitlement	Notes
Basic Hourly Rate	£3.25	
Deprivation Supplement (average across all providers)	£0.43	Each provider will have a payment based on their aggregate IMD score for each child
Quality Supplement: Staff <ul style="list-style-type: none"> <li>• Enhanced</li> <li>• Standard</li> </ul>	£0.10 No payment	
Quality Supplement: Ofsted <ul style="list-style-type: none"> <li>• Outstanding</li> <li>• Good</li> <li>• Satisfactory</li> </ul>	£0.10 £0.05 No payment	
Flexibility <ul style="list-style-type: none"> <li>• Fully flexible</li> <li>• Partially flexible</li> </ul>	£0.30 £0.15	
Hourly Rate Impact <ul style="list-style-type: none"> <li>• Maximum</li> <li>• Minimum</li> </ul>	£4.18 £3.68	

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 PVIs 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 3<sup>rd</sup> 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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John Christie  
Director of Children and Families

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.



### Consultation Feedback

#### Consultation Process

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

#### 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
- PVI's 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
<b>Single Funding Formula</b>	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
<b>Full Time Place Allocation</b>	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

## Criteria for Allocation of Full Time Early Years Place

<b>Compulsory National Criteria</b>	<b>The family are in receipt of one or more of the following</b>
	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
<b>Suggested Local Criteria</b>	<b>Family Characteristics</b>
	Asylum seeking/refugee
	<b>Parental Characteristics</b>
	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
	<b>Child Characteristics</b>
	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	

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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
<b>Total Primary Schools</b>		<b>6,256,261</b>	<b>6,926,397</b>	<b>11%</b>	<b>670,136</b>	<b>167,534</b>	<b>335,068</b>	<b>502,602</b>
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
<b>Total Nursery Schools</b>		<b>1,921,656</b>	<b>1,803,253</b>	<b>-6%</b>	<b>-118,403</b>	<b>-29,601</b>	<b>-59,201</b>	<b>-88,802</b>
<b>Total all Schools</b>		<b>8,177,917</b>	<b>8,729,650</b>	<b>0</b>	<b>551,733</b>	<b>137,933</b>	<b>275,866</b>	<b>413,800</b>

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 Alpertown 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
Hopscoth 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
Kindercare 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
<b>Financial Impact Private Sector</b>		<b>3,199,174</b>	<b>3,147,699</b>	<b>-2%</b>	<b>-51,475</b>	<b>-12,869</b>	<b>-25,738</b>	<b>-38,607</b>
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
<b>Financial Impact Voluntary Sector</b>		<b>188,101</b>	<b>189,869</b>	<b>1%</b>	<b>1,767</b>	<b>442</b>	<b>884</b>	<b>1,326</b>
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
<b>Financial Impact Independent Sector</b>		<b>296,739</b>	<b>354,810</b>	<b>20%</b>	<b>58,071</b>	<b>14,518</b>	<b>29,036</b>	<b>43,554</b>
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
<b>Financial Impact Child Minder Sector</b>		<b>10,229</b>	<b>10,124</b>	<b>-1%</b>	<b>-105</b>	<b>-26</b>	<b>-52</b>	<b>-78</b>
<b>Total PVIs</b>		<b>3,694,242</b>	<b>3,702,501</b>	<b>0%</b>	<b>8,259</b>	<b>2,065</b>	<b>4,129</b>	<b>6,194</b>
<b>Grand Total</b>		<b>11,872,159</b>	<b>12,432,151</b>	<b>5%</b>	<b>559,992</b>	<b>139,998</b>	<b>279,996</b>	<b>419,994</b>

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## Children and Families Overview and Scrutiny Committee 23 February 2010

### Report from the Director of Children and Families

For Action

Wards Affected: ALL

## Supporting schools to succeed

### 1.0 Summary

- 1.1 This report aims to inform members about the lowest performing schools in Brent, the factors which contribute to their low performance and the actions taken by the LA and the schools themselves to address the challenges.

### 2.0 Recommendations

- 2.1 Members are invited to note:

- the improvements made by a number of low performing schools
- the action taken by schools and the School Improvement Service to secure improvements

### 3.0 Detail

#### 3.1 Schools in an Ofsted category

There are currently 3 schools in Brent in an Ofsted category (see Appendix A). Two of these are schools judged by Ofsted as requiring significant improvement in one or more areas and which have been issued with a Notice to Improve. One has been judged to need special measures. This reflects inspectors' serious concern about the school's performance against a range of indicators, including standards and progress.

- 3.2 Over the last three years, (academic years 2007-2008, 2008-2009 and 2009-2010 to date), there have been 8 schools in an Ofsted category.

3.3 Braintcroft Primary was judged inadequate (special measures) in November 2007 and came out of this category in November 2009.

Chalkhill Primary, which had been in special measures since November 2006, came out of this category in July 2009.

Kilburn Park School Foundation went into special measures in March 2006 and came out of this category in November 2007.

Lyon Park Junior went into special measures in October 2009, and is still in this category.

Newfield Primary was issued with a Notice to Improve in May 2008, and came out of this category in July 2009.

Stonebridge School went into special measures in June 2006 and came out of this category in March 2008.

3.4 Two secondary schools, Kingsbury High and Copland, were issued with a Notice to Improve in May 2009. The main issue in each case was the school's failure to meet safeguarding requirements.

3.5 The key factor leading to significant improvement in most of these schools was a change of leadership. As well as new headteachers being appointed to some of these schools, the establishment of soft federations has played an important part in securing improvement. The Chalkhill Primary / Oakington Manor Primary federation, due to end in March 2010, has been very successful. More recently, the substantive headteacher of Lyon Park Infants has now become Executive Headteacher of both Lyon Park Infant and Lyon Park Junior schools.

### 3.6 Other low performing schools

The key national indicators for measuring performance at the end of Key Stage 2 and Key Stage 4 are:

- % of pupils achieving Level 4+ in both English and mathematics
- % of pupils making 2 levels of progress in English from Key Stage 1 to Key Stage 2
- % of pupils making 2 levels of progress in mathematics from Key Stage 1 to Key Stage 2
- % of pupils achieving 5+ A\*-C grades at GCSE, including English and mathematics

Each year, schools are required to set statutory targets against these indicators.

- 3.7 The national agencies give close attention to the number of schools in LAs which do not reach the 'floor target'. The floor target for primary schools is now 55% of pupils achieving Level 4+ in both English and mathematics. This floor target has been in place for the last two years. Even before the combined English and mathematics indicator became a statutory target, the national agencies used this data as a benchmark for judging school performance. For secondary schools, the floor target is 30% of pupils achieving 5+ A\*-C GCSEs, including English and mathematics. Schools where performance falls below these floor targets are identified as performing 'below the floor'.
- 3.8 When primary schools fall below this floor target for a significant period, more than 3 years, the National Strategies, on behalf of the DCSF, designate those schools as 'Hard to Shift'. To date, 2 primary schools in Brent have been designated as 'Hard to Shift'. These schools received significant additional funding for 2 years as a lever to improve performance. They both made sound progress and no longer have this designation.
- 3.9 Currently, the School Improvement Service has no significant concerns about attainment or progress in 3 quarters of primary schools. Broadly, in those schools, attainment and progress are at least in line with national averages. In the remaining quarter of schools, attainment and progress may be below national averages overall, or in specific areas. In some of these schools, results fluctuate from year to year, or there is wide variation in performance between English and mathematics. In other schools, pupils do not always make expected progress between Key Stage 1 and 2 (2 levels of progress).
- 3.10 Over the last 5 years, a total of 19 primary schools have fallen below the floor target of 55%: 14 in 2005, 12 in 2006, 9 in 2007, 5 in 2008 and 3 in 2009. Of these schools, 8 have performed below the floor target for 3 or 4 years, and none for 5 years. These are the schools where the challenges set out below have the greatest adverse impact. This decrease represents a positive, declining trend in the number of low performing schools.
- 3.11 Prior to the current floor target being in place, the floor target for primary schools was previously identified as performance which fell below 65% in English and mathematics separately. On this measure, performance in 18 primary schools was below 65% in English over the last 5 years: 8 in 2005, 9 in 2006, 5 in 2007, 3 in 2008 and a dip, 9 schools, in 2009. Performance in only 4 of these schools was below 65% for 3 years or more.
- 3.12 Performance in mathematics fell below 65% in 23 schools: 13 in 2005, 15 in 2006, 11 in 2007, 7 in 2008 and 7 in 2009: overall a positive, declining trend. Performance in 10 of these schools was below 65% for 3 years or more.

3.13 The other key indicator of success is the percentage of pupils making 2 or more levels of progress from Key Stage 1 to Key Stage 2. On this measure, progress in English was below the national average rate of progress in 18 schools in 2007, 16 in 2008 and 12 in 2009. In mathematics, progress was below average in 22 schools in 2007, 22 in 2008 and 15 in 2009. Of these schools, progress was below average (for 3 years) in English in 4 schools, and in mathematics in 7 schools.

3.14 In 2009, there was 1 secondary school in Brent where performance against the 5+ A\*-C GCSEs including English and mathematics measure was below the floor target (an Academy), and 3 other schools (2 Academies) where performance was at or just above the floor target. Performance in 1 of these schools was better than in 2008, in 1 it was the same, and, in the remaining 2, performance declined.

3.15 A number of factors contribute to attainment and/or progress being below average:

- high pupil mobility
- high levels of social and economic disadvantage
- a high number of pupils with particular barriers to learning as a proportion of the school population
- weak leadership
- not enough good teaching

Where the above circumstances combine in particular schools, this compounds the degree of challenge.

3.16 The School Improvement Service regularly analyses the attainment and progress of pupils in each school, comparing these outcomes with Brent and national averages. This enables the Service to form an accurate overview of the performance of each school, as a basis for providing support and challenge for improvement.

3.17 School Improvement Partners (SIPs) play an important role in analysing performance, supporting schools in setting targets for improvement and identifying strategies to tackle weaknesses. Standards are reviewed in detail each autumn and progress in relation to raising standards is checked termly. SIPs are also key to brokering additional support needed to raise standards. Over time these inputs have had a positive impact on standards in many schools, although many challenges remain.

3.19 Other action taken by the SIS has included:

- the establishment of Federations and formal school partnerships
- brokering secondments in order to secure adequate leadership capacity
- implementation of specific programmes such as the National Strategies Improving Schools Programme

- the provision of other support and challenge in accordance with the LA's school improvement policy.

3.20 Partnership working with schools is strong. Headteachers and other senior school leaders engage in vigorous dialogue with their SIPs and other school improvement staff on effective school improvement strategies. Schools also make their own independent decisions about which steps to take in order to make progress.

3.21 Collaboration between headteachers themselves is another strong feature of working in Brent. There are many examples of headteachers seeking advice from other headteachers, without this contact being facilitated by the School Improvement Service.

3.22 Where schools have been successful in raising standards, they have, for example:

- ensured that all staff are held accountable for the outcomes achieved by pupils
- eradicated weak teaching
- made full use of pupil tracking information in order to identify and tackle underperformance promptly
- focused on enhancing the leadership skills of staff at all levels
- worked effectively with their governing bodies
- engaged productively with parents and the local community
- kept all aspects of the school's work under regular review, using the outcomes of self-evaluation to inform further action
- maintained a close focus on the personal development, health and well-being of all pupils
- ensured that an engaging and personalised curriculum is in place

### **Background Papers**

- Support for School Improvement
- Policy on Schools Causing Concern

### **Contact Officers**

Faira Ellks, Head of School Improvement

Director of Children and Families

## **APPENDIX A**

School	School below 55% English and Maths Level 4+				
	2005	2006	2007	2008	2009
Barham Primary School		*			
Braintcroft Primary School		*	*	*	
Chalkhill Primary School		*	*		
Christ Church CofE Primary School		*			
Donnington Primary School			*		
Fryent Primary School		*			
Furness Primary School	*	*		*	*
John Keble CofE Primary School	*	*	*	*	
Kensal Rise Primary School	*	*	*		
Kilburn Park School Foundation		*	*		*
Kingsbury Green Primary School				*	
Mora Primary School	*	*			
Newfield Primary School	*	*	*	*	
Our Lady of Lourdes RC Primary School	*				
St Andrew and St Francis CofE Primary School	*	*	*		
St Mary's Catholic Primary School	*				
Stonebridge Primary School	*	*	*		*

Number of schools in an Ofsted category within the academic year			
	2007-2008*	2008-2009*	2009-2010*
Primary	5 (4 SM, 1Ntl)	3 (2 SM, 1Ntl)	2 (SM) (Now 1)
Secondary	0	2 (Ntl)	2 (Ntl)
Nursery	0	0	0
Special schools	0	0	0
PRU	0	0	0
All	5	5	4 (Now 3)

\*academic year

SM = Special Measures category

Ntl = Notice to Improve category (requiring significant improvement in one or more areas)





## Children and Families Overview and Scrutiny Committee 23 February 2010

### Report from the Director of Children and Families

For Action

Wards Affected: ALL

## Tackling homophobic bullying in schools

### 1.0 Summary

- 1.1 The local authority has been working with the national charity Stonewall to tackle homophobic bullying through its Education Champions Programme. The programme is a two year programme and is aimed at supporting local authorities to work with schools to tackle homophobic bullying. The Strategic Coordinator for Behaviour and Attendance (School Improvement Services) and the Manager of Mosaic (Youth Service) have led the work of the local authority.

An initial survey of schools' anti-bullying policies in October 2008 revealed that 69% of those schools who responded (33%) had some reference to homophobic bullying in their policies. Another survey is being undertaken in February 2010 to see the extent of progress in this area. The DCSF guidance '*Safe to Learn*'; *tackling homophobic bullying* has been used by the local authority to support its work with schools.

The DCSF is intending to require schools to keep records of serious incidents of bullying and is currently consulting, until March 2010, on whether schools will also be required to record what type of bullying has taken place; this would include homophobic bullying. A workshop to tackle homophobic bullying is being held on 9 February 2010, where Brent schools will be sharing their work to tackle the issue.

### 2.0 Details

Local authority guidance for schools on tackling bullying has been updated and includes both advice on how schools can include references to homophobic bullying in their anti-bullying policies and what steps they can take to tackle it.

A number of secondary schools have tackled or have begun to tackle the issue of homophobic bullying. The reasons for schools developing work in this area include: incidents of homophobic bullying in an individual school, students taking the initiative because they have felt it is a type of bullying that they would like to tackle, the use of homophobic language and, in one school, an established structure for sixth formers to develop work in an area of interest to them and they chose to tackle homophobic bullying.

- 2.1 Claremont High school is tackling the use of homophobic language by tackling the inappropriate use of language generally. This message was delivered by students themselves through year assemblies, coordinated by the Pupil Progress Manager with responsibility for anti-bullying work. Students used a variety of methods to convey the message that no inappropriate language is acceptable, for example through the use of rap music. Claremont will be extending their work to include tackling homophobic language as part of the induction programme for new teachers.
- 2.2 The student Behaviour Panel at Preston Manor High School, facilitated by the Head of Inclusion, identified tackling homophobic bullying as an area they wished to tackle during National Anti-Bullying Week in November 2009. During the week, a wide survey of student views was completed, and assemblies were delivered on the issue. The Behaviour Panel is currently analysing the results of the student survey, producing a poster to tackle homophobic bullying and is planning how best to give feedback to students from the student survey.
- 2.3 A sixth form student group, at Queens Park Community School, Envision, led whole-school work to tackle homophobic bullying. Their aim was to create awareness of homophobia in school and make an impact on how it is treated and dealt with. The students enlisted the support of the headteacher from the outset. They organised surveys of two whole year groups to get students' opinions on homophobic bullying, analysed the results and produced this data in graph form. They also delivered assemblies on homophobia and helped update the school's anti-bullying policy.

The group created a Facebook Group, Twitter, Flickr, Blog, YouTube page and linked all of these to their website called *Haware*. They wrote an article for the school magazine and designed posters and logos for their campaign. The students also met with Stonewall, local authority officers and made contact with the Terence Higgins Trust.


- 2.4 Wembley High Technology College was one of the first schools in the local authority to directly tackle homophobic bullying. The work was led by the headteacher and an Assistant Headteacher. Whole-staff INSET was delivered which looked at the issues surrounding homophobic bullying. This was followed by assemblies to all year groups on the issue with the clear message that this type of bullying was as unacceptable as any other type in the college.

The college's message was then reinforced in every form group by work delivered by the form tutor. This highlighted different student views and the opportunity to discuss them was given. Stonewall posters were put up in every classroom. The college will be revisiting this work later in this academic year.

#### **Contact Officers**

Anthony Felsenstein, Strategic Coordinator for Behaviour and Attendance/Lead Officer for Anti-Bullying

Lukasz Koniecz, Manager of Mosaic, LGBT youth group, Youth Service

	<p style="text-align: center;"><b>Children and Families Overview and Scrutiny Committee</b> 23 February 2010</p> <p style="text-align: center;"><b>Report from the Director of Children and Families</b></p>
For Information	Wards Affected: All
<p style="text-align: center;"><b>School Status and Diversity in Brent</b></p>	

## 1.0 Summary

1.1 This report gives information in the following areas:

- Demographics
- Types of Schools in Brent
- Brent's Admission Policies
- Governing Bodies: details of the law, status, accountability, training, and recruitment
- School Funding

## 2.0 Recommendations

2.1 This report is for information; there are no recommendations contained in this report.

## 3.0 Detail

### 3.1 Demographics

3.1.1 Brent is the 15<sup>th</sup> largest borough in London with a population of over 270,600 as per the Office of National Statistics mid-year estimate in 2007.

3.1.2 The borough has the largest proportion of ethnic minorities in London with 71 per cent of the population from an ethnic group other than White British. 54.7% of the population are black and minority ethnic groups, which is double the outer London average. 48% of population born outside of the UK and 130 different languages are spoken in Brent schools. The borough has a high inflow of migration at 9100 in 2006/07, which was the 6th highest in London.

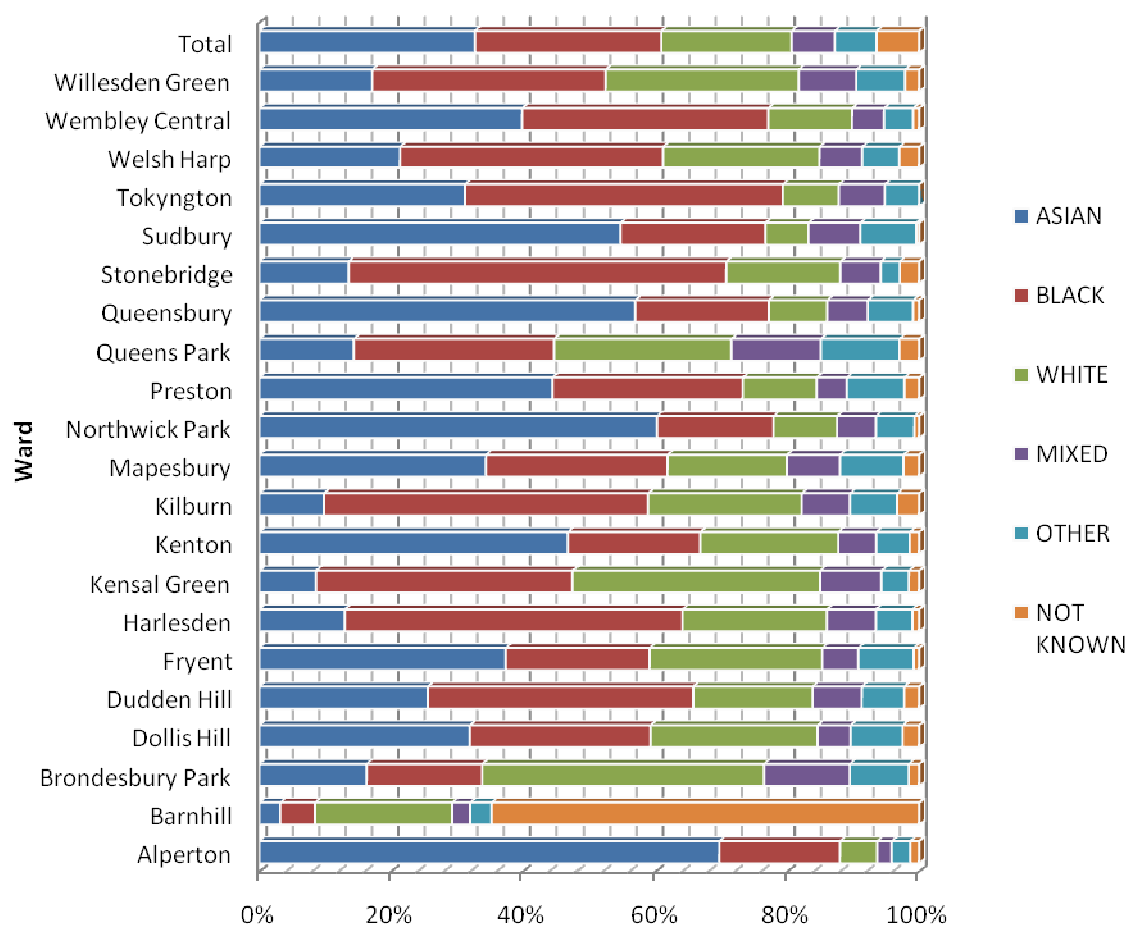
- 3.1.3 In 2007, the GLA released high and low population level projections for Brent's wards. The wards which are predicted to have the highest levels of growth by 2020 are Tokyington, Queensbury, and Mapesbury.
- 3.1.4 The growth in the borough's population is reflected in the increasing demand for school places. Numbers of four year olds on roll are expected to rise strongly over the next three to four years. The Authority has opened two additional classes for reception in September 2009, each offering an additional 30 places. This brings the number of reception places in Brent schools to 3428. Similarly, demand for secondary places is projected to grow over the next ten years.
- 3.1.5 In planning for the future the right balance between supply and demand needs to be struck. Too many surplus places are wasteful of resources, too few and difficulties are likely in providing parents with a school in reasonable walking distance. A margin of 5% surplus capacity is a sensible target.
- 3.1.6 The following table provides the ethnic breakdown of pupils studying in Brent Schools:

Table 1.

ETHNICITY OF BRENT STUDENTS BY SCHOOL TYPE								
Data Source: October 2009 Brent School Census - Primary, Secondary & Special Schools.								
Ethnic Sub-group & Heritage	School Type						Grand Total	
	Primary		Secondary		Special			
Asian	7480	31.6%	6150	34.3%	137	30.0%	<b>13767</b>	32.74%
Black	6917	29.2%	4719	26.3%	191	41.9%	<b>11827</b>	28.12%
White	5547	23.4%	2698	15.0%	78	17.1%	<b>8323</b>	19.79%
Mixed	1669	7.1%	1045	5.8%	41	9.0%	<b>2755</b>	6.55%
Other	1624	6.9%	1048	5.8%	4	0.9%	<b>2676</b>	6.36%
Not Known	428	1.8%	2271	12.7%	5	1.1%	<b>2704</b>	6.43%
<b>Grand Total</b>	<b>23665</b>		<b>17931</b>		<b>456</b>		<b>42052</b>	

- 3.1.7 A breakdown of ethnicity of pupils across Brent schools according to the location of schools is represented in the chart below:

**Chart 1.**  
**ETHNICITY OF BRENT STUDENTS BY SCHOOL LOCATION AND WARDS**



Data Source: October 2009 Brent School Census - Primary, Secondary & Special Schools.  
Reports printed in black & white: Series are from Left to Right (Asian, Black, White, Mixed, Other, Not Known)

### 3.2 **A Good School Place for Every Child in Brent Survey**

3.2.1 In 2008, the Council consulted widely on schools strategy in Brent, receiving over 800 responses. Brent residents were in favour of the Council's strategy for school places and believed that the LA should play a major role in managing and running schools (89% agree). Parent groups were the next most frequently identified (73% agree). Only around four in ten participants felt that charities (38%), faith groups (37%) or private sponsors (36%) should have such involvement in Brent schools.

3.2.2 Around half of the participants, (51%) stated they felt there is not an adequate provision of school places in Brent. The main factor participants felt should be taken into account when considering if to expand on existing schools was, the success of a current school (81% agree). This was followed by parental choice (79% agree); the impact on local residents (77% agree); and finally linking with regeneration projects (67% agree).

3.2.3 The most popular option was to rebuild schools on existing sites (79% agree); followed by building new schools on new sites (if new sites could be identified – 68% agree); and finally expanding existing schools (66% agree).

3.2.4 Just under, 40% of participants felt that the greatest need for additional school places is in the south of the borough. A further, 27% identified all areas across Brent while, 17% stated the north of the borough and 16% identified non-specific areas.

### 3.3 **Buildings Schools for the Future**

3.3.1 Transforming Learning in Brent is the borough's biggest-ever school building investment programme, and is part of the national Building Schools for the Future (BSF) initiative. It is one of 11 boroughs selected to receive a share of £800 million of funding, beginning with an initial sum of up to £80 million.

3.3.2 Brent's Building Schools for the Future programme will:

- transform learning in Brent so that all schools will be outstanding
- empower young people ensuring that the student voice is heard and acted upon
- reach out to families and communities so all young people in Brent have the highest quality education
- regenerate the borough by delivering new school places in areas identified for new housing and population growth.

3.3.3 The schools set to receive initial funding are:

- Alperton Community School
- Cardinal Hinsley Mathematics and Computing College
- Copland Specialist Science Community College
- Queens Park Community School

### 3.4 **Schools in Brent**

3.4.1 The schools in Brent support its cultural diversity. There are 60 primary mainstream schools, all of which except one have nursery provision, 14 secondary mainstream schools including sixth form, 5 special schools (2 primary, 1 secondary and 2 all age), 4 pupil referral units, 4 nurseries and 14 Children Centres. Of the 14 secondary schools, 10 are co-educational, two are girls only (Convent of Jesus and Mary Language College and The Crest Girls' Academy) and two are boys only (Cardinal Hinsley Mathematics and Computing College and The Crest Boys' Academy). The make up of the schools is given in the table below:

**Table 2. Make up of Schools in Brent**

Type	Community	Voluntary Aided				Foundation	Academy	Total
		CE	RC	Je.	Mu.			
Primary								
• Infants	5	-	3	-	-	-	-	8
• Juniors	3	-	3	-	-	1	-	7
• Primary	27	5	5	3	1	3	1	45
<b>Primary Total</b>	<b>35</b>	<b>5</b>	<b>11</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>60</b>
<b>Secondary Total*</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>7</b>	<b>3</b>	<b>14</b>
Nursery	4							
Special Schools	5							
PRUs	4							
Children Centres**	14							

\*Ark Academy is the first all through school in Brent. Reception intake started from September 2008; Secondary classes are planned to commence from September 2010, which will

increase the number of secondary schools to 15. \*\*By 2011, further 6 new Children Centres are planned to be delivered.

### 3.5 Type of Schools

3.5.1 Brent offers parents a choice of different types of state schools for their child. There are various independent schools operating in the borough as well.

#### 3.5.2 1. Mainstream state schools

3.5.3 Brent has three out of the four main types of state schools, which are funded by the LA. They all follow the National Curriculum and are regularly inspected by Ofsted.

3.5.3.1 **a. Community schools** - the LA is the employer but the governing body fulfils most employment responsibilities. The LA:

- employs the staff
- owns the land and buildings
- decides which 'admissions criteria' to use (these are used to allocate places if the school has more applicants than places).

3.5.3.2 Community schools look to develop strong links with the local community, sometimes offering use of their facilities and providing services like childcare and adult learning classes.

**Table 3. List of Community Schools - Primary Sector**

Sr. No.	DCSF No.	School Name	Sr. No.	DCSF No.	School Name
1.	2000	Anson Primary School	19.	2066	Mitchell Brook Primary School
2.	2049	Barham Primary School	20.	2073	Mora Primary School
3.	2075	Braintcroft Primary School	21.	2019	Mount Stewart Infants School
4.	2003	Brentfield Primary School	22.	2018	Mount Stewart Junior School
5.	2006	Byron Court Primary School	23.	2067	New Furness Primary
6.	2007	Carlton Vale Infant	24.	2064	Newfield Primary School
7.	2068	Chalkhill Primary School	25.	2034	Northview Junior and Infant School
8.	2056	Donnington Primary School	26.	2071	Oliver Goldsmith Primary School
9.	2055	Elsley Primary School	27.	2038	Park Lane Primary School
10.	2074	Fryent Primary School	28.	2039	Preston Park Primary School
11.	2072	Gladstone Park School	29.	2042	Roe Green Infants School
12.	2017	Harlesden Primary	30.	2041	Roe Green Junior School
13.	2065	Kensal Rise Primary School	31.	2070	Salisbury Primary School
14.	2024	Kingsbury Green Primary School	32.	2057	The Stonebridge School
15.	2028	Leopold Primary School	33.	2020	Uxendon Manor Primary School
16.	2031	Lyon Park Infants School	34.	3605	Wembley Primary School
17.	2030	Lyon Park Junior School	35.	2053	Wykeham Primary School
18.	2033	Malorees Infants School			

3.5.3.3 **b. Foundation schools:**

- are run by their own governing body, which employs the staff and sets the admissions criteria. Land and buildings are usually owned by the governing body or a charitable foundation.
- a Trust school is a type of foundation school which forms a charitable trust with an outside partner - for example, a business or educational charity - aiming to raise standards and explore new ways of working. The decision

to become a Trust school is taken by the governing body, with parents having input. Brent does not have Trust schools.

**Table 4. List of Foundation Schools - Primary Sector**

Sr. No.	DCSF No.	School Name
1.	5202	Malorees Junior School
2.	5200	Oakington Manor Primary School
3.	2076	Sudbury Primary School
4.	5204	The Kilburn Park School Foundation

**Table 5. List of Foundation Schools - Secondary Sector**

Sr. No.	DCSF No.	School Name
1.	5405	Alperton Community School
2.	5400	Claremont High School
3.	5401	Copland Community School & Tech. Centre
4.	5402	Kingsbury High School
5.	5410	Preston Manor High School
6.	5403	Queen's Park Community School
7.	4006	Wembley High School

- All secondary schools in Brent have Specialist status - such schools have a special focus on those subjects relating to their chosen specialism but must also meet the National Curriculum requirements and deliver a broad and balanced education to all pupils. Examples include sports, technology or visual arts.

3.5.3.4 **c. Voluntary-aided schools** - are mainly religious or 'faith' schools, although anyone can apply for a place. Their faith status may be reflected in their religious education curriculum, admissions criteria and staffing policies. The governing body is the employer and enjoys a slightly greater measure of autonomy than community school governing bodies. As with foundation schools, the governing body:

- employs the staff
- sets the admissions criteria
- School buildings and land are normally owned by a charitable foundation, often a religious organisation. The governing body contributes to building and maintenance costs.

#### **List of Voluntary-aided Schools - Primary Sector**

**Table 6. Church of England**

Sr. No.	DCSF No.	School Name
1.	3301	Christ Church Brondesbury CE Primary School
2.	3302	John Keble CofE Primary School
3.	3303	Princess Frederica CE Primary School
4.	3305	St Andrew & St Francis CE Primary School
5.	3308	St Mary's CE Primary School



**Table 7. Roman Catholic**

Sr. No.	DCSF No.	School Name
1.	3507	Convent of Jesus & Mary Infants
2.	3510	Our Lady of Grace RC Infants School
3.	3500	Our Lady of Grace RC Junior School
4.	3508	Our Lady of Lourdes RC School
5.	3509	St Joseph RC Infants School
6.	3501	St Joseph's Junior School
7.	5203	St Joseph's Primary School
8.	3511	St Margaret Clitherow Primary School
9.	3505	St Mary Magdalen's RC Junior Mixed School
10.	3602	St Marys RC Primary School
11.	3506	St Robert Southwell RC Primary School

**Table 8. Jewish**

Sr. No.	DCSF No.	School Name
1.	3603	Avigdor Hirsch Torah Temimah Primary School
2.	3601	Michael Sobell Sinai School
3.	5201	North West London Jewish Day School

**Table 9. Muslim**

Sr. No.	DCSF No.	School Name
1.	5949	Islamia Primary School

### List of Voluntary-aided Schools - Secondary Sector

**Table 10. Roman Catholic**

Sr. No.	DCSF No.	School Name
1.	5407	Cardinal Hinsley High School
2.	5404	Convent of Jesus & Mary Language College
3.	5406	St Gregory's RC High School

**Table 11. Jewish**

Sr. No.	DCSF No.	School Name
1.	4033	JFS School

3.5.3.5 **d. Voluntary-controlled schools** - are similar to voluntary aided schools, but are run by the local authority. As with community schools, the local authority:

- employs the school's staff
- sets the admissions criteria
- School land and buildings are normally owned by a charity, often a religious organisation, which also appoints some of the members of the governing body.

Brent does not have any Voluntary-controlled Primary or Secondary Schools.

### 3.5.4 2. State schools with particular characteristics

3.5.5 Within the state schools system described above, there are a number of schools with particular characteristics. As with other state schools, admissions are coordinated by the local authority.

#### 3.5.5.1 a. Academies

Academies are independently managed, all-ability schools set up by sponsors from business, faith or voluntary groups in partnership with the Department for Children, Schools and Families and the local authority. Together they fund the land and buildings, with the government covering the running costs.

**Table 12. List of All Through Academies**

Sr. No.	DCSF No.	School Name
1.	6906	Ark Academy

**Table 13. List of Secondary Academies**

Sr. No.	DCSF No.	School Name
1.	6905	Capital City Academy
2.	5408	Crest Boys' Academy
3.	5409	Crest Girls' Academy

#### 3.5.5.2 b. Community Special schools

Special schools cater for children with specific special educational needs. These may include physical disabilities or learning difficulties.

**Table 14. List of Primary Special Schools**

Sr. No.	DCSF No.	School Name
1.	7006	Manor Special School
2.	7005	Vernon House Special School

**Table 15. List of Secondary Special Schools**

Sr. No.	DCSF No.	School Name
1.	7000	Woodfield School

**Table 16. List of All Through Special Schools**

Sr. No.	DCSF No.	School Name
1.	7003	Grove Park Special School
2.	7009	Hay Lane Special School

### 3.5.6 3. Independent schools

There are 10 independent schools in Brent out of a total of 2,300 schools in England. These schools set their own curriculum and admissions policies. They are funded by fees paid by parents and income from investments. Just over half have charitable status.

Every independent school must be registered with the Department for Children, Schools and Families. Standards are regularly monitored by either Ofsted or an inspectorate approved by the Secretary of State, ensuring that the school maintains the standards set out in its registration document.

**Table 17. List of Independent Schools**

Sr. No.	School Name
1.	Buxlow Preparatory School
2.	Gower House School (primary)
3.	St Christopher's School (primary)
4.	St Nicholas School (primary)
5.	The Swaminarayan School (primary & secondary)
6.	The Welsh School (primary)
7.	Al-Sadiq & Al-Zahra Schools (primary & secondary)
8.	Islamia Girls High School (secondary)
9.	Menorah High School for Girls (secondary)
10.	The School of the Islamic Republic (secondary)

3.5.7 Brent supports the Government's committed to increase diversity and this includes faith schools where there is strong evidence that parents in an area want a faith school. Over the recent months, the LA has corresponded with residents who have expressed an interest in opening a Muslim primary & secondary school and a Jewish Girls independent school. The Authority is supportive of viable proposals which can deliver the appropriate standard of education and community cohesion.

### **3.6 Ofsted Inspections**

#### **3.6.1 State School inspections from September 2009**

3.6.2 A school inspection is carried out under section 5 of the Education Act 2005. Inspection is a process of evidence gathering, particularly through lesson observation, in order to provide an evaluation of how well a school is performing. Schools receive between zero and two working days' notice of a section 5 inspection, with most receiving between one and two days notice.

3.6.3 Inspections take place over two days, and dialogue with senior managers in the school plays a central part. The school's self-evaluation provides the starting point for inspectors, and the views of pupils, parents and other stakeholders are taken into account.

3.6.4 Inspections result in a written report indicating one of four grades: outstanding, good, satisfactory or inadequate.

#### **3.6.5 Independent Schools inspections**

3.6.6 Ofsted inspects only schools where the head teacher is not a member of an association that is affiliated to the Independent Schools Council (ISC). The process of inspection of independent schools is similar to that for maintained schools.

3.6.7 The DCSF may also request Ofsted to undertake further inspections of a school where a material change is proposed. Material changes are a change:

- in proprietor
- of school address

- in the age range of pupils
- the maximum number of pupils
- the gender of pupils
- to boarding
- in the admission of pupils with special educational needs

### **3.7 Brent's Admission Policies**

3.7.1 Each school has an admission authority, which sets its admission arrangements each year – and the oversubscription criteria it will use to offer school places if there are more applications than places. The Council must comply with the Schools Admission Code. The admission authority for each of the five main categories of school is as follows:

**Table 18. Admission Authorities**

<b>School</b>	<b>Admission Authority</b>
<b>Academies</b>	Governing Body
<b>Community Schools</b>	Local Authority
<b>Foundation Schools</b>	Governing Body
<b>Voluntary Aided Schools</b>	Governing Body
<b>Voluntary-Controlled Schools</b>	Local Authority

#### **3.7.2 Pressure on School Places**

3.7.2.1 As of 21st January 2010 there are 47 Brent resident applicants without a reception place. There are 10 vacancies in reception classes, a net shortfall of 37 places. There is some movement in reception classes, and children are being placed, but new arrivals continue to present to the council seeking reception places. Many out borough residents secure places in faith schools in Brent.

3.7.2.2 There is a mismatch between where the vacancies are and where unplaced pupils live. Most parents want a local school for primary aged children, in some cases this year we have had to offer places up to 5 kilometres away from where children live as this was the nearest offer that could be made.

3.7.2.3 The pressure on reception places which initially emerged in 2007 in the north and centre of the borough and where a significant number of additional places were created over 2007 and 2008 has now moved to the south of the borough to Willesden, Brondesbury, Harlesden, and along the North Circular Road, affecting Neasden, St Raphael's and Monks Park. There is particular pressure in the Neasden area.

3.7.2.4 The Council has published its primary and secondary school guides for 2010. These are available from the Brent Council's website: <http://www.brent.gov.uk/cfd.nsf/Admissions>. Appendix 5 & 6 provide details of how places were allocated at Brent Schools for September 2009.

#### **3.7.3 Community Nursery**

3.7.3.1 Parents are able to apply for a place for their child in any Brent Community primary school by submitting an application to the selected school.

- 3.7.3.2 Initial offers are made to those children whose parents applied before the 'closing date'. Late applications are generally considered after offering places to children whose parents applied by the closing date.
- 3.7.3.3 Where there are more applications than places available, children are put on waiting lists for the same academic year.
- 3.7.3.4 For oversubscribed schools, nursery places are allocated on the basis of oversubscription criteria. The authority maintains an over subscription criteria for the community schools. Voluntary aided or religious faith schools, foundation schools and academies have their own admission policies.
- 3.7.3.5 Oversubscription criteria is based on the following priority:
- a. Children in public care (looked after children).
  - b. Children for whom it is essential to be admitted to a specific school because of special circumstances to do with significant medical needs, social needs or special educational needs.
  - c. Brothers or sisters of a child who attends the school, or an infant or junior school on the same or adjoining site, and who will continue to do so on the date of admission.
  - d. Children living within the school's catchment area.
  - e. All other applicants.
- 3.7.3.6 Within each criterion priority will be given to the applicant who lives closer to the school. This will be judged by the shortest measured walking distance using road networks including public rights of way from the child's home to the nearest school gate. Other factors apply e.g. twins, split residence.
- 3.7.3.7 Applications for children with a statement of Special Educational Need are made by Local Authority SEN teams. The placement of children with such a Statement is made after a process of consultation between parents, the school and the Local Authority. Children with a statement of Special Educational Need receive priority over others for admission to the school named on their Statement.
- 3.7.3.8 Community Primary (Reception & Y3 places)**
- 3.7.3.9 The Local Authority has a duty under section 13A of the Education Act to ensure fair access to educational opportunity.
- 3.7.3.10 There is no automatic transfer from nursery to reception class. Parents wanting to apply for a place at reception must complete a separate application form.
- 3.7.3.11 The authority accepts requests from parents for a delayed admission of their child aged 4 and over to a reception class until later in the same school year.
- 3.7.3.12 Initial offers are made to those children whose parents applied before the 'closing date'. Late applications are received but will not normally be considered for a place at the school until after this initial offer has been made. If some parents decline the initial offer of a place for their child, or vacancies become available, then all applications received, whether on time or late, will be considered for these places.
- 3.7.3.13 Where there are more applications than places available, children are put on waiting lists for the same academic year.

- 3.7.3.14 The oversubscription criteria is based on the following priority:
- a. Children in public care.
  - b. Children attending an infant school on the same site as a junior school.
  - c. Children for whom it is essential to be admitted to a specific school because of special circumstances to do with significant medical needs, social needs or special educational needs.
  - d. Brothers or sisters of a child who attends the school, or an infant or junior school on the same or adjoining site, and who will continue to do so on the date of admission.
  - e. Children living within the school's catchment area.
  - f. Children who attend the nursery.
  - g. All other applicants.
- 3.7.3.15 Within each criterion priority will be given to the applicant who lives closer to the school. This will be judged by the shortest measured walking distance using road networks including public rights of way from the child's home to the nearest school gate.
- 3.7.3.16 Where a child has been refused a place at the school, parents are advised of their right to appeal to an Independent appeal panel. Parents are advised to accept the offer of a place at an alternative school in the meantime so that if the appeal is unsuccessful their child will have a school place for in the new academic year. Accepting a place at one school while appealing for a place at another does not have any bearing on the appeal hearing.
- 3.7.3.17 Academies**
- 3.7.3.18 Applications for places at the academy are made in accordance with Brent Council's co-ordinated admission arrangements and are made on the Common Application Form (CAF) provided and administered by Brent Council.
- 3.7.3.19 The academies consider all applications for places. Where fewer than the published admission number for any relevant age group are received, the academies will offer places to all those who have applied.
- 3.7.3.20 Where there are more applications than places available, a waiting list will operate until a month after the beginning of the school year. This will be maintained by the academy and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application.
- 3.7.3.21 From September 2010 the LA will be responsible for coordinating all applications for all schools.
- 3.7.3.22 After the admission of pupils with statements of special educational needs where the academy is named on the statement, the oversubscribed criteria will be applied in the order in which they are set out below:
- a) Children in public care.
  - b) Children who have a sibling who already attends the primary section (Year 1 to Year 6) and who will continue to do so on the date of admission (for this purpose 'sibling' means a whole, half or step brother or sister resident at the same address).
  - c) Children who live closest to the school using straight line measurement from the main entrance of the academy to the main entrance to the child's home.

3.7.3.23 Parents whose application to an academy is rejected have the right of appeal to an independent panel. Parents must approach the academy, usually the chair of the governing body, directly if they wish to exercise this right.

### **3.7.3.24 Voluntary Aided**

3.7.3.25 Applications are to be made as part of the coordinated admissions scheme run by Brent Council. Voluntary Aided (VA) schools require all applicants to contact the school; if the applicant does not attend the nursery at the school a Supplementary Information Form (SIF) will be required and returned directly to the school.

3.7.3.26 Where there are more applications than places available, the criteria for admission to the school are set by its Governing Body. Parents whose application to a Voluntary Aided school is rejected have the right of appeal to an independent panel. Parents must approach the school, usually the chair of the governing body, directly if they wish to exercise this right.

## **3.8 Governing Bodies**

3.8.1 Governing bodies of schools have the task overall of conducting the school with a view to promoting high standards. A governing body is a legal entity with power to spend allocated resources, hire staff, determine overall strategic priorities for the school and enter into legally binding contracts. It is responsible for ensuring that the school fulfils its statutory duties, provides the national curriculum, safeguards pupils, promotes high standards and has appropriate legally-required policies in place. It should ensure sound financial management within the school. School budgets are delegated to governing bodies by law.

3.8.2 In all schools, including community schools, the governing body is responsible for appointing and dismissing staff, and for ensuring proper financial management. The LA has a supportive and enabling role in promoting proper management and processes.

3.8.3 Governing bodies are not legally accountable directly to the LA. Whilst the LA appoints some governors, the governing body as a whole is largely independent of the LA and enjoys a significant measure of autonomy. Governing bodies are however required to act within education, governance, employment and other law. They should work within generally accepted standards of public office. Terms of Reference for Brent's Governing Bodies is attached as appendix 1.

3.8.4 Although the LA does not "manage" or control governing bodies, it is clear that it does have an overall responsibility to respond to concerns that it may become aware of, if a governing body is thought to be negligent, fail in its statutory responsibilities or mismanage funds. Schools are commissioned with providing statutory services on behalf of the council, thus the council has a duty to monitor performance and intervene if required under statutory guidelines.

3.8.5 Ofsted are tasked with judging the effectiveness of governance as part a normal school inspection, and governance is awarded a grade in the same way that other aspects of the school are judged. The LA also makes an assessment of the effectiveness of governing bodies in its own monitoring of schools, informed by school improvement partners (SIPs) who work for the school improvement service (SIS). In these ways governing bodies are held to account.

3.8.6 Both the SIS and the governor support service (GSS) provide support to specific governing bodies, usually collaboratively, where weaknesses or concerns arise. The two services are in close touch with each other as required and maintain an excellent working relationship in support of governing bodies.

### 3.8.7 Legal Basis for Governing Bodies

3.8.8 School governing bodies are formed under the Education (School Government) (England) Regulations and subsequent legislation. Their membership and procedures are defined by the School Governance (Constitution) (England) Regulations 2003 and School Governance (Procedures) (England) Regulations 2003 and subsequent amendments.

3.8.9 All governing bodies of community, community special, foundation (F) (including qualifying foundation schools, foundation schools with and foundation schools without a foundation), foundation special, voluntary aided (VA), voluntary controlled (VC) and maintained nursery schools (MNS) can adopt a model for the size and membership of their governing body that best suits their circumstances.

3.8.10 The size of the governing body ranges from a minimum of 9 to a maximum of 20 people, except in VA schools and qualifying foundation schools where the minimum size of the governing body is to be 10 and 11 respectively. Within this range, each governing body can adopt the model of their (some exceptions apply).

3.8.11 Each school has an instrument of government, signed by the Director of Children & Families, which legally sets the constitution of each governing body. Quorum is 50% of the governors in post excluding vacancies.

### 3.8.12 Categories of School Governors

3.8.13 There are four compulsory stakeholder groups for community and community special schools as well as MNS and VA schools. Foundation and VC schools have five compulsory stakeholder groups. Sponsor governors form an optional group.

3.8.14 The following types of governors can serve on a governing body:

**Parent governor** - parents, including carers, of registered pupils at the school are eligible to stand for election by other parents or carers at the school. Parent governors do not have to stand down if their child leaves the school during the period they serve, though they may do so if they wish.

**Staff governor** - both teaching and support staff paid to work at the school are eligible to stand for election for staff governorship (school volunteers are not eligible).

**LA governor** - a person appointed by the LA. They are only disqualified from appointment as an LA governor if they are eligible to be a staff governor of the school. LAs are encouraged to appoint high calibre governor candidates to schools that need most support and to appoint candidates irrespective of any political affiliation or preferences.

**Community governor** - a person appointed by the governing body, who lives or works in the community served by the school, or who, in the opinion of the governing body, is committed to the good governance and success of the school, including minor authority representatives.



**Foundation governor** - is a person who is appointed by the school's founding body, church or other organisation named in the school's Instrument of Government or who holds the governorship ex officio, as the holder of an office specified in the Instrument of Government. If the school has a religious character, they must preserve and develop this. They must also secure compliance with the trust deed (if any). At foundation and foundation special schools that do not have a foundation or trustees, Foundation governors are replaced by **Partnership governors**.

**Sponsor governor** - under the new legislation, people who give substantial assistance to a school, financially or in kind, or who provide services to the school, can be appointed as sponsor governors by a governing body. This allows for external partners, including other schools, who offer advice and support to a school to be represented on the governing body.

**Associate members** - governing bodies can benefit from being able to draw on expertise and experience from outside their formal governor membership. The governing body can appoint associate members to serve on one or more governing body committees and attend full governing body meetings. Associate members are persons interested in contributing to the work of the governing body.

### **3.8.15 TERM OF OFFICE**

3.8.16 The maximum term of office for all categories of governor is four years, but the governing body can decide to set a shorter term of office for one or more categories of governor. This does not apply to the headteacher or to any additional governors appointed by the LA or the Secretary of State for Children, Schools and Families.

### **3.8.17 Governor Recruitment**

3.8.18 Schools are responsible for holding elections for parent and staff governors, according to the numbers laid out in the instrument of government. When a vacancy arises, all parents or staff (depending on the vacancy) are invited to make nominations. If there are more candidates than spaces, a ballot is held. Governing bodies or schools cannot directly appoint according to their choice; they must invite nominations, and hold ballots if necessary.

3.8.19 Each governing body is responsible for recruiting its own community, partnership and sponsor governors, according to the numbers laid out in the instrument of government. There are certain restrictions on who can serve in these categories but apart from these, the governing body is free to appoint whomever they wish. Such governors may be local community or business figures, or people known to the school or governors as being suitable. These governors are often sought for specific skills they may bring, in such areas as finance, management, education or community involvement. Associate members are also appointed by the governing body for similar reasons.

3.8.20 Foundation governors in VA schools are appointed by the diocese or religious trust linked with the school. Part of their role is to help preserve the religious ethos of the school.

LA governors, appointed by the director of the children and families department (C&F), are sourced both from the local political party ranks and beyond. Each LA governor seat is allocated to one of the three parties on the council. Across the borough the allocations broadly reflect the political balance on the council. All nominees from the political parties are vetted and interviewed by the GSS prior to appointment. If the party concerned is unable to identify a nominee, the GSS may make a nomination irrespective of party allocation or nominee affiliation.

- 3.8.21 The GSS supports governor recruitment which helps with the supply of both “non-party” LA governors and potential community and partnership governors. A list of volunteers is available to governing bodies seeking such appointees. Current experience demonstrates that it is becoming increasingly challenging to recruit sufficient governors with the required skills and experience. The GSS is also involved indirectly in supporting the recruitment of parent and staff governors through its introductory “taster” course run twice per year, designed to attract members of the community who may be interested in the role.
- 3.8.22 Brent is fortunate in that a comparatively high proportion of governors are from BME groups. Although we have only a minority of governors’ ethnic origin recorded, around 55% of those recorded are not of white UK origin. In our recruitment efforts we proactively target community groups linked with BME groups.
- 3.8.23 Vacancy rates for governor vary widely. Around end September 2009, they were approximately as follows:
- |                       |     |
|-----------------------|-----|
| Parent Governors      | 14% |
| Staff Governors       | 12% |
| LA Governors          | 7%  |
| Community Governors   | 20% |
| Partnership Governors | 14% |
| Foundation Governors  | 25% |
- 3.8.24 These figures are not entirely accurate since there is a delay in the LA becoming aware of new appointments and reappointments, especially in early autumn. The actual figures are likely to be a few percent lower for each category, except for LA governors. The vacancy rates however remain a cause for concern, and anecdotal reports suggest that recruitment is becoming more difficult. There is no budget available for governor recruitment either by the LA or individual schools.
- 3.8.25 Governor Training**
- 3.8.26 Governor training is not currently mandatory, though this may change with future legislation especially for chairs. Brent runs a comprehensive programme of learning and development (L&D) activities; the current term’s brochure is included as appendix 2. In addition to the centrally-run programme, a governing body may opt for its own tailor-made session as it chooses.
- 3.8.27 E-learning for governors is provided in Brent, from The Learning Pool. Brent was the first LA nationally to purchase these courses, run under the name Modern Governor. ([www.moderngovernor.com](http://www.moderngovernor.com)).
- 3.8.28 Brent has pioneered its own brand of distance learning courses which are available freely to all Brent governors. These have been produced totally in-house, by Brent Governor Support staff. A sample is included as appendix 3 & 4.
- 3.8.29 The centrally-run and distance learning programmes are made available to governing bodies as a traded service. A governing body purchases an annual subscription that provides an annual conference, unlimited access to the courses, one governing body dedicated session, an induction pack for all new governors and a termly Governance Report and Newsletter (See appendices). The subscription rate is excellent; 100% of our schools and children’s centres usually purchase the centrally-run programme and all but around four have purchased the e-learning option. The annual conference is well-regarded and usually attracts up to 150 governors.
- 3.8.30 An ongoing challenge is fostering a culture of commitment to learning and development among governors. Attendance is often disappointing, with just a handful

of governors attending some courses. This is recognised nationally as an issue. Brent makes every effort to publicise its L&D professionally, repeatedly and in a timely manner.

3.8.31 The GSS is increasingly encouraging governing bodies to take more responsibility for their own L&D needs and highlight the available courses at their meetings. Every governor directly receives their own personal copy of the termly L&D brochure. On a brighter note, we are seeing an increase in booking for the induction course for new governors, which is seen as the foundation for all governance work. Feedback from attendees, which is routinely collected, is overwhelmingly positive regarding the quality of the courses.

### 3.9 **Funding**

3.9.1 There are three types of budget allocations to schools from Brent:

- a) delegated budgets
- b) devolved budgets
- c) central budgets

#### 3.9.2 **Delegated Budgets**

3.9.2.1 Both, delegated and devolved budgets are given directly to schools. Delegated budgets are very much at the discretion of governors.

##### 3.9.2.2 **School Funding Formula:**

3.9.2.3 The main delegated budget to each school is the school funding formula. This formula is shown in the S52 Statement is published each year by the LA and details the budget allocation and its individual components for all schools. It also includes the data which is used to calculate budget shares (such as pupil, numbers, meal numbers, etc):

Table 19.

	<b>Description</b>	<b>2009-10</b>
1.	Dedicated Schools Grant - LEA's estimate of pupil numbers	38,117
2.	Dedicated Schools Grant - Guaranteed Unit of Funding Per Pupil	£5,102
3.	Estimated Dedicated Schools Grant	£194,491,230
4.	Dedicated Schools Grant, Carry Forward from 2008-09	£0
5.	School Standards Grants - including Personalisation	£9,121,437
6.	School Development Grant	£12,879,442
7.	Other Standards Fund Grants	£8,708,409
8.	LSC funding	£22,481,666
9.	LEA additional contribution	£0
10.	Total funding supporting the Schools Budget	£243,826,847

3.9.2.4 All schools in England have been working under the LMS (Local Management of Schools) arrangements. Since 1999, this has also been known as "Fair Funding".

- 3.9.2.5 The theory of local management is based on the concept that when financial resources and responsibilities are delegated to the front-line managers who are delivering a service, those managers are more likely to take better decisions about the quality and cost of services than a manager who is centrally-based.
- 3.9.2.6 By law, schools must be funded by a formula which is “simple, objective, measurable and predictable in effect, and clearly expressed. One of the most difficult balancing acts is to try achieving a formula which recognises all of these criteria.
- 3.9.2.7 Most of the formula is determined by central government. However, each local Authority is free to take into account local circumstances. The main elements of the LMS formula are:
- **Age Weighted Pupil Units (AWPUs)** - to ensure that need is met and that schools have a clear incentive to attract and retain pupils, the total resources allocated on the basis of the numbers of pupils weighted by age should account for at least 75% of each Area Board's Aggregated Schools Budget.
  - **Small Schools Protection** - this factor allocates additional resources to enable smaller schools to meet the curricular needs of pupils.
  - **Special Needs** – allocation of resources to provide support for pupils who have special needs but are not statemented - for example, remedial pupils.
  - **Social Deprivation** - factor allocation of resources to schools to enable them to counteract the effects of social deprivation among pupils.
  - **Premises costs** – this factor allocates resources for premises costs. Money is allocated on the basis of pupil numbers and the area of school buildings.
  - **Teachers Salary Protection for Small Schools** – allocation of additional funds to take account of the difference between actual and average salary costs in schools which have fewer than 12 full time equivalent teachers in the given assessment period. Funding is allocated on a sliding scale.
- 3.9.2.8 The schools have input to these factors by means of:
- (i) completing census information on pupil numbers and free meal numbers;
  - (ii) making returns on special needs test results;
  - (iii) confirming the floor area of the school; and
  - (iv) confirming the number of staff in post.
- 3.9.2.9 **School Standards Grant:** additional money is provided to schools as a lump sum and is known as the School Standards Grant. This grant consisted of a lump sum amount to every school based on pupil numbers. The money is given by DCSF to Brent to distribute and administer, and is then passed on to schools. The amounts for 2009-10 are SSG £6,139,061 and SSG(P) £2,378,298.
- 3.9.2.10 Schools are free to spend this grant on whatever they deem suitable, to raise educational standards, for practical reasons, this amount is simply added on to the school formula budget. However, this grant does not count as LA spending within the Authority's targets as set by DCSF.
- 3.9.3 Devolved (or Earmarked) Budgets**
- 3.9.3.1** Devolved (or “earmarked”) budgets usually have certain conditions, including spending on the purposes for which the budget was given and return of any unspent amounts with certain flexibility.

3.9.3.2 Devolved budgets must be spent on the activities for which they were devolved. The local Authority makes sums available to schools from central funds, in the form of allocations which are additional to and separate from the schools' budget shares. Such allocations are subject to conditions, specified by the Authority, including repayment of unspent amounts and setting out the purpose for which the funds may be used.

### **3.9.3.3 The Standards Fund:**

3.9.3.4 The Standards Fund is a contribution from various grants which are made to local Authorities by the DCSF and most of which are then devolved to schools, along with a contribution from local Authority funds. In order to attract higher grants from the DCSF, each LA has to contribute a higher proportion of its central budget. This has caused complexity in making decisions.

### **3.9.3.5 The New Opportunities Fund:**

3.9.3.6 The New Opportunities Fund was established by the Government as a new Lottery Distribution Body to fund specific initiatives in the areas of education, health and environment. The main aim is to make training available to all teachers and school librarians to enable them to make effective decisions about how and when to use ICT in their teaching and school library work.

## **3.9.4 Central Budgets**

Central budgets is a form of expenditure "On behalf of schools", but not strictly within the financial control of individual governing bodies. One example is expenditure on SEN Home to School Transport.

**3.9.5 Funding Challenges:** There are a number of funding issues and challenges being faced in 2009/10 onward such as the Early Years Single Funding Formula due to be implemented from April 2010, subject to approval of Pathfinder Status. Another example is the increased demands on SEN statementing funding.

### **Background Papers**

Brent Council's primary school guide for 2010

Brent Council's secondary school guide for 2010

School Admission Appeals and Choice Advisers

Brent's Borough Profile

A Guide to the Law for School Governors

Brent Governor L&D brochure, autumn 2009

Brent governance report and newsletter, autumn 2009

### **Contact Officers**

Mustafa Salih, Assistant Director Finance and Resources,  
Children and Families, Chesterfield House, 9 Park Lane,  
Wembley Middlesex HA89 7RW.

Tel: 020 8 937 3910. Fax: 020 8 937 3093

Email: [mustafa.salih@Brent.Gov.UK](mailto:mustafa.salih@Brent.Gov.UK)

### **Director of Children & Families**

**John Christie**



## Brent Council Governor Services

### School Governing Body – Terms Of Reference

There is no statutory requirement for governing bodies to adopt terms of reference since their role is defined in law. The following however may be helpful in describing the overall role of the governing body.

School governing bodies are “bodies corporate” with a legal status and responsibilities. A corporate body has a legal identity separate from that of its members. This means that the whole governing body, rather than individuals, bears the responsibility for its actions, even when taken by an individual with delegated authority. It also means that a governing body can enter into legally-binding contracts and hold a delegated budget. Its responsibilities are set out in The Governors’ Guide To The Law, which the governing body must comply with. The school’s status and governing body constitution will be as set out in the school’s Instrument of Government.

The overall responsibilities of the governing body are to:

- Help to shape the vision, ethos and direction of the school;
- Ensure the school is operated with a view to promoting high standards of educational achievement;
- Challenge and support the school so that weaknesses are tackled decisively and statutory responsibilities are met;
- Hold the senior leadership to account for the performance of the school;
- Ensure sound management of resources including finance, human resources and infrastructure;
- Ensure statutory policies and documents are in place and regularly reviewed, and that they are effective in meeting their desired aims;
- Act as a good employer;
- Fulfil its duty of care to staff, students, parents and others associated with the school, and promote the Every Child Matters “five outcomes”.

In carrying out its responsibilities, the governing body must comply with relevant legislation, including:

- The Education Act 2002;
- The Education And Inspections Act 2006;
- The School Governance (Constitution) (England) Regulations 2003 and subsequent amendments;
- The School Governance (Procedures) (England) Regulations 2003 and subsequent amendments;
- The Education Act 1996
- The Schools Standards and Framework Act 1998
- Other relevant legislation as set out in The Governors’ Guide To The Law.

The governing body must work in partnership with the Local Authority, other schools and children’s centres, and other strategic partners as appropriate. It will see itself as contributing to the overall borough-wide provision of children’s and community services.

The governing body must appoint a clerk, and may form committees as desired. All committees must have agreed terms of reference and must be clerked.

The governing body should at all times manage its business professionally, efficiently and effectively. It should follow principles of openness, transparency and probity. Members should make every effort to attend to their own learning and development needs in order to enhance their effectiveness, skills and knowledge.

## Appendix 2

Governor Support Services  
 Chesterfield House  
 9 Park Lane  
 Wembley HA9 7RH

Phone: 020 8937 3048 / 3038 / 3089

E-mail: governor.services@brent.gov.uk

London Borough of Brent



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### Introduction

Although governance is a voluntary job, the emphasis on the need for training and development is increasing.

Induction sessions have always proved very popular and we are again offering this training as a full day option as well as the usual two session course. I hope that this allows more new governors to get this valuable start to their new role.

We do recognise that governors may not be able to fit the face to face courses into a busy schedule so we continue to provide and promote other options such as:

- The Modern Governor e-learning programme
- Brent's own distance learning materials
- The induction pack
- Our termly reports and newsletters giving updates on new issues

Many governors and board members are taking advantage of all of these but there are still some people who do not. If you have not done any of our training we would love to know why - what would encourage you to take part?

If you have any ideas about how to increase attendance and encourage more people to take part in learning and development opportunities, please let us know - we are open to any suggestions.

Michelle Doherty, Governor Learning and Development Manager

To book please call 020 8937 3048

## Learning and Development Programme for Governance

Spring Term 2010

London Borough of Brent

Governor Support Services

### Booking Form

Page 23

You can book as many courses as you wish, by phone, e-mail or by returning this form to Governor Services.

Please note - we send a confirmation / reminder letter about a week before each course booked is due - NOT at the time of booking.

Course Title	Code	Date

Name .....

Contact number .....

E-mail .....

Special requirements? .....

London Borough of Brent

For the attention of the Training Link Governor

As governing body members come and go, so the skills and knowledge you have as a group will change. A regular review of the training needs of the whole board is a useful exercise to ensure that you are always up to date.

Included in your annual subscription, governing bodies and boards may want to have a group training session in your own school or centre.

We can arrange for a trainer to deliver a session on a topic that is relevant to your particular needs. This may be an external consultant, a council officer or an adviser depending on the subject matter.

Perhaps you share an issue with another school or centre and would like to group together for a training session. For example, a group of faith schools looking at succession planning or perhaps a group of local schools and children's centres considering working with parents.

If your school or centre is currently facing difficulties it may be useful to come together as a group to consider the issues with a facilitator.

Suggested themes for this term are

- Safeguarding, a culture of safety
- Strategic Planning
- Monitoring and Evaluation

To book a session, please contact us to discuss what topic you would like to cover and some suitable dates.

To book please call 020 8937 3048

Course codes 73 and 74 / IND

INDUCTION FOR NEW GOVERNORS AND BOARD MEMBERS.

Trainers - Michelle Doherty and Nicki Parker,  
Brent Governor Services Officers

Venues, Dates and Times -  
TUESDAY 9th MARCH (part 1) and TUESDAY 16th MARCH (part 2)  
both from 10.00am - 12.00pm  
Gwenneth Rickus Building, Brentfield Road, NW10 8HE

ALSO - THURSDAY 28th JANUARY  
9.30am - 4.30pm - lunch provided  
Patidar House, London Road, HA9 7EX

Target audience - ALL new governors and board members.

*This term the course is run twice; once in two sessions and once as a full day, the materials and content are the same for both options.*

Course outline - Having agreed to become a school governor, people often think, 'What have I let myself in for?' These sessions will explain what you can expect in terms of time commitment and accountability. We aim to give you the basic knowledge and information you need to be an effective governor.

We will look at governors' roles and responsibilities as defined in the Governors' Guide to the Law including:

- Strategic Leadership
- Challenge and Support
- Monitoring and Evaluation

Relevant guidance or legislation - Governors' Guide to the Law  
National Training Programme for New Governors on [www.governor.net.gov.uk](http://www.governor.net.gov.uk)

To book please call 020 8937 3048

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London Borough of Brent

Day/Date	Code	Course Title	Time
Tuesday 23rd Feb	SR70	Safer Recruitment	9.30am
Wednesday 24th Feb	401	Assessment, Learning and Ofsted	10.00am
Thursday 25th Feb	15	Finance - Jobs for the Spring	7.00pm
<b>MARCH</b>			
Thursday 4th Mar	92	Child Protection	10.00am
Monday 8th Mar	52	Ofsted Inspection - Preparation and Follow Up	10.00am
Tuesday 9th Mar	73	Induction - Part 1	10.00am
Thursday 11th Mar	---	Health and Safety Conference - PLEASE NOTE bookings to be made via Carmen Coffey	9.00am
Monday 15th Mar	18	Community Cohesion	7.00pm
Tuesday 16th Mar	74	Induction - Part 2	10.00am
Monday 22nd Mar	402	Integrated Working, Common Assessment Framework and ContactPoint	7.00pm
Tuesday 23rd Mar	13	Children's Centre Management Boards	7.00pm
Thursday 25th Mar	HRB	HR Briefing	7.00pm

London Borough of Brent



Day/Date	Code	Course Title	Time
<b>JANUARY</b>			
Wednesday 13th Jan	92	Child Protection	7.00pm
Thursday 14th Jan	CLF	Clerks' Catch up	10.00am
Friday 15th Jan	15	Finance - Jobs for the Spring	10.00am
Wednesday 20th Jan	13	Children's Centre Management Boards	10.00am
Monday 25th Jan	TTC3	Taking the Chair - Part 3	7.00pm
Tuesday 26th Jan	52	Ofsted Inspection - Preparation and Follow Up	7.00pm
Wednesday 27th Jan	401	Assessment, Learning and Ofsted	7.00pm
Thursday 28th Jan	IND	Induction - Full Day	9.30am
<b>FEBRUARY</b>			
Monday 1st Feb	HRB	HR Briefing	10.00am
Tuesday 2nd Feb	18	Community Cohesion	10.00am
Tuesday 9th Feb	402	Integrated Working, Common Assessment Framework and ContactPoint	10.00am
Monday 22nd Feb	P55	Behaviour Improvement and Anti-Bullying	7.00pm

To book please call 020 8937 3048

Course Code TTC3

TAKING THE CHAIR - Part 3

Trainer - John Bryant, Governor Trainer and Clerk

Venue - Patidar House, London Road, Wembley HA9 7EX

Date and Time - MONDAY 25th JANUARY

from 7.00pm - 9.00pm

Target audience - Anyone who has recently become a Chair, a Vice chair or a committee chair. Any current chairs who feel they would benefit from a refresher are also welcome.

Course outline - This is the third part of a three part course which is based on the DCSF materials for Chairs. It covers various aspects of the roles and responsibilities a chair might expect to meet. Partly advice and information, partly practical activity, the course aims to strengthen and reinforce your skills and abilities whilst clarifying the boundaries.

John has been running this course for several years now and the feedback is always good.

Relevant guidance or legislation - DCSF Governors' Guide to the Law

To book please call 020 8937 3048

Course code CLF

CLERKS' CATCH-UP

Facilitators - Nicki Parker, Deputy Governor Services Manager  
and  
Michelle Doherty, Governor L&D Manager

Venue - Gwenneth Rickus Building, Brentfield Road. NW10 8HE

Date and Time - THURSDAY 14th JANUARY  
from 10.00am - 12.00pm

Target audience - ALL clerks - for schools or management boards, including independent, school based or LA team clerks.

Session outline - This is a general information sharing and updating session. We look at any new legislation or initiatives; agenda items for the term; tips and hints to make the job a little easier and a chance to network with others.

An agenda and papers will be sent out in advance of this meeting detailing the topics to be addressed.

As usual we will be looking at items for this term's agendas and anything requested or suggested by the clerks themselves.

Relevant guidance and legislation - DCSF Governors' Guide to the Law  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
[www.fmsis.info](http://www.fmsis.info)

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Learning at Home



Have you tried this web-based training yet? There are new topics added throughout the year so have a look at the list to see if there is anything relevant to your role. Go to [moderngovernor.com](http://moderngovernor.com) and try it out.

Every governor can set up their own user name and password and once you have done that you can log-in as often as you wish. On your first visit to the web-site just click on the box that says 'register' near the top of the right hand side of the screen. After that you can simply click 'log in' and you will be able to access your courses at whatever stage you left them.

Current modules include -

- the basics of being a governor
- health and safety
- understanding school finance
- school recruitment
- community cohesion
- preparing for Ofsted
- pupil welfare
- admissions and discipline



Teachers TV provides a wide range of programmes about schools and extended services including a weekly 'Governors' Hour' on Monday evenings from 8pm.

Archived programmes are available on the web-site: - [www.teachers.tv](http://www.teachers.tv)  
You can subscribe to the listings magazine online. There is also a newly launched area called the Governors' Hub, which provides a one-stop-shop for governance issues.

Channels are - Sky 880; Virgin 240; Tiscali 845; Freesat 650 and Freeview 88

London Borough of Brent

First Certificate in Governance

This is a distance learning package from Educare which includes four 'readers', each followed by a short questionnaire. When you have completed the course it is sent away for marking and, if you pass, a certificate is issued.

This is an easy to read introduction to the principles of governance and the legislation within which we work as governors. If you would like a copy, please book in the usual way and we will post the materials to you.

Brent Distance Learning Booklets

An alternative to attending courses at the training centres is to learn at home (or on the bus) with our range of bite size booklets, each with its own assessment module. You will receive a certificate if you achieve a score of 67% or more.

Each focuses on the specific roles of different types of governor:

Community, Sponsor or Partnership Governor;	Staff Governor;
Parent Governor ;	Foundation Governor;
LA Governor;	Health and Safety Governor
Special Needs Governor	Strategic Governance
Child Protection Governor	Committee Chair
The Chair	

Booklets are available by post or e-mail - please let us know which version you require when you order.

To book please call 020 8937 3048

**Leadership and Management**

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Course code 15

**FINANCE - JOBS FOR THE SPRING including BUDGET MONITORING**

**Trainer - Bharat Jashapara, Head of Finance and Lin Diaby, Brent Schools' Finance Manager**

Venue - Gwenneth Rickus Building, Brentfield Road. NW10 8HE

Dates and Times - FRIDAY 15th JANUARY from 10.00am - 12.00pm

or THURSDAY 25th FEBRUARY from 7.00pm - 9.00pm

**Target Audience -** Members of the finance committee, especially finance chairs.

**Course Outline -** As the financial year end approaches, schools and centres should be looking at how the current year's budget is likely to end as well as looking forward to setting a budget for the new financial year. As strategic leaders, what should governors and board members consider in this process and how can they show effective links between the Development Plan and the budget? As usual the trainers will also include some aspects of the Financial Management Standard.

This course will look at what committees need to do and where they can find the information or support they need.

**Relevant guidance and legislation -** Governors Guide to the Law, Chapters 8, 9 and 23.  
www.fmsis.info  
www.brent.gov.uk/schoolex - sort by finance

To book please call 020 8937 3048

Course code HRB  
HR BRIEFINGS

**Trainer -** members of the Schools' HR Team, who have the specialist expertise, practical experience and knowledge of working with schools

**Venues, Dates and Times -**

MONDAY 1st FEBRUARY from 10.00AM - 12.00PM

Gwenneth Rickus Building, Brentfield Road, NW10 8HE

Or

THURSDAY 25th MARCH from 7.00pm - 9.00pm

Patidar House, London Road, HA9 7EX

**Target Audience -** Governors and board members , particularly those on the Personnel Committee

**Course Outline -** The Schools HR policy Review Group is currently reviewing Brent's School procedures. The purpose of the training session is to introduce Governors to the new recommended policies and procedures that we are recommending schools adopt. The training session is aimed to provide essential knowledge and skills to participants involved in staffing management and human resources within schools. The training session will include the new recommended policies and procedures for schools of the 'Fairness at Work Policies and Procedures' (formerly known as the Grievance Procedure) and the 'Whistleblowing Procedure.' The session aims to give governors an understanding of the application of these procedures as an employer, within the remit of legislation and HR best practice.

**Relevant guidance and legislation -** DCSF Governors' Guide to the Law, Chapter 10

London Borough of Brent

**Governing Body Development**

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**HEALTH AND SAFETY CONFERENCE**

Venue - The Atrium, Conference and Banqueting Suite, Wembley Stadium

Date and Time - THURSDAY 11th MARCH from 9.00am - 3.45pm

**Target Audience -** Chair of Governors or Health and Safety Governor

(3 free places for each school - Headteacher, Chair of governors or Health and Safety governor, and union representative. Additional places are available at a charge of £225.00 per delegate)

*Please note that all bookings for this event are to go via Carmen Coffey: carmen.coffey@brent.gov.uk or booking form available via the Schools Extranet.*

**Course outline -** This event is being jointly hosted by the Council and teaching and non teaching unions. At the time of going to print the following speakers have confirmed their attendance:

Cllr Bob Wharton  
Brendan Barber  
Judith Hackitt CBE  
Chris Keates,  
Voice care UK  
Dr Penelope Toff, consultant in public care  
Mike Penny, outdoor education adviser  
Mick Mc Donnell, sports adviser - Brent Council  
Nick Cusack, Senior Executive, PFA, and former professional footballer

Some of the areas to be addressed include:

- The current challenges in health and safety in schools
- Asbestos management
- Management of infectious diseases including swine flu
- Fire safety

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Course code 401  
ASSESSMENT, LEARNING AND OFSTED

Trainer - Sally Fox, Independent Consultant

Venue - Gwenneth Rickus Building, Brentfield Road NW10 8HE

Dates and Times - WEDNESDAY 27th JANUARY from 7.00pm - 9.00pm  
or WEDNESDAY 24th FEBRUARY from 10.00am - 12.00pm

Target audience - All governors and board members

Course outline - Following the new Ofsted Framework, a great deal of emphasis is being placed on assessment. What will the inspectors be looking for? What are the implications for the school or Centre? This course aims to provide governors with the information needed to undertake their roles effectively.

Relevant guidance or legislation - DCSF Governors' Guide to the Law, chapter 6  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

To book please call 020 8937 3048

## Leadership and Management

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Course code 13  
CHILDREN'S CENTRE MANAGEMENT BOARDS

Trainer - Derek Balaam, Governor Services Manager

Venue - Gwenneth Rickus Building, Brentfield Road, NW10 8HE

Dates and Times - WEDNESDAY 20th JANUARY from 10.00am - 12.00pm  
or TUESDAY 23rd MARCH from 7.00pm - 9.00pm

Target Audience - All board members of Children's Centres with or without schools. Whether you have been on a Management Board for several years or coming to it as a new-comer, this session will help you to understand your role and responsibilities.

Course Outline - This session aims to clarify what the Board is expected to do and how the responsibilities can be delegated to committees or individuals.

The role of parents and the wider community as part of the decision making process will be explored along with some useful advice on recruiting, retaining and involving stakeholders.

We will also look at

- working with the Local Authority,
- accountability
- monitoring and evaluating services
- Inspection

Relevant guidance and legislation -  
DCSF Governors' Guide to the Law, Chapter 22, Extended Schools  
[www.surestart.gov.uk/surestartservices/settings/surestartchildrenscentres](http://www.surestart.gov.uk/surestartservices/settings/surestartchildrenscentres)

To book please call 020 8937 3048

Course code 52  
OFSTED INSPECTION - PREPARATION AND FOLLOW UP

Trainer - Peter Nathan, School Improvement Partner

Venue - Gwenneth Rickus Building, Brentfield Road, NW10 8HE

Dates and Times - TUESDAY 26th JANUARY from 7.00pm - 9.00pm  
or MONDAY 8th MARCH from 10.00am - 12.00pm

Target audience - This is a course for school governors for all key stages. It looks at the inspection of educational provision, not childcare. It addresses the new Ofsted Inspection framework that came into force in September 2009.

This session will, hopefully, dispel some fears and give some practical ideas about making the most of inspection.

Course outline - Governors will be aware of the need for their school to meet Ofsted standards but what role do they play in meeting those standards? How can they ensure that inspectors get a good reflection of what the school is like and, indeed, what they as governors are like? How can governors prepare for inspection and be sure that they are presented in the best light?

Also, what happens after the inspection report is issued? How can we make use of the report to support school improvement? What can governors expect if their school is placed on notice to improve - or worse?

Relevant guidance and legislation - [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## Pastoral and Community

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Course Code 402  
INTERGRATED WORKING, COMMON ASSESSMENT  
FRAMEWORK AND CONTACTPOINT

Trainer - Bhavna Bilimoria, ContactPoint and ISC Project  
Manager and Christiana Baafuo-Awuah, Intergrated Services  
Manager

Venue - Gwenneth Rickus Building, Brentfield Road. NW10 8HE

Dates and Times - TUESDAY 9th FEBRUARY from 10.00am - 12.00pm  
or MONDAY 22nd MARCH from 7.00pm - 9.00pm

Target audience - All governors and board members

Course outline - This course aims to provide an overview of the three topics; Integrated Working, Common Assessment Framework and ContactPoint. It will touch on the key legislation and roles and responsibilities of both the Local Authority and the governing body with regards to these areas.

Relevant guidance or legislation - DCSF Governors' Guide to the Law Chapter 16  
[www.dcsf.gov.uk/everychildmatters/strategy/delivering-services-1/contactpoint/contactpoint/](http://www.dcsf.gov.uk/everychildmatters/strategy/delivering-services-1/contactpoint/contactpoint/)

CYP: The Brent Children and Young People's Plan 2006-9 (section 8)

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Course code P55

**BEHAVIOUR IMPROVEMENT & ANTI-BULLYING**

Trainer - Anthony Felsenstein, Strategic Coordinator for Behaviour and Attendance

Venue - Gwenneth Rickus Building, Brentfield Road, London, NW10 8HE

Date and Time - MONDAY 22nd FEBRUARY from 7.00pm - 9.00pm

*Please note a daytime session will be delivered during the summer term*

Target Audience - All governors and board members

Course outline - This course aims to provide an overview of behaviour improvement initiatives and strategies, both from the national perspective and the local view. It will consider:

- the role governors can play in supporting and monitoring the effectiveness of behaviour and anti-bullying strategies in schools
- examples of useful in-school and LA initiatives
- what governors should do if parents report concerns about bullying

Relevant guidance or legislation - DCSF Governors' Guide to the Law, Chapter 13

[www.teachernet.co.uk](http://www.teachernet.co.uk) - search for 'School Discipline and Pupil Behaviour Policies: Guidance for Schools'

To book please call 020 8937 3048  
Pastoral and Community Page 12

Course code 92

**CHILD PROTECTION**

Trainer - Jean Cooper, Education Child Protection Adviser

Venue - Gwenneth Rickus Building, Brentfield Road, NW10 8HE

Dates and Times - WEDNESDAY 13th JANUARY from 7.00pm - 9.00pm

or THURSDAY 4th MARCH from 10.00am - 12.00pm

Target audience - All nominated Child Protection governors or board members. Chairs would also benefit.

Course outline - This course is intended to inform and update nominated governors on their role. We will be looking at how governors can monitor the effectiveness of the school's policy and procedures. The issue of confidentiality will also be explored and how Child Protection governors can feedback to the governing body.

Child protection governors should undertake regular training as part of their role. If you have not done this course recently, please book now.

Relevant guidance or legislation - DCSF Governors' Guide to the Law, Chapter 16.

[www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)

To book please call 020 8937 3048

Course Code SR70

**SAFER RECRUITMENT - DCSF accredited course**

Trainers - Jean Cooper, Education Child Protection Adviser and Nicki Parker, Deputy Governor Services Manager

Venue - Gwenneth Rickus Building, Brentfield Road, NW10 8HE

Date and Time - TUESDAY 23rd FEBRUARY from 9.30am to 4.30 pm - lunch provided

Target audience - Every school must have at least one trained governor as well as the Head Teacher.

If your school does not have both certificates, please book now!

Course outline - This course was written in response to the Bichard Report and examines four key areas of safe-guarding. Includes updated materials.

- What is abuse and how common is it in today's society?
- Planning for recruitment of staff and volunteers
- Selection and checking of candidates in a rigorous process
- Developing a culture of safe-guarding where potential abusers can be identified and prevented from harming children.

Relevant guidance or legislation - DCSF Governors' Guide to the Law - Chapter 16

Safeguarding Children and Safer Recruitment in Education (Jan 2007)  
[www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

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Course code 18

**COMMUNITY COHESION**

Trainer - Noreen Kausar, Head of Service, Ethnic Minority & Travellers Achievement Service

Venue - Gwenneth Rickus Building, Brentfield Road, London, NW10 8HE

Dates and Times - TUESDAY 2nd FEBRUARY from 10.00am - 12.00pm

or MONDAY 15th MARCH from 7.00pm - 9.00pm

Target audience - All governors and Board Members

Course outline - The Education and Inspections Act 2006 placed a duty on the governing bodies to promote community cohesion. The duty came into effect in September 2007 with Ofsted including schools' contributions to promoting community cohesion in its inspections since September 2008. This course aims to clarify what is expected of schools and Centres in order to meet the requirement to promote community cohesion. It will also address what Ofsted will look for when undertaking inspections.

Relevant guidance or legislation - Governors' Guide to the Law, Chapter 16  
[www.teachernet.co.uk](http://www.teachernet.co.uk) - view community cohesion section

London Borough of Brent

Appendix 3



## **BRENT COUNCIL GOVERNOR SERVICES**

# **Parent Governors And Board Members**

### ***A Self-Learning Course***

Brent Governor Services  
Chesterfield House  
9 Park Lane  
Wembley HA9 7RW  
Tel 020 8937 3048  
Fax 020 8937 3029  
E-mail [governor.services@brent.gov.uk](mailto:governor.services@brent.gov.uk)

## Before You Start.....

This short course is designed to help Brent school and children's centre governors and board members extend their learning through self-study. It runs alongside the face-to-face and e-learning programmes that Brent provides, and does not replace them. It provides an opportunity to gain a certificate of achievement, following completion of the assessment questions.

The assessment can be saved and completed using your computer and then e-mailed, or a paper copy can be returned by post.

## What to Do

1. **Read through this course booklet** at your own pace. If references are made to other publications, for example the *Governors Guide To The Law*, you may wish to consult them as well.
2. **Complete the enclosed assessment** questions, checking back through the materials as required
3. **Return the completed assessment** by e-mail to:  
[governor.services@brent.gov.uk](mailto:governor.services@brent.gov.uk)

Or post to:  
Brent Governor Services  
Chesterfield House  
9 Park Lane  
Wembley HA9 7RW

Make sure your name is entered on the assessment booklet.

4. You will then receive a Brent **Certificate of Achievement** if you score over 67% (two-thirds) correct. If you score less we will let you know, and you are free to discuss issues with us and try again later.



## Parent Governors

This includes:

- Parent Governors (usually elected) in all maintained schools and children's centres
- Foundation Parent governors (appointed) in voluntary aided schools.



### Introduction

Every governing body or management board has seats for parents. This includes anyone who has primary parental responsibility for a child, so could include a grand-parent or carer.

The main qualification for being a parent governor, apart from having a child at the school or centre, is an interest in the work of schools or children's centres and a desire to help. A professional background in education, business or management is not required.

Parent governors are equal in status to all other governors and can have just as much influence as any other governor. A parent can be elected as Chair or Vice-Chair of the governing body or a committee and they can be nominated for any other specific role.

### Elected Parent Governors

Most parent governors are elected for a period of four years, though in a few places this is less. The actual term of office is set out in the Instrument of Government. If however a governor moves away or finds that she/he cannot continue for any reason, it is possible to resign at any time. This should be done by writing to the clerk.

At the end of a four-year term of office a parent governor cannot simply say they would like to carry on. The school or centre must invite all its parents to make nominations for the place on the governing body. If the existing parent governor still has a child there she/he can be nominated for a further term of office, but if others are also nominated there will be a ballot for the place.

If, having sought nominations from the school's or centre's parents for elected parent governors, there still remain vacancies, the governing body can appoint as a parent governor anyone who is a parent of a school aged child even though the child is not at the school or centre.

## Foundation Parent Governors in Voluntary Aided Schools

In a voluntary aided (VA) school with a religious ethos, some parent governors are appointed by the diocese or linked religious organisation. They are known as foundation parent governors. Part of their role is to support the religious ethos of the school.

## Other Governors

Other governors are as follows:

- Staff governors – head, teachers, support staff. Elected by the staff
- Community governors – appointed by the governing body
- Local Authority (LA) governors – appointed by the Council
- (In foundation schools) Partnership governors – appointed by the governing body
- (In voluntary aided schools) Foundation governors, appointed by the Church, diocese or religious Trust
- There may also be sponsor governors, representing any organisations supporting the school
- Associate members are people who help on committees and may attend full governing body meetings but are not full governors

More details can be found in the Guide To The Law, especially chapter 2.

## Points For Parents

Parents, as part of the governing body, are there to bring their own perspective and viewpoint as parents. In this way they are representing parents as a group and will need to listen to other parents' views, but they must make up their own mind on issues. At all times parents should seek what they feel is best for the school or centre and always put the needs of the children as a whole first.

Parent governors sometimes feel that they cannot contribute fully since they are "only" parents. Others on the governing body may have more experience of educational issues, but parents bring their own perspective which is just as important. All decisions are about the children ultimately, and parents are those with the most experience of bringing up children and hear what their children have to say about the school! Parents have a vote on matters just the same as the other governors.



If the language used on the governing body includes unfamiliar terms or jargon, any governor should not hesitate to ask for clarification. The terminology used should be such that all governors can follow the discussion and should not demand a high level of educational knowledge.



Brent provides a comprehensive programme of governor learning and development. New governors are recommended to attend the Induction course (usually two sessions) soon after appointment, and also consider other courses as appropriate. Governors will not be charged for attendance since virtually all schools and children's centres pay an annual subscription for access to all Brent governor events. All governors are automatically sent an individual copy of each training programme brochure, providing the Local Authority (LA) is informed of the appointment. (It is usually the clerk's role to update the LA about governing body membership.)

Organising childcare to enable parent governors to attend meetings or learning & development events can be a problem. Your governing body may have a policy for governors' expenses; ask the clerk if you are unsure. It is recommended that governors be allowed to claim travel, unavoidable childcare (not family member) and any legitimate expenses.

### **There are a few rules about parent governors**

All governing bodies must have at least one-third of the total membership who are parents. In Community and most Foundation schools they are all elected by parents at the school. In voluntary-aided schools (VA) where the school has a religious ethos, some are elected by parents while others are appointed as foundation parents by the diocese or linked religious organisation. Similarly, a Foundation school with a linked Trust, known as a Trust School, will have some parent governors appointed by the Trust.

Elected parent governors cannot be removed from office before their term of office is complete unless they become disqualified. There are statutory disqualification criteria that apply to all governors. Any parent governor however who is appointed (not elected) by the governing body, appointed by the Trust in a Trust school, or by the linked religious organisation in a VA school, can be removed by whoever made the appointment. There are also limited situations where a governor can be suspended from office by the governing body for up to six months. The governors' guide to the law has more details.



Anyone who works at a school and who has a child at the same school cannot serve as a parent governor there if they work more than 500 hours annually. Similarly, a parent who is an elected Councillor cannot be a parent governor in a school in the Council's area. When the child of a parent governor leaves the school, their parent may continue their term

of office as a governor until it ends. They cannot of course be re-elected unless they have another child at the school.

Occasionally a parent governor becomes unhappy about the school and may move their child to another school. While legally they may serve out their term of office, it is recommended that they consider their position. Although there may be circumstances where to remain would have particular value, it may sometimes be best to vacate the place so that a parent from the school can be elected.

## **A Parent And a Governor**

Parent governors need to be aware of both the "hats" that they have, and need to become sensitive as to which hat they wear in any given situation. Any matter which they discuss with staff, including the headteacher, about their own child, is done with their parent hat on. The fact that they are a governor is not relevant to the discussion.

At governing body meetings however, they have their governor hat on and should not make mention of any individual issues specifically concerning their child. The level at which governors operate is strategic, not individual.



Parent governors are sometimes approached by other parents or by staff who have concerns or complaints about the school or centre. In situations of this type it is very important that parent governors understand they should not take up individuals cases, but point the person to the complaints procedure (if a parent or member of the public) or to the

staff grievance policy (if a member of staff). If a parent governor becomes involved in an individual case this can undermine the proper procedures for responding to concerns and can also undermine the headteacher.

Individual cases must not be brought up by parent governors at governing body meetings. Sometimes it may be possible to point a concerned parent to a simple remedy. If however a complaint progresses through the school's or children's centre complaints process it will eventually come to a panel of governors, and it is important that the governors concerned come to the matter fresh, without previous knowledge of the case.

It is understandable that parent governors may feel sympathy with and want to help anyone with a concern, but the best way of helping is to highlight the correct procedure for the complainant.

If however it becomes clear to a parent governor that there is widespread concern or bad feeling among parents about a particular issue, the governing body needs to know – e.g. over the cost of school uniform – it may be appropriate for the governor to ask whether the governing body can review the uniform policy. Great sensitivity and wisdom are however needed in assessing the strength and significance of people's views, and parent governors must be thoroughly convinced of the relevant facts and must objectively assess the level of disquiet.

On rare occasions a parent governor may feel there are significant issues about the overall performance or governance of the school or centre which do not seem to be acknowledged by the head or governing body. This can place the governor in a difficult position, and the following suggestions may help to some extent in assessing the matter.

1. Are the issues mentioned or addressed in the school or centre improvement plan?
2. Is there anything in the SEF (self-evaluation form) about these issues?
3. Have the issues been drawn to the attention of the school/centre in the latest Ofsted report or Brent School Report Form?
4. Do recent pupil performance results add any weight to the concerns?
5. Has there been any discussion by governors, or a report from the head, on these issues, and if so what was the result?



If a parent governor remains uneasy or concerned following consideration of the matter, there are a number of options to consider:

- Discuss the matter informally with the Chair and/or head in private.
- Consider whether other parent governors share similar concerns.
- Consider asking that the matter be placed on the agenda for a forthcoming governing body meeting.
- Consider whether it is important enough to warrant possible confrontation or controversy.
- Consider whether, despite the level of concern, raising the matter could cause more harm than good in possibly diverting attention from other even more pressing priorities.
- Consider the timing of any approach. For example, raising a difficult issue just before the summer break, or just before the head is about to leave, may not be the best time.

A parent governor must be very circumspect and employ great tact, sensitivity and diplomacy if there are potentially difficult issues to consider. On the other hand no-one should shrink back from asking appropriate questions or drawing attention to issues if, having considered all relevant perspectives, they remain convinced of the significance and urgency of the matter.

If a parent governor is unsure whether it is appropriate to raise an issue with the governing body, the advice of the Chair or clerk could be sought. In addition the LA's Governor Support team will be able to advise (Tel 020 8937 3048/3089/3038).

Minutes of the governing body are circulated to all governors, and must be available for public inspection at the school or centre. Some minutes however are deemed confidential by the governing body, and these go only to governors. Confidential minutes usually include information about individual pupils or members of staff.

Sometimes parent governors find that other parents ask them about school matters that the governing body may have looked at. It is important that governors must not disclose confidential minutes nor discuss their content with anyone. For other items, there is no harm in discussing the issues at the level they are reported on in the minutes, but details of conversations and personalities must remain confidential. The decisions are however public.

Occasionally parent governors may become concerned that if they express views on the governing body that may be different from others, their child may receive less favourable treatment by staff. It is unlikely that this would happen. Staff are professionals who are dedicated to working for the good of the children, and are not usually prone to acting unprofessionally as a result of parent governors' views. The parent governor should expect that their child/ren are regarded in exactly the same way as any other pupils by the staff.

One important aspect of being a governor is to visit the school or centre while it is in operation. Although parents may frequently visit to drop off or pick up their child, it is still appropriate for them to arrange for a familiarisation visit as a governor. This is different from the daily contact since there should be the opportunity to meet the headteacher as a governor and visit other classes and areas of the school or centre. There may well be questions that can be asked that would not come up with the daily routine.

### **No-Go Areas for Parent Governors?**

As a parent governor you will know much more about the leadership of the school than most other parents. You will hear about many issues regarding performance, finance, staff, premises and future plans, some of which will be confidential and sensitive. As a parent governor you need to be fully informed and involved. You are not excluded from matters just because you are a parent. You may be asked to sit on



panels that review exclusion decisions, staff grievances, staff dismissal appeals or complaints.

As a governor you are relied upon to act with the utmost integrity, impartiality, objectivity and professionalism. You need to be able to hold knowledge confidentially to yourself, including and especially at home and when with other parents. You must not be swayed by personal relationships or friendships. This can be a challenge but is vital for the effective governance of the school or centre.

Should any matter come up at any time that perhaps affects you as a parent more than parents in general, you should mention this and ask whether you should withdraw from discussion of that item. Should your own child be excluded and a panel of governors set up to review the decision you would obviously not be asked to sit on the panel, and it would be wholly wrong for you to do so. In the same way you should not sit on an exclusion panel for another child if you know the child or family particularly closely, or if your child was involved in any way, for example as a victim.

The exclusion of your child for a disciplinary matter does not mean you have to resign as a governor. Should the exclusion become permanent you may wish to consider resigning as mentioned above, but otherwise you are free to continue. It is appreciated that you may feel some discomfort or embarrassment, but this should pass in time.

No governor has any individual authority, and your role has nothing to do with judging the quality of teaching or staff. You have no part in the line management of staff. (Some governors do however carry out the head's annual performance review.) When you visit the school as a governor you do so to familiarise yourself with what is going on, not to inspect it. You may enter the school every day, but that does not give you the freedom as a governor to extend your visit beyond your daily routine unless previously agreed with the head or senior staff. You remain a visitor on the premises and must not walk round the school uninvited or on your own initiative.

## Schools Listening To Parents



Parent governors are a tremendous asset to any governing body, as representatives of a vital stakeholder group. Their perspective and experience complements those of other governors and can bring richness and depth to the governing body. Schools have a statutory duty to consult parents, and some schools and centres may have a parents' council or forum which provides

opportunities for all parents to come along to meetings and express their views. Parent governors are the natural leaders of any such forum, and should be willing to support it actively.

In any foundation school with a trust (a Trust school), there is a legal requirement to form a parents' council if the Trust appoints a majority of the governors on the governing body. There are regulations that govern how this is formed and operates. In other schools and centres a parents' council is optional.

Parent councils or forums are advisory or consultative bodies. They cannot make binding decisions about the school or centre, but they are a valuable way in which the parent body can air issues and make their views known to the governing body and head. There should be opportunities on the governing body to consider issues raised or views expressed by the parents' forum. See the Guide To The Law chapter 20.

## Useful Information

DCSF Governors Guide To The Law

Available on a CD from your clerk, or on the governornet website.

As a Brent governor or board member you should automatically receive details of the learning and development programme for governors three times annually, and also our Governance Report and Newsletter.

[www.governornet.co.uk](http://www.governornet.co.uk)

[www.moderngovernor.com/brent](http://www.moderngovernor.com/brent)

[www.brent.gov.uk/governors](http://www.brent.gov.uk/governors)

[www.brent.gov.uk/schoolex](http://www.brent.gov.uk/schoolex)

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

[www.dcsf.gov.uk](http://www.dcsf.gov.uk)

[www.nga.org.uk](http://www.nga.org.uk)

[www.surestart.gov.uk](http://www.surestart.gov.uk)

DCSF website for governors

E-learning for Brent governors

Brent governors' information

Obtain access details from clerk or LA

Find your school's Ofsted report

Government department

National Governors' Association

For children's centres governors

This course is accompanied by a separate assessment booklet. If you do not have this, please contact Brent Governor Services.

Brent's learning and development programme includes an extensive range of centrally-run courses, plus e-learning and distance learning. For more information contact the Governor Services office.

Tel 020 8937 3048

Fax 020 8937 3029

E-mail [governor.services@brent.gov.uk](mailto:governor.services@brent.gov.uk)

Course material and assessment prepared by Derek Balaam, Governor Support Manager, assisted by members of Brent's Governor Support team





## BRENT COUNCIL GOVERNOR SERVICES

### Parent Governors And Board Members

#### *A Self-Learning Course*

### *Assessment Questions*

**Your name** .....

**School/Children's Centre**.....

Please mark each question as appropriate. Please note most questions require only **ONE** choice. If you mark more than one in any of these we cannot score it correct even if one of your marks is the right one! Question **8** has **more than one** correct response.

If you are completing this on your PC, you can indicate your answers by making them **BOLD, shaded** or **coloured** or by deleting other options, or by removing bullet points to indicate your choices.

After completion please return to the address below by post or e-mail.

You will receive a Brent certificate of achievement if you score over 67% (i.e. get at least two thirds correct).

Brent Governor Services  
Chesterfield House  
9 Park Lane  
Wembley HA9 7RW  
Tel 020 8937 3048  
Fax 020 8937 3029

E-mail [governor.services@brent.gov.uk](mailto:governor.services@brent.gov.uk)



**1. What proportion of parent places are there on a governing body of a community, foundation or VA school? (Choose **one** option)**

- Half or more
- At least one third
- One quarter or less
- It depends on the type of school

**2. What is the difference between the way that "parent" and "foundation parent" governors join a governing body? (Choose **one** option)**

- "Foundation parents" are appointed in VA schools but "parents" are usually elected by parents at the school/centre
- There is no difference
- Foundation parent governors are not parents of children at the school
- Elected parents are elected by the other governors, but foundation parents are appointed by the staff

**3. Which **one** option do you feel best explains how parent governors should act?**

- They should all decide as a group before a meeting how they will vote and speak about items coming up at the meeting
- They should work to improve conditions for their own children's year groups
- They should always pass on all complaints from other parents, to the governing body
- They should speak and vote as individuals according to what they feel is best for the school/centre as a whole

**4. What happens when a parent governor's term of office is complete? (Choose **one** option)**

- If they wish, they can automatically continue for another four years
- They can stand for re-election for another term of office even if their child has left
- They can stand for re-election/re-appointment for another term of office if they still have a child at the school/centre

- They must leave and cannot be re-elected under any circumstances

**5. How much should parent governors discuss their work with other parents? (Choose **one** option)**

- Since all meetings are confidential they should not discuss anything with others
- They should tell parents everything, since meetings are not confidential
- They can share the decisions made (unless deemed confidential) but not go into all the detail of who said what or how individuals voted
- They should refer all queries to the Chair or head.

**6. Which **one** option about school visits is true?**

- Any visit is primarily to become better informed about the school/centre
- Any visit is primarily to assess the quality of staff or teaching
- Parent governors should never sit in on a class during a visit
- Parent governors must be free to visit unannounced at any time since they have a scrutiny role as governors

**7. Which **one** option best describes the involvement of parent governors?**

- They can only be involved with issues that directly affect parents
- They play a full part, equal in status to other governors
- They should withdraw from discussions about how well different groups of pupils are doing
- They must never be on a panel to review the exclusion of any pupil

**8. True or false? Which of the following statements are true? (Choose **all** that are true)**

- Parent governors can be elected as Chair or Vice-Chair of the governing body
- Parent governors do not have a vote on the governing body but may vote in committees
- Parent governors must not be involved in any discussion about the school behaviour policy for pupils
- All Trust schools must have a parents' council
- Parent governors should not bring issues about individual pupils to the governing body
- Any part-time member of staff who is a parent of a child at the centre or school could be elected as a parent governor
- If a parent governor has concerns about their own child, they should approach the matter in just the same way as if they were not a governor
- Parent governors do not have to pay to attend Brent governor training events

## Case Study 1

**Ms Usha Patel is a parent governor at her daughter's school. She is quite pleased with her daughter's progress in most subjects, but she is aware that quite a few parents are unhappy about the quality of work produced in some classes, and that there is considerable concern among parents about standards at the school especially with older pupils.**

**Usha is concerned that her own daughter's progress may suffer in coming years as she moves up the school. She has looked at the Brent School Report Form issued a few months ago and notices that achievement at the upper end of the school is mentioned as an area for development.**

**Usha does not want to do anything inappropriate as a governor but she remains concerned about overall school standards.**

**Which **one** of the following options would be the best advice to give Usha?**

- Get all concerned parents to sign a petition demanding that the school deals with ineffective staff decisively
- Under AOB at the next governing body meeting, tell the governors that people are concerned about standards and ask the headteacher what she is doing about it
- Ask at a governing body meeting whether the headteacher could bring a report to the next meeting about standards of teaching and achievement at the school, focusing on any areas of particular concern and actions being taken to bring about improvement
- Do nothing since this is not something for governors to be involved with
- Go and talk to the headteacher about it, perhaps taking some other worried parents along

## Case Study 2

**Mr Michael Jones, a parent board member at his local children's centre, has been elected as Chair of the board. He meets with Sayeedah Hussein the head of centre about once a month to discuss overall progress and strategic issues at the centre.**

**Sayeedah shares with Michael that the centre's parents forum have been pressuring her to set up a new childminding service at the centre, but that she does not feel the need to do this. Surveys have shown that there is adequate childminding capacity in the area already, and there is no spare accommodation at the centre.**

**Sayeedah does not want the board to discuss this since she is fearful that they may side with the parents forum, but the forum wants the board to respond to its request. Sayeedah asks Michael to write a letter setting out the reasons why the centre cannot provide the new service.**

**What would be the best thing you could do if you were in Michael's position? (Choose **one** option)**

- Write the letter as Chair of the board, as asked by Sayeedah
- Suggest that Sayeedah writes a letter to the parents setting out her views
- Close down the parents forum
- Tell Sayeedah that she doesn't have to do everything the parents forum says
- Say you think it is a good idea and that Sayeedah must find the space (you could use the service for your toddler son!)
- Ask Sayeedah to bring the matter to the board for consideration, with her views and reasoning, and the forum's views and reasoning
- Ask the parents' committee (made up of all board parent members) to decide the issue

## Appendix 5 – Primary Admissions

# How places were allocated at Brent Community schools – 2009

This table gives information about how places were allocated on offer day in each of Brent's Community primary schools for September 2009.

	Total number of places	Special educational needs (SEN) Places	1. Looked After Children (LAC)	2. Children attending an infant school on the same site as a junior school	3. Social/medical reason	4. Sibling connection (furthest distance offered in metres)	5. In catchment area (furthest distance offered in metres)	6. Children who attend the nursery.	7. Outside of catchment (furthest distance offered in metres).	Total offered
Anson Primary School	45	0	0	N/A	0	13(3676)	18(1297)	14(2151)	0	45
Barham Primary School	90	0	1	N/A	0	27(3525)	49(1509)	4(1514)	9(952)	90
Braintcroft Primary School	90	0	0	N/A	0	47(7543)	31(2145)	2(2732)	3(2089)	83
Brentfield Primary School	60	0	0	N/A	0	38(2630)	19(1355)	1(1717)	2(927)	60
Byron Court Primary School	80	1	0	N/A	0	30(7331)	26(1476)	0	23(2343)	80
Carlton Vale Infants School	60	0	0	N/A	0	9(3367)	19(1260)	6(3321)	16(19198)	50
Chalkhill Primary School	60	0	0	N/A	0	22(4957)	17(889)	7(1602)	3(3051)	49
Donnington Primary School	30	0	0	N/A	0	18(4368)	12(671)	0	0	30
Elsley Primary School	60	0	0	N/A	0	20(6365)	33(1344)	6(3337)	1(1528)	60
Fryent Primary School	60	0	0	N/A	0	32(4992)	21(1812)	3(8682)	4(2180)	60
Furness Primary School	60	0	0	N/A	0	20(5492)	33(877)	7(2862)	0	60
Gladstone Park School	90	0	0	N/A	0	41(3974)	30(1477)	14(2835)	5(1166)	90
Harlesden Primary School	30	0	0	N/A	0	10(2069)	20(714)	0	0	30
Kensal Rise Primary School	90	1	0	N/A	0	25(7882)	20(987)	18(12471)	18(232174)	82
Kingsbury Green Primary School	90	2	0	N/A	0	29(6863)	13(2345)	6(1961)	35(7408)	85
Leopold Primary School	60	0	0	N/A	0	29(9108)	31(675)	0	0	60
Lyon Park Infant School	120	0	0	N/A	0	46(4146)	59(1714)	0	14(6568)	119
Malorees Infant School	60	1	0	N/A	0	26(10115)	33(863)	0	0	60
Mitchell Brook Primary School	60	0	0	N/A	0	21(3502)	20(1663)	6(4795)	13(4197)	60
Mora Primary School	60	0	0	N/A	0	15(3091)	16(1007)	7(3044)	3(7060)	41
Mount Stewart Infant School	90	0	0	N/A	0	39(2533)	46(1831)	0	5(798)	90
Newfield Primary School	30	0	0	N/A	0	10(1595)	15(2131)	1(1824)	4(753)	30
Northview Primary School	30	0	0	N/A	0	14(2755)	15(1250)	1(735)	0	30
Oliver Goldsmith Primary School	60	0	0	N/A	0	22(6705)	34(1121)	3(2545)	1(684)	60
Park Lane Primary School	30	1	0	N/A	0	13(5346)	16(1391)	0	0	30
Preston Park Primary School	90	0	0	N/A	0	32(5420)	30(1791)	2(3494)	18(6934)	82
Roe Green Infant School	120	0	0	N/A	0	52(6220)	68(1325)	0	0	120
Salisbury Primary School	90	1	0	N/A	0	40(4441)	47(1190)	2(854)	0	90
Stonebridge Primary School	60	0	0	N/A	0	19(2694)	8(1117)	4(1103)	5(2007)	36
Uxendon Manor Primary School	60	1	0	N/A	0	21(8577)	16(1493)	13(3176)	9(1938)	60
Wembley Primary School	120	1	0	N/A	0	38(4521)	18(1182)	22(3964)	41(3577)	120
Wykeham Primary School	60	1	0	N/A	0	24(6431)	35(766)	0	0	60

### Important information

This table has been produced for guidance only. The level and pattern of demand for schools changes every year.

You are advised not to assume that because children in the same road or locality attend a particular school that your child will also be offered a place.

\*Figures in brackets show maximum distance offered in metres measured by shortest walking distance.



## Appendix 5 – Secondary Admissions

# How places were allocated at Brent Schools

The following table gives information about how places were allocated in each of Brent's secondary schools for September 2009.

	Number of on time applications received	Published admission number	Looked After Children	Sport and dance aptitude	Social/medical needs	Sibling connections	Sibling connections at John Kelly Girls	Sibling connections at John Kelly Boys	Feeder school applicants (max distance in metres)	Distance (max distance in metres)	Special educational needs places
Alperton High School	488	220				74				14 (7652)	1
Capital City Academy**	470	196	6	9		60				121 (6944)	5
Cardinal Hinsley*	107	150	All applicants were offered a place								
Claremont High School	866	252	2		1	92			103	50 (3038)	4
Convent of Jesus and Mary Language College*	343	180									3
Copland**	678	240				91				144 (7455)	5
JFS*	613	300				128					11
The Crest Boys' Academy	128	117					6	11		19 (6815)	1
The Crest Girls' Academy	225	155					46			58 (7822)	2
Kingsbury High School	1102	315				124			156	31 (1395)	4
Preston Manor High School	1374	250	3			93				142 (1743)	12
Queens Park Community School	643	200				70			124 (2530)		6
St Gregory's Catholic Science College***	435	176				55					5
Wembley High Technology College	992	210				84			123 (1310)		3

### Important information

This table has been produced for guidance only. The level and pattern of demand for places at individual schools changes every year. Just because children in the same road/ locality as you attend a particular school, does not mean that your child will also be offered a place there too.

\*Information on place allocation was not available for these schools.

\*\* Copland and Capital City Academy use a banding system. For a more complete breakdown of offers made within each band, please visit [www.brent.gov.uk/admissions](http://www.brent.gov.uk/admissions).

\*\*\*To view how the places were offered under each criterion by St Gregory's Science College, please visit [www.brent.gov.uk/admissions](http://www.brent.gov.uk/admissions)

At the end of the co-ordination process, where it was not possible for children to be offered a school of preference they were allocated the nearest school with a vacancy where possible.

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## Children and Families Overview and Scrutiny Committee

23 February 2010

### Report from the Director of Children and Families

For Action

Wards Affected: All

## Transforming Learning in Brent (BSF)

### 1.0 Summary

- 1.1 The Council has been engaged with the entry process for BSF for over a year now and on the 30 November 2009 it received the very welcome news that Brent was now successfully on the programme and will be formally starting before 1 April 2010.
- 1.2 BSF is an ambitious and far-reaching long-term change programme. It offers local authorities in England a once in a generation opportunity to transform educational provision and significantly improve educational outcomes and life chances of children, young people and families.
- 1.3 BSF has one primary focus which is to achieve a step change transformation in educational outcomes for children. Although BSF must deliver state of the art buildings and link into regeneration, sports and community strategies it is first and foremost a catalyst for delivering transformational learning.

### 2.0 Next Steps

- 2.1 Partnership for Schools, the government agency responsible for delivering BSF, met with the Council on the 18 December 2009. This included a review of our submission document (Readiness to Deliver) and set out any actions we needed to undertake in preparation of the important Remit Meeting which will take place on 2 March 2010.
- 2.2 The Remit meeting is expected to involve Partnership for Schools and the Council's Chief executive and results in a formal agreement being reached between PfS and the Council setting out PfS's expectations regarding outputs and outcomes from our BSF programme. The Council will have to sign up to certain expected outcomes which are influenced by ministerial

priorities around attainment, inclusion and community engagement amongst other areas.

2.3 Following on from the Remit meeting the council will have to develop its next submission setting out its Strategy for Change. This is expected to be required during the spring of 2010 and once approved would allow the Council to develop its Outline Business case. Appendix A sets out a provisional timetable for Brent's BSF programme.

2.4 All secondary schools are currently working on developing their school Strategy for Change documents with support from the Council and from the National College for School Leadership.

### 3.0 **Brent's First Phase**

3.1 BSF is delivered in phases and the Council's agreed first phase is as follows:

- **Alperton:** 100% rebuild with an expansion of 1FE on a single site as an all through school with a 2FE primary school
- **Cardinal Hinsley:** 100% rebuild with an extra 1FE
- **Queens Park:** Refurbishment and remodelling with an expansion of 2FE
- **Copland:** 100% rebuild

3.2 Funding of around £80m will be provided by the Government to deliver phase 1. The anticipated cost of phase 1 is currently expected to be around £94m and the Council has a robust strategy in place to fund the £14m gap primarily from asset sales from the first phase schools.

3.3 At this stage it is not certain when funding for the next phases will become available.

### 4.0 **Local Education Partnership (LEP)**

4.1 A key requirement of BSF is that the Council will have to form a stand-alone company called a LEP which will be commissioned to undertake all the design and construction work. The majority share holder of the LEP will be the successful consortium that wins the competitive dialogue process, with the Council and PFS holding a minority of shares. In most cases each council has formed its own LEP but there have been a few successful examples where a number of Councils have formed a joint LEP.

4.2 The advantages of a joint LEP include a significant saving in procurement costs estimated at around £1m and a significant saving in delivery time with school projects potentially delivered a year earlier than would be the case with a Brent only LEP.

- 4.3 Officers are currently exploring the feasibility of the joint LEP approach with a number of other Councils.

**Contact Officers**

Mustafa Salih, Assistant Director Finance and Resources,  
Children and Families, Chesterfield House, 9 Park Lane,  
Wembley Middlesex HA89 7RW.

Tel: 020 8 937 31910. Fax: 020 8 937 3093

Email: mustafa.salih@Brent.Gov.UK

**Director of Children & Families**  
**John Christie**

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**APPENDIX A**

**BSF - OUTLINE PROJECT TIMETABLE**

<b>Key milestone</b>	<b>Target Date</b>
Strategy for Change	May 2010
Outline Business Case	October 2010
Issue of Official Journal of European Union (OJEU) Notice to prospective bidders	November 2010
Issue Memorandum of Information, Pre Qualification Questionnaire, (PQQ) Initial Project Submission documentation	November 2010
Evaluation and long listing	January 2011
Issue Invitation to Participate in Dialogue (ITPD) to long listed bidders	February 2011
Evaluation and short listing	April 2011
Issue full Invitation to Commence Dialogue (ITCD) to short listed bidders	May 2011
ITCD submission date (Initial Bids)	July 2011
Active Competitive Dialogue evaluation and clarifications to refine Initial Bids	September 2011
Deselect 1 (of 3) bidders & issue Invitation to Submit Final Bids (ITSFB) to remaining 2 bidders	February 2012
Receipt of final bids	March 2012
Final evaluation	April 2012
Selection of Preferred Bidder	April 2012
Programme to Close (establishment of shadow LEP, Planning Approvals, FBC Approval etc.)	May 2012
Commercial/Financial Close	May 2012

Prepare to Procure	OJEU to ITPD	ITCD to ITSFB	Preferred Bidder to FC
<ul style="list-style-type: none"> <li>▶ Prepare procurement documents and evaluation plan</li> <li>▶ Submit OJEU notice to Board/PFS</li> <li>▶ Project Board approves process &amp; OJEU</li> <li>▶ PfS approves OJEU and procurement documents</li> </ul>	<ul style="list-style-type: none"> <li>▶ Publish OJEU/PQQ</li> <li>▶ Bidders Day</li> <li>▶ PQQ's returned and evaluated</li> <li>▶ Debrief</li> <li>▶ Long-list published</li> <li>▶ Issue ITPD</li> <li>▶ Evaluate ITPD</li> <li>▶ Interview long-list</li> <li>▶ Select short-list</li> <li>▶ Short-list agreed by Project Board</li> </ul>	<ul style="list-style-type: none"> <li>▶ Issue ITCD to short-list</li> <li>▶ Initial Bid dialogue period</li> <li>▶ Initial Bids received</li> <li>▶ Evaluation period</li> <li>▶ Finalise ITSFB</li> <li>▶ PfS approves</li> <li>▶ Board approves recommended short-list</li> <li>▶ Issue ITSFB</li> </ul>	<ul style="list-style-type: none"> <li>▶ Receive and evaluate Final Bids</li> <li>▶ Final evaluation report to Board</li> <li>▶ Appoint preferred partner and debrief</li> <li>▶ Planning approval</li> <li>▶ Submit FBC to DCSF/PRG</li> <li>▶ FBC approved</li> <li>▶ Contract close</li> <li>▶ Financial close</li> </ul>
<b>Day 0 + 12 months</b>	<b>Day 0 + 15 months</b>	<b>Day 0 + 25 months</b>	<b>Day 0 + 28 months</b>
January 2011	April 2011	February 2012	May 2012



## Children and Families Overview and Scrutiny Committee 23<sup>rd</sup> February 2010

### Report from the Director of Children and Families

For Action

Wards Affected: ALL

## Special educational needs: place planning and financial overview

### 1.0 Summary

- 1.1 This report provides an overview of SEN expenditure and an analysis of current and projected demand for SEN placements. It also outlines future plans to meet increasing demand with reference to the Building Schools for the Future 'Strategy for Change' which is currently under development.

### 2.0 Recommendations

- 2.1 That the Committee notes the increasing demand for SEN placements and consequent budgetary pressures.
- 2.2 That the Committee notes and comments upon the plans for expanding and improving SEN provision in Brent.

### 3.0 Detail

#### Financial Overview

- 3.1 Budgets for SEN are contained both within the Dedicated Schools Grant and local authority central budgets.

3.2 Within the Dedicated Schools Grant, the following is delegated to Brent schools.

	2008/9	2009/10
<b>Special Schools</b>	10,126,519	10,958,617
<b>Additionally Resourced provision in mainstream schools</b>	1,493,784	1,271,639
<b>Outreach Services</b>	555,155	544,788
<b>Statements of SEN</b>	6,798,549	6,925,210
<b>TOTAL</b>	<b>18,974,007</b>	<b>19,700,254</b>

It should be noted that a review of formula funding for special schools was undertaken in 2008/9 to provide a more transparent and needs led basis for funding. The new formula was agreed by the Schools Forum and took effect from 1.4.09. The funding for additionally resourced provisions in mainstream schools and outreach is under review in 2009/10 and it is anticipated that a revised formula will be applied in 2010/11. Work is now being undertaken on the final stage of the review in looking at the funding mechanism for statementing costs in mainstream schools.

3.3 The following SEN budgets are contained in the Dedicated Schools Grant but are not delegated to schools.

	2008/9 Budget	2008/9 Actual	Variance
Statemented pupils in out-Borough mainstream schools	1,765,000	1,527,774	-237,226
Other local authority day special schools.	1,404,000	2,365,788	961,788
Independent day special schools.	2,712,000	2,791,472	79,472
Independent residential special schools	1,632,000	1,987,247	355,247
Other local authority residential special schools	100,000	15,342	-84,658
SEN contingency (in-year changes to statements in Brent schools).	708,000	1,415,330	707,330
Education otherwise for statemented pupils.	-	727,440	727,440
Recoupment income (income recouped from other authorities placing children with statements in Brent schools).	-632,000	-2,292,195	1,660,195
<b>TOTAL</b>	<b>7,689,000</b>	<b>8,538,198</b>	<b>849,198</b>



3.4 The following SEN expenditure is contained in central local authority budgets.

	2008/9 budget	2008/9 actual	Variance
Educational Psychology Service	600,000	600,000	0
SEN Assessment Service	824,000	802,905	-21,095
Parent Partnership Service	67,000	70,567	3,567
SEN Support for School Improvement	269,577	173,298	-96,259
SEN Transport	3,810,000	3,959,700	149,700
<b>TOTAL</b>	<b>5,570,577</b>	<b>5,606,470</b>	<b>35,893</b>

3.5 The total expenditure on SEN in 2008/9, within the Dedicated Schools Budget and local authority central budgets is in the region of £33 million.

In addition, schools receive funding for those pupils that from time to time need additional support, including those placed at School Action and School Action Plus (non-statemented SEN). This funding is not specific to an identified pupil but is allocated by proxy factors of Additional Educational Need, including attainment, free school meals, social deprivation and under achieving groups. These factors were introduced following a review of the formula on 2007/8 and some £6 million growth funding has been allocated to these factors in 2008/9 and 2009/10.

3.6 There is increasing pressure on SEN placement budgets arising from a combination factors. Specifically,

- i) There has been a significant increase in the numbers of notifications received from the health authority of young children with multiple and complex needs. In conjunction with this, the numbers of children diagnosed with autistic spectrum condition with associated learning difficulties (ASC) and challenging behaviour has continued to rise.
- ii) Where pupils are placed in independent, non-maintained special schools, fee increases have outstripped inflation
- iii) A more than expected proportion of new arrivals to Brent have significant special educational needs.

3.7 The overspend within the SEN elements of the Dedicated Schools Grant in 2008/9 was approximately £850,000 (see 3.3). Although it is not possible to accurately project the final budget position in 2009/10 at this stage, it is likely that the overspend will be similar to last year. This will need to be contained within the overall DSG. There is also an impact of increasing demand on central local authority SEN budgets, particularly in relation to provision of transport. It is clearly important both for financial and educational reasons to extend high quality local provision for SEN and the proposed strategy is set out in a later section of this report.

#### **Current provision for meeting special educational needs**

3.8 In October 2009, just over 20% of the Brent school population were identified as having special educational needs, either at School Action, School Action Plus or with statements of SEN. This is broken down as follows,

## SEN PROVISION BY SCHOOL TYPE

All data taken from the October 2009 Brent school census

School Type	No SEN Provision (N)	School Action (A)	School Action Plus (P)	Statemented (S)	TOTAL COHORT
Nursery	221 89.1%	8 3.2%	19 7.7%	- 0%	248
Primary	18808 79.5%	2985 12.6%	1514 6.4%	358 1.5%	23665
Secondary	14441 80.5%	2315 12.9%	777 4.3%	398 2.2%	17931
Special	- 0%	1 0.2%	- 0%	455 99.8%	456
<b>BRENT TOTAL</b>	<b>33470 79.1%</b>	<b>5309 12.6%</b>	<b>2310 5.6%</b>	<b>1211 2.9%</b>	<b>42300</b>

3.9 In January 2010, Brent maintained 1491 statements of SEN. This represents just over 2% of all children and young people aged 0-19.

Of these 1491 pupils,

- 815 were placed in mainstream schools
- 640 were placed in special schools
- 36 were placed with other education providers

3.10 The local authority currently maintains 5 special schools with places for up to 490 pupils with SEN

School	Type of Need	Places	Age Range
Woodfield	Moderate learning difficulties with additional needs. ASC and associated learning difficulties.	120	11-19
Hay Lane	Severe learning difficulties. Profound and multiple learning difficulties. ASC and associated learning difficulties.	120	3-19
Grove Park	Complex physical and medical difficulties with a wide range of learning needs.	90	3-19
Manor	Moderate learning difficulties with additional needs. Severe learning difficulties. ASC and associated learning difficulties	130	4-11
Vernon House	Behavioural, social and emotional difficulties	30	4-11

3.11 The local authority also maintains a range of additionally resourced provisions in mainstream nursery, primary and secondary schools

School	Type of Need	Places	Age Range
Preston Manor	Speech, language and communication	12	11-19
Kingsbury High	Deaf and hearing impaired	8	11-19
Kingsbury Green	Deaf and hearing impaired	16	3-11
Oakington Manor	Speech, language and communication	25	4-11
Kensal Rise	Speech, language and communication	20	4-11
Fawood	Autistic spectrum condition	10	3-5

3.12 In 2008/9, 279 Brent pupils with statements attended out-Borough special schools (this includes leavers who attended for part-year only). Breakdown by category of needs and type of school is as follows

	Day maintained	Day independent	Residential independent	Education otherwise	TOTAL
<b>Autistic</b>	13	50	17	1	81
<b>Emotional and Behaviour Difficulties</b>	6	16	11	21	54
<b>Hearing Impairment</b>	20	1	2	0	23
<b>Moderate Learning Difficulties</b>	37	14	1	1	53
<b>Physical/Medical</b>	3	4	3	0	10
<b>Severe Learning Difficulties</b>	24	2	5	0	31
<b>Speech, Language and Communication</b>	3	5	0	0	8
<b>Specific Learning Difficulties</b>	0	6	2	0	8
<b>Visual Impairment</b>	4	7	0	0	11
<b>TOTAL</b>	110	105	41	23	279

It should be noted that these figures include a small number of pupils in care to Brent but whose statements are maintained by other authorities.

The biggest single issue, in terms of costs and numbers, is the placement of children with autism across the spectrum of needs. We have expanded ASC provision over recent years, but numbers continue to rise and there is an excess of demand over supply of local places. This needs to be addressed as a priority.

Also, there are few surplus places in Brent special schools and it is difficult to secure places in some year groups for children with severe learning difficulties, moderate learning difficulties and autism who require a special school placement. Placement of children with behaviour, emotional and social needs can also be problematic and there is a pressure on BESD places across the London region.

### **Projection of future demand**

- 3.13 Brent's population of children of school age is projected to rise. By 2020, there is projected to be a population increase of 12.9%, which will significantly affect demand for SEN provision in mainstream and special schools.
- 3.14 The numbers of statutory assessments of SEN started has increased nearly 35% since 2006 although this does now appear to be levelling off.

2006	2007	2008	2009
196	258	242	264

Criteria for initiating statutory assessment have not changed.

- 3.15 The number of statutory assessments started for children under 5 following notification from the health authority have risen from 45 for children requiring school placement in September 2009 to 63 for children requiring school placement in September 2010. This is the group of children identified early by the health authority as likely to require specialist provision and includes children with significant learning and developmental needs. Just over 50% of the group of children entering school in September 2009 with statements were placed in special schools in accordance with parental preference.
- 3.16 In addition to demographic changes, current analysis of data suggests incidence of autistic spectrum condition and profound and multiple learning difficulties are set to rise over the period 2010-2020.
- 3.17 Current planning assumptions are that we will need to increase our capacity for specialist placements in Brent, either in special schools or additionally resourced mainstream schools by 30% over the next 10 years in order to meet increasing demand and to achieve the aim of reducing out-Borough non-maintained placements and associated costs over this period. Brent currently has 570 places in Brent special schools or additionally resourced provisions. We therefore will need to provide in the region of 170 additional places.

### **Strategic principles underlying future place planning**

- 3.18 Brent's SEN strategy aims to raise the achievement of all pupils through
  - A strong culture of inclusion in every school

- Personalised learning approaches including innovative use of new technologies
- High quality accommodation and specialist facilities
- Strong professional development arrangements and collaboration between schools
- ‘Team around the child’ approach to provide co-ordinated multi-agency support
- Engagement of parents and carers in their child’s learning

3.19 We propose to maintain special schools for those children with the most complex needs but break down the barriers between special and mainstream schools, co-locating where possible and ensuring mutually beneficial curriculum and social links.

3.20 We will work in collaboration with Brent mainstream schools to build and extend on existing good practice. Through targeted support and additional investment, we aim to increase the capacity of mainstream schools to effectively meet a wide range of special educational needs.

3.21 We expect by 2020, that all pupils with moderate learning difficulties, (many of whom will have additional social, emotional and/or communication needs) will attend their local mainstream school with tailored support. We also expect by 2020 that all pupils with physical and medical needs, (with the exception of those with severe, profound or multiple learning difficulties) will be included in an additionally resourced mainstream school whatever the complexity of their physical and medical needs.

3.22 We will maintain a range of additionally resourced mainstream provisions in some schools for pupils with low incidence needs. We will expand our additionally resourced mainstream provision for pupils with autistic spectrum condition.

3.23 Through the implementation of the strategy, we expect the number of pupils placed in out-Borough schools, including residential schools, to reduce significantly. We recognise that there will still remain a need to place some pupils outside of Brent where there are exceptional needs and in response to parental preference. In order to maintain children in their local community, we will ensure that carefully planned and flexible support arrangements are in place across educational, social care, health and other key partners. Where possible, we will co-locate health facilities and family support and short break facilities with schools.

**Plans to improve provision and meet additional demand**

3.24 There are plans already in place to improve the quality and range of existing provision. The Committee is aware of the plan to rebuild Hay Lane and Grove Park schools as one school on its current site and increase capacity from 210 to 235. This will be subject to final approval by the Council’s Executive.

3.25 There is an established need to provide additional additionally resourced mainstream provision within Brent for children and young people with autistic spectrum condition, whose needs can be met through a supported mainstream placement with access to specialist staff and an appropriate physical environment. A resource base for 12 pupils will be in place at Preston Manor High School from September 2010. Discussions are currently being held at a primary school to establish a similar resource base in the primary sector for 15 pupils with a likely implementation date of September 2011. In addition, under Building Schools for Future proposals, a further resource base for 15 pupils with autistic spectrum condition in the secondary sector will be established at Queens Park Community School with a likely implementation

date of September 2013. In total, these developments will lead to an increase of 42 specialist places for ASC pupils in Brent mainstream schools.

- 3.26 There is a small group of children and young people currently placed in special school provision due to the complexity of their physical and medical needs, although they are able to access a mainstream curriculum. We are planning to develop additionally resourced provision in a primary and secondary school to meet the needs of these pupils. This will require skilled staff provision of on-site therapy facilities and multi-professional support arrangements. Provision will need to be developed in close collaboration with the health authority. Current planning indicates that we will require 20 places in the primary sector and 20 places in the secondary sector.
- 3.27 Under Building Schools for the Future proposals, all Brent secondary schools will have a SEN 'centre of excellence'. This will be a specialist resource providing for a wide range of needs with pupil support bases which may be used full-time, part-time, or for specific interventions. It will be viewed as a place for learning for all pupils and will be located in the heart of the school. The detailed requirements in relation to staff, accommodation and multi-agency support are currently under development as part of the BSF 'Strategy for Change' process. This model will enable schools to better meet the range of needs of pupils currently within their schools and also to extend the range of needs which can successfully be met in a mainstream setting. In particular, it is planned that pupils with moderate learning difficulties who may have additional social, emotional, sensory or communication needs will be able to be included in their local mainstream secondary school. Currently, many pupils with this profile of needs attend Brent special school provision. The 'centre of excellence' model will also enable more pupils with behavioural, emotional and social difficulties (BESD) to be successfully supported in their local school and will lead to a reduction in the need for out-Borough BESD special school placements, as well as a substantial reduction in exclusions. This is still at the planning stage but it is anticipated that additional capacity for at least 80 places across Brent secondary schools will be created for pupils with moderate learning difficulties and additional needs and 40 places for pupils with behaviour, emotional and social needs. These pupils would otherwise have attended special schools either in Brent or out-Borough.
- 3.28 The vast majority of primary aged pupils with moderate learning difficulties and additional needs and pupils with BESD are already being successfully included in mainstream primary schools. We propose to continue to maintain a primary special school for those primary aged pupils with emotional and behavioural needs who require the most intensive support. Where possible, these placements will be on a time-limited basis with the aim of children returning to their local mainstream school after a period of intensive educational and therapeutic support. Opportunities for re-locating our current BESD primary school will be explored as part of the Primary Capital Programme and other investment opportunities.

3.29 Similarly, we plan to continue to maintain specialist provision primary aged pupils with severe learning difficulties and/or autism. We will explore opportunities for co-location of provision with a mainstream primary school as part of the Primary Capital Programme and other investment opportunities. We plan to establish an inclusive learning campus on one or more sites within Brent. If current trends continue, it is likely that we will require additional provision for approximately 30 primary aged pupils with severe learning difficulties and/or autism by 2020.

3.29 The table below summarises plans for expanding SEN provision.

School	Type of Needs	Additional places	Expected timescale
Hay Lane/Grove Park	Severe learning difficulties/Profound and multiple learning difficulties/autism	25	2013
Secondary ASC resource base – Preston Manor	Autism spectrum condition	12	2010
Primary ASC resource base	Autistic spectrum condition	15	2011
Secondary ASC resource base – Queens Park	Autistic spectrum condition	15	2013
Brent Secondary schools – BSF ‘Centre of Excellence	Moderate learning difficulties with additional needs. Behavioural, emotional and social difficulties	180 40	Phased implementation 2013-2020
Manor	Severe learning difficulties/autism	30	To be determined – dependent on co-location opportunities
Primary resource base for physical/medical needs	Complex physical/medical needs	20	2013
Secondary resource base for physical/medical needs	Complex physical/medical needs	20	2013

In total, numbers of places in special schools will reduce slightly and there will be a substantial increase in additionally resourced mainstream provision. Currently Brent maintains 490 special school places and 91 places in additionally resourced mainstream provisions. Under these plans, by 2020 Brent would maintain 465 special school places and 293 places in additionally resourced mainstream provision. This equates to an increase in capacity of 177 places over this period.

3.30 These projections are based on analysis of current trends but these will be subject to variation and will need to be adjusted accordingly over the 10 year period to reflect changes in demographic and other data.

**Background papers:** Scrutiny report: Special Educational Needs: Update on progress of SEN Improvement and Efficiency Review. December 2009

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