

NOTICE OF MEETING

**Children, Young People & Learning Overview & Scrutiny Panel
Wednesday 11 June 2014, 7.30 pm**

**Council Chamber, Easthampstead House, Town Square, Bracknell,
RG12 1AQ**

To: CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW & SCRUTINY PANEL

Councillor Mrs Birch (Chairman), Councillor Brossard (Vice-Chairman), Councillors Allen, Gbadebo, Ms Hayes, Heydon, Kensall, Mrs McCracken and Mrs Temperton

Church Representatives (Voting in respect of Education matters only)

Rev N Parish and One Vacancy

Parent Governor Representatives (Voting in respect of Education matters only)

Mr R Briscoe and Ms L Wellsted

Teachers' Representatives (Non-Voting)

Miss V Richardson

Children's Social Care Representative (Non-Voting)

Ms C Barrett

cc: Substitute Members of the Panel

Councillors Ms Brown, Dudley, Mrs Hamilton, Thompson and Virgo

ALISON SANDERS
Director of Corporate Services

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AGENDA

A pre-meeting for Panel Members will be held at 7pm in the Boardroom.

Page No

1. **ELECTION OF CHAIRMAN**

2. **APPOINTMENT OF VICE CHAIRMAN**

3. **APOLOGIES FOR ABSENCE/SUBSTITUTE MEMBERS**

To receive apologies for absence and to note the attendance of any substitute members.

4. **MINUTES AND MATTERS ARISING**

To approve as a correct record the minutes of the meeting of the Children, Young People and Learning Overview and Scrutiny Panel held on 5 March 2014.

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5. **DECLARATIONS OF INTEREST AND PARTY WHIP**

Members are requested to declare any disclosable pecuniary or affected interest, including the existence and nature of the Party Whip, in respect of any matter to be considered at this meeting.

Any Member with a Disclosable Pecuniary Interest or an affected interest in a matter should withdraw from the meeting when the matter is under consideration and should notify the Democratic Services Officer in attendance that they are withdrawing as they have such an interest. If the Disclosable Pecuniary Interest is not entered on the register of Members interests, the Monitoring Officer must be notified of the interest within 28 days.

6. **URGENT ITEMS OF BUSINESS**

Any other items, which pursuant to Section 100B(4)(b) of the Local Government Act 1972, the Chairman decides are urgent.

7. **PUBLIC PARTICIPATION**

To receive submissions from members of the public which have been submitted in advance in accordance with the Council's Public Participation Scheme for Overview and Scrutiny.

8. **CORPORATE PARENTING ADVISORY PANEL**

To receive the minutes of the meeting of the above Panel held on 26 March 2014.

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PERFORMANCE MONITORING

9. **QUARTERLY SERVICE REPORT**

To consider the latest trends, priorities and pressures in terms of departmental performance as reported in the Quarterly Service Report for the fourth quarter of 2013/14 (January to March 2014) relating to Children, Young People and Learning, giving particular attention to the outcomes of OFSTED school inspections and the 2014 school admissions process

Please bring the previously circulated Quarterly Service Report to the meeting. Copies are available on request and attached to this agenda if viewed online.

Panel members are asked to give advance notice to the Overview and Scrutiny Team of any questions relating to the Quarterly Service Report where possible.

OVERVIEW AND POLICY DEVELOPMENT

10. **SUBSTANCE MISUSE**

To receive an introductory presentation in respect of substance misuse by children and young people.

11. **CHILDREN AND FAMILIES ACT 2014**

To be brief on, and consider the implications of, the above legislation.

13 - 16

12. **CREATING OPPORTUNITIES - A JOINT STRATEGIC PLAN FOR CHILDREN, YOUNG PEOPLE AND FAMILIES IN BRACKNELL FOREST 2014-17**

To consider and note the updated Children, Young People and Families Plan.

17 - 60

13. **SCHOOL PLACES WORKING GROUP REPORT**

The report of the review of school places undertaken by a working group of this Panel is attached for approval.

61 - 106

HOLDING THE EXECUTIVE TO ACCOUNT

14. EXECUTIVE FORWARD PLAN

To consider forthcoming key and non-key decisions on the Executive Work Programme relating to Children, Young People and Learning.

107 - 118

DATE OF NEXT MEETING

The next scheduled meeting of the Children, Young People and Learning Overview and Scrutiny Panel will be held on 10 September 2014 at 7.30pm. A pre-meeting will be held at 7pm.

**CHILDREN, YOUNG PEOPLE & LEARNING
OVERVIEW & SCRUTINY PANEL
5 MARCH 2014
7.30 - 9.50 PM**



Present:

Councillors Mrs Birch (Chairman), Mrs Hamilton (Vice-Chairman), Brossard, Gbadebo, Ms Hayes, Mrs McCracken, Mrs Temperton and Thompson

Mr R Briscoe, Parent Governor Representative
Miss V Richardson, Teachers' Representative

Apologies for absence were received from:

Councillors Heydon and Kensall

Reverend Canon Parish, Church of England (Oxford Diocese)

Executive Members:

Councillor Dr Barnard

Also Present:

Andrea Carr, Policy Officer (Overview and Scrutiny)
Lorna Hunt, Chief Officer: Children's Social Care
Dr Janette Karklins, Director of Children, Young People & Learning
Kashif Nawaz, EMTAS Team Leader
Bob Welch, Chief Adviser: Learning & Achievement

50. Apologies for Absence/Substitute Members

The Panel noted the attendance of the following substitute member:

Councillor Thompson for Councillor Heydon

51. Minutes and Matters Arising

RESOLVED that the minutes of the Panel held on 15 January 2014 be approved as a correct record, and signed by the Chairman.

Matters Arising

- The feedback session on the Children's Society Consultation with Bracknell Forest's Children and Young People had been particularly informative and a full report would be brought to a future meeting of the Panel.

52. Declarations of Interest and Party Whip

There were no declarations of interest nor any indications that Members would be participating whilst under the party whip.

53. **Urgent Items of Business**

There were no urgent items of business.

54. **Public Participation**

No submissions had been made by members of the public under the Council's Public Participation Scheme for Overview and Scrutiny.

55. **Quarterly Service Report**

Bob Welch, Chief Adviser, gave a presentation in respect of the work taking place to improve school standards. The presentation included an overview of the national and local improvement context, the legislative framework, the role of the Council's School Adviser Service, school to school support and an overview of the Authority's powers of intervention.

Under the new Ofsted inspection regime all schools were expected to be 'Good' and the requirements to achieve a rating of 'Good' were now much more onerous than they had been previously. Any Bracknell Forest school graded as either 'Requiring Improvement' or 'Inadequate' was helped to develop a detailed Statement of Action which was subsequently made public. The Panel would continue to consider Ofsted inspection outcomes at future meetings.

Nationally schools had raised concerns over the varying interpretations that different Ofsted Inspection Teams had given to the new Inspection Framework and this had been raised with the Department of Education. Inspectors were now placing greater emphasis on the evidence base used by schools and it was crucial that all schools had a robust, up to date, easily accessible evidence base regardless of whether they were expecting an inspection. There were currently no national strategies for school improvement and schools were able to choose where they obtained guidance on improving standards from. To assist schools with this the School Advisers were identifying those school staff with expertise in particular areas and encouraging other schools to use them as sources of support and information for example the New Curriculum. School Advisers also met with Head Teachers on a termly basis to provide support and all schools were affiliated to local cluster groups.

Nationally there was anecdotal concern that academies weren't always being given the support or challenge that was required to drive improvement however Bracknell Forest's maintained schools valued the support and challenge that they received from the Local Authority and consequently there was little pressure from school governing bodies to convert to academies.

Locally feedback on schools was encouraged and there were a number of ways that this could be done for example through the Parent Complaint Line. All contacts were logged and analysed so that any trends could be identified and investigated. Social networks and professional forums were also monitored.

The Panel considered the Quarterly Service Report (QSR) for the Children, Young People and Learning Department for the third quarter of 2013/14 (September to December 2013) and arising from the Panel's questions and comments the following points were noted:

- There were currently 9 agency social workers working with the Council to fill staff vacancies. However this number varied according to need and there

was a strong core of social workers employed by the Council. Future QSRs would include a narrative putting staff vacancy rates into context and identifying the number of agency staff employed during the quarter

- The recruitment of experienced social workers was a national problem and a range of options was being explored to ascertain how this problem might be solved at a local level for example through the development of a specific social work micro-site that would enable people to express an interest in working in Bracknell Forest and looking at pay and conditions to make working in Bracknell Forest more attractive
- There had been a number of staff signed off on long term sick leave during the quarter reported and this had impacted on the staff sickness rates
- A member who had attended the recent SILSIP workshop congratulated the looked after young people who had given a presentation at the event about their lives
- The contract to provide targeted support to young carers was for very specialised work and this limited the number of companies able to bid for the contract
- The recruitment of additional foster carers was a key priority for 2014/15 and it was hoped that a further four fostering families would receive final approval by the end of May
- The cost of providing foster care ranged from between £300 a week for in house fostering to £3,500 a week for specialised residential care. However the cost did depend heavily on the individual needs of the child
- There were currently 11 children in residential placements and these settings were tightly monitored on a monthly basis. It was agreed that a narrative of summarising the numbers of children in each type of placement would be included in future QSRs
- Past Aiming High open events had proved to be particularly educational and members were encouraged to attend these when they could

The Panel thanked officers for their informative updates.

56. **Bracknell Forest Strategy for 'Narrowing the Gap'**

The Panel received a report containing an update on the Council's draft strategy for 'Narrowing the Gap' in performance between children and young people eligible for the Pupil Premium and their peers who were not prior to its approval by the Executive.

The Pupil Premium was additional funding given to publicly funded schools to support their disadvantaged children and close the attainment gap between them and their peers. Introduced in April 2011, Pupil Premium was allocated to schools to work with pupils who had been registered for free school meals at any point within the last six years. Additional Pupil Premium was also received for children who had been looked after continuously for more than six months, for adopted children and for children of service personnel. The Premium was paid directly to schools and it was for the schools to decide how to use the additional funding that they received.

It was acknowledged that from September 2014 when all Key Stage 1 children became eligible for free school meals it would become more difficult to identify those children eligible for Pupil Premium and that there was a risk that schools might lose funding as a result. It was therefore vital that schools were proactive in ensuring that parents understood the need to register their child under the previous requirements in order to secure additional funding for the school.

It was agreed that the action plan associated with the draft strategy would be expanded to address transition issues such as recommending that actions leading to successful outcomes at primary level were continued when pupils transferred to secondary school. The presentation would be circulated and further consideration would be given to successful outcomes and the way that schools spent their Pupil Premium at a future Panel meeting.

57. Support for English as an Additional Language

Kashif Nawaz gave an update in respect of the support provided by the Council to Children for whom English was an additional language (EAL).

It was reported that between 2009 and 2013 the numbers of children who were classified as having EAL had risen from 8.4% to 11% in the Borough's primary schools and 6.3% to 7.6% in the Borough's secondary schools and over 80 separate languages had been recorded as being a first language.

Support for those children who were known to have EAL was provided by the Ethnic Minority and Traveller Achievement Service (EMTAS). A team which worked inclusively across all key stages tailoring the support provided to each child's individual needs.

Arising from the Panel's questions and comments the following points were noted:

- The ideal situation was that those children identified as having EAL became English proficient so that they eventually did not need additional support
- A child was considered as being able to access the National Curriculum if they had achieved a SAT level 2B in English
- Since September 2013 EMTAS had received 117 new referrals with the majority relating to children arriving from the new EU accession countries
- Over the years there had been a growing trend for EAL students to stay on in Bracknell Forest schools for their sixth form education and currently 1 in 5 sixth form students had EAL
- EMTAS aimed to carry out initial language assessments within three school days of receiving a school's referral form
- Officers working in EMTAS were able to communicate in 9 different languages. Additional language support was available from the Pre-School Learning Alliance and a pool of EAL Sixth Former volunteers was available to draw on

The Panel thanked Kashif Nawaz for his update.

58. Children Missing from Education

The Panel received a report setting out the policies and procedures that had been adopted locally to systematically identify children who may be missing from education so that appropriate educational provision might be made for them.

It was agreed that any comments on the policy would be forwarded to the Director of Children, Young People and Learning prior to its determination by the Executive. The Panel would give further consideration to the policy at a future meeting.

59. **Education Transport Policies**

The Panel received the draft Mainstream Education Transport Policy 2015/16 and Post 16 Transport Policy 2014/15. Arising from Members' questions and comments the following points were noted:

- At mainstream secondary school level it could be considered impractical for a member of school staff to collect a child from a vehicle and take the child to the vehicle and the Director of Children, Young People and Learning agreed to reconsider this aspect of the policy
- The assessment of students with special educational needs changed when a student reached year 12
- It was requested that any further comments on the draft policies be forwarded to the Director of Children, Young People and Learning for consideration

60. **Working Groups Update Report**

The Panel noted a report providing a summary of working group activity since its last meeting.

It was hoped that the Report of the School Places Working Group would be ready for the Panel's June meeting.

It was agreed that Councillors Mrs Birch and Mrs Temperton and Miss V Richardson and Mr R Briscoe would participate in the proposed Substance Misuse Working Group Review. A presentation giving an overview of substance misuse would be given at the Panel's June meeting.

61. **Executive Forward Plan**

The Panel noted the scheduled Executive Key and Non Key Decisions relating to Children, Young People and Learning.

CHAIRMAN

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**CORPORATE PARENTING ADVISORY PANEL
26 MARCH 2014
5.00 - 7.07 PM**



Present:

Councillors Heydon (Chairman), Mrs Birch, Mrs Temperton (Substitute) and Mrs McCracken (Substitute)

Apologies for Absence were received from:

Councillors Mrs Barnard and Ms Brown

44. Apologies for Absence/Substitute Members

The Panel noted the attendance of the following substitute members:

Councillor Mrs McCracken for Councillor Mrs Barnard
Councillor Mrs Temperton for Councillor Ms Brown

45. Declarations of Interest

There were no declarations of interest.

46. Minutes and Matters Arising

RESOLVED that the minutes of the meeting held on 18 December 2013 be agreed as a correct record.

47. Panel Announcements

Sheila McKeand announced that she would be retiring at the end of June 2014.

More dates were coming up for the 'Do You Know?' training. Panel members who had participated in the training said what a good experience and how valuable it was; they encouraged other Panel members to take part in this two way experience. Members gave examples of how they had used this training in their work as school governors.

There would be a member development session on Corporate Parenting.

It was suggested that someone should attend the South East Corporate Parenting Regional Network; invitations would be sent out directly.

48. Briefing on Preparation for Ofsted Inspection of Children's Social Care

Sandra Davies, Head of Performance Management and Governance, was present at the meeting to give a presentation on preparation for Ofsted's Inspection of Children's Social Care.

Key messages from Ofsted:

- Inspection improved lives and life chances.
- The bar had been raised; how well and what difference were central to the process.
- Good was the minimum; all children deserved good, anything less required improvement.
- Many authorities were less than good.
- Adequacy was a vulnerable position given the pressures on local authorities.
- There was a need to be more ambitious for children in all settings.

What mattered in the framework:

- How well things were done and the difference made; evidence was important.
- How Social Workers and others worked directly with families and managed the risks involved; what the quality of this work was.
- The quality of interventions in families, when risk remained or intensified.
- The quality of management oversight and decision making.
- How well children were helped, protected and cared for in a statutory service.
- How much was known about the services provided for children living in violent homes; where there was drug or alcohol misuse or mental ill health of a parent or carer.
- Leadership grip; all levels of management.
- Clear priorities, seeking and learning from feedback.
- Accountabilities; Local Safeguarding Children Board (LSCB) and operational practice.

New single inspection framework overview:

- Universal, unannounced and on a three year cycle.
- Three key judgements: protecting children, looked after children and achieving performance, leadership, management and governance (+2 graded judgements adoption and care leavers).
- Good was the minimum to aim for.
- Undertaken over a four week period with one days notice on the Tuesday of first week and inspectors on site 11 days total.
- Seven HMI on site in weeks three and four.
- Components included case file tracking, visiting children in residential placements out of area, observation of practice, adoption and fostering, and meeting with children, young people, families, and foster carers.

There was an emphasis on children and young people missing from care, education and risks of sexual exploitation, promotion of education and schooling for children looked after, children living in residential care out of area, early help offer and assessment, and whether assessments were events or engagement with families. Quality of work with families where the plan was for children to return home, quality of care planning for looked after children, and quality of housing and support for care leavers. There would be a focus on 'closing the gap' and pupil premium.

A good grading by Ofsted would rest on identifying issues and acting in good time, assessing and managing risk, clear professional decisions about protection and care, decisions reviewed regularly, early help, co-ordination with partners, and recording actions and decisions.

Leadership management and governance was important including effective strategy and good quality services for children, young people and their families, quality of

practice, care and commissioning, suitably experienced and qualified workforce, a senior team with comprehensive knowledge about what was happening at the front line and the difference practice was making, systematic performance management and monitoring, and partners helping to deliver early help, protection and care. A strong and effective Corporate Parent, including for care leavers, evidence of continuous improvement, partnerships supported by transparent and rigorous governance, shared priorities clear and resourced, and effective engagement with the Health and Wellbeing Board and the LSCB.

An LSCB Review would be run in parallel with the Single Inspection with a whole focus on the LSCB including partner members, but this would be a separate inspection. This was introduced to identify the strategic and professional commitment and contribution of all statutory partners to early help, care and protection.

What the Corporate Parenting Advisory Panel had undertaken over the past few years could be reviewed. Sandra had a template which could be used.

There was much work underway, for example, on the self-assessment, and briefings would be circulated to partners periodically regarding the Ofsted inspection. Examples of good practice that could be demonstrated, knowing areas for improvement and what was being done to tackle these were being looked at. Inspectors would look at information available on the public website and in the media.

The senior team in Children, Young People and Learning and Sandra would be involved in the inspection. Councillor Dr Barnard emphasised the need for training to be delivered for members as soon as possible.

49. Pupil Premium for Looked After Children and the New Role of the Virtual School Head

Bob Welch, Chief Adviser, Learning and Achievement, and Kashif Nawaz, Assistant Virtual School Head were present at the meeting to discuss a report on Pupil Premium for Looked After Children and the New Role of the Virtual School Head.

The current arrangements would cease on 31 March 2014 and new arrangements would be in place from 1 April 2014 in relation to changes to Pupil Premium. A child would need to be in care for one day in order to be eligible for Pupil Premium. The appropriate use of Pupil Premium would be a focus; it would need to address educational needs. The use of Pupil Premium would be monitored and schools would be held to account.

Plans were in place across the year and they needed to be relevant and accountable. Welfare Call Monitor had been commissioned to monitor attendance, progress and attainment of Bracknell Forest's looked after children. This involved making a telephone call to the school every day to make sure that the child was in school. Accessing data from schools not under Bracknell Forest could be an issue. The Bracknell Forest Virtual school now determined how the Pupil Premium funding was spent for each looked after child and this was a new role for the Virtual School Head.

A substantial amount of money was involved; £1,900 per pupil if the child was looked after for one day. Steps could be taken if Pupil Premium was not used effectively by a school. There were conditions attached to the grant funding and plans to aid progress.

The panel suggested that a list of initiatives for which Pupil Premium had been used in Bracknell Forest be collated. This information was recorded in individual PEPs and there was an expectation for schools to know this information.

(Action: Bob Welch / Kashif Nawaz)

The panel commented that governors also needed to understand and know what Pupil Premium was spent on as part of their responsibility.

Bob and Kashif had been invited to a conference in London by Ofsted.

The Panel noted the updates of the work of the Virtual School in relation to Pupil Premium and the changes expected from April 2014.

50. **Report on Looked After Children's Engagement in Universal Services and the Role of the LAC Youth Worker**

Darren Berry, Senior Youth Worker, and Katya Tagon, LAC Youth Worker, were present at the meeting to give a presentation on Children's Engagement in Universal Services and the Role of the LAC Youth Worker.

The role of the LAC Engagement Youth Worker was to develop support to Looked After Children (LAC), contributing to placement sustainability and increased life chances outside of the formal education setting.

Interventions included development of youth programmes for looked after children, identifying out of school leisure and educational activities and opportunities, co-ordinating life skills training for LAC, and developing multi-agency working to enhance the understanding of the needs of young people.

A survey had been undertaken with the aim of consulting looked after children placed locally, regarding the social activities and personal development opportunities they wished to participate in. There was also a focus on improving the engagement of looked after children with the Youth Service and voluntary/ private sector provision.

Looked after children were engaged in face-to-face consultation with the LAC Youth Worker:

- 37 looked after children aged 11 to 18 years were contacted and 26 participated;
- 62% of participants took part in two or more social activities;
- 57% of participants accessed Youth Service sessions and had worked with Youth Workers;
- 83% of 11-13 year olds and 71.3% of 14-19 year olds had visited a Bracknell Forest Council (BFC) Youth Centre;
- 33% of 11-13 year olds expressed a wish for a LAC only Youth Group;
- the 14-19 age group expressed a wish for improved communications and dialogue;
- 87% of 11-13 year olds and 60% of 14-19 year olds felt that they could benefit from more Life Skills sessions to enhance tools for independence.

Sports and performing arts were the most popular activities amongst the looked after children consulted. The 14-19 age group were more interested in social media and communications.

The panel queried whether funding for social activities or residential activities for looked after children could be sourced from pupil premium funding. Activities for

looked after children were part of the Youth Services budget but pupil premium could be used, for example, for a LAC residential trip. The panel also informed the youth workers that Bracknell Forest Homes had a community fund which could be a source of funding for residential trip.

A report on the Life Skills Programme would be brought to the next meeting of the Panel.

(Action: Sheila McKeand)

51. Review of Auditing Arrangements in Relation to Berkshire Healthcare Foundation Trust

Sarah Roberts, Policy and Research Officer, gave a brief update on the review of auditing arrangements in relation to Berkshire Healthcare Foundation Trust. The audit had been undertaken and the data was currently being analysed. This would be reported to the Panel in June 2014 as part of the Health of LAC Annual Report.

52. Regulation 33 Visits

Sonia Johnson, Service Manager, Specialist Services was not present at the meeting. The Panel noted the report regarding Regulation 33 Visits. These reports were circulated to the Chief Officer: Children's Social Care and Ofsted and were highly valued as an outside view. Councillor Mrs Birch commented that after she gave her observations last year that changes had been made regarding her suggestions.

53. Update Report on Mental Health and Emotional Wellbeing of Looked After Children

Sheila McKeand, Head of Service, LAC Children's Social Care, presented an update report on Mental Health and Emotional Wellbeing of Looked After Children.

There were challenges identifying mental health resources for LAC following the end of previously commissioned specialist service from CAMHS. CAMHS could offer training for a wider workforce and Tier 2 provision would be considered as well. CAMHS provided good high risk support but lower level support could be improved. Councillor Mrs Temperton commented that training in schools could help to provide effective social skills for pupils.

Councillor Mrs Birch commented that obtaining information and statistics could be difficult but that this was being addressed through, for example, the Health and Wellbeing Board. The Chairman of the Panel was asked to write to the Health and Wellbeing Board requesting this data.

(Action: Councillor Heydon)

Councillor Mrs Temperton commented that in relation to self harming and depression in schools, MIND had an online teaching tool which could be used and it had been queried as to whether this could be run in schools, with an emphasis on recognising signs and symptoms. These issues affected all children and not just looked after or adopted children.

54. Exclusion of Public and Press

RESOLVED that pursuant to Section 100A of the Local Government Act 1972, as amended, and having regard to the public interest, members of the public and press be excluded from the meeting for the consideration of the following item which

involves the likely disclosure of exempt information under the following category of Schedule 12A of that Act:

- (1) Information relating to any individual (Item 55).

55. Performance Management Information

Lorna Hunt, Chief Officer: Children's Social Care, presented the latest performance management information.

Stability had dipped in relation to the length of placements and matching children with long term carers could be difficult; children needed to move placements for a variety of reasons and sometimes these were unforeseen, such as the death of a carer. 16-18 year olds would be considered in more detail at the next meeting of the Panel.

(Action: Sheila McKeand)

Adoption figures had increased, which was good news for the team. An adoption activity day had been held with 38 adoptive households and approximately 40 children; this was the first of its kind. It was important that children attending these days had fun but also that they were prepared and children received debriefing afterwards.

There would be an adoption annual report presented to the Panel at the June 2014 meeting. The speed for adoptions was getting better. In relation to fostering, the team aimed to place children locally but with adoption children may be placed further away. If children were on a care order and were returning to their parents, there would be a reunification plan to monitor this.

Adoption and fostering was a key priority. The Panel could ask questions regarding the recruitment and effectiveness of this, and how the plans for the coming year would be met.

Councillor Temperton informed the panel that the Bracknell Forest foster carers group session was due to be held at Great Hollands Community Centre fortnightly, supported by the Community Association, from May 2014. The sessions would be free of charge.

Fostering fortnight would be held in May 2014 and councillors suggested that some panel members should attend this.

56. Dates of Next Meetings and Forward Plan

25 June 2014	Adoption Statement of Purpose and Annual Report Fostering Statement of Purpose and Annual Report Participation Annual Report and Action Plan Virtual School Head Annual Report
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24 September 2014	Educational Outcomes LAC and Care Leavers Health of LAC Annual Report
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10 December 2014	Pledge to Looked After Children
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25 March 2015	
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**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
11 JUNE 2014**

**CHILDREN AND FAMILIES ACT 2014
Director of Children, Young People and Learning**

1 PURPOSE OF REPORT

- 1.1 The purpose of this report is to brief the Panel regarding the Children and Families Act 2014.

2 RECOMMENDATION(S)

- 2.1 **That the Panel considers and notes this briefing.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To keep the Panel up to date regarding new legislation and the implications thereof.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 SUPPORTING INFORMATION

- 5.1 The Children and Families Bill was introduced into the House of Commons on 4 February 2013. It received Royal Assent and became an Act at the end of March 2014. The Act's purpose (according to the 'long title') has been amended to include people with disabilities, and now reads:

An Act to make provision about children, families, and people with special educational needs or disabilities; to make provision about the right to request flexible working; and for connected purposes.

- 5.2 As with any legislation of this nature substantial changes were made as the Bill progressed through various parliamentary stages before becoming an Act. The Act has 250 pages and consists of ten parts and a total of 149 sections.

The Act covers:

- Adoption and contact
- Family justice
- Children and young people in England with special educational needs (SEN) or disabilities
- Childcare
- Welfare of children
- The Children's Commissioner

- Statutory rights to leave and pay
- Time off work: ante-natal care etc
- Right to request flexible working
- General provisions

5.3 The intended benefits of the new legislation are to provide:

- clearer and more accessible information about available support for children and families
- a single co-ordinated assessment process for young people aged 0-25 if they have a disability and special educational needs, which means they have a learning difficulty which requires the LA to make special educational provision
- personal budgets for families, improving choice and increasing control
- improved transition to adulthood including housing, work, apprenticeships, benefits and leisure activities

5.4 The Act implements the Government's plans to see more children being adopted by loving families with less delay. Several other areas are covered including restrictions on the use of tobacco, child performances, the Virtual School for looked after children, parental leave and flexible working.

5.5 Section 3 is the most substantial for schools and implements the Government's proposals which were first published in the Green Paper *Support and Aspiration: a new approach to special educational needs and disability* (2011) and the *Progress and next steps report* (2012).

5.6 The Act replaces existing SEN legislation in the Education Act 1996 and achieves the Green Paper objectives of bringing together the separate arrangements for children in schools and young people in post-16 institutions and training up to their 25th birthday, and the integrated Education, Health and Care Plan to replace the statement of Special Educational Needs. The Act also removes in most instances the separate treatment of local authority maintained schools and academies under SEN legislation.

5.7 Schools must use their 'best endeavours' to secure special educational provision for pupils or students who have special educational needs. Schools, but not further education colleges, must appoint an SEN co-ordinator. Parents must be informed if special educational provision is being made for their child, and a young person must also be informed. Schools must prepare an SEN information report about the implementation of the school's policy for 'pupils at the school with special educational needs'. Information will be prescribed in regulations. Information will also have to be included about facilities for children with disabilities, whether or not they have special educational needs. This largely follows the pre existing duties under the 1996 Act. Further guidance and a revised SEN Code of Practice will supplement the Act.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES / CONSULTATION

6.1 Not applicable.

Background Papers

Full details can be found at: <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>.

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TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
11 JUNE 2014

CREATING OPPORTUNITIES – A JOINT STRATEGIC PLAN FOR CHILDREN, YOUNG PEOPLE AND FAMILIES IN BRACKNELL FOREST 2014 – 2017
Director of Children, Young People and Learning

1 PURPOSE OF REPORT

- 1.1 This report presents the attached Joint Strategic Plan for Children, Young People and Families in Bracknell Forest 2014 – 2017.

2 RECOMMENDATION(S)

- 2.1 That the Panel considers and notes the Joint Strategic Plan for Children, Young People and Families in Bracknell Forest 2014 – 2017.

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To give the Panel an opportunity to consider and note the Joint Strategic Plan for Children, Young People and Families in Bracknell Forest 2014 – 2017.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES / CONSULTATION

- 5.1 Not applicable.

Background Papers

None.

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**TO: THE EXECUTIVE
20 MAY 2014**

CREATING OPPORTUNITIES – A JOINT STRATEGIC PLAN FOR CHILDREN, YOUNG PEOPLE AND FAMILIES IN BRACKNELL FOREST 2014 – 2017

Director of Children, Young People and Learning

1 PURPOSE OF REPORT

- 1.1 The purpose of this report is to seek the approval of the Executive for Creating Opportunities - a Joint Strategic Plan for Children, Young People and Families in Bracknell Forest 2014 – 2017.

2 RECOMMENDATION

- 2.1 **That the Children and Young People’s Plan 2014-17 (attached as annex 1) is approved.**

3 REASONS FOR RECOMMENDATION

- 3.1 The Children and Young People’s Plan is the defining statement of strategic planning for children and young people in the borough and is central to the work of the Children and Young People’s Partnership. It identifies six evidence based priorities which are felt to be essential in ensuring improved outcomes for children, young people and families living and growing up in Bracknell Forest. It is important that the Council endorses the priorities in the plan and that there is support for the delivery of the priorities through existing services and resources.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 The Children and Young People’s Partnership has considered the option of no longer having a plan, but believe that the plan has proven to be an effective tool that continues to provide a focus on areas for improvement that can best be achieved through working in partnership.

5 SUPPORTING INFORMATION

- 5.1 Section 10 of the Children act 2004 places a duty on the local authority to make arrangements to secure co-operation among a number of partners set out in the Act and in statutory guidance on interagency co-operation to improve the wellbeing of children. This duty falls within the remit of the Director and the Lead Member for Children Young People and Learning as set out in statutory guidance on their roles and responsibilities.
- 5.2 The Children and Young People’s plan is intended to be a strategic, overarching plan for all local services working with children, young people and families. This is the third Children and Young People’s Plan that has been developed for Bracknell Forest and will cover the period 2014 to 2017.
- 5.3 The Plan was developed using a strong evidence base which included recommendations from Ofsted Inspections and Peer Review processes, performance

information, local and national research, needs analysis, consultation with partners and stakeholders and significant consultation with children and young people.

- 5.4 The Plan identifies **six priorities for improvement**, these include targeting and working with children, young people and families who are vulnerable or disadvantaged.

Outcome Priority One: Raise levels of attainment and pupil progress across all phases of learning for all pupils.

Outcome Priority Two: Improve physical and emotional health and wellbeing from conception to birth and throughout life.

Outcome Priority Three: Safeguard and protect children and young people.

Outcome Priority Four: Improve outcomes for the most vulnerable children and young people in the borough.

Outcome Priority Five: Strengthen families through effective multi-agency coordination and support.

Outcome Priority Six: Reduce the impact of poverty on children and young people.

- 5.5 In order to secure effective outcomes in these priorities all partners working with children and young people will ensure that a small number of principles underpin the work they do:

- Supporting the child / young person's journey through key life stages and ensuring support where it is needed.
- Active engagement of children, young people and families in the planning, delivery and evaluation of services.
- Prevention and early intervention systems in place to provide effective early help.

- 5.6 An action plan at the end of the document identifies the key actions which sit under each of the outcome priorities. These actions will be led by a range of partners including the Local Authority, schools, Public Health, Clinical Commissioning Group and Berkshire Healthcare Foundation Trust, Drug Action and Alcohol Services and Thames Valley Police.

- 5.7 Where relevant key priorities have been matched up across partnerships to secure maximum benefit; an example of this is the priority on safeguarding children and a focus on domestic abuse which is a priority in the LSCB Business Plan and in the Community Safety Strategy.

- 5.8 Progress against the actions will be monitored by the Children and Young People's Partnership on a bi-monthly basis, and an annual review of progress against priorities will ensure that the actions remain reflective of current needs and are amended as necessary.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

- 6.1 The relevant legal provisions particularly Section 10 of the Children Act 2004 are set out within the main body of the report

Borough Treasurer

- 6.2 The Borough Treasurer is satisfied that the Council can meet the priorities set out in the Plan through existing services and resources.

Equalities Impact Assessment

- 6.3 An Equalities Impact Screening has been completed (attached as annex 2).

Strategic Risk Management Issues

- 6.4 The priorities in the plan are reliant on the strength of partnership working and on the commitment of agency partners to support delivery. Monitoring of the priorities through the Children and Young People's Partnership, and regular reporting to the Bracknell Forest Partnership, LSCB and to Members through Overview and Scrutiny will ensure this is closely monitored and early action taken to address any areas of concern.

Other Officers

- 6.5 N/A

7 CONSULTATION

Principal Groups Consulted

- 7.1 Partners and Stakeholders
7.2 Children and Young People

Method of Consultation

- 7.3 Partners and stakeholders were consulted through a range of focus groups and discussions.
7.4 Children and young people participated in an online survey which saw over 2,500 responses. In addition a series of focus groups of 200 children and young people (some from targeted vulnerable groups) took place facilitated by the Children's Society to maintain independence.

Representations Received

- 7.5 Views received have been included in the report, and where relevant have been incorporated into the plan priorities and actions detailed in the plan.

- 7.6 A series of presentations to a variety of audiences has enabled the views of children and young people to be shared widely. The consultation response can be found at <http://www.bracknell-forest.gov.uk/bracknellforestchildrenandyoungpeoplespartnership>

Background Papers

Relevant reference materials are identified within the report.

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Creating Opportunities

**A Joint Strategic Plan for Children,
Young People and Families in
Bracknell Forest 2014 - 17**



Foreword

On behalf of the Children and Young People's Partnership, we are delighted to present to you ***Creating Opportunities - A Joint Strategic Plan for Children and Young People in Bracknell Forest 2014 – 2017.***

We believe that Creating Opportunities is our primary aim for children, young people and families and remains at the heart of what we do.

This plan identifies a small number of key priorities; areas we believe are really important in ensuring good outcomes for children, young people and families in the borough.

We aim to continue to improve our services, to work in a more coordinated way and ensure that additional help and support is available where it is needed.

We are proud of our children and young people and believe there is much to celebrate in terms of their achievements, their behaviour and their aspirations. We celebrate these achievements and hope that the example set by our young people will inspire others along the way.

We have undertaken significant consultation with children and young people and their views will inform not just the priorities and actions in this plan; but will be shared with a wide range of people who are responsible for planning and delivering services to children, young people and families.

We recognise that there are fewer resources available; however we aim to ensure that we can strike a balance between what we can realistically achieve and continuing to be aspirational for the future.

We believe that working together is the best way to achieve our priorities. We invite you to join us in ensuring success and in creating opportunities for children, young people and families in Bracknell Forest.

Councillor Dr Gareth Barnard
Executive Member Children, Young People and Learning

Dr Janette Karklins
Director Children, Young People and Learning

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Introduction

Creating Opportunities is the defining statement of strategic planning for children, young people and families in the Borough, and is central to the work of the Children and Young People's Partnership.

Section 10 of the Children Act 2004 places a duty on partners to cooperate to improve the wellbeing of children and young people. This plan provides the framework to achieve this goal.

The plan identifies key priorities for improvement which we believe can be achieved by working in partnership.

This plan is not intended to cover all the services delivered to children, young people and families across the wide range of partner organisations. It addresses key priorities for development where we feel that working together will make a difference.

Sitting underneath this plan will be delivery plans of partner agencies providing more detail on the way in which they support all children and young people.

The priorities in this plan have been identified through:

- Reviewing performance and inspection findings.
- Using data from our updated Children and Young People's Needs Analysis.
- Using the information set out in the Joint Strategic Needs Assessment [JSNA].
- Undertaking a wide ranging consultation with children, young people, parents and carers, and partners in both statutory, voluntary and community sector services.
- Peer Challenge and local research.



From My Bracknell Forest Art Exhibition

Bracknell Forest Context

Bracknell Forest lies 28 miles west of London, at the heart of the Thames Valley and within the county of Berkshire. The town of Bracknell was developed as a 'new town' after the Second World War initially housing families who relocated from London. Since its inception as a new town the population has grown from 23,408 in 1951 to 115,058 (ONS mid 2012 estimates based on 2011 Census)

Bracknell Forest contains six parishes, 18 wards and covers an area of some 109 sq km. Bracknell Forest Council is a small authority which gained unitary status when the former Berkshire County Council was split up in 1998.

The Borough's population is 115,058 of which 28,500 (25%) of the population is aged between 0 – 18 years.

There has been a decrease in the 0 – 14 age group as a percentage in Bracknell Forest from 21% in 2001 to 19% in 2011; this is still slightly higher than the national average which is 18%. There has been an increase in the 0 – 4 age group from 7,699 to 8,027; this increase has significance in terms of school place planning.

Bracknell Forest is one of the least deprived areas of the country (ranked 291 out of 326 local authorities in England on the Index of Multiple Deprivation 2010). Property prices and levels of car ownership are significantly higher than the national average and average free school meals eligibility remains relatively low in the national context 8.5% in January 2013.

These headline figures mask significant pockets of deprivation. Five wards in the borough have free school meal entitlements ranging from 11.9% to 17.3%. Poverty in Bracknell Forest has risen and is now 11.4% (as defined by the Department for Work and Pensions). Six wards in the borough have child poverty figures above the South East average of 14.6%, and one ward is above the England average of 20.1%.

The 2011 Census showed that 84.9% of the population of Bracknell Forest was 'White British' and the BME population was 15.1%. The presence of the Ghurkha regiment at the Royal Military Academy in Sandhurst has led to a significant settled Nepali community in the Borough.

Since 2001 the proportion of school pupils from Minority Ethnic Groups has increased steadily from 6% to just over 17.9% in January 2013.

9.6% of pupils have English as an Additional Language (EAL) and 79 different languages are spoken in our schools, although many of these in very small numbers.

The % of pupils at the Early Years Foundation Stage achieving a good level of development was 58%, compared to 52% nationally.

In 2013 90.8% young people achieved 5 + A* to C grades in GCSE, and 63.4% achieved 5+ A* -C including English and mathematics. Both are above the England and South East averages for attainment.

The number of Bracknell Forest students who took A level examinations in 2013 has risen to 414 (366 in the previous year). 99% of these resulted in a pass grade, with the average points score increasing to 741.

Approximately 16,468 pupils are on roll in primary, secondary and special schools in Bracknell Forest. There is some cross-border movement of pupils between Bracknell Forest and neighbouring authorities, primarily Wokingham, Windsor and Maidenhead, Hampshire and Surrey.

Children and Young People's Partnership

The Children and Young People's Partnership in Bracknell Forest represents the range of partners who deliver support and services to children, young people and their families in the Borough.

The CYP Partnership has a key role to identify and address issues that have an impact on the wellbeing of our children and young people.

The main vehicle for this has been through the development and delivery of the Children and Young People's Plan.

The Children and Young People's Partnership aims to:

“Enable all children, young people and families to lead healthy and fulfilled lives, to play an active role within their community and realise their aspirations and potential through the well coordinated provision of support and services”

The **Partnership Board** is a small multi-agency group, responsible for ensuring the Plan is developed and that actions and working groups are progressed and monitored on a regular basis.

A number of working groups support the delivery of the priorities, and report progress directly to the Board.

More information on the Children and Young People's Partnership can be accessed at:

<http://www.bracknell-forest.gov.uk/bracknellforestchildrenandyoungpeoplespartnership>

Links to Other Partnerships

The Children and Young People's (CYP) Partnership is clear that many of the priorities it has identified cannot be achieved in isolation and that the role of other strategic partnerships is crucial in ensuring successful outcomes.

The **Bracknell Forest Partnership** ensures that partners work together to identify common aims, and seeks ways to support joint working and commitment to achieving those aims.

<http://www.bracknellforestpartnership.org.uk/>

The **Community Safety Partnership** has a key focus on reducing crime and anti-social behaviour and works in partnership with the Children and Young People's Partnership and the Local Safeguarding Children Board on jointly agreed safeguarding priorities, which include domestic abuse, e-safety and substance misuse.

<http://www.bracknellforestpartnership.org.uk/360>

The **Local Safeguarding Children Board (LSCB)** is responsible for securing the effectiveness of local safeguarding arrangements and coordinating activity to safeguard and promote the welfare of children and young people. The LSCB

produces an annual report in which it highlights key messages to partners on ways in which safeguarding activity can be improved.

The LSCB also produces a Business Plan with a number of key priorities which are incorporated and linked to the CYPP priorities and to those of other partnerships where relevant.

<http://www.bflscb.org.uk/>

The **Health and Wellbeing Board** is a statutory board which is made up of people who work in social care for adults, children, young people and families, people who work in different parts of the health service and people who represent patients and those who use health and social care services. The Health and Wellbeing Board is responsible for producing the Health and Wellbeing Strategy which identifies health and wellbeing priorities to inform commissioning of health services locally. These priorities link closely to the priorities in key Council and partnership plans. The Health and Wellbeing Strategy can be accessed at:

<http://www.bracknell-forest.gov.uk/jointhealthandwellbeingstrategy>

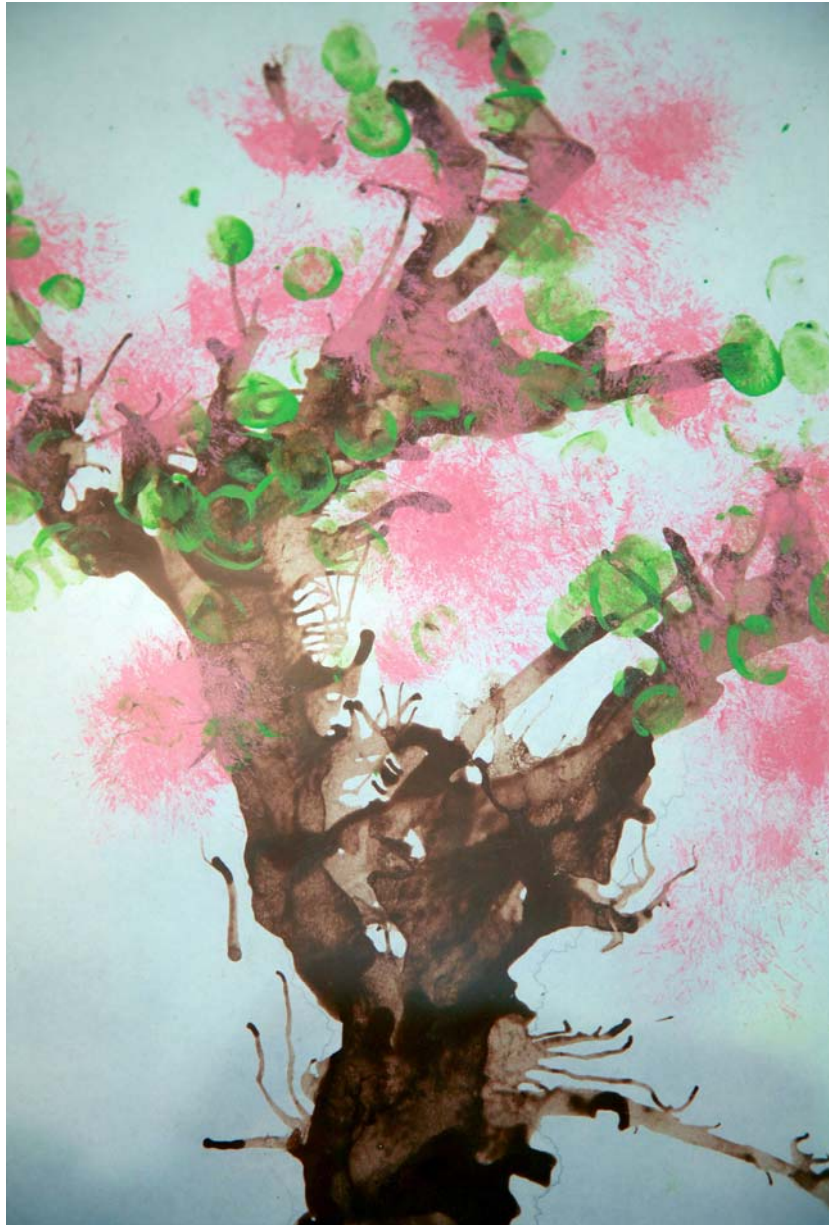
National Policy Drivers

There has been a lot of activity nationally looking at a range of key legislative changes aimed at improving outcomes for children, young people and families.

The list below is a sample of the range of activity taking place and highlights some of the key areas of activity:

- Coalition policies to reduce the national financial deficit and costs of the public sector.
- The Welfare Reform Act 2012 which brings about changes to tax credits, child benefit and housing benefits.
- Changes to the health system including the abolition of the Primary Care Trusts, the creation of Clinical Commissioning Groups, the introduction of the Statutory Health and Wellbeing Boards and the transfer of Public Health responsibilities to local authorities.
- The Children and Families Bill which proposes the reform of Special Educational Needs and Learning Disability Assessments. The Bill also proposes quicker timescales for adoption and care proceedings, and introduces a statutory requirement to have a Virtual School Head in place for Looked After Children.
- The Family Justice Review which has led to significant changes to Court and Family Law, this impacts on the way in which local authorities and other partners are required to manage cases where there are care proceedings.
- Continued work on the reform of child protection following the Munro Review of Child Protection. This includes a focus on the journey of the child, early help and more effective joint working systems and processes.
- New statutory guidance on child protection Working Together to Safeguard Children 2013.
- Raising the age of participation for young people to remain in education or training until their 18th birthday from 2015.

- More free early education places for two year olds who are looked after or who are entitled to receive free school meals.
- The NHS England Better Care Fund (formerly the Integration Transformation Fund) announced by the Government in the June 2013 spending round, to ensure a transformation in integrated health and social care. The Better Care Fund (BCF) is a single pooled budget to support health and social care services to work more closely together in local areas.



From My Bracknell Forest Art Exhibition

Where Are We Now?

This section provides some information on where we think we are now and at the end of each section areas for development for 2014 – 2017 are identified.

Education Outcomes:

Results from **Early Years Foundation Stage (EYFS)** data from schools and settings show above national average attainment at age 5. The percentage of pupils at the end of the EYFS (age 5) achieving a good level of development (expected or exceeding levels in the prime areas of learning plus literacy and mathematics) was 58% (52% nationally).

The **gap between the bottom 20%** of children and the average points score is 27.4%.

Key Stage 1 (age 7) level 2 shows that results improved in reading 92% (89% in 2012) and writing 89% (86% in 2012) but fell back slightly in mathematics 91% (93% in 2012).

Key Stage 1 level 2B+ shows that results improved in reading 82% (78% in 2012), and remained the same in writing 69% and mathematics 80%.

Key Stage 1 level 3 shows that results improved in reading 33% (29% in 2012) and mathematics 25% (23% in 2012) and fell slightly in writing 14% (15% in 2012).

Key Stage 2 (age 11) level 4+ shows that attainment for all pupils in reading for 2013 is 88% which is the same as 2012. Writing is 87% in 2013 which is an improvement from the 2012 figure of 83%, mathematics is 85% in 2013 which is an improvement from 84% in 2012. A combined score for reading, writing and mathematics is 78% in 2013, which is an improvement from 74% in 2012. Grammar, punctuation and spelling is a new indicator in 2013 and the score is 74% which is in line with the regional and national average.

Key Stage 2 level 5+ also shows an improvement in attainment from 2012 in writing (29% in 2013, 27% in 2012) and mathematics (41% in 2013 and 39% in 2012). Reading remains in line with last year (48%) and is above the national averages for 2013. Results in writing are slightly below the regional and national average.

Key Stage 4 results show that the proportion of young people obtaining 5 or more GCSE grades A* - C including English and mathematics increased to 63.4 % (61.4% in 2012). The proportion of young people achieving the other main measure of attainment at Key Stage 4 (5 or more GCSE grades A* - C) has remained at over 90%.

Historically Bracknell Forest has had relatively high levels of permanent exclusions; however more recently with the introduction of the Fair Access Panel this trend has been significantly reduced.

The rate of permanent exclusions has also reduced significantly in 2012/13 (0.03% compared to 0.17% for 2011/12) which is a decrease of 23 pupils (28 to 5).

The School Places Planning process has been successful in ensuring that there were sufficient pupil places available in the borough.

Areas for Development 2014 – 2017

- Continued focus on improving attainment for all pupils.
- Continued focus on improving attainment for Looked After Children.
- Improving attainment and outcomes of pupils who are in receipt of the Pupil Premium.
- Narrowing the gap for pupils eligible for free school meals.
- Narrowing the gap in the early years.
- Support children and young people with SEN and implement SEN reforms.
- Continued focus on reducing school exclusions and promoting positive behaviour in schools.
- Increase the number of schools rated as good or outstanding by Ofsted.
- Implement the Education Vision and Values across all schools and partners who work with and support schools.

Health Outcomes:

The health profile of Bracknell Forest shows that Bracknell Forest residents are healthier when compared to the national population.

The percentage of mothers smoking in pregnancy has declined from 16% in 2008 to 9% in 2013. Nationally, the percentage was lower than Bracknell Forest in 2008 but increased the following year (2009) and has remained higher over the last five years.

The conception rate has decreased significantly in Bracknell Forest since 1998. Conception rates in Bracknell Forest are lower than the national and the South East Region averages and are comparable to local authorities with similar levels of deprivation.

The uptake of some vaccinations aimed at children are significantly poorer than the national average, including in relation to Measles, Mumps and Rubella (MMR). Work is required across a range of organisations to raise awareness of the importance of vaccinations and make it easier for parents and children to access them.

2012/13 data shows that 19.3% of children aged 4 – 5 are classed as overweight or obese, this is significantly lower than the England average of 22.2%.

2012/13 data shows that 27.1% of children aged 10 – 11 are classed as overweight or obese, this is significantly lower than the England average of 33.3%.

The number of young people being seen within the substance misuse treatment service was 82 in March 2013. The number of young people successfully completing treatment still remains high at 75% compared to the national average of 65%. During 2012/13 a total of 26 young people who were misusing stimulants left the system having completed treatment.

In 2012 / 2013, 33 parents presented to drug treatment services which included 38% new presentations. In terms of alcohol 112 people who presented to treatment were parents which equates to 61% new presentations. In cases where parents are

presenting with alcohol or substance misuse issues there is close working between adult and children's services.

Overall the health of looked after children and care leavers is good, and the average % of children who have had their teeth checked by a dentist was 91% on 31 March 2013, and an annual health assessment was 97% on 31 March 2013.

In 2012 / 2013 there were 643 referrals received by the local mental health trust of which 537 were appropriate for a response from Tier 3 and Tier 4 Bracknell CAMHS, The majority of these referrals came from the Primary Health Care Team.

CAMHS reports that the number of referrals is increasing; in the first quarter of 2013 the number of referrals to CAMHS had increased by approximately 31% compared to the same quarter in the previous year.

The Educational Psychology Service has worked with all schools in the borough including College Hall Pupil Referral Unit and Kennel Lane School during the course of the academic year 2012/2013. They have provided consultation in relation to 634 children and worked directly with 204 children.

Areas for Development 2014 – 2017

- Public Health are carrying out a review of the children's services they commission.
- A review and re-commissioning of sexual health services.
- Continued focus on reducing number of children who are overweight or obese.
- Work is required across a range of organisations to raise awareness of the importance of vaccinations and make it easier for parents and children to access them.
- Further development of services for children and young people with emotional health and wellbeing issues including CAMHS Tiers 1-4.
- Recommission Tier 3 CAMHS service.
- Continued focus on maintaining lower levels of teenage pregnancy.
- Continued focus on provision of young people's substance and alcohol misuse support.
- Provision of a specialist nurse providing targeted outreach support for vulnerable women.

Safeguarding and Child Protection

The number of children subject to a Child Protection Plan can vary from month to month. Bracknell Forest has seen a significant increase in this area and on 31 March 2013 there were 112 children subject to a Child Protection Plan. This is higher than the number on March 31 2012 which was 82 children.

The categories of registration on 31 March 2013 showed that 50% of those subject to a Child Protection Plan were under the category of neglect, 41.1% under the category of emotional abuse, 6.3% under the category of physical abuse and 2.7% under the category of sexual abuse.

The number of children who are looked after by the local authority can vary from month to month. On 31 March 2013 the number of children who were looked after by the local authority was 103, this is a small increase on the 31 March 2012 where there were 100 children looked after.

The number of Children in Need (CiN) who are supported under Section 17 of the Children Act 1989 (this means they are not subject to a Child Protection Plan and not looked after, but that some support is being provided by the local authority) has increased and was 555 children on 31 March 2013, this was an increase on the previous year which was 484 children at 31 March 2012.

There were 1,829 incidents of domestic abuse incidents reported in 2012/13 this included 425 recorded crime, 1,404 where a crime has not been committed but the incident has been reported to police. Children were identified as being in the household in just over half (54%) of the domestic abuse incidents in 2012-13.

There were 49 children identified as victims of violence with injury offences and 57 without injury in 2012/13. This is a reduction of 42% and 31% respectively.

The number of sexual offences against u18 year olds has seen a reduction this year (-15% between 2011/12 and 2012/13).

The LSCB hosted a successful conference in June 2013 on the subject of neglect attended by over 200 people. Frank Field MP was a keynote speaker and a powerful drama on Child Sexual Exploitation was performed for the audience.

The LSCB Annual Report 2012/13 identifies key areas of achievement and activity over the past year and provides a number of key messages for partners.

Areas for Development 2014 – 2017

- Continued focus on reducing the number of children and young people subject to a Child Protection Plan, being looked after or a Child In Need.
- Continue to address neglect as a significant factor in Child Protection.
- Reducing the impact of domestic abuse on children and young people.
- Address the ongoing issues and concerns identified by young people in relation to bullying, including cyber bullying. Provision of appropriate advice, guidance and support for children and young people who have been affected by bullying.
- Provision of appropriate advice, guidance and support regarding e-safety issues and concerns.
- Further development of the CAF early help assessment and use of the Early Intervention Hub to provide coordinated early help support.
- Implement the Child Sexual Exploitation Strategy, and monitor outcomes for those affected.

Vulnerable Children and Young People

There are four Children's Centres in Bracknell Forest with over 5,000 children registered (as at August 2013) which is two-thirds of all 0 – 4 year olds in the Borough.

In Bracknell Forest there were nearly 2800 pupils identified for the Pupil Premium either because they were eligible for free school meals (in the last six years), a service child or a looked after child.

During 2012 / 13 there were 273 assessments undertaken using the Common Assessment Framework (CAF). A new Family CAF was developed and introduced supporting more holistic early help assessment, and the new Early Intervention Hub designed to provide a forum for multi-agency coordination of early help cases considered 192 referrals from its launch in November 2012 to 31 March 2013.

The 2011 Census identified 592 young people aged between 0-24 years providing unpaid care. The service for Young Carers in Bracknell Forest is currently commissioned from KIDS who provide a range of support and activities.

In April 2013, 174 young people aged 16-18 were not in employment, education or training (NEET) in Bracknell Forest; this is a reduction of 26 on the previous period. The level of NEETs has reduced as a result of more young people being supported into education, employment and training.

The number of first time entrants to the youth justice system (per 100,000 of 10 – 17 year old population) for the year ending December 2012 was 42 young people, this is a reduction on the previous year which saw 61 young people as first time entrants.

At the end of March 2013 100% of eligible care leavers were in suitable accommodation, 78% in education, training or employment and 100% with a completed Pathway Plan.

In 2012/13 there were over 30,000 attendances by young people to youth settings. In the first six months of 2013/14 there have been over 16,500 attendances. The average number of young people attending each month is just over 1,200 and there were over 800 new attendances each month between April to September 2013.

Areas for Development 2014 – 2017

- Support young people into appropriate education, training or employment and continue to reduce those who are NEET.
- Support for children with behavioural difficulties to remain within a school setting.
- Support young people who are looked after to achieve their full potential.
- Work with partners to identify and support young carers through improved assessment and joint working arrangements and Recommission support services.
- Continued focus on early help for young people at risk of offending.
- Continued support and development of Children's Centres to target and work with families in need of early help, or targeted services.
- Complete the Youth Modernisation Programme.

Family and Parenting Support

Family Focus

A key national programme aimed at reducing the number of families in difficulties is the Troubled Families Programme, locally known as "Family Focus".

This is a three year initiative aimed at reducing the number of families who experience multiple problems and are often supported by a range of agencies at the same time. Some of the agencies involved include Citizens Advice Bureau, Bracknell Forest Homes, Educational Psychology Service, Children's Social Care, Education Welfare Service, Police and Youth Offending Service.

To date 235 families have been identified and engaged in the ongoing programme.

Structured Parenting Programmes

The Behaviour Support Team provides support that aims to enable parents to become confident in their parenting and provide positive behaviour management skills to help them to effectively manage challenging behaviour. They provide specialist interventions in the home and also a range of parenting programmes.

The Behaviour Support Team received 123 referrals (87% from schools) in 2012-13 (academic year) and the main reason was for parenting support. Of the support offered by the Behaviour Support Team in the academic year 2012/13:

- 99 parents took part in universal programmes
- 113 parents took part in targeted parenting programmes during 2012/13

Children's Centre's provide activities for under 5s plus support and information for their families. In 2012-13 they ran 11 parenting programmes with 95 parents attending. The aim of these courses is to provide parenting support, early intervention support and support for those in a relationship where there is or was domestic abuse.

Family Group Conference

Family Group Conferencing is a child focused, family meeting that aims to help families find their own solutions to difficulties they are experiencing, supported by a Coordinator. During the year 2012/13 there were 49 Family Group Conference referrals. This number has increased each year for the last three years and is proving to be a successful way to enable families to address their difficulties.

Areas for Development 2014-2017

- Review family and parenting support services in the borough and implement any findings / recommendations from the review.
- Continue delivery of the Family Focus Programme and the extension of funding from the DfE to undertake more preventative work with families.
- Provision of more targeted outreach support through Children's Centres.
- Undertake local research on the Family Focus Project to determine impact of intervention.
- Further develop targeted parenting support programmes.

- Further development of targeted training in schools to improve engagement and outcomes for vulnerable families using the School Children's Vulnerability Tool.

Tackling Child Poverty

The Bracknell Forest Child Poverty Strategy was developed in 2011 and was one of a number of strategies supporting the delivery of the Children and Young People's Plan priorities. Since its development there has been good progress, however it is important to note that the strategy has been implemented during a period when the economic climate has been challenging for families.

Some examples of progress include:

- Work and skills courses and a range of activities determined jointly with referring agencies such as Job Centre Plus, Work Programme Providers. This includes agencies supporting people with issues around drugs and alcohol, mental health difficulties, young parents and those meeting the criteria for support under the Troubled Families Programme.
- During 2012-13 academic year 233 individuals undertook family learning courses focussed on improving literacy and numeracy skills aimed at helping people back into work.
- A range of staff have been trained to provide support and guidance regarding debt management and budgeting.
- An 11% increase in child-minders trained to provide an inclusive service for children with additional needs, as part of the Childcare Sufficiency Strategy.
- Bracknell Forest Homes and Bracknell Forest Council are working together with United Savings & Loans to introduce a Credit Union in Bracknell Forest. The Credit Union will enable local residents to borrow money at reasonable rates without turning to doorstep lenders and payday loan organisations. Local residents will also be able to take advantage of a unique budgeting system called a Jam Jar account that will assist with money management and prioritising key household bills.
- The Credit Union rolled out a number of surgeries before Christmas 2013, take up was very high. The formal launch of the Credit Union is taking place in March 2014.
- Increased access to local facilities through the Leisure Saver Scheme, during 2012/13 there were 6,794 visits to Leisure Centres by members of the scheme, of which around 660 were under 16.

Areas for Development 2014 – 2017

- Fully implement the Credit Union and monitor impact.
- Roll out of the two year old funding for disadvantaged pupils.
- Continued focus on uptake of free school meals for those eligible.
- Implementation of free school meals for Key Stage One pupils.
- Monitor the impact of the Pupil Premium on outcomes for pupils.
- Continue the provision of a range of learning opportunities for adults to improve employability.

Our Priorities in the New Plan

In our plan for the coming three years we have six key priorities which provide the framework for partnership work.

These priorities involve all those organisations working with and supporting children, young people and families whether they are in a local authority, school, health service, police, or a private / voluntary setting.

Outcome Priorities

OP 1	Raise levels of attainment and pupil progress across all phases of learning for all pupils
OP 2	Improve physical and emotional health and wellbeing from conception to birth and throughout life
OP 3	Safeguard and protect children and young people
OP 4	Improve outcomes for the most vulnerable children and young people in the borough
OP 5	Strengthen families through effective multi-agency coordination and support
OP 6	Reduce the impact of poverty on children and young people

We believe that the priorities we have identified are those that are most important to children, young people and families in the borough. In order to secure effective outcomes in these priorities all partners working with children and young people will ensure the following principles underpin the work they do individually and in partnership with others.

- Supporting the child/ young person's journey through key life stages and ensuring support where needed.
- Active engagement of children, young people and families in the planning and delivery and evaluation of services.
- Prevention and early intervention systems are in place to provide effective early help.

How We Identified These Priorities

Reviewing Performance and Inspection Findings

Many of our services are regulated by Ofsted, including social care, schools, early years, family health and learning. Inspections are important as they provide external validation of the quality of the services that are provided to children, young people and families in the borough, and they include consideration of the ways in which partners work together to achieve positive outcomes.

All published Ofsted inspection reports in relation to Bracknell Forest can be found at:

<http://www.ofsted.gov.uk/local-authorities/bracknell-forest>

Children and Young People's Needs Analysis

Our Children and Young People's Needs Analysis enables us to consider a wide range of data and information on children and young people at borough, ward and at Lower Super Output Area [LSOA] levels. This provides a picture of where there may be difficulties, and to consider how we might target support or resources in those areas. The needs analysis is carried out to support the development of the Children and Young People's Plan priorities, and to provide information to partners to inform their plans. Information from the needs analysis has also been taken forward to use in the JSNA.

<http://www.bracknell-forest.gov.uk/bracknellforestchildrenandyoungpeoplespartnership>

Joint Strategic Needs Assessment [JSNA]

The JSNA provides a much broader analysis of need, covering the total population of Bracknell Forest and has a particular focus on health and well-being. The JSNA is a joint activity between the local authority and health partners, and is intended to inform strategic commissioning of services to meet local need.

The JSNA identifies a range of priorities for action across a range of organisations and Departments including the local authority, police, NHS and Public Health many of which impact directly on children, young people and families.

An on-line version of the JSNA can be accessed at:

<http://jsna.bracknell-forest.gov.uk>

Peer Challenge

A range of Peer Challenge activity by peers from other local authorities has taken place supported by the Children's Performance Board agenda. These Peer Challenges have required self assessment to be undertaken in key areas of activity, and Peer Teams have visited to carry out the Challenge which has involved the local authority services, and other key partners such as health and schools.

Bracknell Forest has hosted three Peer Challenge Visits:

- School Improvement Key Stage 2 – in 2011
- Educational Psychology – 2012
- Children's Centres – linked to early intervention and the interface between agencies – 2013

In October 2013 the Local Government Association were invited by the Director Children, Young People and Learning, to undertake a Safeguarding Practice Diagnostic (SPD). This process enabled a focus on specific areas of children's services and helped to identify some key strengths and areas for development.

The areas covered by the SPD included:

- Case records review
- Audit validation
- Review of contact and referrals
- Social work practice observation
- Information health check

The findings of the SPD have led to the development of an action plan, and some of the areas for development have been included within the Children and Young People's Plan.

Local Research

LARC 5 Neglect Research:

Bracknell Forest is one of nine Local Authorities (LAs) across England that participated in the Local Authority Research Consortium Round 5 (LARC5) during 2012/13. LARC is a sector-led research project where individual LAs carry out their own research within a national framework supported by National Foundation for Educational Research (NFER) and Research in Practice (RiP) researchers.

The aim of the research was to investigate how to effectively support families with different levels of need to engage with services across the early intervention spectrum within the overall framework of neglect. The findings have helped us to think about the support we offer to children, young people and families and have led to further work on family and parenting support which is included within the priorities in this plan.

The research report and other similar publications can be found at:

<http://www.nfer.ac.uk/index.cfm>

Building a Profile of Children in Need:

This project had a specific focus on developing a profile of Children in Need (CiN), and was identified as an issue due to the rising number of children subject to child protection plans, and the sustained higher level of children who are looked after.

This report was developed using a range of methods:

- Research – making use of national, regional and local research to inform the analysis and content of the report.
- Regional and National data - making use of both regional and national data to provide benchmarking and comparative data within the report.
- Analysis of local data – making use of the information available for CiN.
- Analysis of a needs audit of 25 cases of CiN.

The findings of the report led to a series of recommendations being made and have also informed the priorities in this report.

Professional Focus Groups

The Local Safeguarding Children Board and the Children and Young People's Partnership Forum were asked to consider the priorities and to identify further actions that were needed to make further improvements against the priorities, and these have been incorporated into informing the priorities in the plan.

Seeking the Views of Children and Young People

The Bracknell Forest Survey of Children and Young People 2013 was undertaken in partnership with The Children's Society. The survey used an online survey to gain the views of 2,500 children between the ages of nine and sixteen living in Bracknell Forest, with an additional 200 children and young people taking part in focus groups which explored further findings from the survey.

The survey questionnaire covered a wide range of aspects of children's lives and provides an important insight into children's well-being in Bracknell Forest.

Key findings from the survey:

- Most children in Bracknell Forest aged eight to fifteen are relatively happy with their lives while around 8% of children have low overall well-being. This proportion is similar to the national average.
- Children's well-being declines with age. Also, children who say they are disabled or have difficulties with learning, those who are eligible for free school meals and those who are not living with their family are more likely to have low well-being.
- Children's levels of happiness with many aspects of their lives are similar in Bracknell Forest to the national average. Children in Bracknell Forest are happier than average with their prospects for the future, their money/possessions, and the amount of choice that they have, their home and their school. They are slightly less happy than average with their health and appearance.
- In terms of school and learning, children in Bracknell Forest appear to be relatively happy with most aspects of school life, and slightly happier than the national average with their relationships with teachers.
- Children in Bracknell Forest generally expressed positive views about their local area, on or above the national average.
- Around a quarter of the children surveyed said that they had been bullied in the last three months. This included bullying in school, going to and from school and in their local area, but also bullying online and through texting. Experiences of being bullied are linked with lower than average overall well-being.

We have ensured that these messages from our young people have been shared widely with all our partners so that they can consider the issues and respond appropriately to the views expressed.

The survey report can be found at:

<http://www.bracknell-forest.gov.uk/bracknellforestchildrenandyoungpeoplespartnership>

Workforce Development

Critical to our success is the need to increase the skill, confidence and competence of our children's workforce; ensuring that it is well-led and made up of people who are willing and able to work effectively in an integrated way across agencies. The Children's Workforce includes those who work directly with children, young people and their families, or are otherwise responsible for improving their outcomes.

There are five key areas for partners to focus on to ensure that the workforce is able to support the delivery of the priorities in this plan:

- Recruiting people with the right skills and qualities into the children's workforce.
- Developing and retaining more people within the children's workforce.
- Promoting strong leadership, management and supervision.
- Strengthening inter-agency and multi-disciplinary working.
- Developing the skills of the workforce in relation to safeguarding children and young people.

All partner agencies working with children, young people and families have a responsibility to ensure these are built into their workforce planning. The Council has a Pay and Workforce Development Plan.

A significant level of training is delivered on a multi-agency basis in particular training on the Common Assessment Framework and Assessment Skills, and the Safeguarding Training at all levels.

The LSCB Training Sub Group is responsible for the planning and delivery of the safeguarding training and reports on a regular basis to the LSCB.

Equalities

All services are subject to equalities legislation, which ensures that when we are planning and delivering support to children, young people and families we take into account any additional needs that they may have and take steps to ensure they are not disadvantaged as a result.

Throughout the development of this plan we have worked hard to ensure that we have recognised a range of additional needs and have identified how we aim to support and meet those needs.

The Public Sector Equality Duty provisions came into force in April 2011. The Council has a general duty to pay due regard to:

- Advancing equality of opportunity.
- Eliminating discrimination, harassment and victimisation.
- Fostering good relations.

The Council and partners operate within the legislative framework for equalities and have appropriate equality plans in place.

'Creating Opportunities' will be one of a range of plans and strategies that will demonstrate the way in which the Council and its partners are achieving this duty.

Monitoring Our Progress

The successful delivery of our jointly agreed priorities is reliant on all the partners who represent and work with children, young people and their families all playing their part.

We have identified key areas of activity to support the priorities and identified some measures of success. These are detailed in the next section on delivering the priority outcomes.

The Children and Young People's Partnership will monitor progress through:

- Maintaining an overview of data and performance information.
- Receiving regular progress reports from the working groups supporting delivery of the plan.
- Ensuring effective liaison and engagement with other key Partnerships and Boards, specifically the Health and Wellbeing Board, the Local Safeguarding Children Board, and the Community Safety Partnership.
- Outcomes of inspection activity across partner agencies.
- Ensuring we seek the views of children, young people and their families throughout the year.
- An annual review of progress against the priorities.

The Children and Young People's Partnership will report progress regularly to the overarching Bracknell Forest Partnership, to ensure effective governance of the work, and to ensure we are able to continually inform ongoing policy and developments in the interests of children, young people and families.

We will also carry out an annual review of the plan to measure progress against priorities, ensure the priorities remain relevant and up to date and the ongoing views of children, young people and families are incorporated into the work that we do.



From My Bracknell Forest Art Exhibition

Conclusion

This plan has been developed using a wide evidence base which includes a comprehensive analysis of the views of children and young people, detailed local research that includes the voice of parent / carers, and the views of partner agencies.

Performance data and needs analysis provide a good picture of what has been achieved, and areas where there is still work to do in order to continue to focus and improve outcomes for children, young people and families.

There are some key government initiatives which will shape and focus our work in the coming months and we are clear that we must continue to work in partnership in order to achieve the best possible outcomes for all.

We hope this plan tells our story so far and conveys a strong feeling of what it is like to live and grow up in Bracknell Forest.

We believe it is a great place to live and grow up in, but we know that this is not the same story for everybody. Some people experience disadvantage and are less likely to achieve good outcomes in their lives.

This plan is a way of ensuring we can provide the right level of support and encouragement to enable people to aspire to achieve better outcomes and life chances.

We have looked at those things that are positive; and also at areas for further development where we think we can do better. As we have said throughout the document the success of this plan in delivering the improvements is reliant on the strength of our ability to work in partnership, and we know we are starting from a strong foundation of working together.

This plan is being delivered over a period when resources and funding continue to be challenging and we recognise the need to be realistic in what can be achieved, we believe that working together will enable us to use the resources we have even better and help us to further focus on the important priorities for children, young people and families in the borough.

We will produce a summary version of this plan which will be for children, young people and families, this will be available on our website, and will be distributed to schools and other providers.

We look forward to being able to put this plan into action and reporting on our progress in a year's time.



From My Bracknell Forest Art Exhibition

Delivering the Priority Outcomes 2014 – 2017

Outcome Priority 1 Raise levels of attainment and pupil progress across all phases of learning for all pupils		
	Action	Lead Agency
1.1	Education Vision and Values known across all schools and partners who work with and support schools.	Bracknell Forest Council –Children, Young People and Learning – Learning and Achievement
1.2	Continue to work with early years providers to close the attainment gap.	Bracknell Forest Council – Children, Young People and Learning – Strategy, Resources and Early Intervention
1.3	Provide sufficient school places to meet the changing patterns and demand.	Bracknell Forest Council – Children, Young People and Learning – Strategy, Resources and Early Intervention
1.4 a	Increase the number of schools in the borough rated as good or outstanding by Ofsted.	Bracknell Forest Council - Children, Young People and Learning - Learning and Achievement Headteachers School Governors
1.4 b	Continued focus on improving attainment for all pupils.	
1.4 c	Strengthen leadership across all schools and partnerships.	
1.4d	Focus on assessment and tracking of pupils and use data to target support more effectively for vulnerable groups.	
1.5	Support children and young people with special educational needs and implement SEN reforms arising from the Children and Families Bill.	Bracknell Forest Council – Children, Young People and Learning - Learning and Achievement

1.6 a	Effective use pupil premium to support disadvantaged pupils in schools.	Headteachers
1.6 b	Monitor attainment of pupils in receipt of pupil premium.	Bracknell Forest Council - Children, Young People and Learning - Learning and Achievement
1.7	Continued focus on behaviour support and positive reduction in exclusions in secondary schools.	Bracknell Forest Council – Children, Young People and Learning - Learning and Achievement
1.8	Continue to ensure access to life long learning opportunities for residents in the borough.	Bracknell Forest Council – Children, Young People and Learning - Learning and Achievement Bracknell and Wokingham College
1.9	Ensure workforce is equipped with skills to support this outcome.	All agencies working with children, young people and families.
Outcome Priority 2		
Improve physical and emotional health and wellbeing from conception to birth and throughout life		
	Action	Lead Agency
2.1	Complete a review of children's services health commissioning arrangements.	Bracknell Forest Council – Adult Social Care, Health and Housing - Public Health
2.2	Review and re-commission sexual health services.	Bracknell Forest Council – Adult Social Care, Health and Housing - Public Health
2.3 a	Continue to commission services for young people in relation to alcohol and substance misuse.	Bracknell Forest Council – Adult Social Care, Health and Housing - Drug and Alcohol Action Team

2.3 b	Continue to provide targeted information and support to young people in schools and other settings in relation to alcohol and substance misuse.	Bracknell Forest Council – Children, Young People and Learning – Strategy, Resources and Early Intervention Headteachers
2.4 a	Continued focus on reducing number of children who are overweight or obese.	Bracknell Forest Council – Adult Social Care, Health and Housing - Public Health
2.4 b	Provide opportunities for children and young people to take regular exercise, in and out of school hours.	Bracknell Forest Council – Environment, Culture and Communities - Leisure Services Bracknell Forest Council – Children, Young People and Learning - Learning and Achievement, in partnership with schools.
2.5 a	Sustain low levels of teenage pregnancies, and increase awareness by young people of the risks involved.	Berkshire Healthcare Foundation Trust – Sexual Health Services
2.5 b	Continue to provide targeted information and support to young people in schools and other settings in relation to teenage pregnancy and sexual health issues.	Bracknell Forest Council – Children, Young People and Learning - Strategy, Resources and Early Intervention Bracknell Forest Council - Adult Social Care, Health and Housing - Public Health.
2.6 a	Recommission tier 3 CAMHS services	Bracknell Forest - Clinical Commissioning Group / NHS England
2.6 b	Further development of services for children and young people with emotional health	Central Southern Commissioning Support Unit

	and wellbeing issues including CAMHS Tiers 1 – 4.	Bracknell Forest Health and Wellbeing Board
2.6 c	Continue to provide targeted information and support to young people in schools and other settings in relation to emotional health and wellbeing issues.	Bracknell Forest Council – Children, Young People and Learning - Learning and Achievement/Strategy, Resources and Early Intervention Headteachers
2.7	Develop and implement a specialist nurse role to provide targeted outreach support to vulnerable women.	Bracknell Forest Council – Adult Social Care, Health and Housing - Public Health Bracknell Forest Council – Children, Young People and Learning – Children’s Social Care
2.8	Raise awareness of the importance of vaccinations and make it easier for parents and children to access them.	Bracknell Forest Council – Adult Social Care, Health and Housing - Public Health
2.9	Ensure workforce is equipped with skills to support this outcome	All agencies working with children, young people and families.
Outcome Priority 3 Safeguard and Protect Children and Young People		
	Activity	Lead Agency
3.1	Continued focus on reducing the number of children and young people who are supported by Children’s Social Care.	Bracknell Forest Council – Children, Young People and Learning – Children’s Social Care
3.2 a	To launch the Guide to Neglect and promote through CAF and Safeguarding Training.	Bracknell Forest Council – Children, Young People and Learning – Strategy, Resources and Early Intervention

3.2 b	To continue to deliver the Symbol programme supporting parents where neglect may be an issue.	Bracknell Forest Council – Children, Young People and Learning – Children’s Social Care
3.3	Work with partners to reduce the impact of domestic abuse on children and young people.	Bracknell Forest Community Safety Partnership: Thames Valley Police Domestic Abuse Forum Multi-agency DASC Project
3.4 a	Address the ongoing issues and concerns identified by young people in relation to bullying in all forms, including cyber-bullying and identity based bullying.	Bracknell Forest Council –Children, Young People and Learning – Learning and Achievement
3.4 b	Review Anti-bullying Strategy	Headteachers Community Safety Partnership - E-Safety Group
3.5	Further development of the Common Assessment Framework (CAF) and early intervention hub as a key strand of the Prevention and Early Intervention Strategy.	Bracknell Forest Council – Children, Young People and Learning – Strategy, Resources and Early Intervention
3.6	Implement the Child Sexual Exploitation Strategy, and monitor outcomes for those affected.	Local Safeguarding Board – CSE Group.
3.7	Continue to ensure the effectiveness of safeguarding for all partners working with children, young people and families.	Local Safeguarding Children Board
3.8	Ensure workforce is equipped with skills to support this outcome.	Local Safeguarding Children Board and all agencies working with children, young people and families.

Outcome Priority 4 Improve outcomes for all children and young people, especially the more vulnerable		
	Action	Lead agency
4.1	Ensure children and young people who have behavioural difficulties are supported to remain in an appropriate educational setting	Bracknell Forest Council – Children, Young People and Learning – Learning and Achievement.
4.2 a	Provide additional / targeted support to children and young people who have English as a second language.	Bracknell Forest Council – Children, Young People and Learning – Learning and Achievement.
4.2 b	Provide additional / targeted support to children and young people from disadvantaged backgrounds (e.g. on free school meals)	
4.3 a	Monitor health and education outcomes for children looked after and provide additional support where necessary.	Bracknell Forest Council – Children, Young People and Learning – Learning and Achievement
4.3 b	Monitor outcomes for care leavers and provide additional support where necessary	Berkshire Healthcare Foundation Trust – LAC Nurse.
4.4	Continue to support young people who are NEET into appropriate education, training or employment and support those at risk of becoming NEET.	Bracknell Forest Council – Children, Young People and Learning – Learning and Achievement. Adviza (formerly Connexions)
4.5	Work with partners to identify and support young carers through improved assessment and joint working arrangements and Recommission support services.	Bracknell Forest Council – Children, Young People and Learning – Strategy, Resources and Early Intervention
4.6	Provide targeted support to young people at risk of offending.	Bracknell Forest Council – Children, Young People and Learning – Children’s Social Care

4.7	Continue to deliver support to children and young people with learning difficulties through the Aiming High programme.	Bracknell Forest Council – Children, Young People and Learning – Children’s Social Care
4.8	Provide targeted support to young people through youth service settings.	Bracknell Forest Council – Children, Young People and Learning – Strategy, Resources and Early Intervention
4.9	Ensure workforce is equipped with skills to support children and young people from vulnerable groups	All agencies working with children, young people and families
Outcome Priority 5		
Strengthen families through effective multi-agency coordination and support.		
	Action	Lead Agency
5.1	Provide targeted outreach support for families where there is a child under five through the Children’s Centres.	Bracknell Forest Council – Children, Young People and Learning – Strategy, Resources and Early Intervention
5.2	Continued delivery of the Family Focus Programme and the extension of funding from the DfE to undertake more preventative work with families.	Bracknell Forest Council – Children, Young People and Learning – Strategy, Resources and Early Intervention
5.3	Review family and parenting support services in the borough and implement any findings / recommendations from the review	Bracknell Forest Council – Children, Young People and Learning – Learning and Achievement/Strategy, Resources and Early Intervention
5.4	Continue to deliver a range of Parenting Support Programmes from universal through to specialist support.	Bracknell Forest Council – Children, Young People and Learning – Strategy, Resources and Early Intervention

5.5	Increase the number of families accessing Family Group Conference.	Bracknell Forest Council – Children, Young People and Learning – Children’s Social Care
5.6	Continue to support and develop the Family support Adviser role within schools.	Headteachers
5.7	Continued delivery of the Family Nurse Partnership service.	Berkshire Healthcare Foundation Trust
5.8	Ensure workforce is equipped with skills to support children and young people from vulnerable groups	All agencies working with children, young people and families
Outcome Priority 6 Reduce the impact of poverty on children and young people.		
	Action	Lead Agency
6.1	Fully implement the Credit Union and monitor impact.	Bracknell Forest Council – Children, Young People and Learning – Strategy, Resources and Early Intervention Bracknell Forest Homes
6.2	Roll out of the two year old funding for disadvantaged pupils. Monitor impact of additional funding on outcomes.	Bracknell Forest Council Children, Young People and Learning – Strategy, Resources and Early Intervention
6.3	Continued focus on uptake of free school meals for those eligible.	Schools Bracknell Forest Council – Children, Young People and Learning – Strategy, Resources and Early Intervention
6.4	Implementation of free school meals for Key Stage One pupils.	Bracknell Forest Council – Children, Young People and

		Learning – Strategy, Resources and Early Intervention Schools
6.5	Monitor the impact of the Pupil Premium on outcomes for pupils.	Bracknell Forest Council – Children, Young People and Learning – Learning and Achievement
6.6	Provision of learning opportunities for adults	Bracknell Forest Council – Children, Young People and Learning – Learning and Achievement
6.7	Ensure workforce is equipped with skills to support children and young people from vulnerable groups	All agencies working with children, young people and families

Outcome Measures

The activity of all those working with children, young people and families is measured using a range of indicators and reported nationally. A **selection** of these indicators is listed below, and will be monitored by the Children and Young People's Partnership. Progress against these will be reported in the first annual review of the Plan in 2015.

1	Number of children on protection plans on 31 March
2	Number of looked after children on 31 March
3	Number of children receiving Section 17 Support on 31 March
4	Stability of placements of looked after children: number of placement
5	Stability of placements of looked after children: length of placement
6	Care leavers in suitable accommodation
6	Care leavers in employment, education or training
7	Number of families turned around through Family Focus Project
9	Number of CAF/ Family CAFs undertaken
10	Number of referrals to Early Intervention Hub
11	Schools judged good or better by Ofsted
12	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest
13	Percentage of children who achieve or exceed levels of attainment at the end of Foundation Stage as measured by the EYFSP in all of the Early Learning Goals for communication and language, physical development, personal social and emotional development, literacy and mathematics.
14	Achievement of pupils at all Key stages
15	Percentage of children looked after achieving 5 A(star) – C GCSEs at Key Stage 4 (including English and maths)
16	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2.
17	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 4.
18	Rate of permanent exclusions from school
19	The Special Educational Needs (SEN)/non-SEN gap - achieving Key Stage 2 English and Maths threshold

20	The Special Educational Needs (SEN)/non-SEN gap - achieving 5 A*-C GCSE inc English and Maths
21	Key Stage 2 attainment for Black and minority ethnic groups
22	Key Stage 4 attainment for Black and minority ethnic groups
23	Key Stage 2 attainment for black and minority ethnic groups containing more than 30 pupils who achieve level 4 in writing
24	Key Stage 2 attainment for black and minority ethnic groups containing more than 30 pupils who achieve level 4 in maths
25	Rate of proven re-offending by young offenders
26	16 to 18 year olds who are not in education, training or employment (NEET)
27	Participation of 17 year-olds in education or training
28	Under 18 Conception per 1,000 females aged 15 – 17
29	% Children classified as overweight 4 – 5 year olds % Children classified as overweight 10 – 11 year olds
30	% Children classified as obese 5 – 5 year olds % Children classified as obese 10 – 11 year olds

N.B: Indicators may be subject to change during the year

Initial Equalities Screening Record Form

Date of Screening: 31 March 2014	Directorate: Children, Young People and Learning	Section: Strategy Resources and Early Intervention	
1. Activity to be assessed	New overarching strategic plan: Creating Opportunities – A Joint strategic Plan for Children, young People and Families in Bracknell Forest 2014 – 2017 (Children and Young People’s Plan)		
2. What is the activity?	x <input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input type="checkbox"/> Service <input type="checkbox"/> Organisational change		
3. Is it a new or existing activity?	<input type="checkbox"/> New x <input type="checkbox"/> Existing A new plan is developed on a three year cycle.		
4. Officer responsible for the screening	Sandra Davies		
5. Who are the members of the screening team?	Sandra Davies, Andrew Ellery.		
6. What is the purpose of the activity?	The Children and Young People’s Plan identifies a set of key priorities for improvement which are agreed by partners represented on the group, following significant consultation with stakeholders including children and young people.		
7. Who is the activity designed to benefit/target?	The Children and Young People’s Plan is aimed at all children and young people in the borough, but makes specific reference to targeting of vulnerable groups to ensure the best possible opportunities and outcomes are available to improve life chances.		
Protected Characteristics	Please tick yes or no	Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data
8. Disability Equality	N		
9. Racial equality	N		
10. Gender equality	N		
11. Sexual orientation equality	N		

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12. Gender re-assignment		N	
13. Age equality		N	
14. Religion and belief equality		N	
15. Pregnancy and maternity equality		N	
16. Marriage and civil partnership equality		N	
17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders) and on promoting good community relations.	<p>The plan is designed to focus on a set of priorities and does not include all the activity of the Department and partners working with children and young people, it focuses on key priorities to improve outcomes and life chances for all children and young people, in particular those who are disadvantaged (which includes disability, poverty, NEET, BME groups, Traveller Children etc).</p> <p>The priorities are identified through a range of mechanisms which include external validation of services through inspection, national and local research which includes involvement of parents in consultation, significant consultation with children and young people, and a range of stakeholder information.</p>		
18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?	N/A		
19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?	N/A		
20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?		N	Please explain for each equality group

21. What further information or data is required to better understand the impact? Where and how can that information be obtained?	Information is contained within the plan		
22. On the basis of sections 7 – 17 above is a full impact assessment required?		N	The Children and Young People's Plan identifies a set of key priorities for improvement which are agreed by partner members of the Children and Young People's Partnership. Whilst the plan encompasses all children and young people, it is intended to focus on children and young people who are disadvantaged for a range of reasons. The plan has significant consultation built into the process, and the use of both local and national research provides a strong evidence base for the priorities which have been set. The outcomes on each of the priorities are monitored by the Children and Young People's Partnership, and an annual review ensures these remain current against the needs of children and young people in the borough. This regular review allows us to determine any alterations in the plan to meet previously unmet need as it becomes evident and to minimise the impact of any areas of disadvantage.
23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
Monitor the implementation of the CYPP priorities	Bi-monthly	Head of Performance Management and Governance	Regular reports on each of the plan priorities throughout the year Actions identified where necessary to address any issues identified as a result of monitoring.
Undertake an annual review of the progress against priorities and update actions accordingly.	Annual	Head of Performance Management and Governance	Annual Review document will identify progress made, highlight gaps and identify new actions to address any issues identified.
24. Which service, business or work plan will these actions be included in?	LSCB Business Plan Community Safety Strategy CYP&L Service Plan		
25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?	Wide ranging consultation with key partners and stakeholders Significant consultation with children and young people from a variety of backgrounds Effective local and national research Use of external validation and performance data.		

26. Chief Officers signature.	Signature:	Date:
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When complete please send to abby.thomas@bracknell-forest.gov.uk for publication on the Council's website.

**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
11 JUNE 2014**

**SCHOOL PLACES OVERVIEW AND SCRUTINY REPORT
Working Group Lead Member**

1 PURPOSE OF REPORT

- 1.1 This report introduces the attached draft report resulting from the review of the Council's arrangements for planning and providing places for children in Bracknell Forest's schools, including the school admissions process, undertaken by a working group of this Panel.

2 RECOMMENDATION(S)

- 2.1 **That the Panel agrees and adopts the attached report of the review of school places undertaken by its working group for sending formally to the relevant Executive Member.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To seek the Panel's agreement to the attached report for sending formally to the relevant Executive Member.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

**5 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES
IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES /
CONSULTATION**

- 5.1 Not applicable.

Background Papers

None.

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A Review of School Places

by a working group of the
Children, Young People and Learning
Overview and Scrutiny Panel

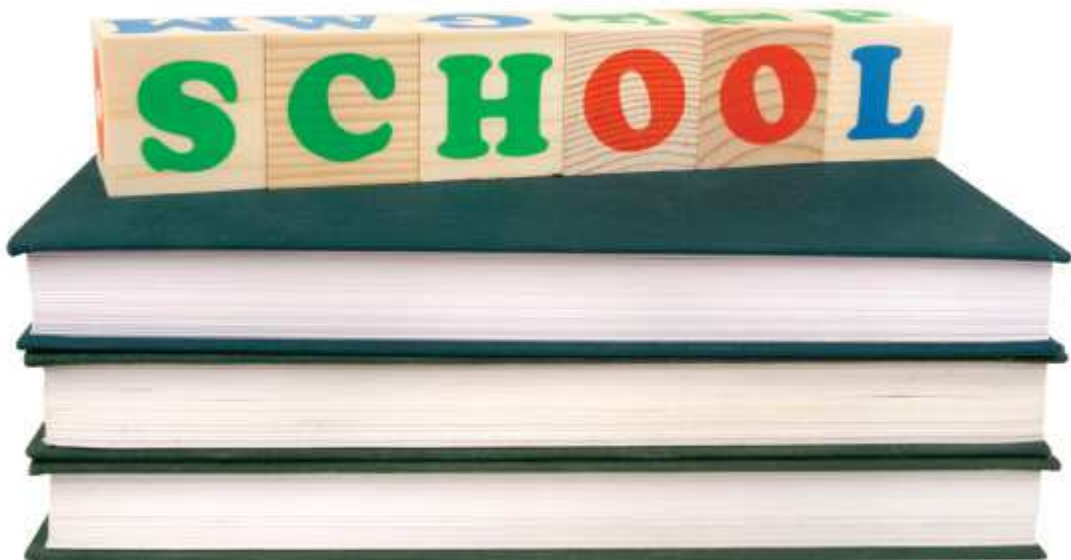


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Acknowledgements

The Working Group would like to express its thanks and appreciation to the following officers of Bracknell Forest Council for their co-operation and time:-

Janette Karklins	Director of Children, Young People and Learning
David Watkins	Chief Officer: Strategy, Resources & Early Intervention
Chris Taylor	Head of Property and Admissions
Graham Symonds	Commissioning, Services to Schools & Youth Service Lead
Lesley Adams	Senior Admissions Officer
Andrea Carr	Policy Officer (Overview and Scrutiny)
Richard Beaumont	Head of Overview and Scrutiny

All those who have participated in the review have been thanked for their contribution and have received copies of this report.

1. Foreword

- 1.1 The Council has a statutory duty to provide sufficient school places, and the impact of rising rolls and new housing has made this an important issue for Bracknell Forest, carrying significant financial implications.
- 1.2 Demand for school places is rising locally and nationally and the actual number of primary school age children nationally is projected to rise from a low point of 3.95 million in 2009, to 4.51 million by 2018. This increase of more than half a million will take the national primary school population to its highest level since the late 1970s.
- 1.3 Demand due to new housing developments has resulted in pupil numbers in Bracknell Forest rising and our provisional pupil forecasts indicate that we are facing twice the national increase in primary pupil numbers (24%) in half the time.
- 1.4 Over the past four years the Council has successfully responded to rising rolls by creating sufficient new pupil places to meet demand through a significant programme of construction works on school sites. This programme of work has met demand.
- 1.5 The Working Group met on five occasions with various members of the Council who work in the planning for the school places in the Borough covering in great detail many aspects of this process which involves a continuously evolving number of children applying for school places in a given year.
- 1.6 This was my first working group since becoming a parent governor representative in the Children, Young People and Learning Overview and Scrutiny Panel and I found this a very informative and fantastic insight into the work done by all concerned in providing school places for the children of Bracknell Forest Council.
- 1.7 I would like to thank the Working Group and representatives from the Bracknell Forest Council for all their time, preparation and support in this research project. I would also like to express my appreciation for all the help and support I received from Andrea Carr in booking the meetings, preparing the minutes and the report presented from this Working Group.
- 1.8 I commend the findings and recommendations to the Executive Member for Children, Young People and Learning, Councillor Dr. Gareth Barnard.

Mr Robin Briscoe, Primary Parent Governor Representative
(Lead Working Group Member)

2. Executive Summary

- 2.1 In the light of growing national concerns over insufficient numbers of school places, it was agreed to add this review to the Children, Young People and Learning Overview and Scrutiny Panel's work programme in 2013/14 to enable the Panel to establish a working group to undertake a review of the planning and provision of school places in the Borough to ensure that demands are being met.
- 2.2 During the course of the review the Working Group gathered information and evidence from many sources in order to appraise the Council's arrangements for planning and providing places for children and young people in Bracknell Forest's schools, including the school admissions process and national comparisons. These sources included research, the Allocations Whiteboard which provided information concerning school place allocations, and Council officers who provided background information, data and knowledge. Members had regard to relevant documents including the School Places Plan 2013 – 2018, primary and secondary admission arrangements 2014/15, an analysis of preference allocation, primary and secondary allocations breakdown, pupil place planning risk factors, the Department for Education (DfE) School Admissions Code and the National Audit Office's report concerning capital funding for new school places.
- 2.3 This report describes the work of the Working Group between September 2013 and May 2014 and sets out its findings. The report is organised in the following sections and Members hope that it will be well received and look forward to receiving responses to their recommendations.

- Part 1 Lead Member's Foreword.
- Part 2 Executive Summary.
- Part 3 Gives background information in respect of the allocation of school places and summarises how the review was undertaken.
- Part 4 Summarises the information and evidence gathered by the Working Group.
- Part 5 Contains the conclusions reached following the review.
- Part 6 Sets out the Working Group's recommendations to the Council's Executive.

- 2.4 The Working Group comprised:

Mr Briscoe (Lead Member)
Councillor Mrs Birch
Councillor Kensall
Councillor Mrs Temperton

3. Background

- 3.1 In the light of growing national concerns in respect of insufficient numbers of school places, the Children, Young People and Learning Overview and Scrutiny Panel decided to add this review to its work programme in 2013/14 to enable it to establish a working group to undertake a review of the planning and provision of school places in Bracknell Forest to ensure that current demands were being met.
- 3.2 There was also a need to meet projected increased future demand for school places owing to the significant new residential developments in the Borough which, together with further properties on smaller sites, were anticipated to create an additional 8,900 dwellings approximately and, in addition, to the displacement of pupils from adjoining unitary authorities into Bracknell Forest schools as they experience rising demand for school places.
- 3.3 The rise in children born in England between 2001 and 2011 was the largest ten year increase since the 1950s and increased the demand for primary school places. Between 2001 and 2011, live births rose by 22% to 688,000. Between 2006/07 and 2011/12, the number of children starting in reception classes in primary school increased by 16% to 606,000. Previously, many local authorities faced falling school rolls and had reduced primary places by 5% nationally between 2003/04 and 2009/10.
- 3.4 In May 2012, nationally 20.4% of primary schools were fully subscribed or at over capacity. Numbers of children in infant classes (up to age seven) of 31 or more pupils have more than doubled in five years, from 23,200 in 2007 to 47,300 in 2012. Rising demand for places can have a significant impact on children's average journey times to school and for children required to travel more than either two or three miles, depending on their age, to school, authorities must arrange transport at no charge to parents. Appeals as a percentage of primary school admissions to infant classes increased from 1.7% in 2004/05 to 4.8% in 2010/11. This high demand for school places resulted in councils not always being able to meet parents' preference for a particular school.
- 3.5 The Working Group's research has identified that, despite a net increase of almost 81,500 primary places from 2010 to May 2012, a need has been estimated by the National Audit Office (NAO)¹ for 256,000 new primary and secondary school places in England by 2014/15. The DfE is allocating £4.3bn in capital funding to local authorities for new school places in England from 2010 to 2014, excluding March 2013's Targeted Basic Need Programme. The NAO estimates that there have been 12,000 additional pupils in reception classes in England each year to 2014. Although forecasts of future need are inevitably uncertain, the demand for school places is projected to increase beyond 2014/15 and possibly an additional 400,000 further places could be required by 2018/19.
- 3.6 In 2011/12, 6.8 million 4 to 16 year olds attended state funded schools in England, 3.9 million were in primary schools, 2.8 million in secondary schools, and 78,000 in special schools. Around 600,000 children start reception classes in primary school each year.

¹ NAO report re: Capital Funding for New School Places 15.03.13

- 3.7 The number of children starting school fluctuates annually, increasing if the birth rate and inward migration grow. New school places may be needed to meet increases in demand, initially in reception classes and later in other primary and secondary classes. A lack of sufficient places can create local 'hotspots' where demand outstrips places available within a local area, even though the local authority may not have an overall shortage of places.
- 3.8 Appendix 2 shows roles and responsibilities for providing school places. The DfE is responsible for the policy and statutory framework and makes a substantial financial contribution to local authorities' costs in delivering places, and is accountable for overall value for money delivered from its funding. It aims to give parents "the choice of a good local school" for their children, and "to use available capital funding to best effect to provide sufficient places in schools parents want to send their children to". Although there is a planning assumption regarding the scale of surplus places required to support some degree of operational flexibility and parental choice, local authorities' statutory duty for providing sufficient school places does not oblige them to maintain a surplus of places for parental choice.
- 3.9 Local authorities are statutorily responsible for ensuring that there are sufficient schools, and therefore school places. Authorities assess demographic changes and then plan and finance new school places, including using funding provided by the DfE. There is a range of possible solutions to provide new places, mainly as follows, and local authorities' costs in providing places vary depending on the mix of solutions they use and local prices:
- building new schools;
 - permanent or temporary school extensions; or
 - converting existing spaces within schools for use as classrooms.
- 3.10 Local authorities rely on co-operation from individual schools to expand existing provision although space on existing school sites may be constrained. An authority can direct the expansion of community and voluntary controlled schools, but not others. There are legal limits on the size of certain primary classes.
- 3.11 Although the DfE considers that all local authorities have met their statutory duty to provide sufficient schools to date, there are indications of stress and pressure on school places in some parts of the country.

4. Investigation, Information Gathering and Analysis

Introductory Briefing and Discussion

- 4.1 At the first meeting of the Working Group the Director of Children, Young People and Learning and the Head of Property and Admissions gave an introductory briefing in respect of pupil place planning in Bracknell Forest with reference to the School Places Plan (SPP) 2013-2018². There was a robust system of place planning in the Borough which had been examined by an external expert two years previously to give a further perspective on the related data set. The expert, who brought a broad knowledge base and experiences of other local authorities, made suggestions for some minor improvements. The Director was confident of pupil number forecasts which had been extremely accurate for the past two years with 84% of pupils receiving places at their first preference school in the September 2013 intake whilst overall 95-96% were placed at one of their preference schools.
- 4.2 The admissions process was now on-line and generally functioned smoothly. All parents registering for a school place received a letter inviting them to apply on-line or request a paper application form by a set date. Acceptance letters were also sent electronically unless parents requested a paper version. The Council followed the national school admissions code which included a school place notification date. The range of electronic devices available was being explored to maximise functionality. The window for application for places in September 2014 was open until 31 October 2013 for secondary schools with 63% applying on-line and 15 January 2014 for primary schools with 70% applying on-line.
- 4.3 The SPP was the main forecasting tool which captured all relevant data including birth rates and new housing developments. The Plan was updated and refreshed each year which represented a considerable work stream. The next aspect of this year's work stream would be to interpret data and intervene if necessary by pursuing building projects through the capital programme as required before undertaking the associated admissions. Popular schools with sufficient site space were expanded as part of the programme. A flow chart depicting the high level admissions processes was circulated to the Working Group.
- 4.4 A restructure in 2006 merged the Council's admissions and education property functions bringing the admitting officers and construction co-ordinators together in the interests of joint working and continuity.
- 4.5 The forecasting model included the ability to calculate the proportion of children of primary and secondary ages that could be expected from new housing. Factors were based on a door to door survey of new housing, undertaken every three years. The latest survey was in 2013. It was acknowledged that the Children, Young People and Learning Department made every effort to accurately predict pupil place requirements. The Admissions Team forecast an actual absolute number of expected primary and secondary numbers on roll (NOR) rather than a range of NOR. Forecasting work concentrated on the next five years as the accuracy and reliability of longer forecasts, such as the

² <http://www.bracknell-forest.gov.uk/school-places-plan-2013-to-2018.pdf>

unpublished five to fifteen year forecasts involving predictions of future birth rates, diminished. The Office for National Statistics predicted a 20% increase in demand for primary places over the next ten years, however, the demand locally was predicted to rise by 30% owing to Bracknell Forest's location and anticipated future residential development. For this reason the Council found its own forecasting more reliable than general national data. The year to year pupil yield calculated from the mix of new housing was calculated by dividing the total primary yield by seven, and the total secondary yield by seven. There was pressure on upper year groups from in-year admissions where children moved into the Borough and this greater densification was difficult to forecast on a year group basis but could be predicted on a general level. Private rented houses in parts of the Borough in multi-family occupation led to a greater number of children per household than the factors included in the forecasts.

- 4.6 Three areas of the Borough were under pressure from proposed housing developments. Plans were made one year ahead to identify areas requiring 'surge' classrooms or the need for new forms of entry (FE), enabling the necessary building work to be carried out before additional pupils arrived. Some other local authorities did not provide extra classrooms until they knew the number of pupils to accommodate. Extra capacity for September 2013 had been constructed by January 2013 and building was currently taking place to meet demand in September 2014. A surge class provided for an additional thirty pupils in the intake year and remained as one extra class as the pupils progressed through the school whilst an extra FE provided an additional class at all age groups. The present pupil population showed a bulge in numbers in the lower years. It was anticipated that after six years capacity would be full and additional secondary school places would be required. For example, new housing at Jennett's Park would fill spare capacity at Easthampstead Park School in the future. The proposed residential development at the Blue Mountain site would include a new 5 FE secondary School, a 2FE Primary School and a 52 place attached nursery to serve north Bracknell and it was estimated that the Borough would require additional special educational needs (SEN) school capacity. Children were tracked through primary schools by their post code and date of birth. Predicting the need for secondary school places was calculated by taking pupil numbers in year 6 in primary schools and multiplying by 'staying-on' rates to secondary schools. Although Bracknell Forest was a net exporter of secondary age children to schools outside the Borough, such as St Crispin's School in Wokingham where approximately 25% of pupils lived in Bracknell Forest, and Charters School in the Royal Borough of Windsor and Maidenhead, as capacity in neighbouring boroughs' schools reduced, demand for places in Bracknell Forest from its own pupils displaced from such schools and children from adjoining boroughs was growing. Schools in the south of Bracknell Forest such as Edgbarrow received pupils from outside the Borough as part of Wokingham Borough fell into the designated area (DA) of the school. Any changes to Charters' admissions arrangements would also impact on this Borough. Some children in all year groups attended private schools, such as the Licensed Victuallers' School which was local and took children of primary and secondary age, however, the recession and school fee increases could reduce that number, leaving more children in need of places in Bracknell Forest schools. The free school to be provided by Eton College at Holyport, which included some residential accommodation for children of service personnel, was due to open in September 2014 and could possibly take some Bracknell Forest children. Some children of secondary age attended grammar or catholic secondary schools outside the Borough. The Council

sought to provide sufficient places to facilitate parental preference without costly over provision.

- 4.7 The Director advised that schools receiving an Ofsted (Office for Standards in Education, Children's Services and Skills) inspection grading of good or better were eligible to expand. The local authority had approached all Bracknell Forest primary schools to gauge which might be interested in expansion. A meeting was held with school representatives and they were invited to write with an expression of interest if they wanted to discuss the possibilities of expansion further, which included the new schools. There were various models emerging nationally such as an executive headteacher of two schools, a federation of infant and junior schools as a primary school, one headteacher operating several schools on separate sites. Members did not favour an arrangement resulting in excessive travelling for school staff/governors or additional transitions for pupils but appreciated the merits of expanding popular and successful schools.

Scoping Exercise

- 4.8 The Working Group considered the scope of the review with reference to a draft scoping document. The related discussion focused on school place planning anomalies, DAs, the level of parental satisfaction with admission outcomes and the education capital programme.
- 4.9 Factors that were difficult to predict in forecasting included multi-family occupation leading to unusual household child densities, families in bed and breakfast accommodation, and displacement of pupils from private schools. The rules in respect of free schools were changing and in future they could only be provided where there was a local need. A poor Ofsted inspection outcome could lead to an academy school being established. There were limited resources to build new schools and one could not be justified in an area with existing surplus places.
- 4.10 Schools had a DA, a geographical boundary for prioritising applications for school places from which children normally attend. It was necessary for schools to be viable and this may involve DA boundary changes which could present difficulties and were subject to a statutory consultation exercise. DAs were established where new schools were constructed in response to new housing.
- 4.11 The Working Group was advised that the school preference scheme, under which parents expressed preferences for particular schools, was an equal preference scheme and that the three preferences invited were not ranked in order. Although reminders were sent to parents of children in Council schools, a small proportion did not meet the admissions deadline and this limited their options to schools with remaining vacancies, which could lead to dissatisfaction. This could also be the case with in-year admissions. Although records were kept of admission appeals which indicated that parental preference had not been met, there was no other data in respect of the level of parental satisfaction. It was therefore suggested that an on-line questionnaire could be utilised to obtain satisfaction feedback concerning school preferences from the parents of all Year 7 pupils who transferred to secondary school in September 2014.

- 4.12 Members felt that the review should not consider the education capital programme in particular depth.
- 4.13 The draft scoping document was expanded to reflect the Working Group's views concerning the above and approved at the following Working Group meeting.

The School Admissions Process

- 4.14 The Senior Admissions Officer gave a presentation in respect of the primary admissions process which featured the date of birth range for school starters, school year groups, the registration process, the statutory school age, options for summer born children, the school age structure within the Borough, Bracknell Forest schools, pupil numbers, types of school, the admissions criteria, school DAs, the equal preference scheme, parental considerations, the application and allocations process, waiting lists and late applications.
- 4.15 In the presentation it was explained that date of birth dictated which year group a child would join, with the eldest in any year group being born on 1 September and the youngest on 31 August of the following year. Parents were encouraged to register for school places on-line to assist with capturing information concerning future pupil numbers and ages for planning purposes and ensuring that all pupils were offered a school place. Although all children were offered a full time school place in the September following their 4th birthday, they could opt to attend part time or delay attendance until reaching the statutory school age (the beginning of the term following their fifth birthday) and parents were encouraged to discuss the alternatives with the headteacher. Summer born children with dates of birth on or between 1 April and 31 August would not reach statutory school age until the following September (Year 1) and would have a choice of joining school in September, January or April of the reception year or re-applying to start in Year 1 which would necessitate forfeiting their place in the reception year.
- 4.16 The infant, junior and primary school age structure was explained together with the age of transfer to secondary school. The pupil number in each year group of every school was limited by the planned/published admission number (PAN) which reflected factors including classrooms, toilets and ICT facilities. Parents were also advised of the different types of school in the Borough, namely, community, voluntary controlled (VC) and voluntary aided (VA). VC and VA were the two main categories of Church of England Schools (other than academies). It was the state, via the DfE or local authority that 'controlled' or 'aided' a school; the local authority therefore had more technical responsibilities in VC schools and the Diocese had in VA schools. Both had an Instrument of Government which includes a Church of England Statement of Ethos. The local authority was the admissions authority for community and VC schools whilst the governing body of VA schools was the admissions authority. To date, only one secondary and no primary schools in the Borough had become academies. Academies set their own admissions criteria. All relevant information was provided in a booklet published on the Council's website. The Council's admissions criteria applied to every application received for a community or VC school where there were more applications than pupil places to determine who would be allocated the places. The criteria were based on factors such as the designated area, siblings and, for VC schools, church attendance. Bracknell Forest utilised a combination of criteria ranking designated area and sibling first, followed by designated area, and then sibling followed by all others. The radial

distance from the centre of the school site to the midpoint of the applicant's property was measured to rank waiting lists in distance order in the event of oversubscription. Child care locations were not taken into account. Parents had no right in law to choose a school but could express up to 3 preferences. They were advised to consider their options carefully, particularly if considering applying for an out of Borough or out of designated area school place as this could affect a sibling, and to visit their designated area school. The Council was obliged to offer all children living in the Borough a school place and if a child was not offered a place in any three of the preferences expressed, a place at the nearest school with space would be offered. Although DAs did not apply to some VA schools, as place offerings were based on religion, all community and VC schools in the Borough were allocated a DA. It was possible for classes to be increased from 30 to 31 pupils to avoid separating twins. Proof of address in the form of a Council Tax bill, the child's birth certificate and possibly other papers e.g. to confirm church attendance, were required to support applications. There were means to check addresses in the event that any doubt arose, such as home visits, in order to prevent the allocation of places due to fraudulent applications. Although on-line applications were encouraged, parents were also able to make paper applications for a school place. House moves during the application period caused complications. Offers of places would be e-mailed or posted to applicants on the offer date. Although a couple of days grace could be allowed in the case of delayed applications, the statutory allocation process would commence on the day of the deadline. Offers were to be accepted by the deadline and applicants would automatically be added to the waiting list for any higher preference school than the one offered. The highest preference on the application form would be offered once all the criteria had been applied. The Council could also offer places based on the second preference, then the third preference, and add pupils to the waiting list for their first preference school, disregarding the third preference.

- 4.17 For aided schools the Council passed a list of applicants expressing one of their preferences for a place to the relevant school which would apply its own admissions criteria, rank applicants according to the criteria and return the ranking to Bracknell Forest. The Council would then apply the equal preference criteria to the ranking, which was unknown to the VA school, and offer places to those who had listed that school as a first preference.
- 4.18 The presentation was based on that delivered to parents each year in order to boost parental knowledge and satisfaction with the admissions process. There are two occasions when this happens: it was presented to parents of Year 5 pupils on five occasions in June in relation to secondary admission and again on nine occasions in October relating to admission to primary or infant schools. Approximately 1,000 parents attended the presentations in each round. After attending presentations in June, parents would have the opportunity to visit schools of interest prior to the summer break before receiving information packs in September. As parents often lacked knowledge concerning school year groups and points of transfer this information was included in the presentation. There had been changes to the admissions process in recent years. The mandatory School Admissions Code, which stemmed from Section 84 of the School Standards and Framework Act 1998, determined the process which was followed by the Council. The admissions criteria of all schools in the Borough were published.
- 4.19 Applications for school places were managed via, and offers were made through, the home local education authority to ensure a co-ordinated approach.

This was therefore the case for Bracknell Forest pupils transferring to out of Borough schools. Applications for school places for children moving into the Borough were managed by Bracknell Forest Council whilst places for pupils moving out of the area were managed by the receiving authority. This could lead to some safeguarding concerns. The admissions co-ordination process was prescriptive with the application and offer closing dates for secondary schools falling on 31 October and 31 March respectively, and on 15 January and 16 April for primary schools' admission. These dates were fixed across the country.

- 4.20 The feedback from the last round of admissions had been very positive and efforts were made to inform parents and explain the allocations process. Travelling difficulties and waiting lists were amongst the issues to be tackled and solved and every effort was made to meet parents' needs and wishes. In the event that an offered place was not taken up, it would become available for another child.
- 4.21 Further to questions and discussion arising from the presentation, the following points were made:
- a) Although Jennett's Park School was oversubscribed, particularly in the intake years and Year 4, the development sales office continued to promote it widely as a good school. It was recognised that parents new to the area with several children would wish them to attend the same school. As Jennett's Park was a VA school, it undertook its own admission arrangements. The headteacher and chairman of governors had been approached by Council officers to establish if they were prepared to expand the school and their answer was awaited. There were alternative primary schools in the locality including Great Hollands where an additional 210 places were planned in the form of additional FEs. The related technical feasibility and costings had been undertaken and the school was agreeable to expansion if necessary. It was anticipated that some older children living in Jennett's Park would attend nearby secondary schools in Wokingham Borough although the allocations would be made via Bracknell Forest Council as their local education authority. Parents were encouraged to visit local schools and read their Ofsted reports before making preferences.
 - b) Older children joining oversubscribed schools were not prioritised as it was necessary to offer and reserve a place for all children allocated one in the reception year. Although some children, particularly the summer born, missed one to two terms or initially attended for mornings only, the majority of schools succeeded in encouraging parents to send their children to school at the earliest opportunity to prevent them from becoming educationally disadvantaged and to assist teaching and bonding. In the event that children did not attend their allocated school by statutory school age, Education Welfare Officers would investigate to ascertain the reason.
 - c) School censuses, which were statutory returns, collected information regarding individual pupils and schools. The individual pupil information collected included free school meal eligibility, ethnicity, SEN, attendance and exclusions. Pupil numbers were used to calculate funding for the following academic year, including the dedicated schools grant and pupil premium. Budgets were based on the NOR during the October prior to

the relevant financial year. As funding was allocated on the basis of the numbers of pupils attending school on Census Day, it was acknowledged that this system could financially disadvantage schools with sickness absences on that day.

- d) In the case of a preference application to a VA school which did not fully meet its criteria, a place could be allocated in the event of free places following the application of the criteria to all other applicants.
- e) There were occasions when pupils living in close proximity to their designated area school had not been offered a place despite having expressed a preference for it. The reason for this was that the school was oversubscribed and other children living in the designated area met further criteria such as sibling or church attendance and were ranked higher for a place.
- f) Although efforts were made to keep families together, places could not be guaranteed. Over the past four years 80% of applicants had received a place at their first preference school and 90% had been allocated to one of their preference schools. The reason for this sustained success in meeting preferences was that 1,200 new school places had been created through new schools, expansion and surge classrooms from capital programme funding. Schools were keen to expand as it was an indication of their popularity and success. Modular units were added as a last resort. Investment was required to achieve admission success.
- g) A Member suggested that parents should be encouraged to visit schools earlier in the admissions process and attend school open days in order to facilitate well informed preferences.
- h) Co-ordination of in year moves had previously been the responsibility of the receiving home local education authority, however, from September 2013 the ability to manage moves into the Borough had ceased, particularly if applications had been made from outside the Borough.
- i) In terms of safeguarding and tracking pupils who left Bracknell Forest schools, it was not possible for the Council to manage allocations where out of Borough applications were made. In the case of absenteeism, schools were responsible for tracking missing pupils and the headteacher's permission and a suitable explanation were required for in-term holidays/absences. New welfare guidance required pupils to remain on roll until their school was aware of what had become of them e.g. an in year transfer. There was an electronic web system where absent pupils' names were posted and only deleted when their whereabouts had been ascertained. It was thought that the extended age of participation could result in names remaining on rolls until the age of 18 when pupils' whereabouts could not be tracked in circumstances such as non notification of emigration. This would have a negative impact on schools' attendance statistics.
- j) The admissions process for children with a statement of SEN differed from the regular system. The statement named the school that would best meet the pupil's needs, whether it was a special or mainstream school, and they attended accordingly. There had been a reduction in the number of children receiving statements as only those with severe needs

were generally stated. The receiving school was allocated the associated funding to manage which included transport costs.

- k) Home education was an alternative to attending school and although this was a matter for parental choice, every effort was made to secure school attendance. An Education Welfare Officer would visit parents to discuss their statutory responsibilities in the case of no schooling at the statutory age. In the event that parents opted for home education, the pupils would be visited and the standard of their work assessed. Parents would be responsible for the purchase of all books and equipment and examination costs. A Welfare Officer would report on whether the child was progressing sufficiently although they had no power to insist s/he joined a school in the case of underachievement. Some religious groups which did not favour English schooling would educate their children at home, often in groups, which could be successful. Parents could not be forced to apply for a school place.
- l) Some pupils were entitled to paid school transport based on the distance from home to school. Charters was an example of one school outside the Borough with a DA which included part of Bracknell Forest and local children living within the designated area were entitled to paid transport. Bracknell Forest had two schools, one junior and one primary, which fed 90 pupils per year into Charters. In the event that Charters decided to restrict its intake or change its designated area to exclude Bracknell Forest, this would create a difficulty as this Borough would retain a statutory duty to provide these pupils with a secondary place and Garth Hill College, its nearest secondary school, was fully subscribed. Pressure for school places was greatest in north Bracknell and temporary additional capacity would be provided at Garth Hill to cater for additional students until the proposed new secondary school was constructed at the Blue Mountain development site to serve the area. This Council undertook monitoring of the admissions criteria of schools in neighbouring boroughs whose intake included Bracknell Forest children to ascertain whether it was fair and, if it found that it was unfair, would approach the school in this regard. In the event of no resulting action, Bracknell Forest could report the matter to the Schools' Adjudicator for review. Additional pressure from new development in Wokingham near the Borough boundary was also anticipated as surplus capacity in St Crispin's School would reduce and displaced children would need to be found places in this Borough. Further pressure arose from increases in the birth rate several years ago.
- m) As planning permission for proposed new significant residential developments in the Borough had not yet been granted, the number, size and building timeline of houses was unknown and associated Section 106 funding (contributions sought by local authorities from developers under that section of the Town and Country Planning Act 1990, as amended, towards the costs of providing community and social infrastructure to meet needs arising from a new development) towards the provision of new school places was to follow. Therefore, planning of places was based on an assumption reflecting previous developments, the Site Allocations Development Local Plan agreed in July and the survey to capture data to give a pupil yield. New development normally triggered the need for new and expanded schools and was provided after a certain number of houses had been constructed causing a time lapse between

the construction of housing and the opening of new schools. However, as there was existing need for school places an accelerated project to speed the provision of new schools at Blue Mountain was being pursued. Although there were land use, site acquisition and planning permission issues and also risk associated with the early incurring of design costs, this would bring school provision forward by two years and it was anticipated that the new primary and secondary schools at Blue Mountain would open in September 2017. In addition to the Blue Mountain schools, four new primary schools and three new FE were proposed in north Bracknell.

- n) Although there had been no designated boundary changes since Bracknell Forest had become a unitary authority, the new schools would necessitate some changes which should not disadvantage any schools or limit parental preference. The process required a statutory public consultation and registration by the DfE. Designated area changes could have an impact on siblings and this could be taken into consideration when allocating places to affected children.
- o) It was reported that a Freedom of Information request had revealed that 679 in-year application forms had been received in 2012/13 in which parents had given reasons for their preferences. A random sample of 20 applications revealed that the reasons were: 6 x distance; 4 X recommendation; 4 x siblings; 3 x Ofsted and other reports; 2 x distance and siblings; and 1 x house move.

Academies and Free Schools

- 4.22 The Working Group learnt that academies were state funded schools in England which were directly funded by the DfE and independent of direct control by the local authority. Academies were self-governing and all were constituted as non-profit charitable trusts. They may receive additional support from personal or corporate sponsors, either financially or in kind, and must meet the same national curriculum core subject requirements as other state schools and were subject to inspection by Ofsted. Although the majority of academies in England were secondary schools, some primary schools also had academy status.
- 4.23 Free schools were a type of academy which were free to attend, not controlled by local authorities and governed by non-profit charitable trusts that signed funding agreements with the Secretary of State. Like other state funded schools, free schools were subject to the School Admissions Code, which stipulated that they could prioritise admissions for founders' children. To establish a free school, founding groups submitted applications to the DfE. Groups included those run by parents, education charities and religious groups. Ongoing funding was on an equivalent basis with other locally controlled state maintained schools, although additional start-up grants to establish the schools were also provided. Free schools could select their own syllabus and were expected to offer a broad and balanced curriculum and were subject to Ofsted inspections and expected to comply with standard performance measures. Unlike other schools, it was not necessary for free school teachers to have teaching qualifications.
- 4.24 The creation of academies and free schools in the Borough presented some risks in the form of cost, time and meeting the duty to provide a school place for

all applicants. As the Council was powerless to intervene, it monitored the situation and had plans in place to respond. Although there were currently no free schools in the Borough, one was being founded in Holyport in a neighbouring local authority by Eton College and some Bracknell Forest children had applied to attend from September 2014. Whilst one school in Bracknell Forest had transferred to an academy, this had minimal impact on school places in the Borough as it had been a VA church school previously with the power to decide its own admission arrangements, subject to the national Admissions Code, using faith criteria in prioritising pupils for admission. Also, the school continued to buy into many services provided by the Council. However, the adoption of academy status by a local community school could lead to a boundary change or deletion of a designated area, possibly leaving part of Bracknell Forest without a designated school.

The Capital Programme, New Housing Developments and Demographic Trends

- 4.25 The Head of Property and Admissions gave a presentation in respect of the capital programme, new housing developments and demographic trends. The presentation covered progress to date, background, two new schools, demographics, primary and secondary demographic trends, new housing developments and sites, estimating pupil yields, spatial requirements, provisional timescales, costs and funding, capital funding in 2013/14, capital programme, and procedures and oversight.
- 4.26 In terms of progress to date, the first meeting of the Working Group had featured an introductory briefing, preliminary review scoping discussion, and future meetings and activities. At its second meeting, the Working Group agreed the amended scope and received a presentation in respect of school admissions.
- 4.27 The background addressed the rising birth rate, significant new housing construction, rising school rolls across the Borough, the Council's statutory duty to provide sufficient school places and the capital programme to meet basic school place need. 1,700 new school places had been created since September 2010 at existing schools and two new schools, namely, Garth Hill College which was re-provided in 2010 and Jennett's Park Primary School which opened in 2011. It was difficult to locate new schools in developed areas as approximately two hectares of land were required to accommodate one.
- 4.28 The latest version of the SPP, which covered the period 2013 – 2018, had been agreed recently by the Council's Executive and would be circulated to the Working Group. The SPP included demographic information in the form of the number of births notified by the NHS, new residential development supplied by the Council's town planners, pupil yield sourced from commissioned research and existing school capacities. With regard to demographic trends, the SPP contained primary and secondary school forecasts. The primary (at statutory school age) and secondary numbers on role showed actual numbers from 2008 - 2013 and forecast numbers from 2014 - 2018. At primary level numbers had risen from approximately 8,500 in 2008 to 9,100 in 2013 and a 24% increase over the next five years was indicated. Secondary numbers had grown from around 6,400 in 2008 to 7,100 in 2013 and a further increase of 12% was anticipated by 2018. Although both primary and secondary numbers had dipped in 2009/10, it was expected that the current rising trend would continue in the future. Forecasts were compared with actual numbers retrospectively. The current bulge in primary pupil numbers would feed into secondary schools

in coming years as pupils transferred, however, numbers were monitored as some diverted to private or out of Borough schools.

- 4.29 Although there was pressure on school places in the neighbouring boroughs of Wokingham and Windsor & Maidenhead, there was more capacity in Surrey and Hampshire. 20% of pupils attending St Crispin's School were from Bracknell Forest owing to the School's capacity, however, this was likely to reduce as new housing was constructed in Wokingham resulting in local children being displaced back into this Borough's schools. On a national scale, there was a need for 38,000 new primary and 35,000 new secondary school places at an estimated cost of £5b. School place pressure in Bracknell Forest was greater than the national average due to residential development and displacement. The resulting need for the construction of more school places boosted the local economy. In-year admissions were difficult to manage and with 16 new pupils moving into fully subscribed areas of the Borough during the last summer term, 2013 had witnessed a 100% increase over the previous year. Officers had met colleagues in Wokingham in October to share school place planning and housing development information. Although the DfE had advised in 2006/07 that a 15% surplus of school places was inefficient, this number had subsequently been revised down to 10% and was currently 2% which left a narrow margin for parental choice and unexpected fluctuations in numbers.
- 4.30 The Council's Site Allocations Local Plan (SALP) had been adopted in July 2013 and included six major housing sites located at east and west Warfield, Blue Mountain and Amen Corner in Binfield, and the Transport Research Laboratory (TRL) and Broadmoor in Crowthorne. In addition to the 4,995 dwellings that would be generated by these developments, there would be a further 3,900 properties from smaller sites. The provision of a new school at Jennett's Park had been delayed and problematic owing to the staggered nature of the development as a result of the deflated housing market at that time and negotiations with the developer had been necessary to obtain the Section 106 contributions towards the construction of the school.
- 4.31 Research had been commissioned to estimate the pupil yield of new developments to assist school place planning and a survey of new households provided over the past five years had indicated an average yield per household as follows:
- 1 bed unit = none
 - 2 bed unit = 0.15 primary and 0.05 secondary
 - 3 bed unit = 0.58 primary and 0.17 secondary
 - 4 bed unit = 0.43 primary and 0.35 secondary
 - 5+ bed unit = 0.62 primary and 0.43 secondary
- 4.32 The presentation included the anticipated number of new dwellings and the primary and secondary yield for each development site. It was necessary to estimate the mix of dwellings in a development until planning applications were submitted. Forecasting would be based on mix and yield in Jennett's Park and The Parks as they were the most recent developments in the Borough. Tensions arose as developers sought higher densities than the planning function wished. Social housing, which were one or two bedroom units, were built first so the pupil yield increased later as the larger houses were constructed. The site allocation plan for Amen Corner included two new primary schools which would feed into the secondary school to be provided at Blue Mountain. The Amen Corner site was adjacent to the boundary with

Wokingham Borough and it was anticipated that land on the far side of the boundary would be developed also increasing pressure for school places. Providing space for a third form of entry would assist with meeting future demand. Children emanating from the developments at Warfield would feed into Garth Hill College or Blue Mountain School necessitating a change to the College's designated area in order to align with new and expanded schools. Shared designated areas were possible and there were some in Bracknell Forest. Work was currently being undertaken in respect of the review of designated areas. Changes to designated areas, which could be contentious, needed to be decided 18 months in advance of the opening of a new school. They were the subject of consultation and publication.

- 4.33 A two FE school would be provided to serve the TRL development and pupils would feed into Easthampstead School together with pupils from Jennett's Park, filling its spare capacity. There would be insufficient new houses to warrant a school for the Broadmoor development. Wildmoor Heath School was located nearby and would be expanded to cater for the additional pupils who would subsequently attend Edgbarrow School, or possibly Sandhurst School in which case a change to its designated area would be required. There was currently a surplus of approximately 30 pupil places at the latter school. Although the provision of a 6th form unit at Edgbarrow School had freed some space, one additional form of entry would be required to meet the extra demand and pressure in its designated area. A planning pre-application had been submitted in respect of the Broadmoor site. Blue Mountain would offer a combination of primary, secondary and special educational needs schools in a learning village and the secondary school would cater for the local development, north Bracknell, Warfield and Amen Corner. Expansion of the primary schools in north Bracknell would be required.
- 4.34 In terms of spatial requirements, the pupil number and site area needs for all six development sites had been calculated and sites sufficient to meet anticipated pupil numbers had been included in all of the development plans in the SALP. Negotiations with individual landowners / developers were underway and would be progressed as soon as land was allocated for housing.
- 4.35 Provisional timescales for the earliest that the new schools could be provided were September 2016 for Amen Corner, TRL and Warfield West; September 2018 for Blue Mountain; and September 2019 for Warfield East. However, some slippage was possible, particularly if housing construction was delayed, and risk management was undertaken. The timescales were subject to site acquisitions, planning permissions, funding, identifying suitable providers and designated area consultations. As in the case of Jennett's Park School, pupil numbers would be controlled when new schools opened and additional forms of entry would be added as developments progressed to reflect the growing demand without having spare capacity which could be sought and occupied by pupils from outside the area ultimately disadvantaging those living in the designated area.
- 4.36 Annual admission arrangements were reviewed every year, published and subject to consultation prior to agreement by the Executive. A national School Adjudicator ruling had specified that siblings did not have a higher priority than designated area pupils and therefore a change made to the local arrangements in favour of siblings had been reversed removing some flexibility. School place offer letters made it extremely clear that siblings could be disadvantaged if

offers were accepted by out of DA pupils although twins were an exception to that treatment.

- 4.37 Estimated costs and funding sources associated with all proposed new schools were provided. There was capital funding of £7.5m in 2013/14 derived from DfE Targeted Basic Need Grant Allocation of £2.9m, applied for DfE Targeted Basic Need Grant of £3.8m, developer contributions of £0.1m and other contributions such as planned maintenance totalling £0.7m. Continuity of budget periods assisted with planning school place provision and the Government had invited bids for future funding need, which were demonstrated and supported by the SPP. The cost of new school places, including Jennett's Park School, had been covered by DfE capital grants and developer contributions over the past three to four years and it was hoped that this position would continue with similar levels of capital grant funding being made available by the Government in future years, however, that was not known at this stage. Although design work relating to the proposed new schools was funded, construction was not funded and therefore financing remained a risk. The Council's capital programme was agreed by the Executive each year.
- 4.38 The Working Group received an oversight of school place procedures which explained the process, governance arrangements and member involvement in relation to the triggers, strategic aspects, planning measures and delivery arrangements. The process consisted of the SPP, School Capacity Strategy, Capital Programme and finally implementation. Governance was carried out via the Pupil Places Planning Project Board, the Education Capital Project Board and Executive approval. Member involvement consisted of the Executive Members for Children, Young People and Learning and for Transformation and Finance, Portfolio Review Groups and the Executive. The Executive Member for Children, Young People and Learning was a member of the Pupil Places Planning Project Board. Although the SPP was no longer a statutory document, unlike some councils, Bracknell Forest continued to prepare one as it was considered to be key to planning school places. Following approval by the Executive, the Plan was agreed by full Council.

School Place Planning Anomalies

- 4.39 In order to highlight school place planning anomalies, the Chief Officer: Strategy, Resources & Early Intervention explained the school place planning process. He advised that although the School Places Plan was no longer a statutory document, unlike some councils, Bracknell Forest continued to prepare and publish one each year as it was considered to be a useful tool to forecast demand for and plan school places.
- 4.40 On becoming an unitary authority, the Borough had inherited the school place planning system utilised by the former Berkshire County Council, which had been computer mainframe based and had become dated. As the system lacked flexibility, became increasingly difficult to operate and maintain, and did not meet the demands of an area such as Bracknell Forest experiencing significant new housing developments, it was reviewed. A new system was then developed and introduced in 2012 which incorporated a sophisticated spreadsheet generating various forecasting models and scenarios. The new system took account of new housing forecasts and processed local data provided by sources including GPs, the NHS and the Office for National Statistics. Although it was challenging to predict future school place needs, officers were confident that the new system provided accurate forecasts and a

degree of certainty. Review of actual outcomes compared with forecast outcomes over the past few years helped to inform this statement. The factors which impacted on school place planning varied from borough to borough and whilst multi-ethnicity played a part in Slough, this was not the case in Bracknell Forest where new housing development was the most significant factor. A survey was undertaken every three years to establish the numbers of children in new houses to inform school place forecasting. This was last undertaken in 2013. The forecasting model calculated the amount of pupils likely to be generated by the number of bedrooms in a property. Although the Department liaised closely with the Council's town planning section regarding the type and timeline of new houses, it was more difficult to predict and monitor expansion of existing properties, through extension or conversion of space, particularly when planning permission was not required.

- 4.41 Bracknell Forest had always fulfilled its statutory duty to provide sufficient school places and typically 80% were in the pupil's home designated area. Although a 15% surplus of school places had been the target in the past, the DfE had advised in 2006/07 that this amount was costly and inefficient and therefore the contingency percentage had been reduced to 5% generally across the Borough and was only 2% in some areas reducing to zero in specific wards, risking the Council's ability to fulfil its duty. This reduction in spare capacity together with expansion had enabled an additional 4,000 new school places, 3,500 at primary and 500 at secondary, to be provided in Bracknell Forest over the past four years. Expansion of schools by the addition of surge classrooms to provide an extra form of entry and new school build assisted with meeting demand. Jennett's Park School had been designed to have three forms of entry if required. All schools had been surveyed over the past three to four years to ascertain whether they had sufficient space to allow expansion. Additional classes had been added at Meadowvale, Holly Spring, Crown Wood and Sandy Lane schools and some schools offered three forms of entry. There was added pressure when people moved into the Borough after the allocation of places and created pressure for more school places. The 16 additional pupils who moved into Bracknell Forest closely following the allocation of places in summer 2013 had been accommodated with some difficulty. When placed in a school more than two miles from their home, primary pupils were entitled to transport funded by the Council, for up to 7 years, and therefore all efforts were made to place them within that distance.
- 4.42 Co-ordinating new school build with housing development was problematic as the first to take up residence often moved in before construction of the school serving the development had been completed, as was the case with Jennett's Park. However, spaces had been available at nearby Great Hollands School and a new footpath link to that school had been provided. There were indices to calculate Section 106 contributions from developers towards the provision of new school build based on the retail price index which could fluctuate. As balancing finances and maintaining a cash flow were challenging, it was sometimes necessary for the Council to borrow money to fund building work if the number of houses built at the time was insufficient to trigger the payment of a contribution. The Jennett's Park development consisted of 1,500 houses and the trigger had been the 456th house constructed. The building of new schools at the beginning of a development by developers to the Council's specification at their own cost was preferable to collecting contributions and this approach would be pursued with future developments. As this lowered school construction costs and good local new schools were an incentive to house buying, this approach would benefit both the Council and builders. Although the

two form entry school built at Jennett's Park was due to cost £6.5m, the construction cost had been £2m lower as the developer had built the school. The re-provision of Garth Hill College had cost approximately £40m with no additional costs falling to the Council's budgets.

- 4.43 School place waiting lists were maintained for one year at a time after which a pupil would need to re-apply for a place on the list for next year. However, most children were content once they had settled into a school and parents decided to avoid the upheaval of moving them. When application forms were processed places were allocated firstly to those who had completed the form on time where places were available. A subsequent allocation round then followed to process late application forms. Some parents disadvantaged themselves by incorrectly completing forms, for example by making one preference only when three were invited or by selecting the same school for all three preferences. A Member highlighted the importance of parents making timely visits to potential schools and having discussions with headteachers before forming preferences. The Admissions Code was complex and the Council offered assistance and support to parents making applications which included staff visiting schools and giving presentations to explain the applications process for which they received positive feedback. School place offer letters and e-mails were despatched on a Friday and a small team of staff would work on the following Saturday morning to offer advice and respond to queries and concerns. The letters highlighted that parents needed to give careful consideration to matters such as siblings and transport when accepting place offers, particularly for out of designated area schools.
- 4.44 As there were ten more places at Ascot Heath Infant School than at its Junior School this was an issue. Although the Council had approached the Junior School with a view to increasing the number of school places, this had proved unsuccessful and as it was a VC school the Council had no power to intervene. Reducing the number of places at the Infant School would not be pursued as they were required. The planning authority had stated that expanding the site of the Junior School would be problematic owing to access issues. The expansion of New Scotland Hill School was also sought although this was prevented by the entrance which was inadequate to cater for additional pupils.

Designated Areas

- 4.45 The Chief Officer: Strategy, Resources & Early Intervention gave a presentation in respect of school designated areas which were geographical boundaries for prioritising applications for school places. Residence in the DA was the highest priority for the majority of school places. Changes to designated areas were subject to statutory consultation and could be contentious and politically sensitive. Although there had been no DA changes in the Borough over the past four years associated with the provision of the additional 4,000 school places, it would become necessary to review boundaries owing to the proposed new housing developments.
- 4.46 The Working Group received maps of the current designated area boundaries of primary and secondary schools in the Borough, which identified three shared primary designated areas, one in north Bracknell and two in Sandhurst. The shared areas were historical and not favoured as they could cause confusion and concern for parents. The impending review of designated area boundaries would seek the creation of areas for the proposed new schools, adjustments to existing boundaries and the removal of shared areas. The school(s) to which

the shared areas were allocated would reflect the associated consultation outcomes.

- 4.47 Members were advised that in March 2012 the Executive had deferred the decision to change designated area boundaries pending the approval of the Site Allocations Development Plan Document which identified sites for new housing developments. The document was subsequently approved by the Executive in July 2013. The new housing programmes were driving the timescales for the new schools and plans for the three new schools at Amen Corner, Warfield West and the Transport Research Laboratory (TRL) site were now well advanced. The approach to changing designated area boundaries consisted of detailed briefings for Executive and Ward Members, internal consultations with headteachers and governors, separate statutory public consultations for each new school, reflection of Bracknell Forest's vision of 'local schools for local people, wherever possible', sufficient designated area pupils for each school to operate efficiently and successfully, schools not to be in competition for pupils, sufficient allowance for parental preference, and an open, fair and transparent process. The Working Group was reminded of the estimated opening dates of the six proposed new schools although some slippage was possible.
- 4.48 It was feasible that the review of designated areas would be undertaken in two phases. As there was no guarantee that the developments would occur, options to manage the process were being considered. It was necessary to consult on designated area boundary changes 18 months prior to the September opening of a new school and therefore timescales were tight and, as building was at the developer's discretion, the Council's control was limited. As VA and private schools did not have designated areas this complicated the admissions process. It was estimated that 15% of pupils living in new developments attended private schools and it was possible that this was also the case with existing housing. It was envisaged that planning applications for some of the new developments would be under consideration shortly which would bring some clarity to the process and timescales. Of the 1,200 new homes to be constructed in Warfield West, the developer had indicated that 87 would be built in the first phase. It was felt that TRL, where 400 new dwellings were to be constructed, may be one of the earlier sites to be developed. This amount of housing would generate sufficient pupils for a two form of entry primary school. An adjacent area in Wokingham Borough, at Hatch Ride, was also due to be developed and it was possible that some children living there could also attend a school at the TRL site. Reference was made to cross Borough border movement concerning Charters Secondary, Oaklands and Hatch Ride Primary Schools.
- 4.49 It was acknowledged that the infrastructure of Bracknell Forest facilitated walking to local schools without crossing main roads.

Annual Admissions Arrangements

- 4.50 The Working Group was briefed in respect of annual admissions arrangements. The arrangements set out Bracknell Forest's:
- Published Admission Numbers
 - Selection criteria
 - Application dates
 - Siblings criteria

- Waiting lists
- Cross border issues
- Admissions appeals
- In year admissions
- Application Process

4.51 Statutory duties were stated in the School Admissions Code 2012. As an Admissions Authority, the Council was obliged to produce and consult on its admissions arrangements annually with the consultation meeting the following timescales:

- Consultation between 1 November and 1 March
- Executive/Executive Member sign off by 15 April
- Publication on the website by 1 May
- Publication of admissions booklets by 1 September

4.52 Secondary Admissions for September 2014 were as follows:

Numbers:

- 1285 places were available in Bracknell Forest schools for year 7 pupils.
- 1177 applications had been received from Bracknell Forest residents for a variety of schools (1000 of these were for Bracknell Forest schools and 177 were for schools outside the Borough).
- 257 applications had also been received from non Bracknell Forest residents for places in the Borough's schools (these applications may not be first preference for local schools).

Process:

- The closing date for applications was 31 October 2013.
- Allocation was ongoing.
- Offer e-mails would be circulated on 1 March and offer letters posted on 3 March, 2014.
- On-line applications – 767.
- Paper applications – 410.

4.53 Primary Admissions for September 2014 were as follows:

Numbers:

- 1491 places were available in Bracknell Forest schools for children commencing in the reception year (there was room for expansion in schools if necessary).
- At the time of the meeting 1512 applications had been received from Bracknell Forest residents.
- The Council was aware of a further 59 Bracknell Forest children who were yet to apply and two reminders had been circulated. However, it was possible that some would not apply for places as they were intending to attend private schools or move out of the Borough.
- On-line applications – 1058.
- Paper applications – 513.

Process:

- The closing date for applications was 15 January 2014.
- Offer e-mails and letters would be despatched on 16 April 2014.

- 4.54 Although the cross border circumstances led to Bracknell Forest's secondary schools experiencing an overall ingress of out of Borough pupils, this was not the case at primary level where a net egress of local children occurred.
- 4.55 Whilst primary school places in September 2014 were currently oversubscribed by approximately 71, this number was expected to reduce in the meantime and could change until the first day of term. Surge classes were in place in key areas and additional funding of £10k was available to provide additional school places although this would not be spent unless it became necessary.
- 4.56 Much work had been invested in successfully developing the new electronic on-line application system which was less cumbersome to operate than a paper system. The new system facilitated automatic cross referencing checks on designated areas etc and although some need for manual checking currently remained, particularly in the interests of testing a new system, the whole process would become automatic in the future. As the small Admissions Team became under pressure owing to the increase in work during the admissions process, additional staffing resources were utilised. The work required certain skills and therefore regular experienced staff were appointed in place of agency staff, who covered maternity leave.

Allocations Whiteboard

- 4.57 The Working Group viewed the School Places Allocations Whiteboard which was created by the projection of an Excel spreadsheet onto a white display board (an image of the Allocations Whiteboard at the time of the meeting is attached at Appendix 4). By setting out the planned admission number (PAN) and the number of places allocated for each year group for every school in the Borough, the Allocations Whiteboard provided up to the minute information concerning school place allocations at a glance and was utilised and greatly appreciated by other officers of the Council, such as town planners and accountants, in addition to admissions officers. The Allocations Whiteboard also indicated which schools had waiting lists, surge classes and nursery classes and those where caution should be applied when allocating places, for example, designated area pupils only in order to balance the number of pupils with SEN or conditions such as Attention Deficit Hyperactivity Disorder (ADHD). By showing the existence of waiting lists and the number of places allocated in each year group of schools, the Allocations Whiteboard also provided an instant indicator of parental preference, the waning or increasing of the popularity of schools, and expansion to accommodate the growing number of pupils starting school in recent years. Surge classes were generally added to cater for more children in lower year groups, but in theory some could be added to higher year groups to accommodate in-year admissions. Although increasing pupil numbers created difficulties for accommodating in-year admissions, the instant visibility of the Allocations Whiteboard assisted; for example on the day of the meeting the admissions officers had been able to offer places at the same school to three children of a family which had recently moved into the Borough. Where the preferred school was fully subscribed, in-year applicants were placed on a waiting list for one term in accordance with legislation and then asked if they wished to remain on the list. It was common for parents to decline

this offer once their child had settled into the allocated school in order to avoid the disruption of changing schools. However, VA schools sought entries to remain on their waiting lists for the entire academic year.

- 4.58 30 April was the school place acceptance deadline and 400 reminders had needed to be sent out. At the date of the meeting, 24 late applications had been received and more were expected. The narrow margin of spare places was anticipated to be sufficient to accommodate late and in-year applications. The on-line application system continued to operate successfully and the Council's Customer Services team could accept on-line school place offers on behalf of parents if requested.
- 4.59 The Allocations database was updated as soon as a school place offer was made and the update was saved overnight. Although the system had been in use for two years, it was not possible to derive allocation trends from it. Officers had been advised that it would not be feasible to re-provide the Allocations Whiteboard in Time Square following the re-location of the Children, Young People and Learning Department to that building. Although the existing process and system would continue at Time Square and admissions officers would be able to view the spreadsheet on a computer screen, other staff would not have such rapid access to the information without the Allocations Whiteboard. The Working Group felt that there must be means to re-provide the Allocations Whiteboard and suggested that efforts should be made to continue this valuable allocations tool. A copy of the Allocations Whiteboard screen and current waiting list information was e-mailed to the Working Group for its information.
- 4.60 It was not anticipated that pupil numbers in existing schools would reduce following the provision of new schools in the north of the Borough. However, the new schools would ease pressure for places.
- 4.61 Attention was drawn to examples of schools with classes of up to 36 pupils in other boroughs. In response, officers advised that the only reason a class in Bracknell Forest would rise above 30, the number limited by infant class size legislation at Key Stage 1, would be due to a successful appeal allowed by an independent Appeals Panel.
- 4.62 In-year applications were made to the maintaining authority. In-year leavers were monitored via leavers' forms which were submitted to the Council by schools. Moves between Bracknell Forest schools were simpler to track than moves into or out of the Borough and the arrival of new children could be unknown unless applications for school places were made. There were regulations governing children missing from education and cases would be referred to Education Welfare for investigation. Occasionally, telephone reporting of school age children seen out of school during school hours occurred and on receipt the Council would network and liaise with adjoining local authorities on such matters.
- 4.63 The military covenant concerning the schooling of children of members of military forces could be an issue as there was a requirement for the Council to respond to posting orders to place such children in their local school and to provide a place in a local school when a member of the military finished their service and settled in an area. This impacted in particular on College Town Junior and Sandhurst Secondary Schools, as they were local to the Royal Military Academy, but could impact on any school. As postings changed and

children left the area, there were currently available school places in the area giving some flexibility to accommodate new arrivals. People retiring from the armed forces would apply for school places for their children in the usual way. The covenant was designed to avoid giving the armed forces any advantage or disadvantage in the school system. As there was some slight confusion as to whether the covenant referred to 'local school' or 'designated area school', which could have implications, it was suggested that the wording and interpretation of the covenant be clarified.

- 4.64 The Government's assumption was that new school places would be provided in academies or through the expansion of an existing good or outstanding school, possibly on a different site. If a school expanded then the senior management would need to be structured to best effect, for example an existing headteacher might take responsibility for both sites or there could be an Executive Headteacher responsible for a federation of two schools, with a deputy headteacher at both. There was a requirement for the original school to be judged as good or excellent in order for it to pursue academy status. Academies were able to refuse entry to a child and where all schools were academies in a borough this could be problematic.

Analysis of Preference Allocation Trends

- 4.65 The Working Group considered a trend analysis of preference allocation over recent years in order to gauge success and likely parental satisfaction. The analysis, which is attached to this report at Appendix 3, provided the number of secondary and primary applications received each year from 2010/11 to date together with the percentage of parents offered one of their preferences over that timeframe and the percentage offered their first, second or third preference in 2013/14 and 2014/15.
- 4.66 Parents were encouraged to choose realistic preferences and state the maximum of three preferences invited on the application form to maximise the possibility of being offered a place at a preferred school. For example, if a parent identified a preference for an out of area school or one for which they did not meet the application criteria, such as church attendance, their application may not be as successful as if they had expressed realistic preferences, particularly if, as a result, they missed the opportunity for their child to attend the local school. The preferences were intended to be equal and the admissions criteria were applied to all preferences. In the event that a child met the criteria of two or more preferences, a place would be offered at the school with the highest listing on the application form where the criteria were met. Waiting lists were composed in the order that criteria were met and places would be offered on that basis also. The Working Group was reminded that home to school distance was measured to distinguish between children living in the designated area competing for a school place, with the shortest distance taking priority, whereas children with SEN took priority for placements as statements would usually identify the school that a particular pupil should attend and related discussions would take place between the admissions and SEN teams. There were occasionally exceptional circumstances where admissions criteria were not adhered to and there had been no instances of siblings being denied places in the current admissions round.
- 4.67 The Working Group received details of the allocations of primary and secondary places in 2014/15 based on the initial allocation of applications received by the respective deadlines together with the combination of allocation criteria

categories for each school. This information provided parents with a statement on how places were allocated at their preferred school should they wish to exercise their right to make an appeal.

Pupil Places Planning Board and the Education Capital Programme Board

- 4.68 The Working Group discussed the Pupil Places Planning Board and the Education Capital Programme Board with officers.
- 4.69 The Pupil Places Planning Board comprised various officers of the Council involved in planning pupil places, including admissions, early years, pre and post-16 and town planners, who discussed factors that influenced it such as the risk schedule, housing completions and parental views. Data was fed into a plan, based on the pupil place projections. An external company had advised on the process and reviewed forecasts and estimates to ensure that they were sufficiently robust. A two page risk summary document (attached at Appendix 5) was circulated to the Working Group.
- 4.70 The Education Capital Programme Board governed the capital programme with a view to meeting demand for new school places focusing on areas of need for additional places and establishing whether there was potential for expansion of existing schools or whether new build was required. Projects were progressed through briefing, design and building stages. The Board met monthly and was chaired by the Director of Children, Young People and Learning. Membership included the Executive Members for Children, Young People and Learning and for Transformation and Finance. The programme included planned maintenance works and smaller projects concerning matters including disabled access, Legionella and asbestos. The Board was subject to much scrutiny and a project initiation document was forwarded to the Working Group.
- 4.71 In this connection, the Working Group was advised that the Head of Property and Admissions was a member of the national Education Building and Development Officers Group (EBDOG) which provided an opportunity for education building and development officers, normally working within the confines of their own local authority, to discuss the impact of proposed changes and issues arising, meet in a different forum, and share experience and knowledge. The Group had been successful in accessing DfE funding streams recently.

5. Conclusions

From its investigations, the Working Group concludes that:

- 5.1 Bracknell Forest has a legal duty to provide school places to children and young people of statutory school age. The demand for school places is difficult to forecast as many factors are outside the Council's control. Also, the Council needs to operate efficiently and not have too many unused school places. This is a difficult balancing act.
- 5.2 The Council has a robust school admissions process in place and meets its statutory obligation to provide sufficient school places for Bracknell Forest often in challenging circumstances such as new residential development resulting in increasing pupil numbers and the displacement of pupils from neighbouring local authorities into Bracknell Forest schools. This conclusion is confirmed by the DfE's view that all local authorities are meeting this obligation to date.
- 5.3 Officers are progressing plans to provide new schools and places to meet future demand resulting from the proposed new residential developments in the Borough in a timely and robust manner.
- 5.4 To ensure that the Council continues to meet its statutory obligation to provide sufficient school places for Bracknell Forest, the allocation of school places and designated areas should be reviewed in the future following the provision of new schools in the Borough and the proposed new housing developments.
- 5.5 The high level of school place preferences allocated is an indicator of parental satisfaction with a successful admissions process. The fact that no siblings were denied a place at the same school in 2014/15 is a further indicator of this. However, as there is no data to confirm parental satisfaction other than the number of admission appeals submitted, a survey of parents of all Year 7 pupils who transferred to secondary school in September 2014 would be informative.
- 5.6 Publicising the presentations given to parents in respect of the allocations process will increase attendance and improve knowledge and understanding of criteria and issues of oversubscription leading to informed preferences and possible improved outcomes for children and parents. Encouraging parents to visit schools earlier in the admissions process and attend school open days will also facilitate well informed preferences.
- 5.7 As there are no free schools in the Borough it is not possible for the Working Group to assess their impact on school places. The conversion of one school to an academy has had minimal impact on school places in Bracknell Forest as it is a VA church school with the power to decide its own admission arrangements. Also, the school continues to buy into many services provided by the Council. However, the adoption of academy status by more schools would have an impact, particular in the case of a local community school which could lead to a boundary change or deletion of a designated area, possibly leaving part of Bracknell Forest without a designated school. The fact that only one school in the Borough has opted to assume academy status is a testament to the support and effective services offered by the Council to its schools.

- 5.8 The Council has been successful in obtaining DfE funding to provide additional schools places and its good budgetary skills and management of the capital programme have been demonstrated.
- 5.9 Full consultation, including meetings with parents, in respect of proposed changes to designated areas associated with new school places provision should be undertaken.
- 5.10 The needs of local children and young people with SEN are being catered for within Bracknell Forest and proposals for additional SEN provision are included in the planning for new schools. The Working Group feel that it is important for such pupils to be educated within their local area to maintain community links and minimise travelling, reflecting the Council's aim to provide local schools for local people, wherever possible.
- 5.11 The wording of the military covenant should be checked to clarify whether it relates to local or designated area schools as the implications of this are significant.
- 5.12 The Allocations database is a useful admissions tool and consideration should be given to re-provision of the Whiteboard in Time Square when the Children, Young People and Learning Department relocates to that building.

6. Recommendations

It is recommended to the Executive Member for Children, Young People and Learning that:

- 6.1 To ensure that the Council continues to meet its statutory obligation to provide sufficient school places for Bracknell Forest, the allocation of school places and designated areas be reviewed in the future following the provision of new schools in the Borough and the proposed new housing developments.
- 6.2 A survey of parents of all Year 7 pupils who transferred to secondary school in September 2014 be undertaken as a further means to gauge parental satisfaction with the admissions process.
- 6.3 The presentations given to parents in respect of the allocations process be publicised to increase attendance and understanding of criteria and oversubscription leading to informed preferences and possible improved outcomes for children and parents.
- 6.4 Parents be encouraged to visit schools earlier in the admissions process and attend school open days in order to facilitate well informed preferences.
- 6.5 Full consultation, including meetings with parents, in respect of proposed changes to designated areas associated with new school places provision be undertaken.
- 6.6 The wording of the military covenant be checked to clarify whether it relates to local or designated area schools as the implications of this are significant.
- 6.7 Consideration be given to re-providing the Admissions Whiteboard in Time Square when the Children, Young People and Learning Department relocates there to maintain the efficiency of the admissions process.

7. Glossary

ADHD	Attention Deficit Hyperactivity Disorder
BFC	Bracknell Forest Council
CE	Church of England
DA	Designated area
DfE	Department for Education
EBDOG	Education Building and Development Officers Group
FE	Forms of entry
NAO	National Audit Office
NOR	Numbers on roll
Ofsted	Office for Standards in Education, Children's Services and Skills
O&S	Overview and Scrutiny
PAN	Planned/published admission number
SALP	Site Allocations Local Plan
SEN	Special Educational Needs
SPP	School Places Plan
TRL	Transport Research Laboratory
VA	Voluntary Aided
VC	Voluntary Controlled

BRACKNELL FOREST COUNCIL

**CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW AND SCRUTINY PANEL
2013/14**

WORK PROGRAMME 2013 – 2014

Terms of Reference for:

SCHOOL PLACES OVERVIEW AND SCRUTINY WORKING GROUP

Purpose of this Working Group / anticipated value of its work:

- | | |
|----|--|
| 1. | To undertake a review of the Council's arrangements for planning and providing places for children in Bracknell Forest's schools, to include the school admissions process and national comparisons. |
|----|--|

Key Objectives:

- | | |
|----|---|
| 1. | To establish whether there are sufficient school places in Bracknell Forest to meet current and future demand. |
| 2. | To determine whether the planning and provision of school places is sufficiently robust. |
| 3. | To consider the greater complexity introduced by the Academies and Free Schools legislation in the planning of school places. |
| 4. | To explore whether the school admissions process is sufficiently robust and not hampered by a shortage of school places. |
| 5. | To review the education capital programme and the availability of funding for school places. |

Scope of the work:

- | | |
|----|---|
| 1. | The planning and provision of school places. |
| 2. | The implications Academies and Free Schools have on pupil place planning and provision. |
| 3. | The school admissions process. |
| 4. | The education capital programme. |
| 5. | Birth rates, demographic trends and the impact of new housing. |
| 6. | School place planning anomalies. |
| 7. | Designated areas. |

Not included in the scope:

- | | |
|----|------------------------|
| 1. | Private school places. |
| 2. | |

Terms of Reference prepared by:

Andrea Carr

Terms of Reference agreed by:

School Places Overview & Scrutiny Working Group

Working Group Structure: Councillors Mrs Birch, Kensall & Mrs Temperton and Mr Briscoe

Working Group Lead Member: Mr Briscoe

Portfolio Holder: Councillor Dr Barnard

Departmental Link Officer: Chris Taylor

BACKGROUND:

1. In the light of growing national concerns over insufficient numbers of school places, it was agreed to add this review to the Children, Young People and Learning Overview and Scrutiny Panel's work programme in 2013/14 to enable the Panel to establish a working group to undertake a review of the planning and provision of school places in the Borough to ensure that demands are being met.

SPECIFIC QUESTIONS FOR THE PANEL TO ADDRESS:

1. Are there sufficient school places in Bracknell Forest to meet current and future demand?
2. Is the planning of school places sufficiently robust?
3. Is the education capital programme meeting the funding of any additional school places required?
4. Does the planning of school places give parents a reasonable preference over which school their child attends?
5. Is the school admissions process sufficiently robust?

INFORMATION GATHERING:

Witnesses to be invited / met

Name	Organisation/Position	Reason for Inviting / Meeting
Janette Karklins	BFC, Director of Children, Young People & Learning	To provide information on planning and provision of pupil places.
Chris Taylor	BFC, Head of Property & Admissions	To provide information on planning and provision of pupil places.
School Places Planning Board	BFC	To explore the pupil forecasting and school place planning processes.
Education Capital Programme Board	BFC	To explore the funding of additional school place requirements.
Councillor Dr Barnard	BFC, Executive Member for Children, Young People and Learning	To provide the Executive Member's perspective on school place provision.

Site Visits

Location	Purpose of visit
None	-

Key Documents / Background Data / Research

1. School Places Plan 2013-2018
2. School Places Executive Report and Annexes 16 October 2012
3. Work to secure sufficient secondary school places in Bracknell Forest - Action arising from the Overview and Scrutiny Commission 01.07.13
4. Capital Funding for New School Places National Audit Office / DoE 15 March 2013
5. School Standards and Framework Act 1998 (as amended)

TIMESCALE

Starting: Autumn 2013

Ending: Spring 2014

OUTPUTS TO BE PRODUCED

1. Report of the review with findings and recommendations.

REPORTING ARRANGEMENTS

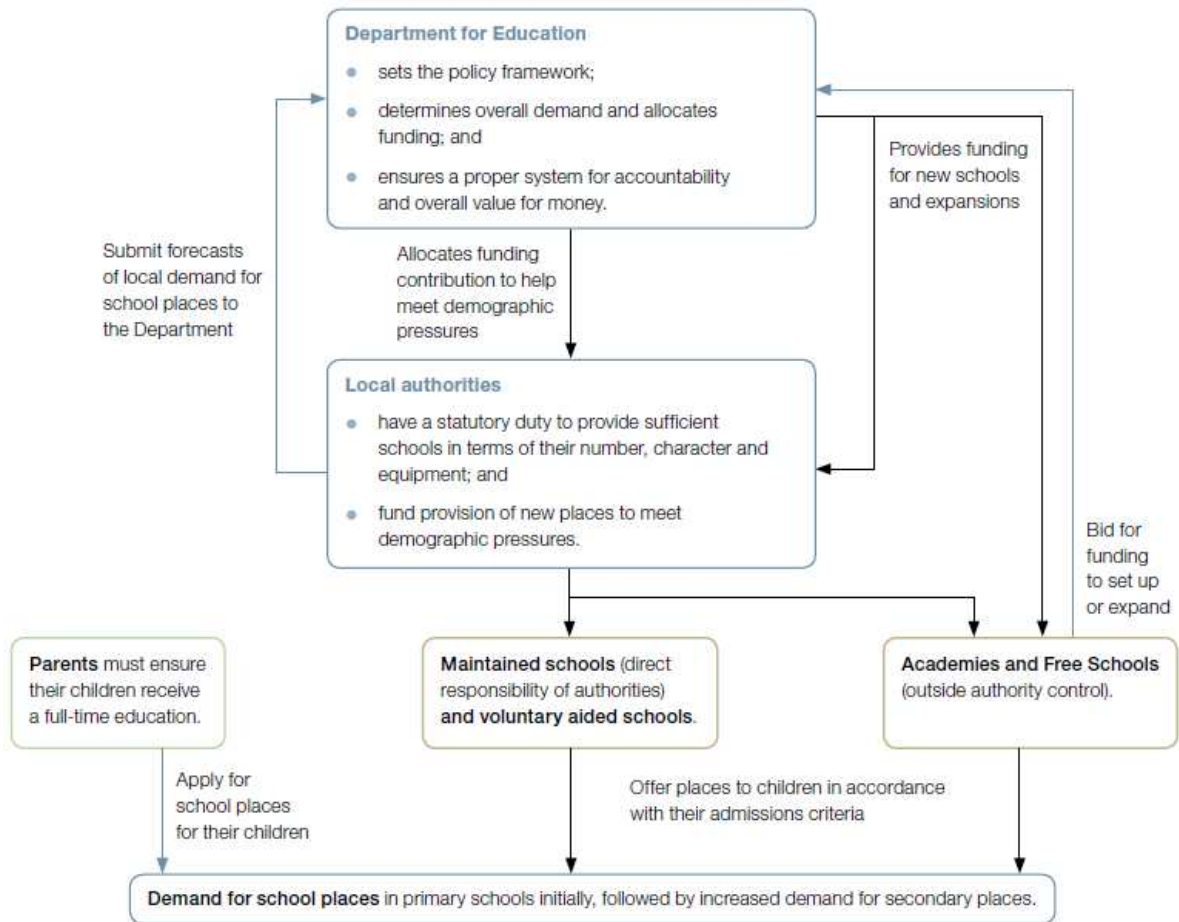
Body	Date
Report to the Children, Young People and Learning Overview and Scrutiny Panel.	11 June 2014

MONITORING / FEEDBACK ARRANGEMENTS

Body	Details	Date
Reporting to Children, Young People and Learning Overview and Scrutiny Panel by Executive Member.	Oral or written report	2014

Roles and responsibilities in providing school places

The Department is responsible for the policy framework and overall value for money. Local authorities are responsible for delivering sufficient schools



- Funding body ➡ Information flow
- Funded school ➡ Funding flow
- Parents

Source: National Audit Office analysis of Department for Education documents and legislation

Analysis of preference allocation

Secondary Admissions

	2010/11	2011/12	2012/13	2013/14	2014/15
No of Applications	1163	1175	1195	1082	1211
Offered one of their preferences	96%	97%	94%	96%	93%

	2013/14	2014/15
Offered 1 st preference	81%	78%
Offered 2 nd preference	10%	11%
Offered 3 rd preference	5%	4%

Primary Admissions

	2010/11	2011/12	2012/13	2013/14	2014/15
No of Applications	1338	1410	1519	1496	1512
Offered one of their preferences	94%	95%	93%	96%	97%

	2013/14	2014/15
Offered 1 st preference	84%	87%
Offered 2 nd preference	9%	8%
Offered 3 rd preference	3%	2%

For further information on the work of Overview and Scrutiny in Bracknell Forest, please visit our website on <http://www.bracknell-forest.gov.uk/scrutiny> or contact us at:

Overview and Scrutiny, Chief Executive's Office, Bracknell Forest Council, Easthampstead House, Town Square, Bracknell, Berkshire, RG12 1AQ,
or email us at overview.scrutiny@bracknell-forest.gov.uk
or telephone the O&S Officer team on 01344 352283

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	
1																				
2																				
3	School name	14/15	Rec	Y1	Y2	J14	Y3	Y4	Y5	Y6	School name	14/15	Rec	Y1	Y2	Y3	Y4	Y5	Y6	
4	Ascot Heath Inf +	70	70	70	70	60	60	60	60	60	St Michaels	35	35	35	35	35	35	35	35	35
5	Jun CE	70	70	70	68	60	60	60	60	60	East CE (VA)	35	35	35	35	35	35	35	32	34
6	Binfield CE (VA)	60	60	60	60		60	60	60	60	St Michaels	30	30	30	30	30	30	30	30	30
7		60	60	60	60		60	60	60	57	Sand CE (VA)	30	30	30	26	28	28	28	28	33
8	Birch Hill (N)	60	60	60	60		60	60	60	60	The Pines (N)	60	60	30	30	30	30	30	30	30
9		60	60	60	60		59	54	53	44		48	51	30	30	28	28	24	21	
10	College Town Inf	90	90	90	90	90	90	90	97	97	Uplands	30	30	30	30	30	30	30	30	30
11	+ Jun (N)	88	71	72	72	68	67	68	78	74		30	30	30	30	30	30	30	30	31
12	Cranbourne	30	30	30	30		30	30	30	30	Warfield CE	30	30	30	30	30	30	30	30	30
13		30	30	30	30		30	28	30	29	(VC)	30	30	30	30	30	30	30	30	29
14	Crown Wood (N)	90	90	90	60		60	60	60	60	Whitegrove	60	60	60	60	60	60(90)	60	60	
15		73	87	80	60		60	56	53	45		60	60	60	60	61	90	60	60	
16	Crowthorne CE	30	30	30	30		30	30	30	30	Wildmoor	30	30	30	30	30	28(30)	28(30)	28(30)	
17	(VC)	30	30	30	30		30	30	30	31	Heath (N)	27	25	23	30	25	31	23	25	
18	Fox Hill (N)	30	30	30	30		30	30	30	30	Wildridings (N)	60	60	60	60	60	45(60)	45(60)	45	
19		30	30	30	30		29	27	22	25		60	60	60	54	51	60	56	34	
20	Green Hollands	60	60	60	60		60	60	60	60	Winkfield St	30	30	30	30	30	30	30	30	30
21	(N)	53	60	60	60		51	60	48	53	Marys CE (VC)	30	29	30	30	30	30	31	29	
22	Harmans Water	90 (120)	90	90	90		90	90	90	90	Wooden Hill (N)	50	50	50	50	50	49	49	49	
23	(N)	120	90	90	90		90	85	87	89		50	50	50	50	49	49	37	45	
24	Holly Spring Inf +	90	120	90	90	90	90	60	60	60	School name	14/15	Rec	Y1	Y2	Y3	Y4	Y5	Y6	
25	Jun (N)	90	111	79	90	90	76	53	60	60	Total Places	1551	1551	1521	1425	1401	1380	1361	1346	
26	Jennett's Park CE	60	60	60	30		30	30	30	30	Places Taken	1517	1503	1473	1394	1322	1327	1266	1213	
27	(VA) (N)	60	60	60	30		30	28	25	17	School name	14/15	Y7	Y8	Y9	Y10	Y11			
28	Meadow Vale (N)	90	90	90	60 (90)		60	60	60	60	Easthampstead	240	240	240	240	240	240			
29		90	90	90	90		60	60	60	59	Park	177	117	144	136	125	173			
30	New Scotland Hill	30	30	30	30		30	30	30	30	Edgbarrow	210	210	210	210	210	180(210)			
31	(N)	30	30	30	30		29	29	30	27		210	210	210	210	208	207			
32	Owlsmoor (N)	76	76	76	70		70(90)	70	70	70	Garth Hill	270	270	270(280)	270	270	240(255)			
33		83	77	80	70		77	67	70	69		270	270	281	267	270	246			
34	Sandy Lane (N)	90	90	90(120)	90		90	90	90	90	Sandhurst	200	200	200	200	200	200			
35		90	87	114	89		87	90	90	76		190	139	169	155	182	203			
36	St Josephs RC	30	30	30	30		30	30	30	30	The Brakenhale	210	210	194(210)	194	194	194			
37	(VA)	30	30	30	30		30	31	30	29		173	160	174	149	179	177			
38	St Margaret	30	30	30	30		30	30	30	30	Ranelagh CE	155	155	155	155	155	147			
39	Clitherow RC	30	30	30	30		30	30	29	28	(VA)	155	157	155	158	159	155			
40	School name	13/14	Rec	Y1	Y2		Y3	Y4	Y5	Y6	Total Places	1285	1285	1295	1269	1269	1246			
41											Places Taken	1175	1053	1133	1075	1123	1161			
42																				
43																				

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PUPIL PLACE PLANNING: REGISTER OF FACTORS INFLUENCING FORECASTS

ID No	Raised by	Date Raised	Description	Potential scale of impact	Potential speed of impact	Unadjusted Impact	Confidence in data or assumption	How data is handled	Owned by	COMMENTS
Factors built into projections methodology – ‘above the line’										
1	ECH	Jun-11	Increase/decrease in birth rate - impact on admission numbers	High	High	High	High	High impact, but high confidence in data	SC	
2	ECH	Jun-11	Large housing developments: Phasing, demolitions, completions and mix	High	Medium	Medium	Medium	Information results from discussions with developers. Good systems in place to track. Strive to improve accuracy by being more detailed.	BH	
3	GS	Jan-12	Small site housing developments: Phasing, demolitions, completions and mix	Low	High	Medium	High	Information largely results from sites with planning permission. Good systems in place to track. Strive to improve accuracy by being more detailed.	BH	
4	ECH	Jun-11	Pupil yield from housing	High	High	High	Medium	Confidence in data. Refreshed yields in 2013 based local research. Be aware of evidence of changes.	BH	
5	GS	Jan-12	Housing developments: Schools likely to be attended	Medium	Medium	Medium	Low	Possibility of monitoring recent developments to get up to date trends.	LA	
6	GS	Jan-12	Housing developments: Pupils moving in-Borough or new to Borough	Medium	Medium	Medium	Low	Use planning research and assumptions where possible. Possibility of monitoring recent developments to get up to date trends.	BH	
7	GS	Jan-12	Primary/secondary transfers	Medium	Medium	Medium	High	High quality data available	LA	
11	ECH	Jun-11	Changes in cross border movements eg designated area and LA boundary issues	Medium	Medium	Medium	Low	Monitor trends	CT	Notably affects secondary numbers in Bracknell North. In particular RBWM re Charters and Wokingham re St Crispins
Factors built into projections methodology – ‘below the line’										
8	ECH	Jun-11	Raising of participation age (RPA)	Low	Medium	Low	Medium	Monitor trends	MS / SL	
9	ECH	Jun-11	Parental preferences eg to new schools or impact of OFSTED inspections on secondary schools	Medium	Medium	Medium	Medium	Monitor individual school inspection outcomes and possible impact on parental choice	RW	

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10	GS	Jun-11	Parental preference for denominational or selective secondary education	Low	Low	Low	Low	Monitor trends	LA	
21	GS	Apr-13	Parental preference for denominational or selective primary education	Medium	Low	Low	Low	Monitor individual school changes and possible impact on parental choice	LA	May be significant as new schools are opened. Linked to 13
12	ECH	Jun-11	Immigration/emigration e.g. Nepali and Eastern European groups	Medium	Medium	Medium	Low	Monitor NI data, Schools Census, other sources of hard evidence and trends evidenced in local service take up	SC	
13	ECH	Jun-11	Development of Academies/free schools eg Holyport (secondary) - effect on popularity and possible changes in DA and/or admissions numbers	Medium	Medium	Medium	Medium	Monitor individual school changes and possible impact on parental choice	RW / CT	
14	ECH	Jun-11	Provision for, and numbers of, pupils with special educational needs	Medium	Medium	Medium	High	High quality data available	SMcK	
15	GS	Jun-11	Provision for, and numbers of, pupils out of school eg at PRU	Low	Low	Low	High	High quality data available	RW	
16	ECH	Jun-11	Movements in or out of other provision – home educated or private schools	Medium	Medium	Medium	Low	Monitor anecdotal and published evidence and trends	RW	Home education numbers stable. If have closure of a private school then implication on local demand for places
17	GS	Jun-11	Within year mobility eg movements of traveller communities, armed forces mobility, casual admissions	Low	High	Medium	Medium	Unpick variables and treat as accurately as possible. High quality data available for some factors. Monitor trends	RW	
18	GS	Jul-12	Economic vitality of Bracknell Forest	Medium	Low	Low	Low	Local economic assessments (when published). Local indicators on BORIS	GS	
19	SJ	Jul-12	Families with children with SEN tend to live in new houses, with adaptations made, and want to attend school close to new home.	Low	Medium	Low	Low	Anecdotal evidence. Small numbers but significant impact on facilities required in local schools	GS	Need to be aware when planning new schools
20	GS	Jan-13	Early indication of trends in births and numbers 0 to 4 in Early Years settings	Low	Medium	Low	High	Some actuals based on services provided. Some anecdotal	KF	
22	GS	Apr-13	Changes to benefits causing family mobility	Low	Low	Low	Low	Anecdotal evidence.	KF	

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Standard Guidance Notes for Prioritisation

These tables set out the guidance as to what is defined in terms of likelihood and impact

Likelihood Description	Definition
High (3)	Risk is likely to occur (70% - 100%)
Medium (2)	Risk may occur (but is not inevitable) (30% - 70%)
Low (1)	Risk is unlikely to occur (i.e will only occur in exceptional circumstances) (0% - 30%)
Impact Description	Definition
High (3)	<p>Risks resulting in –</p> <ul style="list-style-type: none"> • Extensive permanent or long term injuries / sickness • Loss of life • Long or medium term interruption to school activities • Adverse national publicity • Difficult to handle local press interest • Negative consequences for most pupils, staff or parents • Litigation almost certain and difficult to defend • Material financial loss • Breaches of law punishable by imprisonment or issues considered critical by OFSTED Inspectors
Medium (2)	<p>Risks resulting in –</p> <ul style="list-style-type: none"> • Medical treatment required • Short term interruption to school activities • Negative consequences for many pupils, staff or parents • Litigation to be expected • Significant financial loss • Breaches of law punishable by fines or issues considered important by OFSTED Inspectors • Breaches of national or professional regulations/standards
Low (1)	<p>Risks resulting in –</p> <ul style="list-style-type: none"> • No injuries beyond “first aid” level • Minor or no significant disruption to school activities • Negative effects on a few pupils, staff or parents only • Unlikely to cause complaint/litigation • Negligible financial loss • Breaches of local procedures/standards

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**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
11 JUNE 2014**

**EXECUTIVE KEY AND NON-KEY DECISIONS RELATING TO
CHILDREN, YOUNG PEOPLE AND LEARNING
Assistant Chief Executive**

1 PURPOSE OF REPORT

- 1.1 This report presents scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning for the Panel's consideration.

2 RECOMMENDATION(S)

- 2.1 **That the Children, Young People and Learning Overview and Scrutiny Panel considers the scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning appended to this report.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To invite the Panel to consider scheduled Executive Key and Non-Key Decisions.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 SUPPORTING INFORMATION

- 5.1 Consideration of Executive Key and Non-Key Decisions alerts the Panel to forthcoming Executive decisions and facilitates pre-decision scrutiny.
- 5.2 To achieve accountability and transparency of the decision making process, effective Overview and Scrutiny is essential. Overview and Scrutiny bodies are a key element of Executive arrangements and their roles include both developing and reviewing policy; and holding the Executive to account.
- 5.3 The power to hold the Executive to account is granted under Section 21 of the Local Government Act 2000 which states that Executive arrangements of a local authority must ensure that its Overview and Scrutiny bodies have power to review or scrutinise decisions made, or other action taken, in connection with the discharge of any functions which are the responsibility of the Executive. This includes the 'call in' power to review or scrutinise a decision made but not implemented and to recommend that the decision be reconsidered by the body / person that made it. This power does not relate solely to scrutiny of decisions and should therefore also be utilised to undertake pre-decision scrutiny.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

No advice was sought from the Borough Solicitor, the Borough Treasurer or Other Officers or sought in terms of Equalities Impact Assessment or Strategic Risk Management Issues. Such advice will be sought in respect of each Executive decision item prior to its consideration by the Executive.

7 CONSULTATION

None.

Background Papers

Local Government Act 2000

Contact for further information

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CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW & SCRUTINY PANEL

EXECUTIVE WORK PROGRAMME

REFERENCE	I046248
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TITLE: Education Capital Programme - Owlsmoor Primary School Award of Contract

PURPOSE OF DECISION: To approve the award of contract for the Owlsmoor Primary School expansion works.

FINANCIAL IMPACT: Within existing budget

WHO WILL TAKE DECISION: Education Capital Programme Contracts Committee

PRINCIPAL GROUPS TO BE CONSULTED: Headteacher, Governing Body, Education Capital Programme Board.

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: Not before 20 May 2014

REFERENCE	I045775
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TITLE: Education Capital Programme - The Brakenhale School Award of Contract

PURPOSE OF DECISION: To award the contract for the Brakenhale School Phase 4 works.

FINANCIAL IMPACT: Within existing budget

WHO WILL TAKE DECISION: Education Capital Programme Contracts Committee

PRINCIPAL GROUPS TO BE CONSULTED: Headteacher
School Governing Body
Education Capital Programme Board

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: Not before 20 May 2014

REFERENCE	1038226
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TITLE: Education Capital Programme - The Pines Primary School Award of Contract

PURPOSE OF DECISION: To award the contract for the capacity works at The Pines Primary school

FINANCIAL IMPACT: Central Government grant

WHO WILL TAKE DECISION: Education Capital Programme Contracts Committee

PRINCIPAL GROUPS TO BE CONSULTED: Headteacher
School Governing Body
Education Capital Programme Board

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: Not before 20 May 2014

REFERENCE	1046270
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TITLE: Education Capital Programme Award of Contract

PURPOSE OF DECISION: To seek approval for award of contract for Garth Hill College expansion be delegated to the Director of Children, Young People & Learning.

FINANCIAL IMPACT: Contained within the report.

WHO WILL TAKE DECISION: Education Capital Programme Contracts Committee

PRINCIPAL GROUPS TO BE CONSULTED:

METHOD OF CONSULTATION:

DATE OF DECISION: Not before 20 May 2014

REFERENCE	1044209
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TITLE: Troubled Families Programme - Progress to date

PURPOSE OF DECISION: To update The Executive on the Troubled Families Programme.

FINANCIAL IMPACT: Within existing budget.

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Corporate Management Team
 Children, Young People & Learning Departmental Management Team
 Family Focus Reference Board
 Local Strategic Partnership Board
 Children and Young People Board

METHOD OF CONSULTATION: Meeting with interested parties.

DATE OF DECISION: Not before 20 May 2014

REFERENCE	1047330
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TITLE: Contract Standing Orders: Delegation of Powers to Schools

PURPOSE OF DECISION: That the Executive Member for Children, Young People and Learning delegates authority to approve Procurement Plans to schools.

FINANCIAL IMPACT: Not applicable.

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Sally Hendrick, Head of Audit and Risk Management
 Simon Heard, Assistant Borough Solicitor
 Rob Atkins, Head of Procurement
 David Watkins, Chief Officer, Strategy, Resources & Early Intervention

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: 2 Jun 2014

REFERENCE	I045650
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TITLE: Adoption Service Statement of Purpose and Annual Report 2014

PURPOSE OF DECISION: The Care Standards Act 2000 and National Minimum standards 2011 form the basis of the regulatory framework for the conduct of adoption agencies. It is a requirement for an Annual report to be presented to the Executive.
The purpose of the decision is to approve the Annual Report.

FINANCIAL IMPACT: There are no financial implications

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Family Placement Team
CSCMT
DMT

METHOD OF CONSULTATION: Bracknell Forest adoptive parents

DATE OF DECISION: 10 Jun 2014

REFERENCE	I045646
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TITLE: Fostering Services Statement of Purpose and Annual Report

PURPOSE OF DECISION: The Care Standards Act 2000 and National Minimum standards 2010 form the basis of the regulatory framework for the conduct of adoption agencies. Under 18.1 of the National Minimum Standards the Local Authority is required to have a clear statement of purpose which is available to and understood by staff, volunteers, children, birth parents and guardians, prospective adopters and adopters, and is reflected in any policies, procedures and guidance.

The Care Standards regulations 2010 and National minimum standards form the basis of the regulatory framework for the conduct of foster care agencies. It is a requirement for the Statement of Purpose for the Foster Care Service be reviewed and approved by the Executive on an annual basis. The purpose of this report is to seek approval for the Statement of Purpose for 2014

It is a requirement for the Executive member for Children & Young People to formally approve the statement of purpose and children's guides at least annually.

FINANCIAL IMPACT: There are no financial implications.

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Family Placement Team, CSCMT & DMT

METHOD OF CONSULTATION: Bracknell Forest adoptive parents.

DATE OF DECISION: 10 Jun 2014

REFERENCE	I045639
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TITLE: Larchwood Short Break Unit's Statement of Purpose 2014 and Annual Report

PURPOSE OF DECISION: The purpose of this report is to seek approval for the revised Statement of Purpose and Annual Report for the Larchwood Short Break Unit for 2014.

FINANCIAL IMPACT: No financial implications

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED:

METHOD OF CONSULTATION: Whilst there are not significant changes the statement of purpose is shared with the staff team at Larchwood for comments, is reviewed and approved by the children's Social Care Management Team and informed by comments by parents as part of the annual Aiming High for Disabled Children consultation with parents and children/ young people.

DATE OF DECISION: 10 Jun 2014

REFERENCE	I045642
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TITLE: Private Fostering Statement of Purpose 2014

PURPOSE OF DECISION: To approve the Statement of Purpose for Private Fostering 2014.

FINANCIAL IMPACT: No financial implications.

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Family Placement Team

CSCMT

LSCB

DMT

METHOD OF CONSULTATION: In writing to the Director of Children Young People & Learning.

DATE OF DECISION: 10 Jun 2014

REFERENCE	I046945
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TITLE: Broadband and Internet Related Services to Schools - Contract Extension

PURPOSE OF DECISION: To approve a two year extension to the current contract for the provision of broadband and internet related services to Bracknell Forest schools.

FINANCIAL IMPACT: Funded entirely by schools from their delegated budgets.

WHO WILL TAKE DECISION: Director of Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Headteachers, members of the Schools ICT Advisory Group, Schools Forum

METHOD OF CONSULTATION: All Headteachers have been consulted on the options for the renewal of this centrally procured contract. The matter has also been discussed with the Schools Forum.

DATE OF DECISION: 24 Jun 2014

REFERENCE	I047328
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TITLE: Release of Section 106 Funding

PURPOSE OF DECISION: To agree the use of Section 106 funds as part of the 2014/2015 Education Capital Programme.

FINANCIAL IMPACT: Within existing budget

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Headteachers, Education Capital Programme Board, Ward Councillors affected.

METHOD OF CONSULTATION: Meetings with schools, Education Capital Programme Board meetings and communication with Ward Councillors

DATE OF DECISION: 24 Jun 2014

REFERENCE	I047112
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TITLE: Term Dates 2015-16

PURPOSE OF DECISION: To agree the Term dates for community and voluntary controlled schools for 2015/16.

FINANCIAL IMPACT: No financial implications

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Headteachers within Bracknell Forest, Chairs of Governors, Union representatives and neighbouring authorities.

METHOD OF CONSULTATION: By email.

DATE OF DECISION: 24 Jun 2014

REFERENCE	I045629
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TITLE: Community Learning Development Plan 2014/15

PURPOSE OF DECISION: To endorse the Community Learning Development Plan for 2014/15 and to recommend to Council for adoption.

FINANCIAL IMPACT: N/A (Community Learning funded by the Skills Funding Agency).

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: N/A

METHOD OF CONSULTATION: N/A

DATE OF DECISION: 22 Jul 2014

REFERENCE	I046268
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TITLE: Education Capital Programme - Cranbourne Primary School Award of Contract

PURPOSE OF DECISION: To approve the award of contract for the Cranbourne additional classrooms works.

FINANCIAL IMPACT: Within existing budget

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Cranbourne School, Education Capital Programme Board

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: 22 Jul 2014

REFERENCE	I047781
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TITLE: Pan Berkshire Adoption Service

PURPOSE OF DECISION: To approve the proposal for establishing a Berkshire Shared Adoption Service arrangement, subject to satisfactory negotiations.

FINANCIAL IMPACT: Currently being assessed.

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Children's Services Management Team
Department Management Team
Adopters

METHOD OF CONSULTATION: Information and, limited, consultation sessions have taken place with staff from the existing adoption services in the four authorities during 2013.
Service Managers, Team Managers and Assistant Team Managers
Adoption Managers meetings
Managers and social workers from the existing Adoption and Fostering Teams
Meetings with Adopters from all Berkshire Local Authorities

DATE OF DECISION: 22 Jul 2014

REFERENCE	I047693
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TITLE: The Blue Mountain Programme: Delivery Strategy for the Learning Village and Community Facilities

PURPOSE OF DECISION: That the Executive approve the delivery strategy for the Learning Village (A nursery, two form entry primary and seven form entry secondary all through school) and community facilities for the site at Blue Mountain

FINANCIAL IMPACT: To be determined

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Corporate Management Team and Blue Mountain Project Steering Group

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: 22 Jul 2014

REFERENCE	I037634
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TITLE: Construction Framework Procurement Plan

PURPOSE OF DECISION: To approve the procurement plan for the Construction Framework.

FINANCIAL IMPACT: Within existing budget.

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning, Director of Children, Young People & Learning, Director of Corporate Services, Executive Member for Transformation & Finance

PRINCIPAL GROUPS TO BE CONSULTED: Head of Procurement
Category Manager
Assistant Borough Solicitor
Education Capital Programme Board

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: 16 Sep 2014

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