



Children and Families Overview and Scrutiny Committee

Thursday, 25 March 2010 at 7.30 pm

Committee Rooms 1 and 2, Brent Town Hall, Forty
Lane, Wembley, HA9 9HD

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
H M Patel
Mrs Bacchus
H B Patel
Singh
Clues
V Brown

Voting Co-optees

Mr C Akisanya
Mr R Lorenzato
Vacancy
Vacancy

Non-Voting Co-optees

Dr J Levison
Mrs Shalla Tabi

Observers

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

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The press and public are welcome to attend this meeting

Agenda

Introductions, if appropriate.

Apologies for absence and clarification of alternate members

Item	Page
1 Declarations of personal and prejudicial interests	
Members are invited to declare, at this stage of the meeting, any relevant financial or other interest in the items on this agenda.	
2 Deputations	
3 Minutes of the previous meeting	1 - 12
4 Matters arising	
5 Review of the impact of locality-based social care teams	13 - 18
This report shows the progress made by the newly established Locality Service between January 2009 and January 2010 in delivering the strategic priorities of the Children's Trust Board and National Performance Indicators.	
6 Long-term projections on school places in Brent	19 - 48
This report provides information on the following areas:	
<ul style="list-style-type: none">• forecast accuracy• birth rates• primary, secondary and sixth form projections• options for expanding secondary places.	
7 School places in Brent	
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.	
8 Building Schools for the Future (BSF)	
Verbal update on the Building Schools for the Future (BSF) programme, due to start in Brent.	

9 **Four-year review of the work of the Children and Families Overview and Scrutiny Committee** 49 - 56

This report sets out a review of the work of the Children and Families Overview and Scrutiny Committee from 2006 to 2010.

10 **Date of next meeting**

The date of the next meeting of the Children and Families Overview and Scrutiny Committee will be confirmed by Full Council in May 2010.

11 **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.



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LONDON BOROUGH OF BRENT

MINUTES OF THE CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE

Tuesday, 23 February 2010 at 7.30 pm

PRESENT: Councillor Motley (Chair) and Councillors Arnold, Mistry, J Moher and CJ Patel, together with Mr Akisanya (Voting Co-optee)

Also Present: Councillor Wharton (Lead Member for Children and Families) and Ms J Cooper (Observer - Teachers' Panel), Mrs L Gouldbourne (Observer - Teachers' Panel), Hank Roberts (Observer - Teacher's Panel) and Priyesh Patel (Observer - Brent Youth Parliament representative)

Apologies were received from: Councillors Mrs Fernandes, Tancred and Dr Levison (Non-Voting Co-optee) and Ms Jolinson (Observer – Teachers' Panel)

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

There were no declarations of interest declared at this stage of the meeting. However, Councillor Mistry declared an interest during item 8, on the School Status and Diversity report, with regards to the discussion on Copland Community School as she was an employee of Copland Community School.

2. **Deputations (if any)**

None.

3. **Minutes of the previous meeting**

RESOLVED:-

that the minutes of the previous meeting held on 15 December 2009 be approved as an accurate record of the meeting.

4. **Matters arising (if any)**

The Chair advised that the Youth Offending Task Group had recently visited the youth inclusion project to observe what was taking place. He added that they had found it to be a very interesting and worthwhile visit.

5. **Early Years Single Funding Formula**

Following a request at the last Children and Families Overview and Scrutiny Committee, Mustafa Salih (Assistant Director of Finance and Resources, Children and Families) provided the committee with an update on the introduction of the Early Years Single Funding Formula and changes to the allocation and funding of early years full time places. He drew the committee's attention to the report which went to the Executive on the 15 February 2010.

Mustafa Salih explained that the Government had initially wanted all local authorities to introduce the Early Years Single Funding Formula (EYSFF) from April 2010, but in December 2009 decided that it would be delayed until April 2011 as a number of councils were not ready to introduce it. He added that the Government had, however, encouraged those councils which were ready to implement from April 2010 to do so by applying to become a path finder authority. He advised that the Executive had agreed to implement the formula in Brent from April 2010 and that this was also the recommendation of the Schools Forum which met in January 2010.

Mustafa Salih informed the committee that the introduction of the EYSFF had provided the Council with an opportunity to review the criteria for the allocation and funding of full time early years places. He explained that the objective was to devise a transparent and common process across the whole sector that would allocate a full time place based on the need and vulnerability of the child. Mustafa Salih explained that the schools forum had raised a concern that if the changes were implemented for 2010, there would not be sufficient time for consultation with parents. Furthermore, Mustafa Salih stated that there was some uncertainty that the DCSF would have the regulations in place to allow schools to charge parents in readiness for September 2010. For these reasons, he stated that it had been decided to delay the implementation of the proposals, with regards to full time places, until September 2011. This, he stated, would allow enough time for thorough consultation to take place with parents.

In the discussion which followed, a request was made that information on the sufficiency of early years places in the borough be included in the report which was coming to the next Children and Families Overview and Scrutiny committee on school places. In response to a concern raised regarding the impact it would have on those mainstream nurseries, which would see their number of full time places decrease, Mustafa Salih explained that some of the mainstream nurseries, which he had spoken to regarding this issue, had told him that they would consider increasing the number of part time places available. He added that he had also discussed with them that they would have an option of charging for a full time place if parents were willing to pay. In answering a question regarding the consultation on the changes to the allocation and funding of early years full time places, Mustafa Salih explained that the council would most likely be consulting both parents that had children who were due to go to nursery and parents whose children were already in nursery. He advised that the changes would, however, only affect those children who were going to be starting nursery.

A representative from the Teachers' Panel raised a concern that if a parent was unable to afford to pay for a part time place to be topped up to a full time place, a child in need could miss out on a full time place. In response, Mustafa Salih explained that the changes would ensure that it would be the most deprived children who would receive the full time places. The representative also raised a concern that if there was a children's centre attached to a nursery, a teacher could end up having two different employers over the day.

The Chair stated that the committee would revisit this issue later on in the year.

RESOLVED:-

- (i) that the update and Executive report, dated 15 February 2010, be noted;
- (ii) that information on the sufficiency of early years places in the borough be included in the report on school places, which was coming to the next Children and Families Overview and Scrutiny Committee on 25 March 2010.

6. **Supporting schools to succeed**

Faira Ellks (Head of School Improvement Service) introduced the report which aimed to inform members about the lowest performing schools in Brent, the factors which contributed to their low performance and the action which had been taken by the Local Authority and the schools themselves to address the challenges. She began by highlighting that there were three schools which were currently in an Ofsted category, two of which had been issued Notice to Improve and one which had been judged to need special measures. She advised that over the last few years there had been a decline in the number of schools which had been going into an Ofsted category. Faira Ellks drew the committee's attention to the second part of the report which set out other low performing schools, which were not necessarily in an Ofsted category. She stated that whilst there were some areas of concern, overall the picture was positive.

Faira Ellks set out some of the factors which contributed to attainment being below average, such as high levels of social and economic disadvantage, weak leadership and not enough good teachers. She explained that the School Improvement Service regularly analysed the attainment and progress of pupils in each school, comparing these outcomes with Brent and national averages. She set out some of the actions which had been taken by the School Improvement Service to improve standards and concluded by referring to some of the actions which schools had taken to raise standards. Faira Ellks then introduced Sarah Bolt, the head teacher of Newfield Primary School, who was present to share with the committee her experience of what it was like to work in a school which had been given Notice to Improve and how the school had managed to drive forward improvement. She added that Notice to Improve had been lifted.

Sarah Bolt provided the committee with a handout which set out the key challenges the school faced and how they responded to these challenges. She drew the committee's attention to some of the general points which had been made in the briefing note and explained that she was happy to answer questions from members of the committee.

The committee congratulated Sarah Bolt and the rest of the staff on the excellent work which had been carried out to raise standards at Newfield Primary School. In response to a question regarding what the council could do to help Newfield Primary School to improve further, Sarah Bolt explained that additional funding and the introduction of a two-form entry system would be of great benefit to Newfield Primary School. Sarah Bolt explained that not only would a two-form entry help ensure that there would be more flexibility if one or two children did not do well in their results, but that it would also provide the school with the option to mix classes and would give the children the experience of mixing with a wider range of other children. The committee noted that it recognised the need for two forms of entry at

Newfield Primary School. Councillor Wharton pointed out that the borough was short of school places and that if Newfield Primary School was to become two-form entry, it would help to achieve the needs of that area. With regards to the funding, Sarah Bolt explained that the school had received funding last year, from London Challenge, which had helped towards the provision of one-to-one tuition for the pupils, but that this had been taken away once the school had improved.

In response to a query regarding homework clubs, Sarah Bolt stated that Newfield Primary School had a free homework club which pupils could attend to gain support with their homework. She also advised that there was a lunchtime ICT club and an after school club which had to be paid for by parents. She added that some children also had booster sessions. Sarah Bolt advised that the school was also planning to hold a session for parents where they could come to visit the classroom to discuss with the teachers what their children had been learning. In responding to a question regarding sharing best practice with other schools, Sarah Bolt explained that the head teachers in the area did talk regularly to share ideas and that she had found this to be very useful. She stated that the sharing of best practice was also able to take place at the Harlesden cluster meetings, which were for head teachers in the area. She added that the mentor she had, when she first became a head teacher, was also useful.

It was noted that the work around community cohesion and the recognition of other cultures had played a large role in raising standards. In answering a question regarding the large amount of new arrivals that the school experienced each year, Sarah Bolt explained that there was a temporary housing estate situated near the school which a number of the children came from. She added that due to the nature of the housing estate, families could get rehoused at any time. Following a question regarding the development of the health and wellbeing of staff, Sarah Bolt informed the committee that all the staff at the school were part of the wellbeing programme which provided free access to counselling and support. She added that the staff also had wellbeing targets to meet, such as having to leave the building by a certain time.

The Chair thanked Sarah Bolt for her presentation and asked members if they had any questions for Faira Ellks regarding the 'supporting schools to succeed' report. A concern was raised by a representative from the Teachers' Panel regarding paragraph 3.22 of the report, which stressed the need to ensure that all staff were held accountable for the outcomes achieved by pupils. In response, Faira Ellks stated that it was not about punishing staff, but was about creating an atmosphere which enabled open dialogue to take place between head teachers and class teachers regarding pupils' progress. Another representative of the Teachers' Panel raised a concern regarding the performance of academies in paragraph 3.24 of the report and that the local authority would be limited in what it could do to influence the outcomes of academies. In response, Councillor Wharton explained that two of the academies mentioned only became academies last year and that they became academies because the schools were failing. In answering a question regarding the two secondary schools which had been given a Notice to Improve due to the failure to meet safeguarding arrangements, Faira Ellks advised that Her Majesty's Inspectorate had found that these schools were making good progress in this area.

RESOLVED:-

- (i) that the improvement made by a number of low performing schools be noted;
- (ii) that action taken by schools and the School Improvement Service to secure improvements be noted.

7. Tackling homophobic bullying in schools

Anthony Felsenstein (Strategic Co-ordinator for Behaviour and Attendance) introduced the report which provided the committee with details on how homophobic bullying in schools was being tackled in Brent. He informed the committee that since producing the report, in recognition of LGBT History Month, a workshop on tackling homophobic bullying had been held on the 9 February 2010. He advised that an encouraging number of pupils had attended the workshop. He stated that the workshop had a number of speakers, including a representative from Stonewall, Mosaic LGBT Youth Centre, Brent Youth Parliament and Schools OUT. The main part of the meeting, he explained, provided five schools with the opportunity to share their work with each other on how they were tackling homophobic bullying. He added that pupils had taken the lead in two of the schools which attended the workshop. Anthony Felsenstein informed the committee that a local newspaper was interested in doing an article on the workshop which would cover some of the good work that was highlighted at the workshop. He added that Sue Sanders from Schools OUT had informed him that she was very impressed with the work which had been carried out and that she would like to put a case study together based on this.

Anthony Felsenstein explained that since the last time he reported to the committee, the council had updated its anti-bullying guidance, which had been put on the schools extranet. He stated that the School Improvement Service was currently in the process of collecting more data from schools to find out if there had been an increase in the number of schools which had made reference to tackling homophobic bullying in their anti-bullying policies. Anthony Felsenstein explained that the council would continue to build on the work already being carried out to tackle homophobic bullying and would continue to work with schools to ensure the sharing of good practice.

In the discussion which followed, Anthony Felsenstein explained that when teachers were unsure as to how to deal with homophobic bullying or they required support, it was helpful for them to have a section on homophobic bullying in their school's anti-bullying policy, as it provided them with guidance as to what they should do. In response to a question regarding the celebration of LGBT History Month in schools, Anthony Felsenstein explained that there was one school which did something specific to celebrate the month.

Responding to a question regarding governor training on how to tackle homophobic bullying, Anthony Felsenstein explained that governors did receive anti-bullying training, but that presently there were not usually separate sessions held for just tackling homophobic bullying. In answer to a question regarding whether there had been any resistance from schools in incorporating the tackling of homophobic bullying into their anti-bullying policies, Anthony Felsenstein stated that there had been no resistance but that some schools had stated that they did not separate out

different kinds of bullying in their anti-bullying policy as they viewed all forms of bullying as unacceptable no matter what the type. He informed the committee that the Government currently had a consultation out which was looking at whether, from September 2010, all schools should be required to not only record serious incidents of bullying, but to also record the type of bullying which had taken place. The Chair noted the importance of ensuring that all the good work, which had taken place so far, was continued to be built upon. The committee requested that an update, on the progress of tackling homophobic bullying in schools, be provided to the Children and Families Overview and Scrutiny Committee in a year's time.

RESOLVED:-

- (i) that the update be noted;
- (ii) that an update, on the progress of tackling homophobic bullying in schools, be provided to the Children and Families Overview and Scrutiny Committee in a year's time.

8. **School Status and Diversity in Brent**

Mustafa Salih (Assistant Director of Finance and Resources, Children and Families) introduced the report which provided the committee with the following areas of information; demographics, types of schools in Brent, Brent's admission policies, governing bodies, including details on training and accountability, and school funding. The Chair reminded the meeting that one of the reasons as to why this information had been requested was as a result of the allegations of misconduct at Copland Community School. Mustafa Salih drew the committee's attention to the appendices of the report, which provided information on the learning and development programme for governors in Brent. He advised that it was a very comprehensive package, which had the full support of the schools in Brent.

Responding to a question regarding what systems were in place to ensure that what happened at Copland Community School would not happen again, Mustafa Salih explained that the council's internal Audit and Investigations Service would now be auditing all schools. This would be in addition to any internal audit that schools may wish to conduct. The committee stressed the importance of ensuring transparency in the appointment of the new head teacher at Copland Community School.

Following the Supreme Court's decision to rule against the admissions policy of JFS, Councillor J Moher requested that a report be submitted to the committee, setting out the council's policy regarding admissions to voluntary aided schools, governor training on admissions criteria and how the council had responded to the judgement of the ruling against JFS. The committee agreed to this request.

RESOLVED:-

- (i) that the report be noted;
- (ii) that a report be submitted to the Children and Families Overview and Scrutiny Committee, setting out the council's policy regarding admissions to

voluntary aided schools, governor training on admissions criteria and how the council had responded to the judgement of the ruling against JFS.

Councillor Mistry declared an interest during this item with regards to the discussion on Copland Community School as she was an employee of Copland Community School.

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

Mustafa Salih (Assistant Director of Finance and Resources, Children and Families) introduced the report which provided the committee with an update on the Building Schools for the Future (BSF) Programme and the next steps in the process. He explained that an important Remit meeting with Partnership for Schools would be taking place on the 2 March 2010, which would set out Partnerships for School's expectations in relation to the outputs and outcomes of the programme. Mustafa Salih advised that the council had agreed to the first phase of the programme which involved four schools. He explained that beyond the first phase, it was difficult to plan any further ahead as it was not known how much funding would be available at that stage.

Mustafa Salih informed the committee that one of the key requirements of the BSF programme was that the council would have to form a stand-alone company called a Local Education Partnership (LEP) which would be commissioned to undertake all the design and construction work. He explained that the majority share holder of the LEP would be the successful consortium that won the competitive dialogue process, with the council and Partnership for Schools holding a minority of shares. He stated that the council was currently looking at the possibility of forming a joint LEP with Barnet and Enfield Council. He stated that the advantages of a joint LEP were that it could result in significant savings in procurement costs, estimated at around £1m, and a significant saving in delivery time. The joint arrangements, he explained, could mean that the programme was delivered a year earlier than planned, due to the other authorities being further ahead in the process. He stated that a report would be going to the Executive for decision.

In the discussion which followed, the importance of keeping the committee informed of the arrangements for the consortium was noted. Following a request for more information on which companies may bid, Mustafa Salih explained that on the Partnership for Schools' website was a list of private sector organisations, which were already in the BSF project supplies chain. A concern was raised regarding the current economic climate and whether there would be enough money available, for the next stage, so as to not disappoint some schools.

The committee requested that more information on the proposed joint Local Authority partnership arrangements and what it would mean for the timescales of the project be included in the update report, which was being produced for the next Children and Families Overview and Scrutiny Committee in March.

RESOLVED:-

that information on the proposed joint Local Authority partnership arrangements and what it would mean for the timescales of the project be included in the update report to the next Children and Families Overview and Scrutiny Committee.

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

Rik Boxer (Assistant Director of Achievement and Inclusion) introduced the report which provided the committee with an overview of SEN expenditure, an analysis of current and projected demand for SEN and an outline of future plans to meet increasing demand, with reference to the Building Schools for Future 'Strategy for Change'. He began by providing the committee with a financial overview, explaining that the budgets for SEN were contained both within the Dedicated Schools Grant and local authority central budgets. Rik Boxer referred to the increasing amount of pressure on SEN placement budgets. He explained that this was due to a combination of factors which were listed in the report.

Rik Boxer drew the committee's attention to the section of the report regarding current provision for meeting special educational needs. He stated that one of the biggest issues which needed to be addressed as a priority, in terms of costs and numbers, was the placement of children with autism across the spectrum of needs. He explained that whilst provision for children with autistic spectrum condition had been expanded over recent years, there was an excess of demand over the number of local places available. He also advised that there were few surplus places in Brent's special schools.

Rik Boxer then highlighted some of the figures shown in the report which related to projection of future demand. This was based on the best assumptions and that there was a possibility that the demographic could change unexpectedly. He stated that current planning assumptions were that Brent would need to increase its 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. He then set out some of the principles which would underpin future place planning. By 2020, Brent expected all pupils with moderate learning difficulties to attend their local mainstream school with tailored support. Rik Boxer concluded by setting out some of the plans that were in place to improve provision and meet additional demand. This included the fact that under the Building Schools for the Future (BSF) proposals, all Brent secondary schools would have a SEN 'Centre of Excellence', which would be a specialist resource that would provide for a wide range of needs.

In response to a question regarding how much the BSF proposals, which related to SEN provision, were linked with the first phase of the programme, Rik Boxer explained that whilst it was phased implementation, the proposals were significantly linked as four secondary schools would be getting 'Centres of Excellence' as part of the first stage. In response to a concern raised by a representative of the Teachers' Panel, regarding the funding formula for specialist schools, Rik Boxer stated that the funding and banding system would be reviewed on a yearly basis. In response to a question from the representative regarding why it was not possible for Hay Lane and Grove Park to be co-located with a mainstream secondary school, Rik Boxer stated that there was no other feasible alternative. He advised that Hay Lane and Grove Park were close to Kingsbury High School and that the decanting of pupils was a possibility which could be looked at. In responding to a query regarding the expectation that by 2020 all pupils with physical and medical needs, excluding those with severe, profound or multiple learning difficulties, would

be included in an additionally resourced mainstream school, Rik Boxer stressed the importance of PCT input.

Following a query regarding what progress had been made to establish an alternative commissioning model, Rik Boxer explained that he was still awaiting the final report from the Brent Excellence Support Team regarding the SEN Improvement and Efficiency review. He added that he believed that the joining up of education and social care arrangements was still the best option. He stated that there was some work being carried out pan London which was looking at getting independent providers to limit fee increases. He added that he hoped the final recommendations from the review would be ready within the next six months. The Chair requested that the final findings and recommendations be submitted to the Children and Families Overview and Scrutiny Committee once complete.

RESOLVED:-

- (i) that the increasing demand for SEN placements and consequent budgetary pressures be noted;
- (ii) that the comments regarding the plans for expanding and improving SEN provision in Brent be noted;
- (iii) that the final findings and recommendations of the SEN Improvement and Efficiency review be presented to the committee once completed.

11. **School Places**

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. As part of an update on the situation at primary school level, he stated that the pressure on reception places continued to be felt, with 39 reception aged children being without a place as of 12 Feb 2010. He explained that all 39 applicants had applied after the closing date for receipt of applications in 2009. He stated that officers were currently in discussion with a couple of schools to open up places in the Harlesden and Neasden area. Councillor Wharton advised that the situation for year 1 remained tight, with 32 year 1 children waiting for a place.

Councillor Wharton then drew the committee's attention to information in the briefing note regarding 11+ transfers for September 2010. He stated that as of 12 February 2010, 4170 applications had been received. He explained that whilst this seemed like a large number, some of the pupils would have applied to two boroughs. He reminded the committee that there would be more places available for September 2010 due to the opening of the Ark Academy. Councillor Wharton informed the committee that the number of children seeking in year admissions to secondary schools was higher this year than it had been for the last three years. This, he explained, was due to an increase in the number of children moving into Brent from other London boroughs and other parts of the UK and the increase in the number of new arrivals from overseas. The Chair pointed out that there was a report coming to the next Children and Families Overview and Scrutiny Committee which would look at the issue of school places in more detail. It was agreed that this

report should include an update on how the £14.7m, which had been received from DCSF to create additional primary school places, was being spent.

RESOLVED:-

- (i) that the school places update be noted;
- (ii) the report on school places, due to be submitted to the next Children and Families Overview and Scrutiny Committee in March, include information on how the £14.7m, which was received from DCSF to create additional primary school places, was being spent.

12. **Any other urgent business**

(i) *Former Scouts Hut, Coniston Gardens*

Councillor J Moher raised an item regarding the recent report which went to the Executive on the Former Scouts Hut Site in Coniston Gardens. He asked that a report be prepared, for the next Children and Families Overview and Scrutiny meeting, setting out the details of the basis on which the recent recommendation by the Director of Children and Families, as regards the former Scout Hut site attached to Oliver Goldsmith Primary School, was jointly recommended for sale with the Director of Finance. He requested that it included the circumstances in which it was permissible or appropriate for Children and Families officers to recommend the sale of land on or adjacent to school sites under delegated powers against the wishes of the school. He also asked that the report explain why it was decided that the site should be disposed of to a housing association to generate a capital receipt, rather than being retained for educational purposes and what enquiries were made with the Planning Department as to the appropriateness of this change of use.

The committee agreed to ask for the report, subject to the satisfaction of the Chair that it would be in the remit of the Children and Families Overview and Scrutiny Committee to discuss that which had been requested.

RESOLVED:-

that a report be submitted, responding to the concerns raised by Councillor J Moher in relation the former Scout Hut site attached to Oliver Goldsmith Primary School, subject to the satisfaction of the Chair that it would be in the remit of the Children and Families Overview and Scrutiny Committee to discuss that which had been requested.

(ii) *Schools Health & Safety Conference*

The committee were advised that the Schools Health & Safety Conference would be taking place at Wembley Stadium on 11 March 2010 and that they were welcome to attend.


13. **Date of Next Meeting**

It was noted that the next meeting of the Children and Families Overview and Scrutiny Committee was scheduled for Thursday 25 March 2010.

The meeting closed at 9.55 pm

W.MOTLEY
Chair

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	<p style="text-align: center;">Children and Families Overview and Scrutiny Committee 25 March 2010</p> <p style="text-align: center;">Report from the Director of Children and Families</p>
<p>Wards Affected: ALL</p>	
<p>Locality Service progress January 2009/10</p>	

1.0 Summary

- 1.1 This report shows the level of progress made by the newly established Locality Service between January 2009 and January 2010 in delivering the strategic priorities of the Children's Trust Board and National Performance Indicators.

2.0 Recommendations

- 2.1 Members are requested to note progress in performance and consider areas for further improvement

3.0 Background

- 3.1 This report is produced by the Head of the Locality Service and outlines the way in which front line Social Work services are delivered to Brent's children and families and the progress to date.
- 3.2 Children's Social Care Services re-organised in January 2009, creating a locality service to provide services to children who are in need (or in need of protection) but who remain at home and a care planning/children in care service to work with looked after children. Brent's Locality Social Care Service was designed to meet Brent Children's Trust Board's aspirations for integrated locality based services, as well as government initiatives and new legislation underpinned by the ECM (Every Child Matters) agenda.
- 3.3 The Locality Service delivers services to children and families from five locality teams across Brent, bringing a range of services together to respond to families with early signs of difficulties, and to provide high quality support

and intervention for those families with longer term needs. The 5 teams work with families with the most complex needs, including those needing statutory interventions. These children, young people and their families have needs within Level 3 of the Brent Levels of Need indicators, which were agreed by all agencies working with children and families in April 2008.

- 3.4 Each social care team provides a prompt response to referrals which meet this level of need, within its particular locality, working together with other agencies to improve outcomes for the child and family. The response is provided, as far as possible, on a 'one allocation' basis, with the Social Worker responding to the referral continuing to work with the family to address their problems. The work encompasses the work of the former Referral and Assessment teams, and some of the work of the Children in Need teams, and includes initial and core assessments, child protection investigations and plans, and other complex children in need work. Social Workers within the localities initiate care proceedings if other alternatives are not appropriate.
- 3.5 The main challenge the service has faced in its first year was an initial lack of qualified permanent social work staff and Managers in the service. When the service began there were extremely high levels of agency staff and vacant posts. Only 45% of Social Workers and Managers were permanent. This was at a time when a large number of children and families were transferring into the service. A number of recruitment campaigns have taken place and the management team took the decision to employ a large number of newly qualified Social Workers, supported by additional learning and development staff and Advanced Social Work Practitioners in order that we could fill posts. Additional financial incentives were offered in the form of a 'golden hello' and this coupled with the additional support on offer proved to be extremely popular. Currently 83% of locality Social Workers and Managers are permanent. The recruitment of permanent staff and Managers has enabled the service to begin to offer continuity for families and continue to improve the overall standard of service delivery as demonstrated below in section 5 and as reported by the no notice inspection completed by Ofsted in November 2009.
- 3.6 Some of the challenges for 2010/11 are to build upon existing relationships with partner agencies as well as to co-locate with Brent's Early Intervention Teams from 1 April 2010. The teams have already formed stronger working relationships within their localities and we plan to enhance this in 2010 by hosting locality network meetings to further strengthen these partnerships. Financial pressures will continue to have an impact on the service and the Locality Service is leading on a transformation project to reduce expenditure on families with no recourse to public funds and a service review of the Crisis Intervention & Support Team.

4.0 Performance Alerts

- 4.1 At the end of December 2009 there were 222 Children subject to a Child Protection Plan (formerly known as the Child Protection Register), against 174

the previous year. Prior to 2009 the numbers had never been above 195 which was in September 2002

- There has been a month on month increase in the numbers of children being the subject of a Child Protection Plan for a second or subsequent time (National Indicator 65) since 1 April 2009. This rise equates to 18.3% (40 children in number from 21 families). This is a significant increase on the 2008/9 figure of 8.8% with the national indicator at 9% and statistical neighbour at 10.4%.

Our target for children becoming subject to a Child Protection Plan for a second or subsequent time was 9% of the total number. The Department for Children Schools & Families indicates that good child protection practice would mean an optimum of 10% of children who were made subject to a Child Protection Plan throughout any given year had also been subject to a plan in the past, therefore our performance in this area needs scrutiny. The Head of the Locality Service and Head of Safeguarding are planning an audit of these children to establish key indicators and lessons which are apparent from social work practice and that of other agencies. **(High risk)**

However it is evident that children subject to Child Protection Plans are being actively worked with, for example between October and December 2009 68 children from 40 families became subject to Child Protection Plans and 58 children from 37 families ceased to have Child Protection Plans.

- 4.2 Child Protection Review case Conferences (National Indicator 67) held on time throughout the year has been excellent with 100% of reviews taking place in time. This demonstrates an improvement from March 2009 when our overall year end performance was 99.3% against a target of 100%. **(Low risk)**
- 4.3 The numbers of repeat referrals to Social Care have remained high. At the end of 08/09 repeat referrals to Social Care stood at 26.50%. The January 10 position stands at 26.00 % against a target of 20%. This figure is 1.7% higher than the national average last year. **(High risk)**
- The impact of the death of baby Peter and subsequent national media coverage has led to an overall increase in referrals/re-referrals and this pattern is mirrored across the country and particularly in London. It is worth noting that further analysis is being undertaken to establish if systems issues resulting from the integrated children's system could have resulted in records being recorded as re-referrals when in fact they were merely follow up contacts on existing open cases.
- 4.4 The end year figures for 1 April 2009 to 31 March 2010) based on the first 11 months figures), will demonstrate that the service will have received 10,853 contacts (this is a 17.6 % increase on 2008/2009) these contacts have led to 3,624 child referrals (this is a 19% increase on 2008/2009). Of those referrals received, 897 led to a s47 investigation. (Representing a 7.3% increase over the year). At the same time there has been a 64% increase in applications for legal proceedings with 54 applications being made or in the process of being made at the present time.

4.5 There has been an improvement in the number of initial assessments completed in 7 working days (National Indicator 59). In 2008/9 75% of assessments were completed within time. From 1 April 2009 to end January 2010 this has been increased to 80% against our target of 75%. This is against a national indicator of 78% and our statistical neighbours who average 79.4%. **(Low risk)**

4.6 There has been a significant improvement in the performance relating to the completion of core assessments within 35 working days (National Indicator 60). Between 1 April 2008 and 31 March 2009 70% of core assessments were completed within timescale and from the 1 April 2009 to end January 2010 the percentage has increased to 83%, which exceeds our own target of 80%. **(Low risk)**

- This is above the national indicator of 70% and our statistical neighbours who achieve on average 81.7%. This improvement and that of initial assessments in point 5 above can be directly related to the new structure in that work is not transferred to a new Social Worker or Manager during the assessment period which provides for ongoing continuity of worker and therefore time is not lost in engaging and working with the child/family.

4.7 There has been a significant improvement in the number of initial child protection conferences held within 15 working days. Between 1 April 2008 and the 31 March 2009 we achieved 34% of conferences within timescale and the percentage from 1 April 2009 to end January 2010 is currently 77%. **(Low risk)**

- The national average for this indicator is 66%.

NI No.	Indicator	Outturn 08/09	Outturn at Jan 2010	Statistical Neighbours	Risks
NI 59	Percentage of initial assessments completed within 7 working days of referral.	78%	81%	79.4%	Low
NI 60	Timing of Core Assessments	70%	83%	81.7%	Low
NI 65	Children becoming the subject of Child Protection Plan for a second or subsequent time	8.8%	18.3%	9%	High
NI 67	Reviews of Child Protection Cases	99%	100%	99%	Low
NI 68	Percentage of referrals of children in need that led to initial assessments.	53%	50%	59.4%	Low
KIGS CH143	Percentage of referrals that are repeat referrals	27%	26%	24.6%	High
	Number of initial CP conferences held within 15 working days of start of Section 47	34%	77%	66%	Low

5.0 Background Papers

None

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**Children and Families
Scrutiny Committee
25 March 2010**

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

For Information

Wards Affected: All

Long Term projections on school places in Brent

1.0 Summary

1.1 This report gives information in the following areas:

- Forecast accuracy
- Birth rates
- Primary, Secondary and Sixth Form Projections
- Options for expanding secondary places

2.0 Recommendations

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

3.0 Detail

3.1 Schools & Demographic

3.1.1 Brent has 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:

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
Primary Total	35	5	11	3	1	4	1	60
Secondary Total*	-	-	3	1	-	7	3	14
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.

- 3.1.2 Brent is has a population of over 270,600 as per the Office of National Statistics mid-year estimate in 2007.
- 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.

3.2 GLA Pupil Number on Roll Forecast Accuracy 2008

- 3.2.1 Greater London Authority's (GLA) pupil place projections prepared in 2008 for the academic year 2008-09 provided a high level of forecast accuracy.
- 3.2.2 In 2008 GLA over projected the amount of places needed in 2008-09:
- 142 primary pupils (R-Y6) more than actual demand (accuracy rate 99.3%);
 - 30 secondary pupils (Y7-11) more than actual demand (99.7%); and
 - 30 sixth form pupils more than actual demand (99.2%)

- 3.2.3 The forecast did not include the number of children who enrolled into Brent schools in the mid-year between January and August 2009.
- 3.2.4 The largest variance in the Primary forecast was in Year 4 (over projected by 76 places) followed by Reception (over projected by 40 places) and the most accurate forecast was in Year 3 (under projected by 10 places).
- 3.2.5 The largest variance in the Y7-11 forecast was in Year 10 (over projected by 39 places) followed by Y8 (over projected by 20 places) and the most accurate forecast was in Year 7 (under projected by 2 places).
- 3.2.6 The largest variance in the Sixth Form forecast was in Year 12 (under projected by 638 places) followed by aged 18 pupils (over projected by 457 places).
- 3.2.7 **GLA Pupil Number on Roll Forecast Accuracy 2009**

3.2.8 In 2009, the GLA forecast based on the January 2009 census data is shown in the tables below:

3.2.9 **GLA Primary Forecast 2010 -2019:**

Years	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
	4	5	6	7	8	9	10	
Jan 2009 (previous year)	3291	3286	3024	2966	3041	2918	2986	21512
2010	3278	3429	3216	2954	3044	2979	2944	21844
2011	3468	3415	3351	3148	3028	2980	3015	22405
2012	3600	3612	3341	3263	3228	2978	3014	23036
2013	3619	3748	3532	3254	3322	3177	3030	23682
2014	3623	3766	3663	3434	3310	3241	3232	24269
2015	3612	3768	3681	3555	3490	3235	3277	24618
2016	3586	3756	3682	3570	3603	3408	3279	24884
2017	3546	3726	3672	3567	3617	3520	3459	25107
2018	3496	3684	3644	3554	3613	3539	3578	25108
2019	3446	3631	3603	3527	3599	3540	3602	24948

- 3.2.10 The GLA's forecast accuracy (based on the provisional January 2010 pupil census) for primary year groups is 98.9%.
- 3.2.11 Whilst the overall accuracy is within an acceptable limit, the GLA analysis for the September 2009 Reception intake estimated a surplus of 82 places based on 3360 total Reception places (including 60 places at Ark Academy). This has resulted in a forecast accuracy rate of 96.4% for Reception pupil numbers on roll.
- 3.2.12 Early indicators from the Admissions team evidenced that the demand for Reception places in September 2009 would exceed capacity. The Local Authority prudently increased its capacity to 3428 Reception places.
- 3.2.13 Actual admissions completed according to the Provisional January 2010 census shows that most of Brent schools are full for the 2009-10 Reception

intake with only 29 (less than 1%) vacancies remaining. This takes into account the increase in the Reception capacity by 68 places, without which the Authority would not have met its statutory obligation to provide sufficient places.

3.2.14 The Authority received 3583 on-time applications from Brent Residents for the current 2009-10 Reception year; this compares to 3750 on-time applications from Brent Residents for the upcoming 2010-11 Reception year.

3.2.15 GLA Secondary Forecast 2010 -2019:

Years	Y7	Y8	Y9	Y10	Y11	Total
	11	12	13	14	15	
Jan 2009 (previous year)	2836	2813	2847	2856	2869	14221
2010	2861	2827	2815	2882	2895	14280
2011	2820	2858	2847	2853	2915	14293
2012	2890	2828	2880	2911	2898	14407
2013	2880	2909	2860	2933	2983	14565
2014	2912	2900	2947	2912	2985	14656
2015	3091	2949	2933	2991	2956	14920
2016	3108	3126	2988	2964	3024	15210
2017	3107	3139	3159	3016	2987	15408
2018	3270	3148	3166	3173	3038	15795
2019	3375	3321	3170	3168	3185	16219

3.2.16 The GLA's forecast accuracy (based on the provisional January 2010 pupil census) for Y7-11 year groups is 99.4%. The overall accuracy is within an acceptable limit. The largest variance is for Y11 (overestimated by 63 places) followed by the Y7 projection (overestimated by 28 places).

3.2.17 The Authority received 3114 on-time applications from Brent residents for the current 2009-10 Year 7; this compares to 2926 on-time applications from Brent residents for the upcoming 2010-11 Y7. Applications will continue to be received up to start of the next academic year. Ark Academy will provide 180 new Y7 places from September 2010, which in the short-term could impact on the number of vacancies in several schools.

3.2.18 The Authority has considered the variance in the GLA forecast and its impact on pupil forecasts. As part of the BSF programme, Brent has forecast pupil numbers over the next ten years according to the methodology agreed with the Partnership for Schools (PfS). The methodology takes into account local factors at borough level. Draft forecast of pupil numbers is included in this report, which is in the process of being agreed with the PfS.

3.2.19 **GLA Sixth Form Forecast 2010 -2019** (based on low estimate):

Years	Y12	Y13	Y14	Total
	16	17	18	
Jan 2007	1733	1432	452	3617
Jan 2008	2544	1295	0	3839
Jan 2009 (previous year)	2511	1276	8	3795
2010	2,612	1,259	8	3,879
2011	2,625	1,310	8	3,943
2012	2,619	1,316	8	3,943
2013	2,607	1,312	8	3,927
2014	2,690	1,306	8	4,004
2015	2,660	1,349	8	4,017
2016	2,616	1,334	8	3,958
2017	2,657	1,312	8	3,977
2018	2,610	1,332	8	3,951
2019	2,639	1,309	8	3,956

3.2.20 The GLA's forecast accuracy (based on the provisional January 2010 pupil census) for Y7-11 year groups is 94.1%. The largest variance is for 16 year olds (over estimated by 276 places).

3.2.21 A revised forecast for Sixth Form is presented in this report.

3.3 **Brent Pupil Places Forecasting Methodology**

The pupil places forecast methodology agreed with PfS takes into account the increasing or decreasing demand for school places due to the factors given below. This has enabled the Authority to validate and improve upon the GLA forecast and to ensure local factors are taken into consideration:

3.3.1 **Birth Rate**

In determining the likely demand for school places the live birth rate is a key factor. The live birth figures used in the forecast methodology are obtained by the Office for National Statistics. The figures are adjusted from calendar to academic year periods.

3.3.2 **Retention rates of pupils in schools and between schools**

The calculation of retention rates provides an effective way to analyse the level of take up for pupils transferring from primary to secondary schools. Take up rates are an important factor, particularly since pupils attending schools within the borough are not necessarily resident borough children and some children choose to attend schools outside of the borough boundary. The effect of this and the movement within a school can be used in the planning process to forecast the future demand for places.

3.3.3 **Local House Building** - Impact on School Place Provision: In planning for the demand for school places the programme of local house building is a major factor. Whenever house building is proposed which is suitable for families, there will be additional pressure on school places in the borough in order to satisfy the increasing number of children. The prediction of how many places

will be required is not an exact science and the potential numbers of children generated depends on the type of housing which is being built, especially since the provision of social housing tends to create a greater number of children than private housing.

3.3.4 Pressures on Places in Neighbouring Boroughs & Cross-Boundary Movement of Pupils Aged 11-16 & Sixth Form (demand led education provision)

Changing demographics and the increasing demand for places in Brent and its neighbouring boroughs is in turn having an impact on the cross-boundary movement patterns.

3.3.5 Expression of Parental Preferences for Schools

A good indication of the likely demand for school places within the borough is the number of first preferences schools receive. The LA aims to satisfy as many parental preferences as practicably possible, though demand is uneven. Completion of major reconstruction and expansion of secondary schools under the Academies and BSF governance will address this imbalance.

3.3.6 Local Schools' Achievements

The publishing of league tables generates a wealth of publicity, which inevitably affects the number of pupils a school can attract. The LA continues to strive for higher levels of attainment within borough schools. The LA continues to ensure good progress is being made in all its schools and this will increasingly attract pupils from neighbouring boroughs.

3.3.7 The forecast prepared using the above methodology is based on the Pupil Census January 2009. The projections are in the process of being agreed with PfS. Once, the data from Pupil Census January 2010 has been finalised, the projections will be updated.

3.4 Birth Rates

Brent is mirroring this trend and its population is also on the rise. Our live births are increasing at a healthy rate, with a 3-year average of 132 pupils by 2008 (see table below).

Brent's Birth Data (Calendar Year)

ONS Year	Live Births	Yearly Difference	3-Year Average
2005	4503	177	128
2006	4700	197	108
2007	4839	139	171
2008	4899	60	132

3-Year Average Births against Neighbouring Boroughs (based on calendar year):

Year	2007	2008
Brent	171	132
Barnet	213	156
Ealing	193	237
Harrow	73	119
Camden	33	36
Hammer. & Fulham	24	16
Kensington & Chelsea	4	9
West-minster	65	-8
London	3942	3877
England	16058	19926

3.4.1 The above table provides a comparison of birth trends in Brent against its neighbouring authorities. Brent's 3-year average increase in birth rate in 2008 (calendar year) was 132, third highest amongst its neighbours. No doubt that Barnet and Ealing will be busy providing additional places to meet the future demand; we need to analyse the cross-borough movement of pupils. The Authority requesting neighbouring authorities to share similar data for pupils resident in Brent attending schools in other boroughs.

3.5 Primary and Secondary Retention Rates

3.5.1 Live Births to Reception Retention

Reception Year	2004/05	2005/06	2006/07	2007/08	2008/09
Total (corresponding) Births	4010	3952	4052	4291	4343
Reception	3028	2948	3025	3282	3285
% of Births	75.5%	74.6%	74.6%	76.5%	75.6%
3 Year Ave %		74.2%	74.9%	75.2%	75.6%

3.5.2 The above table displays the number of corresponding live births (4343 in 2008-09) adjusted to academic year and the correlating reception intake (3285 in 2008-09).

3.5.3 Pressure on places: as at 21st January 2010 there were 47 Brent resident applicants without a reception place. There were 10 vacancies in reception classes, a net shortfall of 37 places. New arrivals continue to seek Reception places. Many out borough residents secure places in faith schools in Brent.

3.5.4 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.

3.5.5 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.

3.5.6 Y6 to Y7 Transfer Ratio

3.5.7 The three-year average transfer of Brent primary pupils to secondary schools was at 93.7% in 2006-07 and is now 94.8%. It is estimated in these projections that this will remain the same by 2018-19. However, the transfer rate is likely to rise, as a result of increased demand for school places arising from new large scale housing developments across the borough combined with improved and new provision in both primary and secondary schools, increased diversification and choice, opening of three Academies with two of them expanding, continued improvement in the learning environment, technology, parental preference & cross-border movement, improved school performance, impact of curriculum development and personalised learning.

3.5.8 The following table provides the last three-year transfer rate from Y6 to Y7 amongst Brent schools:

Transfer rates from Year 6 to Year 7

Year 6	Number on Roll	Year 7	Number on Roll	%
2005-2006 (Actual)	3025	2006-2007 (Actual)	2835	93.7%
2006-2007 (Actual)	2926	2007-2008 (Actual)	2812	96.1%
2007-2008 (Actual)	2994	2008-2009 (Actual)	2836	94.7%

3.6 Map of the Schools in Brent



3.7 Impact from New Housing

3.7.1 The following demand for primary, secondary and sixth form places is projected up to 2018-19 from the house building and regeneration activities in the borough.

3.7.2 Whilst the demand for places expected from new housing is significantly high, it is necessary for the Authority to closely monitor the regeneration and building programme to ensure that the impact of external variables such as, recession and Olympic Games are analysed in relation to education and other social infrastructure provision.

3.7.3 R-Y6 School Projected Demand (forms of entry)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Alperton	0.3	0.5	0.6	0.7	0.9	1.0	1.2	1.3	1.3
Burnt Oak/Colindale	0.2	0.3	0.6	0.8	1.0	1.2	1.5	1.7	1.9
Church End	0.1	0.1	0.3	0.5	0.6	0.6	0.6	0.6	0.7
South Kilburn	0.3	0.3	0.6	0.9	1.2	1.5	1.6	1.7	1.9
Wembley Phase 1	0.5	0.5	0.6	0.7	0.9	1.0	1.2	1.3	1.4
Wembley Phase 2 NE	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.3	0.4
Wembley Phase 2 NW	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.3	0.4
Rest of Wembley	0.7	1.1	1.2	1.3	1.6	1.9	2.4	2.9	3.3
Park Royal	0.2	0.3	0.4	0.5	0.6	0.7	0.7	0.7	0.8
Other	0.6	0.8	1.0	1.2	1.5	1.8	1.9	2.0	2.0
Total	2.9	3.8	5.3	6.7	8.2	9.7	11.3	12.9	14.1
Sub-Total Wembley	1.3	1.6	1.8	2.0	2.5	2.9	3.8	4.8	5.6

3.7.4 Y7-11 School Projected Demand (forms of entry)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Alperton	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	0.9
Burnt Oak/Colindale	0.1	0.2	0.4	0.5	0.6	0.8	0.9	1.1	1.2
Church End	0.1	0.1	0.2	0.3	0.4	0.4	0.4	0.4	0.4
South Kilburn	0.2	0.2	0.4	0.6	0.8	0.9	1.0	1.1	1.2
Wembley Phase 1	0.2	0.2	0.2	0.3	0.4	0.4	0.5	0.6	0.6
Wembley Phase 2 NE	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.2	0.3
Wembley Phase 2 NW	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.2	0.2
Rest of Wembley	0.5	0.7	0.8	0.8	1.0	1.2	1.5	1.8	2.1
Park Royal	0.1	0.2	0.3	0.3	0.4	0.5	0.5	0.5	0.5
Other	0.4	0.5	0.6	0.8	1.0	1.1	1.2	1.3	1.3
Total	1.8	2.4	3.2	4.1	5.0	6.0	6.9	7.9	8.7
Sub-Total Wembley	0.7	0.9	1.1	1.2	1.4	1.7	2.3	2.8	3.3

3.7.5 16+School Projected Demand (forms of entry)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Alperton	0.2	0.4	0.5	0.6	0.7	0.8	1.0	1.1	1.1
Burnt Oak/Colindale	0.2	0.3	0.4	0.6	0.8	1.0	1.2	1.4	1.5
Church End	0.1	0.1	0.3	0.4	0.5	0.5	0.5	0.5	0.5
South Kilburn	0.2	0.3	0.5	0.7	0.9	1.2	1.3	1.4	1.5
Wembley Phase 1	0.3	0.3	0.4	0.4	0.5	0.6	0.7	0.8	0.9
Wembley Phase 2 NE	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.2	0.4
Wembley Phase 2 NW	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.2	0.3
Rest of Wembley	0.6	0.9	0.9	1.0	1.3	1.5	1.9	2.3	2.7
Park Royal	0.2	0.2	0.3	0.4	0.5	0.6	0.6	0.6	0.6
Other	0.5	0.6	0.8	1.0	1.2	1.4	1.5	1.6	1.6
Total	2.3	3.0	4.1	5.2	6.4	7.6	8.8	10.1	11.1
Sub-Total Wembley	1.0	1.2	1.4	1.5	1.9	2.2	2.9	3.7	4.2

3.7.6 The demand from new housing would require additional provision of 14.1 FE primary places, 8.7 FE secondary places and 11.1 FE sixth form places by 2018-19. This has been taken into consideration in the projection of the demand for places.

3.8 Migration

3.8.1 Brent is a borough of stark contrasts in its economic, environmental, ethnic and social make-up. It has the second highest proportion of ethnic minority residents in the UK (53.9 per cent) and is one of the most ethnically diverse communities in Europe, with significant Asian-Indian, Black-Caribbean, Black-African, Irish and refugee communities.

3.8.2 Five wards, all within the south of the borough, appear within the top 10 per cent most deprived wards in the country, whilst the characteristics of much of the north of the borough and some of the south are distinctly suburban generally with indicators of a high standard of living.

3.8.3 Brent has the highest registrations/requests for NI numbers in the whole of London.

3.8.4 Migrant Population

	Total Migrants	From outside UK	From outside borough but inside UK	Moved within area	<i>Migrants : residents with different address one year before 2001 census</i>
Total	38356	5633	14833	13158	
% (total residents)	14.6	2.1	5.6	5.0	

Source: Brent Intranet

3.8.5 Inward migration is clearly a contributor to the rise in the demand for school places. Vacant new and existing housing stock in Brent is also likely to be a

factor for demand for places as migrant families will continue to move into the borough with relatively cheaper rental properties. This is an area we will be exploring in more detail with our colleagues from housing and regeneration.

3.9 Primary Forecasts

3.9.1 This section provides the pupil places forecast at primary level based on historical trends and pupil projections.

Primary Places R-Y6 Forecast by 2018-19 with impact from new housing

YEAR	R	Y1	Y2	Y3	Y4	Y5	Y6	INFANT	JUNIOR	TOTAL
2008-09	3285	3286	3024	2966	3041	2918	2986	9595	11911	21506
2009-10 *	3399	3375	3270	3021	2981	3087	2943	10044	12032	21844
2010-11	3503	3391	3327	3308	3054	2995	3086	10220	12443	22663
2011-12	3621	3535	3377	3329	3301	3061	3003	10533	12693	23226
2012-13	3702	3670	3536	3401	3337	3325	3085	10908	13148	24056
2013-14	3658	3736	3655	3543	3394	3344	3341	11049	13623	24672
2014-15	3699	3694	3723	3663	3539	3406	3360	11117	13969	25086
2015-16	3732	3733	3679	3724	3656	3549	3419	11144	14348	25492
2016-17	3760	3768	3720	3686	3719	3668	3564	11248	14637	25885
2017-18	3780	3794	3753	3724	3679	3728	3682	11327	14813	26139
2018-19	3786	3804	3769	3747	3707	3678	3733	11358	14864	26222

*Pupil Census 2010 Provisional (data may have errors)

3.9.2 The above table displays requirement for additional 4716 pupils in primary provision over the next 10 years i.e. by 2018-19 owing to increase in birth rates, demand from new housing and the demographic changes. This forecast will be updated with the January 2010 Census data once the dataset has been finalised. This forecast is based on historical trend and is projecting the demand for school places. The projected increase of primary pupil numbers will have a knock on effect on Y7-11 places.

3.10 **Y7-11 Forecasts**

3.10.1 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.

3.10.2 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.

3.10.3 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

3.10.4 **Current and forecast Y7-11 Pupil Numbers WITH expansion provided by BSF Funding Excluding 5% Surplus Provision** (the orange shading in the table below shows the year when the Brent schools are due to be rebuilt):

Sc. No.	Schools	2008-09	2009-10*	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Admission Capacity 2018-19
5402	Kingsbury High School	1583	1570	1569	1559	1553	1543	1553	1566	1561	1558	1559	1575
5400	Claremont High School	1151	1170	1147	1148	1141	1111	1118	1145	1193	1260	1337	1350
4033	JFS School	1489	1500	1465	1455	1442	1427	1435	1470	1476	1471	1485	1500
5410	Preston Manor High School	1143	1184	1145	1144	1141	1112	1119	1147	1169	1182	1192	1200
5406	St Gregory's RC High School	848	863	861	854	846	835	840	861	862	881	894	900
4006	Wembley High School	1073	1068	1083	1081	1070	1053	1048	1040	1034	1029	1042	1050
5405	Alperton Community School	1095	1099	1103	1097	1079	1069	1084	1111	1149	1177	1195	1200
5401	Copland Community School & Tech.	1220	1174	1194	1179	1175	1168	1182	1195	1189	1182	1190	1200
5404	Convent of Jesus & Mary Language	883	881	871	865	872	870	864	879	879	888	903	900
5407	Cardinal Hinsley High School	479	466	528	523	537	527	525	544	660	757	855	900
5403	Queen's Park Community School	1020	1023	983	973	969	958	965	1046	1095	1260	1337	1350
6906	Ark Academy	0	0	185	359	524	698	894	895	892	886	899	900
5408	The Crest Boys' Academy	557	529	529	513	498	528	536	580	596	659	747	750
5409	The Crest Girls' Academy	754	748	735	723	718	719	728	760	781	806	894	900
6905	Capital City Academy	926	930	910	911	899	889	894	916	917	965	980	980
	Total	14221	14205	14309	14384	14464	14505	14785	15154	15453	15962	16510	16655

*January 2010 Census Provisional Data

School Colour Key: Planning Areas (PA)

PA 1	PA 2	PA 3	PA 4	PA 5
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3.10.5 In the above table the NoR is forecasted to increase year on year and will rise from 14221 pupils in 2008-09 to 16510 pupils i.e. an additional 2289 (15.26 FE) over next ten years by 2018-19. **This means that the total admission capacity by 2018-19 will need to provide 16655 Y7-11 places, an increase of 2068 places including an overall surplus of less than 1%.** The forecast takes into account all the factors stated in the methodology

section, such as, birth rates, Y6-Y7 survival ratios, housing developments, parental preference and the impact from the changes in cross-border pupil movements as detailed in the Y7-11 OLA section of this report. The schools intake is based on remodelled school infrastructure. The forecast is based on January 2009 Census data and will be updated once the 2010 census data has been finalised.

- 3.10.6 By 2019-20, an additional 381 secondary places will be required across the borough. The education planning should take this into account so as to be future proofed lest the educational advancement made by the local authority over the next 10-years is negated by the unmanageability of the surplus demand over next year following 2018-19. These figures will be kept under annual review and revised periodically.
- 3.10.7 Some of the schools may need to be further expanded or a new school may be needed from 2018-19 to avoid overcrowding in the existing schools and for allowing parental preference of 5%. Without this margin, the demand will exceed supply and the authority may not be able to fulfil its statutory duty to provide for sufficient places. The table below is based on the same forecast as above; however, a 4.3% surplus has been included. Impact of a new 4FE school has been modelled; however given that the Authority may not be in a position to secure the land and capital required for a new secondary school, expanding current school provision to include a surplus may be necessary.

3.10.8 **Current and forecast Y7-11 Pupil Numbers WITH expansion provided by BSF Funding Including 5% Surplus Provision (the orange shading in the table below shows the year when the Brent schools are due to be rebuilt):**

Sc. No.	Schools	2008-09	2009-10*	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Admission Capacity 2018-19
5402	Kingsbury High School	1583	1570	1569	1559	1553	1543	1553	1566	1561	1558	1501	1575
5400	Claremont High School	1151	1170	1147	1148	1141	1111	1118	1145	1193	1260	1301	1350
4033	JFS School	1489	1500	1465	1455	1442	1427	1435	1470	1476	1471	1456	1500
5410	Preston Manor High School	1143	1184	1145	1144	1141	1112	1119	1147	1169	1182	1135	1200
5406	St Gregory's RC High School	848	863	861	854	846	835	840	861	862	881	873	900
4006	Wembley High School	1073	1068	1083	1081	1070	1053	1048	1040	1034	1029	1003	1050
5405	Alperton Community School	1095	1099	1103	1097	1079	1069	1084	1111	1149	1177	1134	1200
5401	Copland Community School & Tech.	1220	1174	1194	1179	1175	1168	1182	1195	1189	1182	1153	1200
5404	Convent of Jesus & Mary Language	883	881	871	865	872	870	864	879	879	888	886	900
5407	Cardinal Hinsley High School	479	466	528	523	537	527	525	544	660	757	855	900
5403	Queen's Park Community School	1020	1023	983	973	969	958	965	1046	1095	1260	1296	1350
	New School											570	600
6906	Ark Academy	0	0	185	359	524	698	894	895	892	886	860	900
5408	The Crest Boys' Academy	557	529	529	513	498	528	536	580	596	659	709	750
5409	The Crest Girls' Academy	754	748	735	723	718	719	728	760	781	806	851	900
6905	Capital City Academy	926	930	910	911	899	889	894	916	917	965	927	980
	Total	14221	14205	14309	14384	14464	14505	14785	15154	15453	15962	16510	17255

*January 2010 Census Provisional Data

School Colour Key: Planning Areas (PA)

PA 1	PA 2	PA 3	PA 4	PA 5
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3.10.9 In the above table the NoR is forecasted to increase year on year and will rise from 14221 pupils in 2008-09 to 16510 pupils i.e. an additional 2289 (15.26 FE) over next ten years by 2018-19. **This means that the total admission capacity by 2018-19 will need to provide 17255 Y7-11 places, an increase of 2668 places including an overall surplus of 4.3%.** The forecast takes into account all the factors stated in the methodology section, such as, birth rates, Y6-Y7 survival ratios, housing developments, parental preference and the impact from the changes in cross-border pupil movements as detailed in the Y7-11 OLA section of this report. The schools intake is based on new / remodelled school infrastructure. The forecast is based on January 2009 Census data and will be updated once the 2010 census data has been finalised.

3.10.10 School capacity and Surplus places

3.10.11 The NoR in 2008-09 was 14221 and the NoR in 2018-19 is forecast to be 16510 i.e. an additional 2289 (15.26 FE) up to 2018/19 at Zero surplus. Taking account of all factors identified above, by 2018/19 the expanded school capacity of 16655 places will be reached even under the BSF programme. Existing schools will need to be further expanded or a new school will be required with a capacity of 600 places providing in total 17255 Y7-11 places in the borough. This equates to an increase of 2668 places (17.78 FE), which will allow for overall 4.3% surplus places. Each individual school will have significantly less than 10% surplus capacity in 10 years time.

3.10.12 Proposed Surplus Capacity Y7-11

		Current Capacity	Proposed Capacity	Surplus/ - Deficit	% Surplus/ - Deficit	AN	Admission FE
	School	2008-09	2018-19	2018-19	2018-19	2018-19	2018-19
5402	Kingsbury High School	1575	1575	74	4.7	315	10.5
5400	Claremont High School*	1176	1350	49	3.6	270	9
4033	JFS School	1500	1500	44	2.9	300	10
5410	Preston Manor High School*	1148	1200	65	5.4	240	8
5406	St Gregory's RC High School*	880	900	27	3.0	180	6
4006	Wembley High School	1050	1050	47	4.5	210	7
5405	Alperton Community School	1088	1200	66	5.5	240	8
5401	Copland Community School & Tech. Centre	1180	1200	47	3.9	240	8
5404	Convent of Jesus & Mary Language College	900	900	14	1.6	180	6
5407	Cardinal Hinsley High School	750	900	45	5.0	180	6
5403	Queen's Park Community School	1000	1350	54	4.0	270	9
	New School (see note below*)	0	600	30	5	120	4
6906	Ark Academy	0	900	40	4	180	6
5408	The Crest Boys' Academy	585	750	41	5.5	150	5
5409	The Crest Girls' Academy	775	900	49	5.4	180	6
6905	Capital City Academy	980	980	53	5	196	6.5
	Total	14587	17255	745	4.3	3451	115

School Colour Key: Planning Areas (PA)

PA 1	PA 2	PA 3	PA 4	PA 5
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*Some secondary schools in priority 2 and 3 of the BSF programme could be expanded to increase the admission capacity and confirm to standard class size of 30 pupils. New School has been modelled to demonstrate the impact from the rising demand for places; it may be possible to expand existing schools in lieu of opening a new school. Schools marked with the symbol * do not have confirmed proposals as yet.

3.11 Options for Expanding Secondary Places arising from Pupil Numbers

3.11.1 The following schools are in the process of or have been proposed to be expanded:

Schools	Expansion by	From September
Ark Academy:	6FE	2010
The Crest Boys' Academy:	1FE	2012
The Crest Girls' Academy:	1FE	2014
Queen's Park:	2FE	2013
Alperton:	1FE	2013
Cardinal Hinsley:	1-3FE	2014
Total	12-14FE	2014

Copland Community School & Technology Centre will be rebuilt as part of the BSF programme in Priority 1; however, it has not been identified for expansion.

Given the shortage of land and lack of capital, a new school may not be possible or required at this stage. Whilst it is important to review the demand and supply on a regular basis to ensure sufficient places are provided by the Authority, the current forecast suggests that by 2018-19, additional places will be required to meet demand for 15.26 FE excluding surplus. The expansion proposals as per the above table could provide up to 14FE of the additional demand for places. If the Authority is to include a surplus for parental preference, spikes in demand and inter-school movements, then it will need to provide additional places for 17.78FE instead of 15.26FE by 2018-19. This means that other schools may need to expand accordingly.

3.12 Sixth Form

3.12.1 **Brent's Student Place Planning Strategy**

3.12.2 Brent's student place planning strategy is consistent with our overarching aims for BSF. Whilst the whole school estate already offers a broad choice to parents in relation to type of school and specialism, it does not currently meet the future demands based on our student number projections. Through BSF funding we will be able to expand the overall provision. This will enable us to increase parental choice and access to popular schools. Our plans for schools which are currently less popular but have capacity to accommodate greater numbers of students are robust and part of our transforming learning strategy. With a focus on improving standards and achievement in all schools but particularly in those where attainment is low we anticipate that more parents will wish to make their local secondary school their school of choice in the transition from Year 6 to Year 7. In addition, place-planning projections has identified that there is a need for more primary school places. Two of our secondary schools have been identified as suitable to become all-through schools; a third all-through school is also being considered. These will add further choice to the school estate.

3.12.3 Brent already has very high retention post 16 and relatively low NEET numbers in comparison with national averages. All our schools have provision for post 16 students and offer a broad curriculum at Level 3. Success rates at Level 3 are very high and Brent's ALPS scores are some of the very best in the country. However, to achieve one of our

BSF objectives to meet the needs of all learners we need to offer a broader provision at post 16 and support the delivery of this provision with a coherent, integrated and high specification technology. We already work closely with our FE College and our planning proposals include a greater 14-19 vocational offer delivered in collaboration with the College and Copland Community School.

3.12.4 The increase in the Post-16 participation

3.12.5 The number of young people participating in Brent school sixth forms will increase because:

- There will be an additional 14 forms of entry at Brent secondary schools
- The improvement in the quality of provision will ensure high success rates on all programmes of study. This will significantly reduce the post-16 drop-out rate. Learners starting Level 3 programmes will successfully progress to the second year, and learners on Foundation Learning and Level 2 programmes will successfully progress to the next level.
- Brent's curriculum offer, along with integrated technologies, will broaden to match learners' needs and increase their engagement.

3.12.6 The delivery of the 14-19 entitlement

3.12.7 All Brent secondary schools, academies, the College of North West London and CCP, the local training provider are part of Brent 14-19 Partnership. The partnership has successful experience delivering a broad range of vocational and academic provision. In 2007, the partnership conducted a provision audit to assess its capacity to deliver the full 14-19 entitlement. The audit presented detailed information on each provider's facilities and capacity to deliver. It concluded that there were fourteen Diplomas that the partnership could deliver and three that required significant investment in new facilities.

3.12.8 In 2008, the 14-19 Partnership held a planning conference to develop its 2013 entitlement strategy. Partners decided that the capacity to provide access to all 17 Diplomas and Foundation Learning (FL) would be achieved by distributing the responsibility for the curriculum's development and delivery across the partnership. Each partner agreed to use its specialist status and expertise to develop a diploma line of learning and Foundation Learning. The LA's Building Schools for the Future plans and three new academies would create the state-of-the-art teaching and learning facilities necessary for the entitlement's successful delivery.

3.12.9 The strategy set out:

- the lead provider for each curriculum development
- the membership of each curriculum development group
- a timeline for phased introduction to 2013

3.12.10 **2008-09 to 2018-19: Current and forecast 16-19 Pupil Numbers WITH expansion provided by BSF Funding** (the orange shading in the table below shows the year when the Brent schools are due to be rebuilt):

Sc. No.	Schools	2008-09	2009-10*	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Admission Capacity 2018-19
5402	Kingsbury High School	430	453	437	434	441	445	448	424	429	430	450	450
5400	Claremont High School	351	320	330	329	328	331	335	330	334	334	350	350
4033	JFS School	531	566	566	563	563	567	575	566	572	573	600	600
5410	Preston Manor High School	293	298	299	301	299	318	324	283	286	287	300	300
5406	St Gregory's RC High School	153	172	146	153	156	158	159	189	191	191	200	200
4006	Wembley High School	256	244	279	283	292	302	302	245	248	248	260	260
5405	Alperton Community School	334	301	330	329	328	331	335	330	334	334	350	350
5401	Copland Community School & Tech	645	542	471	469	469	473	479	472	476	478	500	500
5404	Convent of Jesus & Mary Language	118	140	189	188	188	189	192	189	191	191	200	200
5407	Cardinal Hinsley High School	39	36	43	50	50	54	125	123	124	124	130	130
5403	Queen's Park Community School	175	182	183	178	175	176	178	236	238	239	250	250
	NEW SCHOOL											0	200
6906	Ark Academy	0	0	0	0	0	0	0	236	238	239	250	250
5408	The Crest Boys' Academy	109	70	146	145	151	117	126	141	143	143	150	150
5409	The Crest Girls' Academy	173	121	188	189	187	180	182	236	238	239	250	250
6905	Capital City Academy	186	221	227	219	227	229	228	240	242	243	254	254
	Total	3793	3666	3833	3830	3853	3870	3987	4239	4282	4294	4494	4694

*January 2010 Census Provisional Data

School Colour Key: Planning Areas (PA)

PA 1	PA 2	PA 3	PA 4	PA 5
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3.12.11 In the above table the NoR is forecast to increase year on year and will rise from the current 3793 pupils in 2008-09 to 4694 by 2018-19. The forecast takes into account all the factors, such as, retention rate, current overall 95% participation rate in further education, improved infrastructure and attainment, large scale housing developments and demand-led provision (including cross-border movement). Impact of a new 4FE school by 2018-19 has been modelled; however given that the Authority may not be in a position to secure the land and required capital for a new secondary school, expanding current school provision to include a surplus may be necessary.

3.13 Special Education Need Place Planning

3.13.1 Strategic overview

3.13.2 Brent's SEN Strategy aims to raise the achievement of all pupils with special educational needs and disabilities, including pupils with statements, through

- a strong culture of inclusion in every school
- personalised learning approaches
- innovative use of new technologies
- high quality accommodation and specialist facilities
- strong professional development and collaboration between schools
- 'team around the child' approaches to provide co-ordinated multi-agency support
- engagement of parents and carers in their child's learning

3.13.3 We will maintain special schools for children and young people with the most complex needs but break down the barriers between special schools and mainstream schools, co-locating where possible, and ensuring mutually beneficial curriculum and social links.

3.13.4 Each of our 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 at the heart of the school. The detailed requirements in relation to staffing, accommodation and multi-agency support are currently under development. This model will enable all secondary schools to better meet the range of needs of pupils currently within their schools. For some schools the SEN centre of excellence model will be extended to provide additionally resourced provision for pupils whose needs are currently being met in special school provision.

3.13.5 With the development of centres of excellence, we expect by 2019 that all pupils with moderate learning difficulties (many of whom will have additional social, emotional and communication needs) will be able to attend their local mainstream school with tailored support. We also expect that more pupils with behavioural, emotional and social needs will be successfully supported in their local mainstream schools. This will lead to a reduction in the need for out-borough BESD placements as well as a substantial reduction in exclusions.

3.13.6 In addition, we will maintain a range of additionally resourced mainstream provision in some schools for pupils with low incidence needs. We will expand our additionally resourced mainstream provision for pupils with autistic spectrum condition (ASC). We will also establish additionally resourced mainstream provision for pupils with the most complex physical and medical needs. We expect by 2019 that all pupils with physical and medical needs

(with the exception of those with severe, profound or multiple learning difficulties) will be included in mainstream schools with appropriate specialist facilities and multi-agency support.

3.13.7 Through the implementation of the strategy, we expect the number of pupil places 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.

3.13.8 Overview of numbers of children with SEN

3.13.9 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
BRENT TOTAL	33470	79.1%	5309	12.6%	2310	5.6%	1211	2.9%	42300

3.13.10 In January 2010, Brent maintained 1491 statements of SEN broken down as follows

- 815 placed in mainstream schools or (including additionally resourced mainstream provisions)
- 640 placed in special schools
- 36 placed with other education providers.

3.13.11 Current specialist provision

3.13.12 The LA currently maintains 5 special schools with places for up to 490 children and young people aged 3-19.

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

3.13.13 Manor and Vernon House schools are outside of BSF.

3.13.14 The LA 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 FTE	3-5

3.13.15 Kingsbury Green, Oakington Manor, Kensal Rise and Fawood nursery are outside the scope of BSF.

3.13.16 There are also 34 pupils with statements of SEN who are not attending mainstream schools and who are placed in local authority provision in Pupil Referral Units, Brent Education Tuition Service or alternative education providers.

3.13.17 In 2008/9, there were 279 pupils with statements attended out-Borough specialist provision. Breakdown by category of need and type of schools is as follows

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

3.13.18 It should be noted that these numbers include pupils who left out-Borough specialist provision mid-year. Also there are a small number of pupils included in these figures in care to Brent but whose statements are maintained by another authority

3.13.19 Trends and Issues

3.13.20 Autistic spectrum condition

The Authority is facing a significant increase in the number of pupils identified with autistic spectrum condition, across the whole spectrum of needs. Approximately 30% of pupils placed out-Borough are on the autistic spectrum. The local Authority has expanded ASC provision over the years but numbers have continued to rise and there is an excess of demand over supply of local places. This affects the primary and secondary sector and needs to be addressed as a priority. An additionally resourced secondary mainstream ASC provision for 12 places at Preston Manor High School will become operational by the end of 2010. A further 15 place provision is planned at Queens Park Community School which is in the first phase of BSF. Provision

for ASC provision for children with associated severe and profound learning difficulties will increase by 25 places through the planned re-building and expansion of Hay Lane and Grove Park Schools.

3.13.21 Behavioural, emotional and social difficulties

The Authority maintains primary aged special school BESD provision for up to 30 pupils. These pupils have high levels of support needs. It is planned to continue to maintain the provision with an increasing emphasis on early intervention. Where possible, placement 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. The authority does not maintain secondary aged BESD special school provision and uses a range of education providers. With the development of centres of excellence in Brent's secondary schools, it is anticipated that out-Borough placements with pupils with BESD statements will reduce by at least 50%.

3.13.22 Moderate learning difficulties

3.13.23 The majority of children with MLD attend their local mainstream school with support. Some children, particularly those of secondary age who have additional emotional, social and/or communication difficulties are placed in special school provision. With the development of centres of excellence in secondary schools, we anticipate that all pupils with MLD, including those with additional needs, will be able to be supported through carefully planned local mainstream placements. This will lead to a decrease in the numbers of places required at Woodfield School.

3.13.24 Physical/Medical

The vast majority of children with physical/medical needs are placed in their local mainstream school with appropriate support. There has been a rolling programme of increasing accessibility, through use of the School Access Initiative grant and support to schools in making reasonable adjustments. However, there are a small group of pupils 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. The local authority is planning to develop primary and secondary additionally resourced mainstream provision for approximately 40 places in total. This will require skilled staff, provision of on-site therapy and medical facilities and multi-professional support arrangements. Provision will be developed in close collaboration with the health authority.

3.13.25 Sensory

The authority maintains additionally resourced mainstream provision for deaf and hearing impaired children in a primary school and secondary school and plans to continue to maintain such provision. Nationally there is no growth in the prevalence of hearing impairment and many more children are benefiting earlier from new technology that can give them access to a greater range of speech sounds. Subsequently more children with a hearing impairment are attending their local mainstream school. However, there will always be a small minority of Brent children who require a specialist provision due to a late diagnosis or acquired condition. Many of these children are new arrivals from

countries without newborn hearing screening and with less advanced healthcare. There is an increase in the numbers of hearing impaired children with profound and complex needs. Special schools need to enhance provision for hearing impaired children. More work is needed in Brent to improve acoustic conditions in schools and settings.

3.13.26 The authority does not maintain designated provision for visually impaired pupils, as numbers are very small but provides tailored packages of support to mainstream schools according to individual pupil needs. There is no growth in the prevalence of visual impairment but 30% of these children have profound and complex needs. Nationally there is also an under diagnosis of visual impairment amongst our special school population. Special schools need to enhance provision for visually impaired children. More work is needed in Brent to improve lighting conditions in schools and settings and providing adapted work of high quality in appropriate formats.

3.13.27 There are small but increasing numbers of children with complex needs including multisensory impairment (MSI) in Brent special schools. Provision needs to be enhanced for this group in terms of communication and curriculum. If necessary, outreach from a qualified teacher for MSI in a Brent special school could be facilitated for any other children with MSI who attend mainstream schools.

3.13.28 Severe learning difficulties and profound and multiple learning difficulties
The majority of pupils with SLD or PMLD attend special schools in-Borough. There has been a significant increase in the numbers of young children identified as having significant developmental difficulties and, coupled with increased incidence of ASD, this is placing pressure on places on in-Borough special provision. Also, there are increasing numbers of children with complex difficulties entering mainstream primary schools requiring high levels of support. The proposed rebuild of Hay Lane and Grove Park special schools will increase capacity by 25 places. In addition, future placement of pupils with complex physical/medical needs in additionally resourced provision in mainstream schools will provide additional capacity. Additional places will also be established in the primary sector through the expansion of primary SLD/autism special school provision and co-location with mainstream provision.

3.13.29 Speech, language and communication needs.
The local authority currently maintains additionally resourced mainstream provisions for speech, language and communication needs in 2 primary schools and 1 secondary school. The authority has no current plans to increase this level of provision but will investigate the possible need to increase specialist placements within the secondary sector in the future.

3.13.30 Projected need for future provision

3.13.31 Taking into account the projected population increase in Brent and the trends for increasing numbers of pupils with autistic spectrum condition and severe, profound and multiple learning difficulties, the local authority planning assumptions are that we will need to increase capacity for specialist

placements (in special schools or additionally resourced mainstream provision) by 30% over the next 10 years in order to meet increasing demand and to significantly reduce out-Borough placements over this period.

3.13.32 The table below summarises plans for expanding SEN provision.

School	Type of Needs	Additional places	Expected timescale
Hay Lane/Grove Park – all age special	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.	80	Phased implementation 2013-2020
		40	
Manor – primary special	Severe learning difficulties.	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

3.13.33 In total, the 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 provision. By 2019, Brent would maintain 480 special school places and 293 places in additionally resourced mainstream provision. This equates to an increase in capacity of 192 places over this period.

3.13.34 In conclusion, the local authority requires the following additional places under BSF.

- 80 additional MLD (plus additional needs) places in 6 secondary schools – Type 6
- 40 additional BESD places in 8 secondary schools – Type 6
- 15 additional ASC places in Queens Park Community School – Type 5
- 20 additional complex PD/medical places in 2 secondary schools – Type 5
- 25 additional places at Hay Lane/Grove Park special schools (all age)

3.13.35 It is projected that the number of places at Woodfield special school will reduce from 120 to 55 during the timescale of BSF and that the number of places at Hay Lane and Grove Park schools will increase from 210 to 235.

3.13.36 Each of the 4 schools in the first wave of BSF will have additional SEN provision as follows:

Alperton	15 MLD, 5 BESD
Copland	15 MLD, 5 BESD
Cardinal Hinsley	10 MLD, 5 BESD
Queens Park	15 ASC, 10 PD/Medical

4.0 Background Papers

GLA Forecast 2008

GLA Forecast 2009

Brent Intranet

SEN Projection Report

Draft BSF Pupil Place Planning Report

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	<p style="text-align: center;">Children and Families Overview and Scrutiny Committee 25 March 2010</p> <p style="text-align: center;">Report from the Director of Policy and Regeneration</p>
For Action	Wards Affected: ALL
Review of the work of the Children and Families Overview and Scrutiny Committee	

1.0 Summary

- 1.1 This report sets out a review of the work of the Children and Families Overview and Scrutiny committee from 2006-2010.

2.0 Recommendations

- 2.1 Committee members are also asked to make suggestions for future work programmes

3.0 Detail

- 3.1 This report sets out a review the work of the Children and Families Overview and Scrutiny Committee from November 2006 until February 2010. Members are invited to consider the extent to which this committee has contributed to improved services for children and young people and as the current administration draws to a close, provide suggestions for the committees' future work programme.

4.0 Overview and Scrutiny remit and purpose of the Children and Families Overview and Scrutiny Committee

- 4.1 The Overview and Scrutiny process is independent of the council's decision-making Executive and was established in the Local Government Act 2000. It allows councillors to review existing policy, develop new options for improving services, hold the council's Executive and partner agencies to account and check the delivery and performance of council services. Overview and scrutiny in Brent is carried out by committees that can also commission smaller task groups to carry out in-depth pieces of work.

4.2 The Centre for Public Scrutiny outlines four principles of good scrutiny these are;

- Provides 'critical friend' challenge to executive policy-makers and decision- makers
- Enables the voice and concerns of the public and its communities
- Is carried out by 'independent minded governors' who lead and own the scrutiny process
- Drives improvement in public services

4.3 The Children and Families Overview and Scrutiny Committee was set up following a review of Brent's Overview and Scrutiny structure in 2006. Rather than a sub committee, it sits alongside the main Overview and Scrutiny committee within the council structure. Its purpose is to provide a clear focus on children and young people's issues. This committee is also unique in that it has a statutory requirement to include co-opted members to provide expertise on education issues.

5.0 Key Success factors of the committee

5.1 The legislation set out the basic requirements for overview and scrutiny which gives local authorities the scope to develop the service in accordance with its own local circumstances. At Brent, overview and scrutiny is seen as an important way to hold the executive to account and for frontline councillors to carry out a meaningful investigative role. This committee has adopted a number of working practices which have contributed to successful scrutiny which are outlined below;

5.2 In a number of areas reports have been commissioned which provide an overview of a particular service and then, following discussion in committee, more specific, focused reports have followed where the committee feels attention is needed. Certain items have been visited more than once to maintain a firm eye on areas that are undergoing change (for example 14-19 curriculum; anti-homophobic bullying policy; looked after children) and the issue of School Places has been a standing item with an update required at every meeting. The progress of the application for Building Schools for the Future funding, and consequent delivery of the projects is also now a standing item requiring at least a verbal update for members.

- 5.3 This committee has forged a strong relationship with Brent Youth Parliament (BYP). BYP regularly attend the committee and have official observer status. A BYP member sat on a task group on 'healthy relationships - how to involve parents and faith groups in talking to young people about sex and relationships. The committee also receives regular reports and feedback on the work of the parliament. Most recently, a quarterly meeting was set up between the chair of this committee and the BYP executive to discuss issues of mutual concern.
- 5.4 The committee has engaged a broad number of witnesses who have provided crucial evidence on their unique perspective on the issue under discussion. Witnesses have ranged from council officers, young people, health officials, the police, academics and experts in the field such as Barnardos and Stonewall.
- 5.5 The committee commissioned four task groups. Task Groups provide members with the opportunity to look at an issue in-depth and engage with local people who may not feel comfortable to share their views in a formal committee setting or attend evening meetings. Specific groups that task groups engaged with include; a Somali woman's organisation, Wembley High school council and parents whose teenagers have had children. The task groups covered the following topics:
- Improving outcomes for Black African and African Caribbean pupils
 - Healthy relationships; how to involve parents and faith groups in talking to young people about sex and relationships
 - Pupil safety on the journey to and from school
 - Youth offending
- 5.6 The evaluation of the work of the task groups is set out section 7.4 below. Task groups have also helped to raise the profile of the committee and several articles have appeared in the local press.
- 5.7 The Chair of an Overview and Scrutiny committee can play an important role in raising the profile of the committee and gaining a good understanding of local issues to inform the work programme. The chair of this committee has visited local services such as the Pupil Referral Unit, various Youth Service projects, the Brent Youth Forum, the Brent Duke of Edinburgh Scheme sessions at the Roundwood Centre, the Brent Youth Parliament workshop sessions and recently contributed to an article on homophobic bullying which appeared in the local press.
- 5.8 The committee benefitted from the commitment of its co-optees and observers many of whom regularly attended the meetings, There was particularly proactive input from the teachers representatives who challenged council policy, suggested items for review and provided the teachers perspective. The attendance of the Executive Member for Children and

Families to answer questions and provide the executive perspective has been significant in the success of the committee.

6.0 Challenges

6.1 Encouraging members of the public to attend the committee, suggest agenda or task group topics remains a challenge which is a problem for overview and scrutiny nationally. This raises wider concerns about the profile of the committee locally and the extent to which the public are aware of its role.

6.2 The Committee recently held a meeting at Alperton Community School as an opportunity to take the scrutiny work out of the town hall and it is hoped that this will be repeated with further attempts to involve members of the public in meetings.

7.0 Topics covered by the committee

7.1 A well planned work programme is a key component to successful scrutiny. A programme of carefully selected topics can help engage the public and Councillors. Work plans should connect with the council's priorities and community concerns.

7.2 The committee has covered a broad range of topics over the four year period. Subjects for consideration have been generated by;

- Discussions during committee
- Suggestions from individual committee members
- Youth parliament
- Local/national current issues
- Public concern

7.3 The work programme for this committee has been guided by the outcomes set out in the Every Child Matters Agenda. These are also the central themes within Brent's children's Plan. They are:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

7.4 This paper will set out the topics covered by the committee within the Every Child Matters themes and demonstrate the extent to which they achieved real outcomes.

Areas reviewed by the committee 2006-2010	Outcomes
<p>Be Healthy Teenage pregnancy and sexual health</p> <p>Impact of Primary Care Trust (PCT) savings proposals on children and families in Brent.</p> <p>Child adolescent mental health service</p> <p>Sports provision available to young people</p> <p>Reducing childhood obesity</p> <p>School nursing</p> <p>Swimming opportunities in Brent</p>	<p>The committee commissioned a task group on 'Involving parents and faith groups in talking to young people about sex and relationships'. All of the task group recommendations were accepted by the Executive and are now being implemented by the Children and Families Department.</p> <p>The committee took a proactive role when Brent PCT faced a financial crisis and were forced to implement wide scale cuts in frontline services. The committee was concerned about how this would impact upon services for children and families. Senior representatives from the PCT were invited to attend the committee to answer questions. The chair of the committee wrote to the PCT to express concerns about their proposals.</p>
<p>Stay Safe Tackling homophobic bullying</p> <p>Youth services petition</p> <p>Child protection arrangements in Brent</p> <p>Youth offending</p>	<p>The committee helped to raise the profile of tackling homophobic bullying in Brent. The committee received a report on the issue, specifically asking for a survey to be done on the number of schools who included homophobic bullying within their anti-bullying policy. A number of witnesses were invited to the committee to talk about their experiences and the work that they had been doing. As a result of sustained interest from the committee, the Children and Families department have directed more staff resources into encouraging schools to tackle this issue and have worked on a pilot project with Stonewall which is producing good results.</p> <p>The committee reviewed child protection arrangements following the tragic death of Baby Peter. The committee recommended that a cross party panel be established to review child protection in Brent. This was agreed and this group has now been formed.</p> <p>The committee supported local residents in seeking further youth provision. This was as a result of a petition brought to the committee from residents in Kilburn regarding lack of youth services in the area. The committee requested that the youth service work with the residents to develop a partnership approach to identifying resources.</p>

	<p>The committee commissioned a task group to look at concerns around pupil safety on the journey to and from school. All the task groups' recommendations were accepted by the Children and Families Department and Transport for London.</p>
<p>Enjoy and Achieve Looked after children in Brent Special educational needs Youth service update Annual education standards report 2005/6 Annual education standards 2006/7 Children's centres in Brent Kingsbury and Stonebridge integrated services programmes Extended services update Primary and secondary school places Languages in schools Kingsbury and Stonebridge integrated services programme Equalities impact of school places provision in the south of the borough Trends in teacher recruitment and retention Review of the impact and outcomes of special projects for school age children newly arrived in Brent Building schools for the Future Support for Somali parents</p>	<p>The committee regularly held officers to account regarding provision for pupils without a school place; this was a standing item on every agenda. The committee challenged officers about how the shortages would be met.</p> <p>The chair, on behalf of the committee wrote to all teachers in Brent in 2008 and 2009 congratulating them for the excellent academic results achieved.</p> <p>The committee did not shy away from scrutinising controversial issues. A report was presented regarding concerns by the teachers that a particular racial group was unfairly discriminated against because they were more likely to live in the south of the borough and had travel further for a school place. Having considered evidence from teachers, the council and the Equalities and Human Rights Commission, the committee were satisfied that pupils were not facing discrimination.</p> <p>The committee held a special session looking at the balance between residential and social care and if this provides the best outcomes for children. A number of witnesses were invited to provide evidence to the committee. The committee recommended that the Children and Families Department consider a hybrid model between residential and foster care. The department agreed to look at this as part of the council's major review of children's social care.</p> <p>A task group looking at improving outcomes for African and African Caribbean pupils highlighted that extra language support was needed for some Somali pupils, for whom English was a second language. The parents also needed language support to help their children with their homework and communicate with the school. The committee were aware of an impending review of the school funding formula and recommended that more resource is directed to this group. This was accepted. Following an update on the progress of support to this group, the committee recommended that it should be increased to include a larger number of schools.</p>

<p>Make a positive contribution</p> <p>Review of children and young peoples plan</p> <p>Brent Youth Parliament – Annual Report</p> <p>Improving outcomes for African Caribbean and African pupils</p>	<p>A task group was set up to review work by the Children and Families department on improving outcomes for Black African and African Caribbean pupils as statistics showed that this group had below average outcomes across a number of indicators such as school exclusions, educational attainment and youth crime. Many of the recommendations put forward by the committee are now being implemented by the Children and Families Department.</p>
<p>Achieve economic wellbeing</p> <p>14-19 development report</p>	

Additional areas that the committee considered that fall within its wider remit include:

- Local Area Agreement
- The schools budget and review of school funding formula 2008/09 to 2010/11
- Annual Performance Assessment of Services for Children and Young People in Brent
- Local Government and the Public Involvement in Health Act 2007
- Children and Families Complaints Annual Report

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