

NOTICE OF MEETING

CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL

**Monday, 16th November, 2015, 7.00 pm - Civic Centre, High Road,
Wood Green, N22 8LE**

MEMBERS: Councillors Kirsten Hearn (Chair), Mark Blake, Clive Carter, Toni Mallett, Liz Morris, Reg Rice and Charles Wright

Co-optees/ Non Voting Members: Ms Y. Denny (Church of England representative), Mr C. Ekeowa (Catholic Diocese representative), Mr L. Collier (Parent Governor), and Mr. K. Taye (Parent Governor).

Quorum: 3

1. FILMING AT MEETINGS

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2. APOLOGIES FOR ABSENCE

3. ITEMS OF URGENT BUSINESS

The Chair will consider the admission of any late items of urgent business (late items will be considered under the agenda item where they appear. New items will be dealt with as noted below).

4. DECLARATIONS OF INTEREST

A member with a disclosable pecuniary interest or a prejudicial interest in a matter who attends a meeting of the authority at which the matter is considered:

- (i) must disclose the interest at the start of the meeting or when the interest becomes apparent, and
- (ii) may not participate in any discussion or vote on the matter and must withdraw from the meeting room.

A member who discloses at a meeting a disclosable pecuniary interest which is not registered in the Register of Members' Interests or the subject of a pending notification must notify the Monitoring Officer of the interest within 28 days of the disclosure.

Disclosable pecuniary interests, personal interests and prejudicial interests are defined at Paragraphs 5-7 and Appendix A of the Members' Code of Conduct.

5. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

To consider any requests received in accordance with Part 4, Section B, Paragraph 29 of the Council's Constitution.

6. MINUTES (PAGES 1 - 8)

To approve the minutes of the meeting of 9 July 2015.

7. SCHOOL PLACES (PAGES 9 - 44)

To receive a report on planning arrangements for school places.

8. CHILD OBESITY (PAGES 45 - 52)

To report on what is being done locally to address the issue of child obesity.

9. CABINET MEMBER QUESTIONS

To consider and question the Cabinet Member for Children and Families on key issues arising from Corporate Priority 1 – Best Start in Life and, in particular;

- Finance issues;
- Looked After Children; and
- Plans for Children's Centres.

10. WORK PROGRAMME UPDATE (PAGES 53 - 60)

To consider the future work plan of the Panel.

11. NEW ITEMS OF URGENT BUSINESS

To consider any items admitted at item 3 above.

12. DATES OF FUTURE MEETINGS

- 1 February 2016; and
- 3 March 2016.

Rob Mack

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Bernie Ryan

Assistant Director – Corporate Governance and Monitoring Officer

River Park House, 225 High Road, Wood Green, N22 8HQ

6 November 2015

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Councillors Berryman, M Blake, Hearn (Chair), Ibrahim and Morris

CYPS36. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Akwasi-Ayisi, Mr Collier, Ms Denny and Mr Taye.

CYPS37. DECLARATIONS OF INTEREST

None.

CYPS38. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

None.

CYPS39. JOINT MENTAL HEALTH AND WELLBEING FRAMEWORK

Tamara Djuretic, Assistant Director of Public Health, introduced the draft Joint Mental Health and Wellbeing Framework. The panel was informed the proposed framework had been developed with a range of stakeholders and experts across the local health and social care economy. It was noted that the framework set out a high level vision for mental health and wellbeing in Haringey.

The Panel was informed that the total spend on mental health in Haringey (including substance misuse) for 2013-14 was over £51 million. This equated to 11% of the total CCG budget and 6% of the Council's. Tamara Djuretic noted the level of spend going to acute services versus community services was unsustainable moving forward.

The Panel discussed the aims of the framework and Tim Deepprose, Assistant Director, Mental Health Commissioning, Haringey CCG, advised that there were four priorities;

- Promoting mental health and wellbeing and preventing mental ill health across all ages;
- Improving the mental health outcomes of children and young people by commissioning and delivering effective, integrated interventions and treatments and by focusing on transition into adulthood;
- Improving mental health outcomes of adults and older people by focusing on three main areas: meeting the needs of those most at risk; improving care for people in mental health crisis; improving the physical health of those with mental-ill health and vice versa;
- Commissioning and delivering an integrated enablement model using individuals, families and communities' assets as an approach to support those living with mental illness to lead fulfilling lives

Mr Deepprose commented that recommendations from previous scrutiny reviews relating to mental health had been incorporated into the overall framework. The priorities had been shaped in line with these scrutiny recommendations.

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The Panel was asked to note that consultation feedback had been generally positive, although suggestions for improvement, set out in the report to the panel, had been received. During the discussion, reference was made to the following:

- The national and local policy context;
- The role of Haringey's Mental Health and Wellbeing Framework Expert Reference Group;
- The mental health needs of Haringey's residents;
- Timescales and governance arrangements for delivery of the framework;
- Lord Bradley's review (2009) of people with mental health problems or learning disabilities in the criminal justice system;
- The mental health needs and the effectiveness of provision for young offenders in custody and in the community; Recent mental health inquiries conducted by Select Committees appointed by the House of Commons;
- The importance of having a whole system approach to integration and enablement, including the need for effective pathways into employment and housing;
- The impact of population growth and the sources of information that had been used to develop the framework, including the local Joint Strategic Needs Assessment on mental health in children, young people, adults and older people; Mental Health HaringeyStat; Public Health England's mental health profiles and the CCG's and Council's financial information;
- The importance of ensuring mental health services were appropriate for Haringey's diverse communities;
- The redevelopment of the St Ann's Hospital site;
- The services available for looked after children;
- The use of strength and difficulties questionnaires;
- Recent articles in The Times newspaper (12 March, 2015) concerning child mental health;
- Services provided by Tavistock Portman; and
- The work being carried out by Catherine Swaile, Vulnerable Children's Joint Commissioning Manager, Haringey CCG.

The Panel was informed that the framework would be finalised for the Health and Wellbeing Board meeting on 24 March 2015. The Panel agreed it would be useful to receive an update on the actions outlined in Appendix V of the framework in 6-12 months time.

The Chair thanked Tamara Djuretic, Tim Deepprose and Catherine Swaile for their attendance.

AGREED:

1. That the report be noted.
2. That subject to further discussion with the Overview and Scrutiny Committee, the panel agreed an update on the Joint Mental Health and Well Framework, should be included in the scrutiny work programme for 2015/16.

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CYPS40. TRANSITION FROM CHILD MENTAL HEALTH SERVICES TO ADULT MENTAL HEALTH SERVICES: ADULTS AND HEALTH SCRUTINY PANEL PROJECT REPORT

The Chair of the Adults and Health Scrutiny Panel introduced the project report of the Adults and Health Scrutiny Panel. It was recognised transition within mental health services at the age of 18 years could be problematic for many reasons. During discussion concerns were raised about the “cliff-edge of lost support”. From a point where young people received regular, focused support for their mental health needs it was noted that by turning 18, young people could find themselves on their own, unprepared for the shift from a child-centred developmental approach to an adult care model.

It was explained that evidence had been gathered from a variety of stakeholders including; Barnet, Enfield and Haringey NHS Mental Health Trust, Haringey CCG, Mind in Haringey, Open Door, Young Minds, First Step, Camden and Islington Mental Health Services and, importantly, Haringey’s front line staff in Children’s and Adult Mental Health Services.

The Chair highlighted a number of issues, set out in the Panel project report, including:

- The need for young people to be supported right through from age 0-25
- The proposed “Heads-Up for Haringey” model
- The need for information sharing across agencies
- Concerns about levels of funding for Child and Adolescent Mental Health Services.

The Panel agreed the new Joint and Mental Health Wellbeing Framework (discussed under item 6 on the agenda) was an opportunity to improve mental health services and to improve the mental health and wellbeing outcomes for Haringey residents. The Chair of the Adults and Health Scrutiny Panel commented that taking the Panel’s recommendations forward, as part of the framework, would help ensure there was no “cliff-edge”.

AGREED:

That the recommendations, set out in the Transition from Child Mental Health Services to Adult Mental Health Services: Adult and Health Scrutiny Panel Project Report, be agreed and that the final report be considered for approval by the Overview and Scrutiny Committee on 26 March 2015.

CYPS41. MINUTES

AGREED:

That the minutes of the meeting of 22 January 2015 be approved.

CYPS42. YOUNG PEOPLE IN THE YOUTH JUSTICE SYSTEM

Gill Gibson, Assistant Director for Children’s (Quality Assurance, Early Help, and Prevention) reported that current performance levels for the Youth Offending Service were the best that had been recorded by the service since

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records began. The number of first time entrants for Haringey for the third quarter of 2014 was both better than similar local authorities and the average for London. 37 young people from Haringey had been sentenced to a custodial sentence at quarter 3 of 2014. This represented the lowest number of Haringey young people entering custody in a 12 month period since this measure had been collated.

The reoffending rate was 40.9 %, which was the lowest that it has been since 2011, representing a reduction of 6.3% in the last 12 months. The size of caseloads had been the most challenging area of performance to address but had recently seen a dramatic decrease. However, the degree of complexity of cases had increased. Work to prevent re-offending was undertaken through a range of interventions. The focus was now on earlier intervention and there had been particular success with restorative justice.

In answer to a question, Ms Gibson reported that the figures were taken from the most recent Police data and included statistics regarding all of those young people arrested within the borough. However, it was possible that some young people might live in the borough and offend elsewhere. In respect of restorative justice, the Panel noted that it was a very structured process and required the consent of the victim. She agreed to find out if there was information available regarding the demography of young people who were arrested.

Councillor Mark Blake reported that successful interventions had been undertaken by several schools within the borough. Arrest rates had increased and this had been due to the fact that stop and search was not being used as widely as before. He noted that 86% of gang members were from black and minority ethnic communities but that this had not been reflected in the case load of the Youth Offending Service.

The Panel noted that there had been an application for a free school to be established within the borough for young offenders who had been in prison. The aim was to give them the opportunity to gain qualifications and to support them in their efforts to keep out of trouble. There was also a lot of diversionary work undertaken within the borough including, for example, the boxing academy. In answer to a question, Ms Gibson reported that there was also specific work aimed at young women and girls. It was suggested that a briefing paper be provided for a future meeting of the Panel on diversionary activities.

It was noted that the legal principle of joint enterprise could have serious consequences for young people and there was a lack of awareness amongst them regarding its implications. How to get important messages like this across to young people was being considered as part of the work to develop the Young People's Strategy.

AGREED:

1. That further information be requested regarding the demography of young people coming to the attention of the Youth Offending Service; and

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2. That a report be submitted to a future meeting of the Panel on diversionary activities for young people.

CYPS43. SUPPORT FOR DISABLED CHILDREN AND CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/SEN REFORM

The Chair thanked officers for the responses that had been provided for the issues that she had raised. The Panel noted that 56 disabled children and children with special educational needs from the borough were attending university. There were currently around 1400 children and young people in total with a statement of special educational needs. A high proportion of these were children and young people with autism. 474 were in some form of further education. However, 114 young people were currently not in education, employment or training and their progress would need to be tracked carefully as there was a risk that they might be drawn into offending. Panel Members requested that information be provided on how the performance of young people with special educational needs and disabilities compared with other young people.

The Panel noted that the statementing process was onerous. There was a higher percentage of statemented children and young people in the east of the borough. Its incidence was related to deprivation and correlated strongly with socio-economic factors.

In answer to a question, it was noted that there were a lot of resources available for schools to support them in addressing the needs of pupils with special educational needs. This included training for Special Educational Needs Coordinators (SENCOs).

Vicki Monk-Meyer, Head of Integrated Service for children with Special Educational Needs and Disabilities, reported that Blanche Nevile School was a unique Haringey school that addressed the needs of deaf children. However, the deaf population was changing due to use of cochlear implants which could enable previously deaf people to hear. Not many adults had as yet benefitted from this as they had not been available for long. However, their introduction had received a cautious reception from the British Sign Language (BSL) community.

The Panel requested information regarding the physical accessibility of schools within the borough. It was noted that there had previously been an access grant available. Under the provisions of the Disability Discrimination Act, schools were required to make "reasonable adjustments" to their premises in order to make them accessible to people with disabilities. It was noted that accessibility was also an issue for parents, carers and staff. All new builds were focussed upon these issues. The Chair commented that the most important issue was that information was held on the accessibility of individual schools.

AGREED:

That the Panel be provided with further information on;

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- How the performance of disabled children and children with Special Educational Needs compared with other children and young people; and
- The accessibility of schools for people with a physical disability.

CYPS44. BULLYING AND HATE CRIME IN SCHOOLS

Anji Philips, Interim Assistant Director for Schools and Learning, reported that responsibility for dealing with bullying and hate crime now rested with schools. The Council nevertheless had access to a range of data. It was not able to identify individual schools where incidents took place but the numbers were nevertheless small.

The Panel noted that Haringey's Standing Advisory Council for Religious Education (SACRE) had produced detailed guidance for schools. In addition, a paper had also been produced for the Local Safeguarding Children's Board on Ofsted judgements on safeguarding for schools within the borough that focussed on how they dealt with hate crime and bullying. This gave reassurance that practice was good or outstanding in all but two schools. Any complaints regarding incidents in schools were considered by school governing bodies. There were some schools where a lot of issues were raised but Panel Members were of the view that this might be due to them encouraging people to report issues.

In respect of the Prevent initiative, Ms Philips reported that a lot of referrals had been received. A substantial amount of training had been carried out as part of the initiative and schools had embraced the agenda. The Council was looking to bid for additional resources for the initiative.

The Panel noted that pupils could move to another school to avoid being excluded from their present school. The local authority did not have any specific responsibilities when pupils were given fixed term exclusions. Panel Members commented that the figure of 122 for exclusions from primary schools appeared to be high, especially bearing in mind that some schools did not exclude children.

In respect of the Prevent initiative, the Panel felt that it would be useful for Panel Members to receive a briefing on the implications of the Counter Terrorism Act 2015.

AGREED:

That a briefing be provided for Members of the Panel on the implications of the Counter Terrorism Act.

CYPS45. WORKPLAN

AGREED:

That the report be noted.

CYPS46. YOUNG PEOPLE'S STRATEGY 2015-18

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The Panel agreed to admit this item as a late item of urgent business. At the agreement of the Chair, the Panel were addressed by Ms S Chandwani, a local resident. She requested clarification of the budget reductions in services for young people. It had been reported that the savings were to be £1.6 million but the Council's budget papers had stated that the savings were £2.1 million. She was of the view that the Young People's Strategy needed to be communicated to young people in a way that they would understand. In addition, if young people were to be involved in feeding back on the Strategy, they would need to see some sort of tangible results. She stated, following the campaign against the budget cuts to services for young people, what happened going forward now needed to be addressed. However, trust with the young people who had been campaigning needed to be re-established. The young people were putting together their own thoughts on what should be in the strategy, which they wished to present to the Council and they had requested that a group of local residents advocate on their behalf. She stated that the group of young people came from service users of Bruce Gove Youth Centre. She felt that it was important young people were engaged with so that they were encouraged to respond constructively to the changes.

Jon Abbey, the Interim Director of Children's Services, stated that the voice of young people was hugely important and input from them would be very welcome. Measures were being taken to communicate the strategy to young people in a way that was more accessible to them. He hoped that the engagement process would include a wide range of organisations representing young people. The Panel noted that the strategy focussed on young people in general and was not just about what the Council could deliver.

Panel Members stated that they wished to see a commitment to maintain universal services in the most deprived areas, such as Bruce Grove. It was also important that links were developed with other relevant services such as child and adolescent mental health services (CAMHS) and the Pupil Referral Unit (PRU).

Gill Gibson, Assistant Director (Quality Assurance, Early Help and Prevention) reported that the budget reductions were for both the Youth Service and the Youth Offending Services combined and came to £2.1 million in total. The reduction in funding for youth services was £1.6 million. The Panel requested that future budget exercises did not combine the two services so that it was clearer where the reductions were to be made.

Kevin Feviour, the Interim Head of Youth, Community and Participation reported a young person's version of the strategy would be produced and that it would focus on issues that were important to them. This would be based on feedback obtained from them. The development of the strategy had begun in the autumn, in line with the development of the Council's Corporate Plan. Feedback on the strategy was crucial and, in particular, whether the priorities were correct.

Panel Members were of the view that the strategy document constituted a useful starting point but that further detail was needed. The strategy produced

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by young people could feed usefully into the further development of the strategy.

Jon Abbey, the Interim Director of Children's Services stated that the challenge that had needed to be addressed was how to implement the reductions in budget that had been agreed by the Council. There were limits to what the service was able to do due to the level of the remaining budget, which amounted to £500,000. The Council was committed to consultation on the draft strategy. The budgetary issues arising from looked after children were also challenging but were a lot larger in scale and he suggested that the Panel might like to focus attention on these issues in due course.

AGREED:

That the issue of looked after children be added to the Panel's future work plan.

Cllr Kirsten Hearn
Chair

Signed.....

Date.....

Report for: Scrutiny (Monday 16th November 2015 at 7pm)

Item number:

Title: School Places – Scrutiny.

Report

authorised by : Jon Abbey, Director of Childrens Services

Lead Officer: Eveleen Riordan (Joint Interim Head of Education Services), 020 8489 3607, eveleen.riordan@haringey.gov.uk

Ward(s) affected: All

Report for Key/

Non Key Decision: Non key - Scrutiny

1. Describe the issue under consideration

1.1 This report provides a broad overview of school places, including school place planning, including scene and context setting and models of schooling.

1.2 The key challenges for school places looking forward is centred on changing models and the impact of the provisions in the emerging Education and Adoption Bill, the effective tracking of demand and supply for school places and how we can support the borough's regeneration thorough the provision of an outstanding education for all of our children and young people.

2. Cabinet Member Introduction

NA

3. Recommendations

There are no recommendations made in this report.

4. Reasons for decision

There is no decision arising from this report.

5. Alternative options considered

NA

6. Contribution to strategic outcomes

School places links to Priority 1 – enable every child and young person to have the best start in life, with high quality education.

7. Use of Appendices

These are found in a separately attached document and referenced to within this document

8. Local Government (Access to Information) Act 1985

External web links (to the GLA London School Atlas) have been provided in the main body of the report. Haringey Council is not responsible for the contents or reliability of linked websites and does not necessarily endorse any views expressed within them. Listings should not be taken as an endorsement of any kind. It is your responsibility to check the terms and conditions of any other web sites you may visit. We cannot guarantee that these links will work all of the time and we have no control over the availability of the linked pages.

9. **Background information**

9.1 This report provides a summary of school place provision in our borough. Each year we produce a School Place Planning Report that provides detailed information on the take-up of places at our primary, secondary and secondary schools and at our post 16 settings. This report summarises much of the information provided in the SPPR but seeks to explore in more detail the challenges we expect to deal with across our schools in the coming months and years.

Headlines

9.2 We use school roll projections provided to us by the Greater London Authority (GLA) to inform school place planning. Our aim is to ensure school place sufficiency across the primary, secondary, post 16 and special school phases for up to ten years ahead. The GLA projections are informed through a number of sources including:

- Latest birth rate data from the ONS (Office for National Statistics)
- Actual school roll data including data from PLASC (pupil level annual school census)
- The borough's housing trajectory which provides an estimated delivery of housing units per year over a 5 year period for schemes either with planning permission or identified in a planning document in London Borough of Haringey. This ensures that emerging new residential development is taken account of as part of the overall projections thereby ensuring that school place planning responds to an increased demand for school places as a result of new development.
- National census data (2011)

9.3 In recent years our focus has been on increasing provision at primary reception level as a result of rising birth rates and migration into the borough. Our successive annual [School Place Planning Reports](#) set out year on year the additional school place provision that has been made across the borough and the current (2015) report provides projections up to and including 2025 on the number of school places we expect to need across our primary and secondary sectors.

9.4 Current (2015) projections (which are informed by recently released 2011 Census information on migration) suggest that we are at the end of the recent year on year increase in demand for reception places and that demand for reception places looking forward will reduce. London wide birth rates support this downward trend as for the second year in a row the Capital's birth rate fell.

- 9.5 Closer analysis of borough wide figures shows that future demand is not spread evenly across the borough and that additional capacity **will** be required in our regeneration areas (planning areas 4 and 5 - see Appendix 16 for a map showing the five planning area of the borough that we use to plan school places) from 2020. The projected rising demand in these areas coincides with anticipated new development as part of major regeneration in Tottenham Hale, Northumberland Park and Heartlands (Wood Green).
- 9.6 The current projections do mark a step change in previous years' projections which had shown an almost year on year increase in the number of children expected to come forward for a reception place each September. The current projections move us from a position of planning to increase the number of reception places available to a position where we expect to have overall borough sufficiency of reception places **but** with variations across the borough ranging from areas where additional capacity will be needed by 2020 to other areas where we may need to consider the reduction in the number of overall places to prevent schools holding too many surplus places which can lead to financial difficulties for those school(s). Reasons for the change in projections can be summarised as:
- Birth rates fell in London as a whole for the second consecutive year and there is general acknowledgement that this fall marks the end of the era of rapidly rising fertility rates that London saw over the last decade.
 - Recently analysed migration data from the 2011 census shows less inward migration to Haringey than had previously been assumed.
 - Previous projections had assumed a greater proportion of women age 20-40 in Haringey and this is responsible for the large projected increase in births. For the latest projections the increase is limited to those over 30. This leads to a much smaller increase in births than was previously projected.
 - While current projections move us to a position of a reduced overall demand for reception places, there are a number of other ongoing and emerging factors that mean we consider the projections to possible future volatility. These factors include:
 - Fertility rates in Haringey and more widely in the UK have proved to be volatile (open to change) in recent years and we must ensure our planning for school places takes account of a further step change in projected demand further into the future;
 - The scale of new development in Haringey introduces a degree of additional uncertainty with regard to population projections. The impact of large scale housing development is challenging to predict due to the simplifications that must be made in the model when balanced against the child yield that might result from any given development. The projections are cognisant of future housing development and a projected child yield is built into the projections. This is reflected in the central and eastern parts of the borough where the

planned regeneration projects are coupled with projected unmet demand for school places in the coming years.

- Additional demand for school places could come from migratory factors that are hard to predict and account for. Examples include the significant impact of the 2004 EU Accession and the potential impact of absorbing refugees or migrants from conflicts in Libya and Syria.
- We are also still too early to assess the longer-term impact of the lifting of migration restrictions (2014) for Romania and Bulgaria, but latest data does show that these two countries are significantly represented in the latest international inflows into London. Finally, net domestic outflows from London to the rest of the UK are now evidenced as being on the increase following a fall at the time of the 2008 recession. This outward flow is seen as an indicator of the acknowledged recovery of the economic and housing markets that allows for greater mobility among families.
- USAC (unaccompanied asylum seeking children) might impact on demand for our schools although latest intelligence for 2015 shows that we receive approximately 30 children a year into Haringey who are USAC which has little or no impact on our ability to efficiently plan for school places.

- 9.7 A breakdown of the number and type of schools we have at primary and secondary level are including in the Appendices to this report together with detail on how many people apply for places at Haringey schools.

Challenges for the Future

- 9.8 Reception demand - we recently held a wider consultation on increasing capacity in the Muswell Hill area to meet an expected rising demand for reception places and projections that showed we would run out of local school places for local families if we did not increase capacity. This consultation sought views on increasing the following schools by an additional one or two forms of entry – Coldfall Primary, Muswell Hill Primary and St James C of E Primary.
- 9.9 Towards the end of this consultation and the associated feasibility work we received our current school roll projections (2015) which showed a projected step change in demand for places and moved us from a position of projected local deficit in the coming years to one of surplus. As a result of the current projections Cabinet agreed in September 2015 that we would **not** proceed with the expansion of any Muswell Hill school at the current time but that we would keep a watching brief on future projections as well as actual demand and we would take further action if we once again held intelligence that suggests a deficit of local reception places for local families.
- 9.10 In moving us to an overall sufficiency of reception places borough wide we do know that if current projections play out that we will also need to look at reducing the supply of places **in some parts of the borough**. While Haringey's place planning in recent years has had to focus on providing additional capacity our current projections show that for some parts of the borough our place planning will move

from providing additional places to reducing capacity. In simple terms we will need to reduce the number of reception places we currently have available in some parts of the borough.

- 9.11 The potential need for a reduction in the number of places is particularly evident in the following planning areas – planning area 1 (Muswell Hill, Fortis Green and Alexandra wards), planning area 2 (Crouch End, Highgate, Stroud Green and Hornsey wards, and planning area 3 (St Ann’s, Seven Sisters and the southern half of Haringey wards). Further information on projections on a planning area basis (with wards defined) is set out in **School place planning headlines at Planning Area level** (page 8, 9.31-9.36)
- 9.12 Secondary demand - recent years have seen a focus on increasing capacity at primary level, most specifically reception places, to meet rising demand for Haringey places as a result of a rising birth rate and inward migration. The larger cohorts that have entered our primary schools in recent years are now transferring into our secondary schools and we now have a projected rising demand for year 7 places over the next ten years *if* class sizes in the secondary sector remain as they are at the moment – 27 pupils per class. This will be debated as part of the consultation on the National Funding Formula predicted for 2016/17.
- 9.13 We know that we will need to add additional capacity to year 7 in the year 2018 *if* class sizes remain as they are – at 27. To assist with place planning we will continue to work with all schools to ensure that all of Haringey’s secondary settings are popular and do not hold surplus places going forward. As part of this work we will liaise with senior leadership and governors in our one single sex school to understand whether single sex status is a barrier to take up in the school and further, if this is indicative of a broader London or national wide take up in single sex schools. This work is already underway and is of particular importance as our one single sex school sits in an area that parents and carers frequently tell us has insufficient secondary school places.
- 9.14 Regeneration in the borough – The vital role access to high quality educational provision plays in supporting the successful regeneration of an area is unquestioned. It is reflected in Priority 1 of our **Corporate Plan** - enable every child and young person to have the best start in life, with high quality education. We have three defined regeneration areas in the borough – Tottenham Hale, Northumberland Park and Heartlands.
- 9.15 The borough’s housing trajectory provides an estimated delivery of housing units per year over a 5 year period for schemes either with planning permission or identified in a planning document in Haringey. The resultant child yield and increase in demand for school places that will come from this regeneration is reflected in the school roll projections we have for these areas and we know that we need to increase capacity as a result of this regeneration.
- 9.16 The challenge to us through this period of regeneration will be twofold: while we can model likely child yield and ages of children based on data we hold and calculations provided to us by the GLA, any large scale residential development will always remain open to some fluctuation in the number and age of additional children depending on uptake of the accommodation once it is built. Further the timing of the delivery of new housing units as part of any regeneration can be erratic and we need

to ensure our place planning responds to actual development as and when it is delivered on the ground. Further take up of occupancy at such development does not always coincide with a new school year and we will need to be responsive to in year uptake across all age ranges from 4 – 19 as and when it happens.

- 9.17 The changing legislative landscape in education provision has made place planning more challenging. A significant proportion of free school primary and secondary provision has been in the east of the borough and some of the provision made has not had optimum uptake. As at 28 October a significant proportion of the surplus reception places in the east of the borough (75 places – representing 45% of Haringey’s total surplus reception places) are concentrated in two free schools – Brook House and Harris Academy Tottenham. Our projections, buoyed by regeneration in this area, show that we expect demand for places in the future, specifically from 2020, to mean that local demand will fill available school places and that additional provision may be needed. A further Harris primary free school with 60 places, originally planned for opening in the Tottenham Hale area in September 2016, has now been deferred by the Department for Education (DfE). The DfE has advised that delivery of this school will take place at a later date and, based on future projections, these extra places at a date beyond 2016 are likely to satisfy future unmet demand assuming associated parental preference for the school when it opens.

Performance of Haringey secondary schools from an Ofsted perspective

Overall effectiveness

- 9.18 The percentage of Haringey secondary schools judged good or outstanding by Ofsted has overtaken the London wide average since 2010. In 2010, 50% of Haringey secondary schools were judged good or outstanding compared to 100% in 2014 and 2015. The figures across London were 71%, 82% and 85% respectively (see also see Appendix 5a).

Performance of Haringey secondary schools – GCSEs

- 9.19 The percentage of pupils attaining 5 A*-C grades inc. English & Mathematics has fluctuated between 2009 and 2015 though always remaining marginally lower than the overall London average.
- 9.20 The lowest attainment percentage was 48% (2010) whilst the highest was 64% (2013). Between 2010 and 2015 the percentage for London has fluctuated between 58% (2009/10) and 65% (2012/13) (see also Appendix 5b).

Pupils’ behaviour

- 9.22 The percentage of Haringey secondary schools with behaviour being judged good or outstanding by Ofsted in terms of pupil behaviour has increased steadily to exceed the London average by 2014-2015. As at 2015 Haringey has all (100%) of schools rated good or outstanding on this criteria compared to a London wide average of 93% (see also Appendix 5d).

The quality of teaching

- 9.23 Similarly the percentage of Haringey secondary schools judged good or outstanding on the quality of teaching has increased steadily to exceed the London average by 2013-2015. As at 2015 Haringey has all (100%) of its secondary schools rated good or outstanding on this criteria compared to a London wide average of 85% (see also see Appendix 5e).

The effectiveness of leadership and management in embedding ambition and driving change

- 9.24 The percentage of Haringey secondary schools judged good or outstanding has increased and has exceeded the London wide average since 2013, increasing from 75% (2010) to 100% (2015) (see also see Appendix 5f).

Haringey's Corporate Plan

- 9.25 The Corporate Plan 2015 – 18 explains our priorities for the borough, and the work that the Council will do to achieve these. It sets out how the council will spend our budget in support of these priorities and how we will know what progress we are making. The objectives of Priority One 'Outstanding For All' are encapsulated across the range of functions of Education Services including our work to support our schools as well as working alongside other agencies to build an early help model to support children and families with additional needs.

- 9.26 School place planning work underpins Corporate Priority 1 by ensuring that the supply of school places is calibrated effectively to meet demand across Haringey. Corporate Priority 1 is also underpinned by our School Place Planning Principles which informs all of our work and which are:

- 1) Seek to meet demand for places within established, new or emerging local communities, having regard for the role of schools at the heart of sustainable communities;
- 2) Supporting work to make all our schools good or outstanding, ensuring that every child has a place at a good or outstanding school. Where expansion is needed to meet demand for places, we should favour the expansion of schools where there is proven demand and well-established and successful leadership and management at a good or outstanding school;
- 3) Have regard to the impact of any changes on the viability and standards at existing and new schools;
- 4) Bring forward proposals that make best use of scarce capital resources;
- 5) Work with schools to provide the optimum forms of entry appropriate to the capacity of the school site and the level of demand for that particular school, giving each school the capacity to meet our aspirations.

Overall school place planning headlines

- 9.27 In London as a whole there has been an overall upward demand for reception places. As set out above, the rising demand for reception places in London has been reflected in a rising demand for places in our borough, particularly between the academic years 2010/11 and 2015/16. Larger cohorts in the primary phase are now beginning to work their way into the secondary phase. However, current projections show a slowing in the demand for primary and secondary places between now and 2024.
- 9.28 The current projections from the Greater London Authority (GLA) reflect a significant change to the number of projected births in our borough. The impact of this

downward revision is that the projected demand for reception places has been forecast to fall by 530 places (<11%) by the year 2026¹.

- 9.29 For primary schools, we now expect to have an overall borough-wide surplus of reception places of between 126 (2015/16) and 246 places (2018/19). By 2024/25 we are projected to have a borough wide surplus of 178 places. As set out below in 9.31-9.36, this surplus is not evenly spread with some planning areas (PAs1, 2 and 3) showing an overall surplus while planning areas 4 and 5 show a deficit of places from 2020 onwards. Appendix 7 sets this information out in more detail in data form.
- 9.30 For **secondary** provision in Haringey there is a long term upward trend in the demand for places in the borough based on the larger cohorts working their way through the primary phase and into the secondary phase. Our 2015 projections show that we expect demand, based on current provision, to be exceeded from 2018/19 onwards. This is based on a class size of 27 across almost all of our secondary schools. If class size moves to 30 pupils per class we would have an overall surplus of year 7 places even allowing for the rising demand projected between now and 2024. Further data on demand for year 7 places is set out in Appendix 10. This Appendix shows that we are projected to need additional secondary places from 2018/19 based on a class size of 27.

School place planning headlines at Planning Area level

- 9.31 A map of the Planning Areas that the borough is divided into and the schools within those planning areas can be found at Appendix 16. At primary level there is an expectation from parents that they will be able to send their child to a local school.
- 9.32 In Planning Area 1 demand was projected to outstrip supply by approximately one form of entry (1fe) in 2015/6 and is projected to do so again in 2017/18 before a 1fe surplus by 2017/18. By 2023/24 the surplus is projected to rise to 3fe (90 places).
- 9.33 In Planning Area 2 a surplus of places is projected to grow from 2014/15 reaching 1fe by 2015/16 and growing to 4fe by 2023/24.
- 9.34 In Planning Area 3 an average surplus of between 1-2fe is projected between 2014/15 and 2024/25.
- 9.35 In Planning Area 4 supply is projected to meet demand up until 2020/21. Thereafter there will be a deficit of 1fe places growing to 102 (4fe) by 2024/25.
- 9.36 In Planning Area 5 demand is projected to outstrip supply by approximately 1fe from 2021/22.

Actual and perceived areas of pressure for reception places in Haringey

- 9.37 Some of our schools are more heavily oversubscribed (in terms of families wanting a place at those schools) than others. As a result of this popularity the associated data we collect can lead to a skewed picture about where there is a surfeit or deficit of places across the borough. In areas with schools that are very popular (e.g. Muswell Hill and Crouch End) there has been enough places to meet local demand for 2015

¹ The reduction in projected births by the GLA has been given greater weight by the recent release (June 2015) of the latest Office for National Statistics Mid-Year Estimates (MYEs). The ONS data for 2014 give Haringey births of 4,090, close to the 2014 GLA round estimate of 4,141.

entry, but because demand for those schools comes from much further afield than the local area, there can be a perception that there are not enough school places. This is exacerbated by the preferences that parents and carers put on their forms. For example in Crouch End parents have listed popular and oversubscribed schools but have omitted schools in Crouch End that they would be offered a place at if they had listed them on their form.

- 9.38 In recent months there has been much media coverage of these issues particularly in Crouch End where parents and carers have expressed dissatisfaction at not getting a local school even though there was still a small number of local places available as of 1 September in St Mary's CE Primary in N8. A map showing the furthest distances offered under the distance criterion as at Reception National Offer Day 2015 (16 April) is set out in Appendix 17 and illustrates how supply has, overall, kept pace with demand for Haringey schools. The number of local places increases between national offer day and the 1 September each year as some families move away or take up a school place in a private setting.

Demand for year 7 places

- 9.39 There are twelve secondary schools in Haringey (excluding the Tottenham UTC). Ten of these schools are oversubscribed, i.e. there are more families wanting a place at these schools than there are places available. All ten of these schools therefore carry waiting lists.
- 9.40 Two of our secondary schools do not fill on preferences and we allocate pupils to year 7, that is we offer places at these schools to families who have not listed them as one of their preferences. These two schools are Hornsey School for Girls (HSFG) and Greig City Academy. Both schools are Ofsted rated "good"
- 9.41 In the case of HSFG data we hold shows that the the school almost exclusively take pupils from outside of its immediate location with very few pupils on roll who live in the west of the borough.
- 9.42 Data from the [GLA Schools Atlas](#) shows that of the current cohort of pupils, more than 60% originate from a ward in the east of Haringey. The most popular home wards for pupils attending the school are White Hart Lane, West Green, Harringay, Noel Park, Stroud Green and Tottenham Hale.
- 9.43 Greig City Academy has similar characteristics to Hornsey School for Girls in terms of intake. While it is located in N8 its take up in terms of home address shows that it is popular with pupils in the east rather than the west of the borough. Data from the GLA Schools atlas shows that of the current cohort of pupils, the most popular wards of origin are Tottenham Hale, White Hart Lane, Bruce Grove, Noel Park, Northumberland Park, Tottenham Green and West Green.
- 9.44 In terms of providing local places for local families both Grieg City Academy and Hornsey School for Girls would benefit from broadening their appeal to pupils throughout Haringey.

Position of neighbouring authorities

- 9.45 The annual School Places Planning Report (SPPR) collates information from all neighbouring boroughs in terms of the supply of primary, secondary and sixth form places in those boroughs. The Greenwich Judgement makes it illegal for a council or

school to allow any preference in admissions to a family living in their borough. There is cross borough movement of families at primary level and at secondary level. On the whole Haringey is a net importer of pupils at primary level and a net exporter of pupils at secondary level. The highlights from the 2015 SPFR include:

- 9.46 **Barnet** has had an extended programme of expansion of its primary schools, with secondary expansions now beginning to be implemented. This is supplemented by a number of free schools opening in the borough. The latest DfE list on applications also shows and 4 additional 4 new schools approved to open from September 2015 (possibly later). These include 1 primary school. There is quite a lot of movement between Haringey and Barnet to take up school places.
- 9.47 **Enfield's** pressure for primary places continues to grow, particularly in the south east of the borough. Conversely Enfield currently has a secondary surplus as a result of the recent addition of three academy schools though this surplus is projected to reduce by 2018/19. An additional two free schools are set to open from September 2015 based on the latest DfE list.
- 9.48 **Islington** has a new free school opening in September 2017 for ages 3 to 17. There were also several primary 'bulges' (one off classes) and expansions planned for 2014 and 2015. There are currently no plans to add any additional secondary provision from September 2015
- 9.49 **Hackney** has recently expanded several primary schools and 4 new primary schools are planned for 2015 and 2016 providing an additional 6 forms of entry. Two primary bulges have also recently been supplied. At secondary level, Hackney Wick Academy is due to open in 2016 and will provide 5 forms of entry. The latest DfE figures shows 5 successful applications for free schools including two secondary, two alternate provision and one primary.
- 9.50 **Waltham Forest** has added a large amount of reception places in recent years though bulges and via free school provision. One of their secondary schools was expanded by 2 forms of entry for 2015/16. The latest DfE figures shows three additional Free schools have been approved for opening in the borough.
- 9.51 **Camden** added 1 primary bulge class in 2015 and an academy also opened in 2015 providing 2 forms of entry. A primary school in the north west of the borough will be expanding by 2 forms of entry for 2016/17.

Movement in and out of borough at primary, secondary and sixth form phases

- 9.52 As part of our place planning work we have tracked the flow of pupils into and out of Haringey schools from other boroughs. At primary level we found that:
- As of Reception 2015, Haringey is a net importer from other boroughs taking 312 children whilst exporting 201 children².
 - This net difference is +111 or approximately 4 Forms of Entry (FE).
 - The most popular home borough for these pupils is Enfield (102) followed by Barnet (89) and Islington (70).

² Please note these figures are marginally larger than those shown in Figure 1 and 2 since these Figures only include the main 6 transfer boroughs.

- The most popular destination for Haringey reception pupils is Enfield (-79) followed by Islington (-50) and Hackney (-44).

9.53 At secondary level the data showed that:

- As of secondary transfer for 2015, Haringey is a net exporter to other boroughs exporting 514 children and importing 279 children³.
- This net difference is -235 or approximately 8 FE (forms of entry, based on a class size of 30).
- The most popular destination for Haringey pupils is Enfield (-138) followed by Hackney (-117) and Barnet (-91).
- The most popular source of secondary pupils from outside Haringey is Enfield (105) followed by Barnet (68) and Islington (51).

9.54 Appendix 11 and 12 provide a graphical representation of the above data.

9.55 At sixth form Haringey has a pronounced east/west split. The majority of secondary schools in the west of the borough have established sixth forms as part of their 11-18 provision and most of these sixth forms are over-subscribed. In the east of the borough, most sixth form provision is supplied by Haringey Sixth Form centre as opposed to an integrated 11-18 school.

9.56 Haringey Sixth Form Centre (HSFC) has not always filled all of its available places as more than half of the post 16 pupils who live or have attended schools in the east of the borough choosing to take up places at an out-of-borough sixth form setting. Data from the 2014 Destinations Survey (as at 1 November 2014) showed that of the 2013/14 Year 11 cohort of 2,019, some 958 were studying in borough and 1,061 out of borough.

Models of schooling in Haringey

9.57 Section XX of this report above sets out the different models of school organisation that currently exist in Haringey. Below is a summary of the legislative framework for how education is delivered and monitored together with an exploration of how models might evolve in the coming months and years as evolving legislation continues to shape it.

9.58 Local education and sector led systems in England are evolving in different ways to respond to extensions of school autonomy. By system we mean the connections between groups of schools, teaching school alliances, academy sponsors, dioceses, the local authority and other local leaders and by education we mean (i) school improvement and intervention, (ii) school place-planning, and (iii) supporting vulnerable children.

9.59 **Legislative framework** - There is a statutory responsibility as set out in the Education Act 1996⁴, for local authorities to promote high standards in primary and secondary education. The School Standards and Framework Act 1998 and the Education and Inspection Act 2006 (EIA 2006) gives LAs statutory powers to intervene in maintained schools where there are concerns. For academies and free

³ Please note these figures are marginally larger than those shown in Figure 3 and 4 since these Figures only include the main 6 transfer boroughs.

⁴ Section 13a of the Education Act 1996

schools our powers are non-statutory and limited to “special educational needs and safeguarding”.

- 9.60 Responsibilities of LAs are expected to change further as a result of the Education and Adoption Bill which is likely to give the DfE the ability of issue enforced academy orders where schools are in an Ofsted category, coasting (against measurable indicators currently being defined) or deemed to be causing concern. The only way to get a new school now is through the academy and free schools agenda.
- 9.61 **Providing more places** - Where an LA thinks a new school needs to be established in their area, section 6A of EIA 2006 places the LA under a duty to seek proposals to establish an academy (free school) and to specify a date by which proposals must be submitted to the LA.
- 9.62 In considering the need for a new school, LAs should factor in any other free school projects that the department has approved and are due to open. Statutory guidance from the DfE⁵ informs how existing schools can be expanded to provide more places.
- 9.63 In recent years in Haringey places have been needed to respond to rising birth rates and migration into the borough. These additional places have been provided in the following ways:
1. **Expansion of existing primary community schools** that meet the LA’s Cabinet agreed Place Planning Principles for school expansion (see Appendix 11) e.g. Rhodes Avenue, Welbourne and St Mary’s CE Primary have been expanded in recent years;
 2. **Reinstatement of the published admission number (PAN)** where a school’s size has previously been reduced to respond to fluctuating demand e.g. Alexandra Primary was reinstated to a PAN of 60 having admitted only 30 reception children for a number of years;
 3. **Change to the PAN of an academy** – e.g. Noel Park (an academy) changed its PAN from 60 to 90 in 2014;
 4. **Free school provision** – a number of free schools have opened in the borough in recent years including Eden Primary in Muswell Hill, Brook House Primary in Northumberland Park, Harris Academy Tottenham in Tottenham Hale and a University Technical College (UTC) in Northumberland Park. A further Harris free school primary has been agreed for Tottenham and was originally going to open in 2016 but this date has been put back to 2017 or beyond following an agreement between the proposed school’s provider (Harris) and the DfE.
- 9.64 Our school place planning data shows that larger cohorts in the primary sector are now working their way into the secondary sector and that we will need to increase capacity within the secondary sector (if class size remains at 27 pupils per class) to

⁵ DfE – Department for Education

meet rising demand by 2021 (sooner if the PAN for Harris Academy Tottenham does not increase from its current 90 to 180 for the Year 7 intake).

- 9.65 **Raising the participation age** - The Education and Skills Act 2008 made a phased change to the participation age for education and training. In 2013 the age was raised to 17 (affecting those who started secondary school in 2007) and in September 2015 the age will be raised to 18 (affecting those who started secondary school in September 2009). Raising the participation age (RPA) does not necessarily mean young people must continue in school; they are able to choose one of the following options:
1. full-time education, such as school, college or other training providers;
 2. work-based learning, such as an apprenticeship;
 3. Part-time education or training if they are employed, self-employed or volunteering for more than 20 hours a week.
- 9.66 Despite the raising of the participation age we still continue to have sufficiency of post 16 places in the short and longer term although there are some post 16 full time settings that are more popular than others.
- 9.67 In an increasingly knowledge-based labour market, participation rates of young people in education and training are viewed as an important indicator, both of future economic competitiveness and of young people's prospects for employment and progression. While the UK has made progress in expanding participation rates in recent decades, its record still lags behind many international competitors leading to a commitment to raising the age at which young people cease to participate in education. RPA brings about benefits of reducing the number of borough NEETS (not in employment, education or training), raising the skills and competitiveness of the future workforce, increasing wages for young people and savings for the Exchequer (in terms of additional tax revenues and foregone benefits payments). However, the challenge remains to ensure reforms are effectively implemented, sufficiently resourced and widely supported locally within both local and national government policy and educational establishments.
- 9.68 **Future possible models** - The educational landscape and the role local authorities play has changed significantly in recent years with LAs moving from being a provider of places to one of commissioner/broker. In all aspects of place planning and school standards the local authority strives to work positively and collaboratively with maintained faith and community schools, alternative provision, early years settings, special schools, academies, free schools, sponsors, independent schools and further and adult education providers, all of whom comprise an integral part of the mixed economy of local education provision.
- 9.69 Nationally, there has been a decisive shift towards schools-led partnerships leading local school improvement. They include schools-owned and schools-led not-for-profit companies, local strategic partnerships, teaching school alliances, sponsor-led academy chains, federations, diocesan networks and national education organisations.

- 9.70 The majority of Haringey schools have actively chosen to retain their close working relationship with the LA. Most schools and education providers work in Network Learning Communities (NLC) and these communities help schools to maintain links with each other and with the LA. This way of working, which is being encouraged, is a feature of world-class education systems and this allows best practice to spread to all schools. This is a strong feature of a sector beginning to lead on improvement, recognised in the 2014 LGA Peer Report.
- 9.71 Local systems have developed ways of planning places to meet demand. By working proactively with free schools and academies we are able to increase the chance of meeting basic need and other priorities for provision. We have a strategic pupil place planning group that seeks to ensure property, admissions and school improvement work in an integrated and strategic way, using accurate projection data.

Success factors of effective local place planning

Feature	Success factors	System inhibitors
Leadership	Principled leadership, moral imperative – ‘These are our children’	No clear leadership – responsibility dispersed
Data	Reliable, robust, accurate	Often inaccurate – ‘We do not trust the numbers, we ignore them and do our own’
Consultation	‘If it affects you, we will consult you’	Behind closed doors – ‘Why wasn’t I asked?’
Planning	Long-term, strategic plan – clear direction of travel	Ad hoc planning, individual schools left to decide on their own
Expertise	Local authorities have retained expertise – people who know the schools and know place-planning	Lack of expertise and knowledge
Governance	Forum for schools to make collective decisions	Decisions taken in an ad hoc fashion with individual schools, and which lack transparency
Partnerships	Strategic planning and decision-making is done with other services (especially health, housing and immigration)	No line of sight to other services – birth data, housing developments, migration

- 9.72 The role of the LA as educational ‘champion’ continues to move to the fore. This *middle tier* is pivotal to ensuring a direct and positive impact on learners and their families. This role of champion supports local leadership through influencing, determination, vision and creating effective partnership, all of which are critical factors in supporting the new landscape of education provision.
- 9.73 The Schools and Learning arm of the Council has drafted an Education Excellence Policy in consultation with Head teachers and school governors in the borough. This policy sets out the statutory role of the LA as champion and recognises key legislation. This paper went before the Council’s Cabinet earlier this month.
- 9.74 The Policy sets out that the LA, as champion, will:

- Promote a more self-improving school-to-school support system and use existing good and outstanding capacity as a local source of help;
- Set ambitious standards and hold schools and providers to account for how well they serve all learners, particularly the most vulnerable;
- Utilise and grow system leaders, our network learning communities, Teaching Schools, Academy chains, and other partners to play a key role in spreading best practice and sharing models for improvement;
- Engage in an influencing role that respects autonomy, intervening directly in maintained schools where there are serious concerns, and working with the DfE, the regional schools commissioner, Ofsted, GLA and our Diocesan and other partners; and
- Support schools to become self sustaining by growing the skills of leaders and governors, and exploring options such as federation as means for creating capacity.

9.75 The Education and Adoption Bill seeks to give responsibility to regional commissioners for making academy orders, and the requirement for potential academy sponsors to consult with the local community would be scrapped. The bill sets out measures to turn all schools deemed to be failing into academies, doubling the current rate.

9.76 Other new measures include:

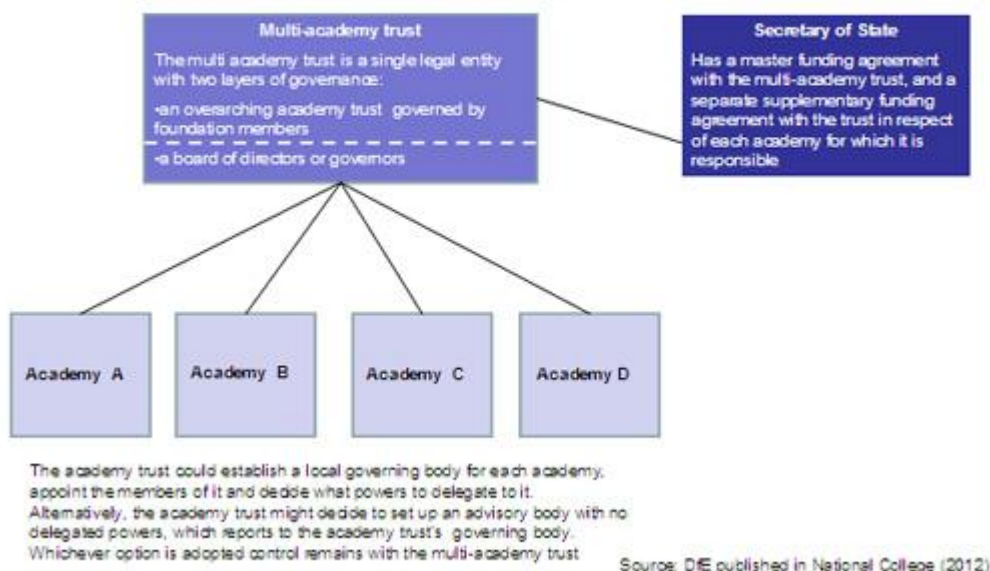
- Duties on local authorities and governors issued with these orders to pursue academy status to a timescale
- Coasting schools would be given notice to improve and offered support but could also have their heads replaced or be forced to become academies

9.77 Given the changes that have occurred in education since the Education Act 2011 and subsequent legislation, as well as the anticipated further change that will come if the emerging Education and Adoption Bill becomes an act, the likely future model of education in Haringey will be a mix of maintained schools, academies, new free schools, colleges and the creation of multi academy trusts (MAT).

9.78 Becoming an academy is not a necessary precondition for schools wishing to set up a formal collaborative structure. It is possible for two or more maintained schools to enter into a hard federation and many have done so successfully nationwide. Federations provide a vehicle for schools of different types, for example Voluntary Aided, Voluntary Controlled, foundation and trust schools to successfully collaborate, although the process for establishing shared governance arrangements in these cases can be more complex. For small schools, they provide means of sharing resources and creating sustainable improvement.

- 9.79 This is the strongest and most formal type of collaborative structure for converter academies. Within a multi-academy trust (MAT), academies are governed by one trust (the members) and a board of directors (the governors).
- 9.80 There must be at least three members, who may be governors from predecessor governing bodies, foundation bodies or trusts, bringing with them the ethos of the constituent schools. Funding is governed through a master funding agreement between the Secretary of State and the MAT, and a supplemental agreement between the Secretary of State and each school within the MAT.

The multi-academy trust model



- 9.81 The MAT has responsibility for the performance of all the academies within the group, and the board of directors oversees the operation of the individual schools. However, the MAT can delegate some or even most of its powers to governing bodies of individual academies to enable more focused local control, though it remains legally responsible for standards across all schools in the chain.
- 9.82 Any group of schools applying to become a MAT will need at least one member to be judged 'outstanding' or 'good' with performance in-line with national standards and this school will need to be able to demonstrate it has sufficient capacity to support other schools in the proposed MAT.
- 9.83 Schools applying to become a MAT do **not** have to be already in a federation before applying. The DfE states that "each application will be considered on its merits, and the Secretary of State will only approve those where he is satisfied the schools have the capacity to enjoy academy freedoms, and where there are mechanisms in place to help weaker schools in the chain improve." Schools judged inadequate wishing to join the MAT cannot join unless sponsored.
- 9.84 Potential benefits are that the MAT can set a strong, shared strategic vision across all the schools in the partnership. Because the MAT is accountable for the outcomes for all pupils in the partnership it can be an excellent mechanism for ensuring that

support and challenge is directed to where it is needed most. The MAT has flexibility about how much or how little power it delegates to individual schools. This enables tailoring to the individual circumstances of the partnership. The MAT is the employer of all the staff. This makes it easier to deploy staff flexibly, draw on a wider pool of opportunities for CPD, and develop a trust-wide approach to staff development and succession planning. Finally the central funding agreement can make it easier to pool resources and achieve economies of scale in contracting.

- 9.85 The process for schools applying to become a MAT is similar to the process for schools looking to convert as a standalone academy. Schools who want to apply as part of a MAT must still apply as individual schools to become an academy, with the individual governing body of each school passing its own resolution to become an academy, but schools can indicate on applying that they would like to convert as part of a MAT. The DfE provides financial support of £25k to each school within the MAT during the conversion process. In addition, a one-off grant of £25K is given to the group of schools converting together if this is in process by the end of June. Only new applications for academy conversion are eligible, i.e. joining an existing MAT doesn't qualify.

Special Educational Needs (SEN)

Number of Children with statements across Haringey

- 9.86 Appendix 13 shows that since 2009, there has been in a rising trend in the number of children with statements across the borough. In 2015, there were 1,455 children with statements in Haringey. The number of children with statements increased year on year between 2009 and 2015. Reasons for this year on year increase include: 1) an increasing 0-19 population, 2) an increase in the 'staying on' rate of the 16-19s age group as a result of provision at the Haringey 6th form centre and 3) an increase in the number of younger children receiving a statement. As of 2015 the number of statements is plateauing with a very marginal increase of 4 (1,455) for 2015 as compared with 2014 (1,451).

SEN Type Trends

- 9.87 Our monitoring shows that since 2009, the numbers of children with diagnoses of autism has increased in the primary sector (+124) though 2015 saw a reduction from 275 to 262. In the secondary sector diagnoses of autism has increased every year since 2009 (+158). All other primary needs have remained relatively stable with the exception of Diagnoses of Speech, Language & Communication Needs which has decreased and then increased since 2009 within the primary sector. Please also see Appendix 14 and 15.

Assessment of SEN provision across the borough

- 9.88 Haringey has responded to the increasing number of children with statements by developing additional places through the establishment of the Inclusive Learning Campuses at The Brook and at Riverside. The Brook caters for 100 planned primary places and Riverside for 120 secondary places, resulting in an additional 45 places overall for children and young people with complex needs (20 primary and 25 secondary places).

- 9.89 A current assessment of SEN provision across the borough shows that around a third of all provision caters for children with autism (33%). The amount of provision generally reflects the current needs identified within the borough.

Number of Haringey Children using SEN Provision across the borough

- 9.90 Data from the 2015 Annual School Census (PLASC) shows that specialist in-borough provision catering for children with Severe Learning Difficulties/Autism and Hearing Impairments are either full or almost at capacity. All of our resource bases are full, with the exception of the resource base at Heartlands. Heartlands admitted its first year 7 cohort in September 2010 and will be full to capacity across year 7 to year 11 from September 2014.

Free School Proposals and HCT New school for Autism

- 9.91 In-borough special provision has been increased in recent years by the establishment of resourced provision for 25 young people with autism at Heartlands High School, altogether generating an additional 70 places since 2011.
- 9.92 The HCT (Heartlands Community Trust) New School for Autism is a DfE approved 4-19 free school in Haringey which is due to open in September 2016 and that will provide 104 places for children between the ages of 5 and 18. At the time of writing its location has not been agreed.
- 9.93 The local authority is a member of the North London Children's Efficiency Programme which continues to monitor pressure for SEN places and any new provisions setting up in neighbouring LAs. Any additional provision either in or close to Haringey will potentially provide an overall greater choice for parents in seeking a school to meet the individual needs of their child.

SEN priorities

- 9.94 We know that we need to plan to provide more in-borough special school places and/or resourced provision to meet the rising needs within the borough with particular emphasis on the following;
- a) Increasing the numbers of places in primary sector for children with autism, including accommodating more complex needs;
 - b) Increasing the numbers of places in secondary sector for children with autism, including accommodating more complex needs; and
 - c) Acknowledge that the proposed HCT New School for Autism due to open in September 2016 will provide an additional 104 places for children between the ages of 5 and 18 and will need to be taken into account when evaluating SEN provision in the borough as a whole.

Appendices for Scrutiny report on School Place Planning in Haringey

List of Appendices (1-17)

Scene Setting and primary admission process (pages 2-4)

- 1) Type of primary schools in Haringey
- 2) Location of primary schools in Haringey
- 3) Location of secondary schools in Haringey
- 4) Percentage (%) of schools rated good or outstanding 2010-2015
 - a. Overall effectiveness
 - b. How well do pupils achieve?
 - c. Pupils' behaviour
 - d. The quality of teaching
 - e. The effectiveness of leadership and management in embedding ambition and driving improvement
- 5) Percentage (%) of secondary schools rated good or outstanding 2010-2015
 - a. Overall effectiveness
 - b. Key Stage 4 GCSE performance tables
 - c. How well do pupils achieve?
 - d. Pupils' behaviour
 - e. The quality of teaching
 - f. The effectiveness of leadership and management in embedding ambition and driving improvement
- 6) Total preferences (primary) per place over time
- 7) Reception places borough wide
- 8) Year 7 places vs. Projections, 2014/15-2023/24
- 9) Balance of reception offer transfers (April 2015)
- 10) Balance of secondary offer transfers (April 2015)
- 11) School Place Planning Principles
- 12) The multi academy trust model
- 13) Number of children with SEN statements across Haringey
- 14) Number of Primary children with statements by need (Pre-school/Nursery to Year 6, 2009 to 2015)
- 15) Number of Secondary children with statements by need (Year 7 to Year 14, 2009 to 2015)
- 16) Map of planning areas and wards contained within
- 17) Furthest distance offered under the distance criterion as at Reception national offer day 2015

Scene setting – Primary schools in Haringey

Primary schools - Numbers

Haringey has 61 primary schools split over 5 different planning areas. This includes one all through school (Harris Academy Tottenham) and 9 schools which also have a separately designated infant school.

There are 5 main types of primary school in Haringey. Please see Appendix 1 for more details. These are:

Performance of Haringey primary schools from an Ofsted perspective

Overall effectiveness

The percentage of Haringey primary schools judged good or outstanding by Ofsted has increased considerably since 2010.

In 2010 62% of Haringey primary schools were rated good or outstanding compared with 68% of London's primary schools. By 2015 the percentage of primary schools rated good or outstanding was 85% in Haringey and 86% across London (see also Appendix 4).

How well do pupils achieve?

The percentage of Haringey primary schools judged good or outstanding by Ofsted has increased steadily to meet the London average in 2013 (Haringey at 84%, London at 83%) and remains at or close to the London average as of 2015 (see also Appendix 4b).

Pupils' behaviour

The percentage of Haringey primary schools judged good or outstanding in terms of pupil behaviour was 95% in 2015. In previous years this percentage has varied from 88% to 97% with the London average varying from 93% to 95% (see also Appendix 4c).

The quality of teaching

The percentage of Haringey primary schools judged good or outstanding has improved since 2010 increasing from 63% (2010) to 85% (2015). Over the same period the London average has fluctuated from 69% to 86% (see also Appendix 4d).

The effectiveness of leadership and management in embedding ambition and driving change

The percentage of Haringey primary schools judged good or outstanding has increased and kept in line with the London wide average since 2010, increasing from 72% (2010) to 92% (2015) (see also Appendix 4e).

Secondary schools - Numbers

Haringey has 13 secondary schools split between 6 different types. These are:

Academies (5)

Academies are publicly funded independent schools. Haringey's secondary academies are:

Alexandra Park School (APS)
Greig City Academy
Harris Academy Tottenham
Heartlands High School
St Thomas More Catholic School
Woodside High

The governors of academies are free to set and apply their admissions arrangements. However, the governors at Woodside High, Heartlands High and Alexandra Park schools have set out that they wish to follow the arrangements set for community schools although Alexandra Park School (APS) will consult on their own admission arrangements for 2017/18.

Community Schools (5)

Haringey Council set and apply the admission arrangements for community schools. Our community schools are:

Gladesmore School
Hornsey School for Girls
Highgate Wood School
Northumberland Park Community School
Park View

Foundation Schools (1)

A foundation school is a state funded school. The governors of the school set and apply their own admissions arrangements. Land and buildings used by the school are usually owned by the governing body or a charitable foundation. Haringey has one foundation school, Fortismere School.

Free Schools (1)

Free schools are non-profit making, independent, state-funded schools. The governors of the school are free to set and apply their own admission arrangements. Haringey has one free school, Harris Academy Tottenham.

University Technical colleges (1)

University Technical Colleges (UTCs) are academies for 14-19 year olds. UTCs are sponsored by local universities and employers. It is also usual for further education colleges and other educational institutions – like established academy trusts – to work in partnership with them. The governors of the UTC set and apply their own admission arrangements. Haringey has one UTC, the Tottenham UTC.

There is also the new Coding college opening in Tottenham Hale in September 2016 -

Ada: National college for Digital Skills (1)

Ada will provide education at sixth form and 19 plus level. For sixth form there will be a core Ada curriculum designed and co-delivered with industry plus complementary A-Level and BTEC subjects. For more information on the college please see the following [link](#).

Primary admission process - timeline

The key dates for primary schools applications are:

<u>Date</u>	<u>What happens</u>
15 January	Application deadline
18 April	National Offer day
02 May	Deadline for acceptance of offer
18 May	Deadline for an appeal if you have not got one of your preferences for a school

The complete Primary school prospectus for entry in September 2016 can be found [here](#).

Primary preferences

For Primary entry in September 2015, data on all preferences received per place by Planning Area shows a wide variation in popularity across Haringey primary schools. Broadly speaking those primary schools in Planning Area 1 are the most popular with 5.44 preferences made for each place available. A caveat to this is that a family can list up to six preferences on the application they make for their child. Conversely, in Planning Area 4 an average of 2.28 preferences were made for each available place. Some of these figures may be affected by parents sometimes choosing to list only one or two preferences instead of the six that they can make. Further, the above data disguises significant variabilities within as well as beyond each Planning area. For instance, in Planning Area 1 in 2015 one school had total preferences of 8.95 per available place whilst another had a total number of preferences of 2.55 per available place. Appendix 6 provides more information.

Primary Reception offers made for entry in September 2015

For reception entry in September 2015 Haringey made 2,840 reception offers. Of these offers, 84.4% (2,480) families were offered their first preference, 6.9% (205) their second preference, 2.5% (73) their third, 1.6% (46) their fourth, 0.5% (15) their fifth and 0.7% their sixth.

Secondary admission process timeline

The key dates for Secondary schools applications are:

<u>Date</u>	<u>What happens</u>
31 October	Application deadline
1 March	National offer day
15 March	Deadline for acceptance of offer
12 April	Deadline for an appeal if you have not got one of your preferences for a school

The complete Secondary school prospectus for entry in September 2016 can be found [here](#).

For Secondary entry in 2015 1,733 Haringey families were offered their first preference (68%), 338 their second (13%) and 154 their third (6%).

Secondary offers made

Six of Haringey's secondary schools received more applications than there were places available. These were Alexandra Park School (1,660 for 216 available places), Fortismere school (1,365 for 243 available places), Gladesmore Community school (821 for 243 available places), Heartlands High school (1,172 for 216 available places), Highgate Wood school (991 for 243 available places) and Woodside High school (778 for 210 available places).

Appendix 1 – Type of primary schools in Haringey

Academies (8)

Academies are publicly funded independent schools. The governors of the school set and apply the admissions arrangements.

Community Schools (36)

Haringey Council set and apply the admission arrangements for community schools.

Free Schools (3)

Free schools are non-profit making, independent, state-funded schools. The governors of the school set and apply the admission arrangements.

Voluntary Aided Schools (13)

Voluntary-aided (VA) schools operate under foundations (usually trusts, which are often the Church Diocesan Boards). Most are designated with a religious character. The governors of the school set and apply the admission arrangements.

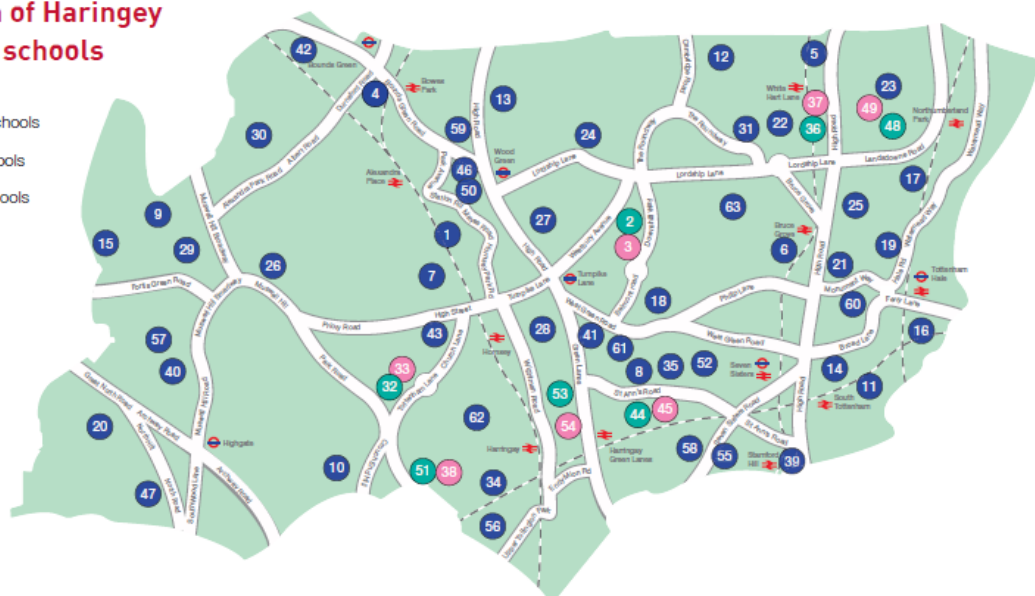
Voluntary Controlled Schools (1)

Voluntary controlled (VC) schools are state-funded schools in which a foundation or trust (usually a Christian denomination) has some formal influence in the running of the school. Haringey Council set and apply the admission arrangements for voluntary controlled schools.

Appendix 2 – Location of Haringey primary schools

Location of Haringey primary schools

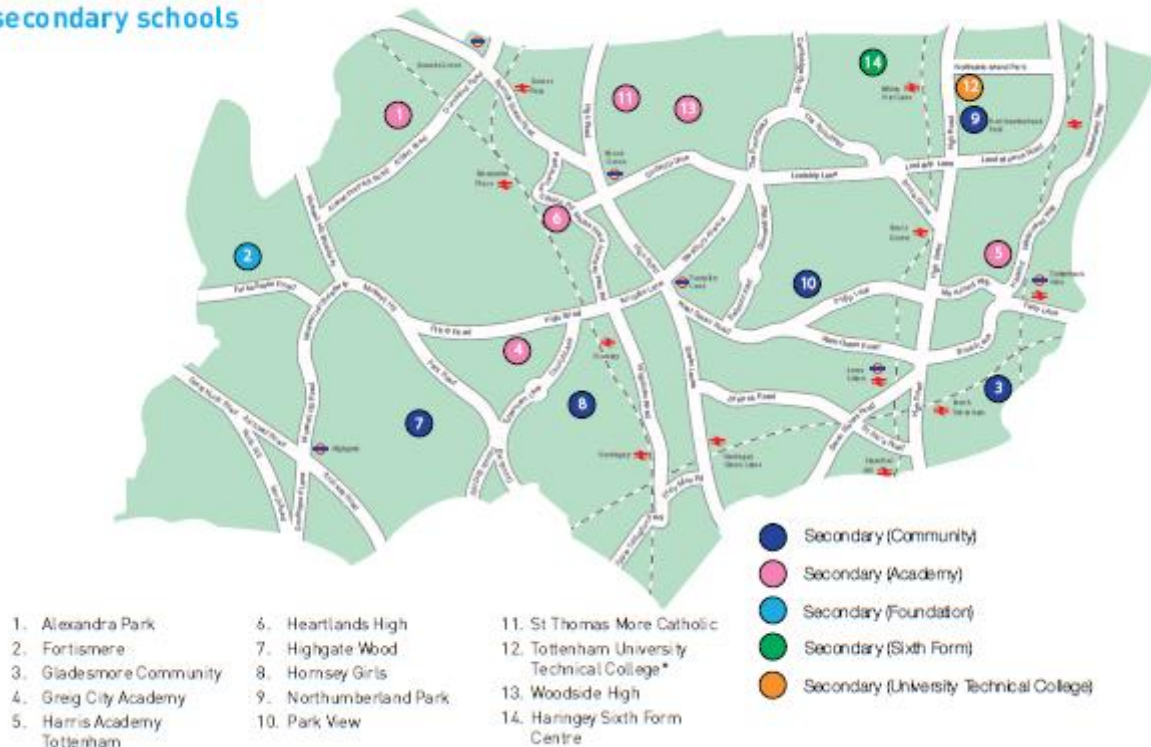
- Primary schools
- Infant schools
- Junior schools



- | | | | | | |
|---------------------|---|----------------------------|-----------------------------------|----------------------------------|---------------------------|
| 1. Alexandre | 13. Earlsmead | 22. Lancasterian | 34. St Aidan's | 44. St Mary's RO Infant | 53. South Haringey Infant |
| 2. Belmont Junior | 14. Earlsmead | 23. Lea Valley | 35. St Ann's OE | 45. St Mary's RO Junior | 54. South Haringey Junior |
| 3. Belmont Junior | 15. Eden | 24. Lordship Lane | 36. St Francis De Sales RO Infant | 46. St Michael's OE (N22) | 55. Stamford Hill |
| 4. Bounds Green | 16. Ferry Lane | 25. Mulberry | 37. St Francis De Sales RO Junior | 47. St Michael's (N6) | 56. Stroud Green |
| 5. Brook House | 17. Harris Primary Academy Coleraine Park | 26. Muswell Hill | 38. St Giles' RO Junior | 48. St Paul's OE Infant | 57. Tetherdown |
| 6. Bruce Grove | 18. Harris Primary Academy Philip Lane | 27. Noel Park | 39. St Ignatius RO | 49. St Paul's and All | 58. Tiverton |
| 7. Campbourne | 19. Harris Academy | 28. North Haringey | 40. St James OE | 50. St Paul's RO | 59. Trinity |
| 8. Chestnuts | 20. Highgate | 29. Our Lady of Muswell RO | 41. St John Vianney RO | 51. St Peter-in-Chains RO Infant | 60. Welbourne |
| 9. Coldfall | 21. Holy Trinity OE | 30. Rhodes Avenue | 42. St Martin of Porres RO | 52. Seven Sisters | 61. West Green |
| 10. Coleridge | | 31. Rokeby Infant | 43. St Mary's OE | | 62. Weston Park |
| 11. Crowland | | 32. Rokeby Junior | | | 63. The Willow |
| 12. Devonshire Hill | | | | | |

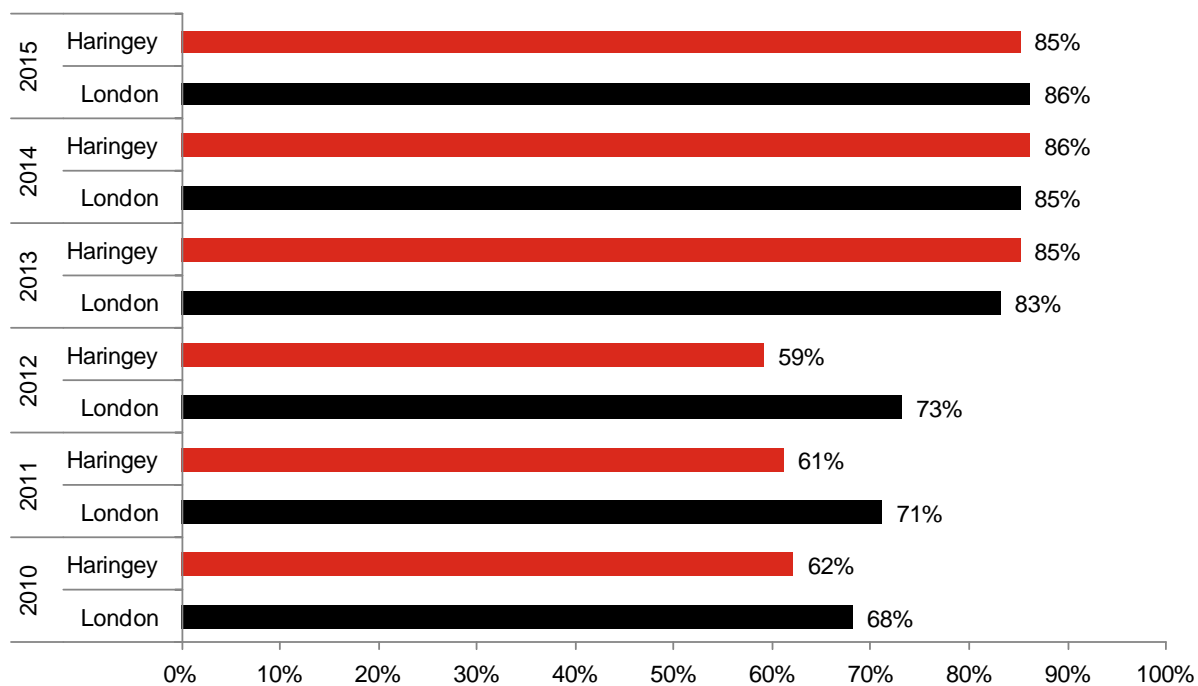
Appendix 3 – Location of Haringey secondary schools

Location of Haringey secondary schools



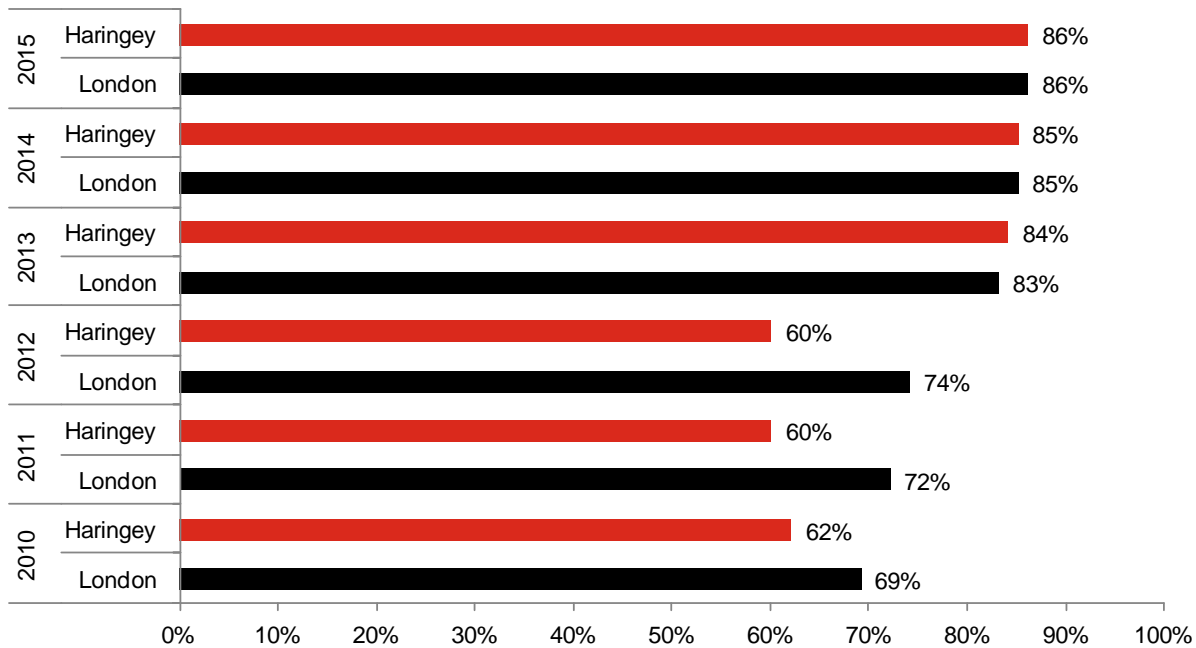
Appendix 4a

Percentage (%) of primary schools rated good or outstanding, 2010-2015
 Source: Ofsted Data View 2015



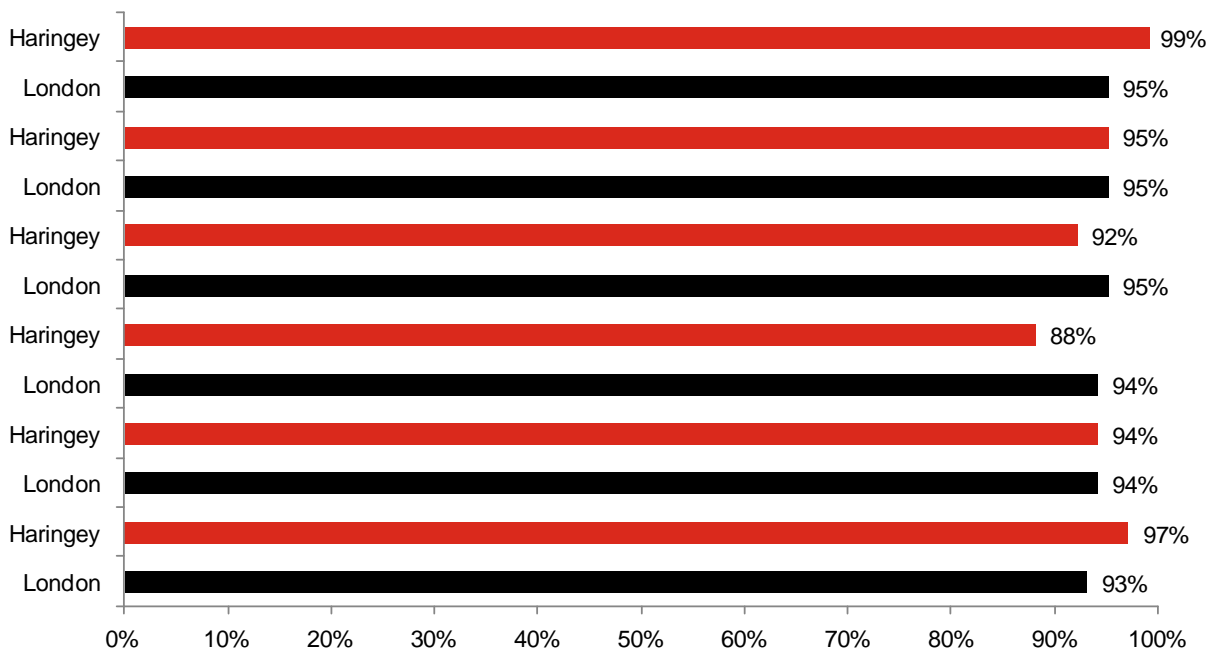
Appendix 4b

How well do pupils achieve? Percentage (%) of primary schools rated good or outstanding, 2010-2015
Source: Ofsted Data View 2015



Appendix 4c

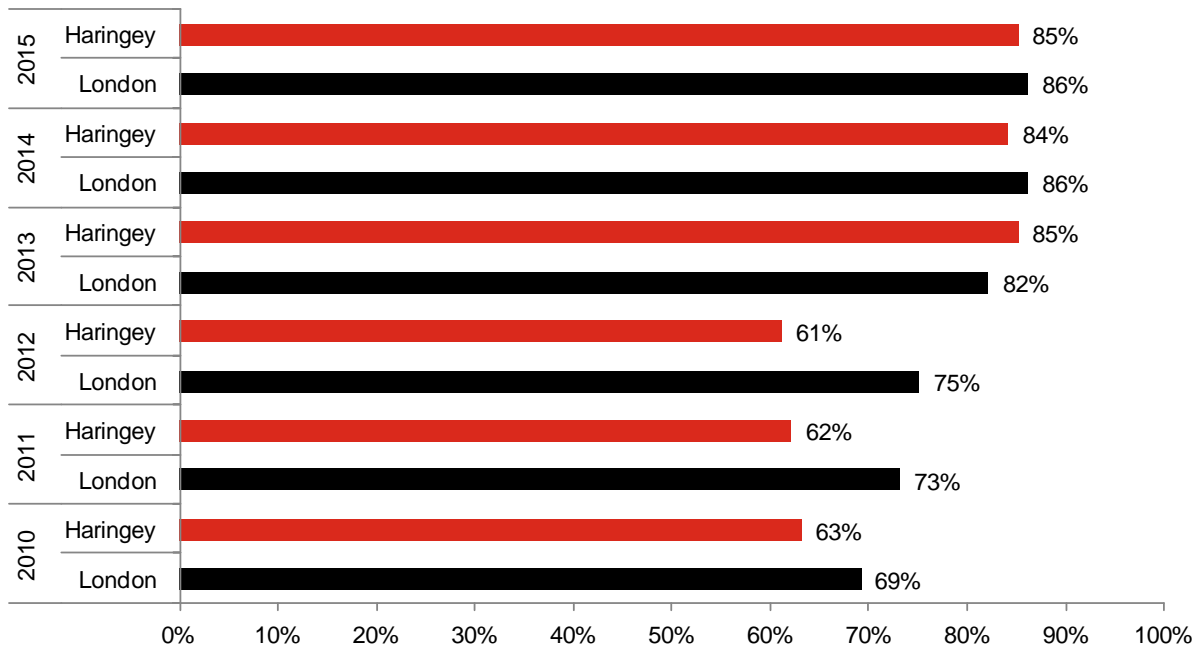
Pupils' behaviour. Percentage (%) of primary schools rated good or outstanding, 2010-2015
Source: Ofsted Data View 2015



Appendix 4d

The quality of teaching. Percentage (%) of primary schools rated good or outstanding, 2010-2015

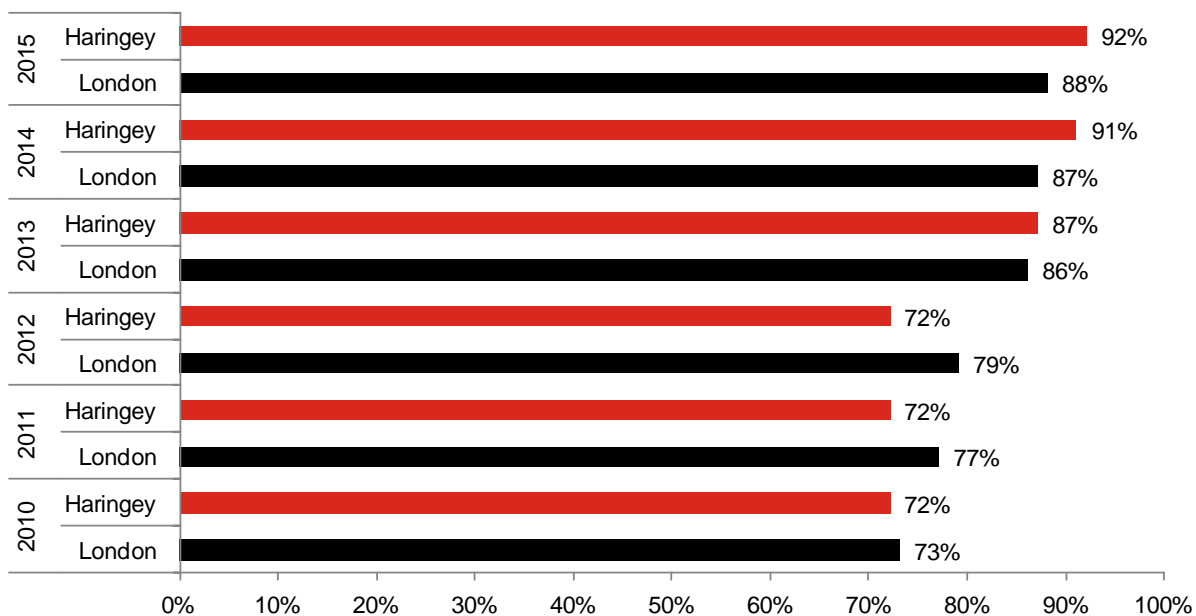
Source: Ofsted Data View 2015



Appendix 4e

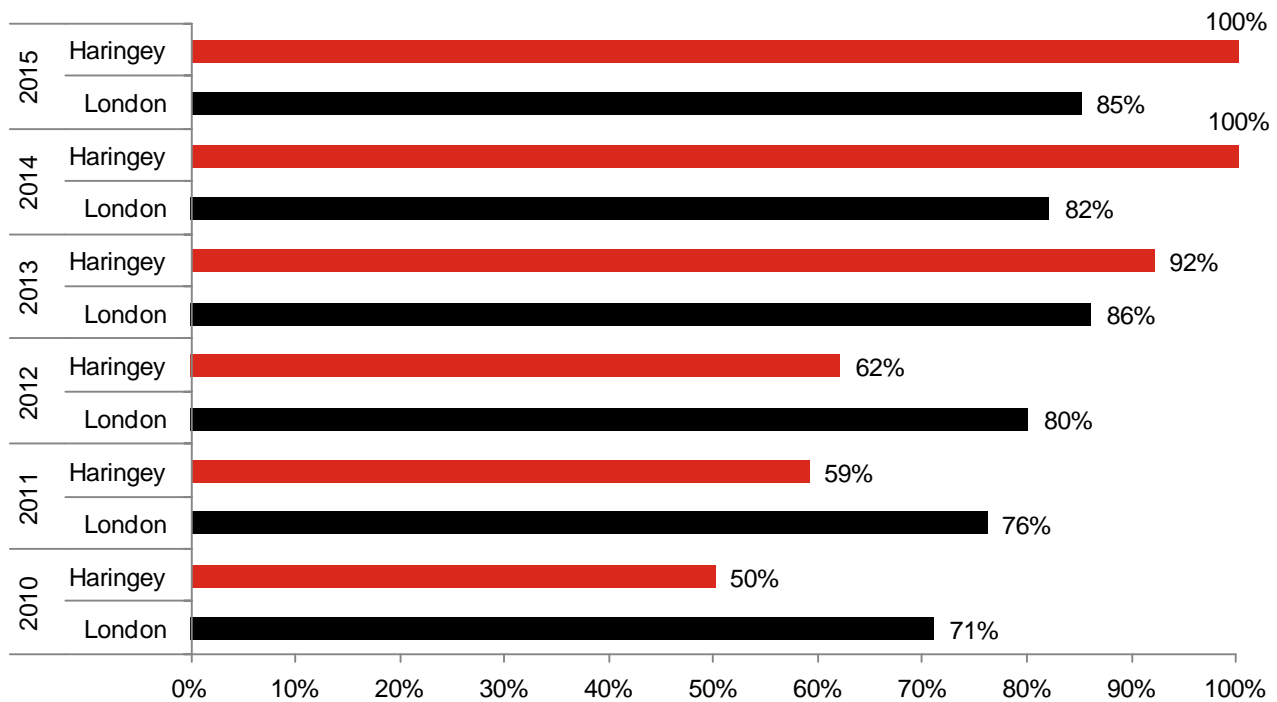
The effectiveness of leadership and management in embedding ambition and driving change. Percentage (%) of primary schools rated good or outstanding, 2010-2015

Source: Ofsted Data View 2015



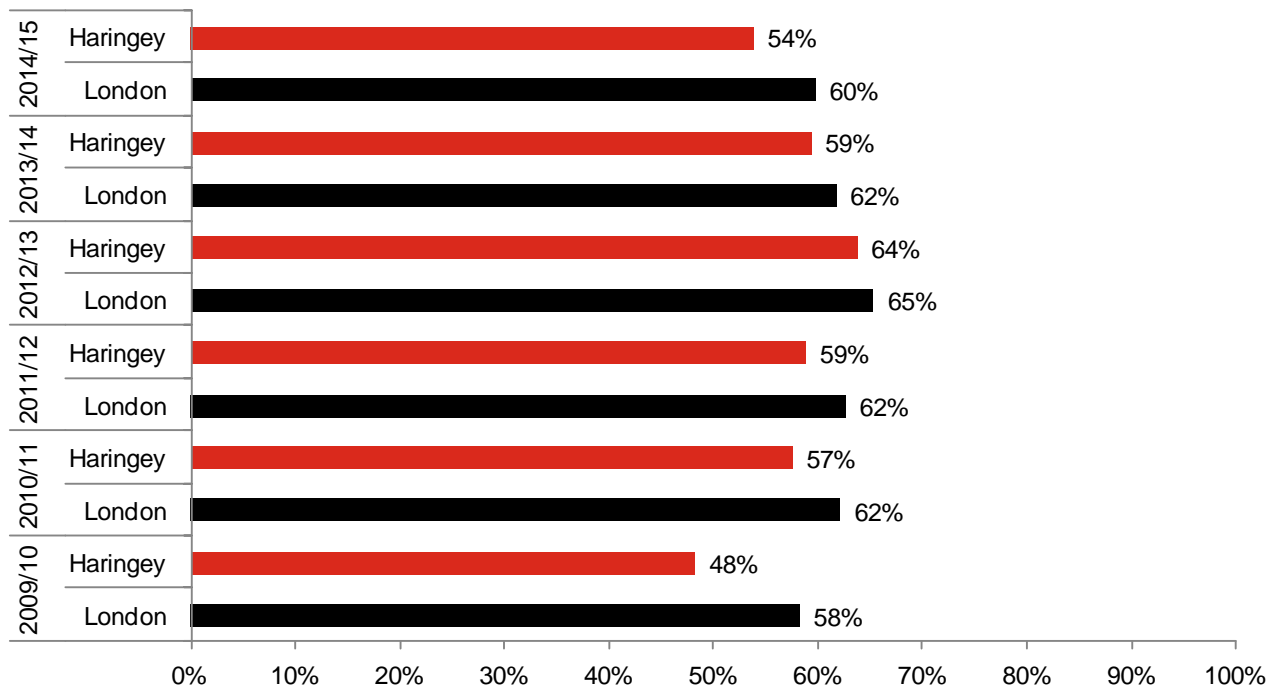
Appendix 5a

Percentage (%) of secondary schools rated
good or outstanding, 2010-2015
Source: Ofsted Data View 2015



Appendix 5b

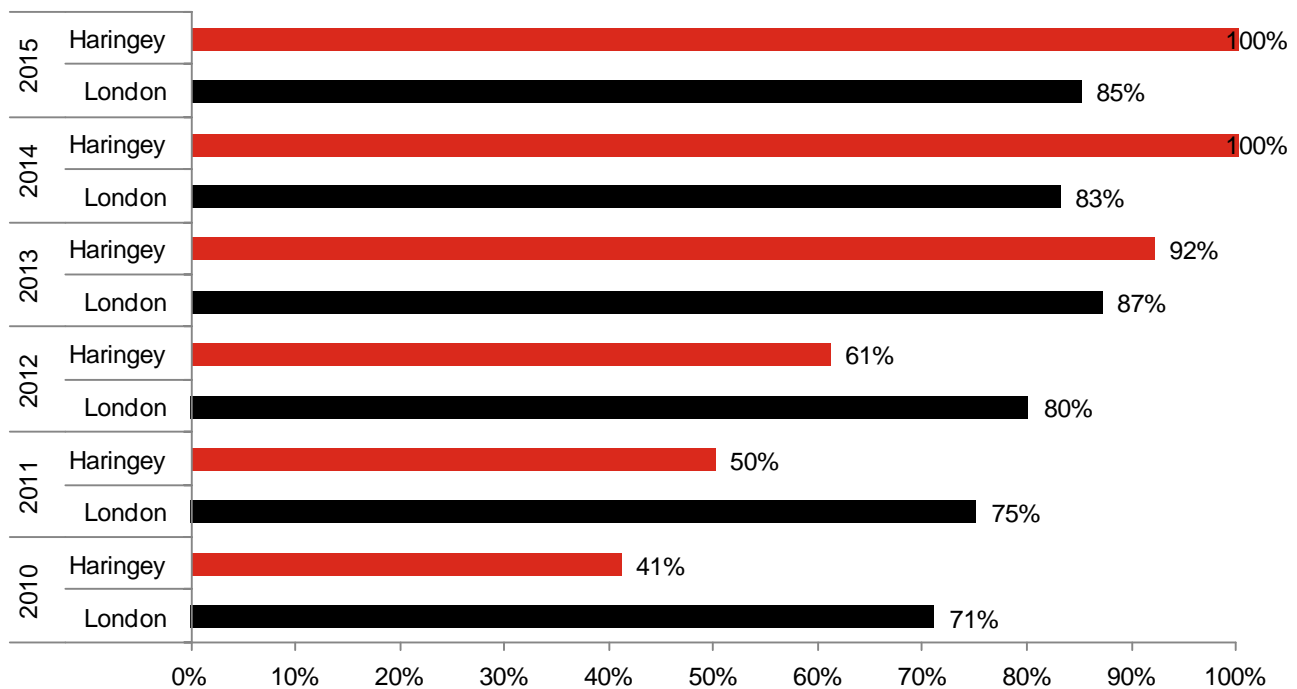
Percentage (%) of pupils gaining 5+ A*-C inc.
English and Maths GCSEs, 2009/10-2014/15
Source: Ofsted Data View 2015



Appendix 5c

How well do pupils achieve? Percentage (%) of secondary schools rated good or outstanding, 2010-2015

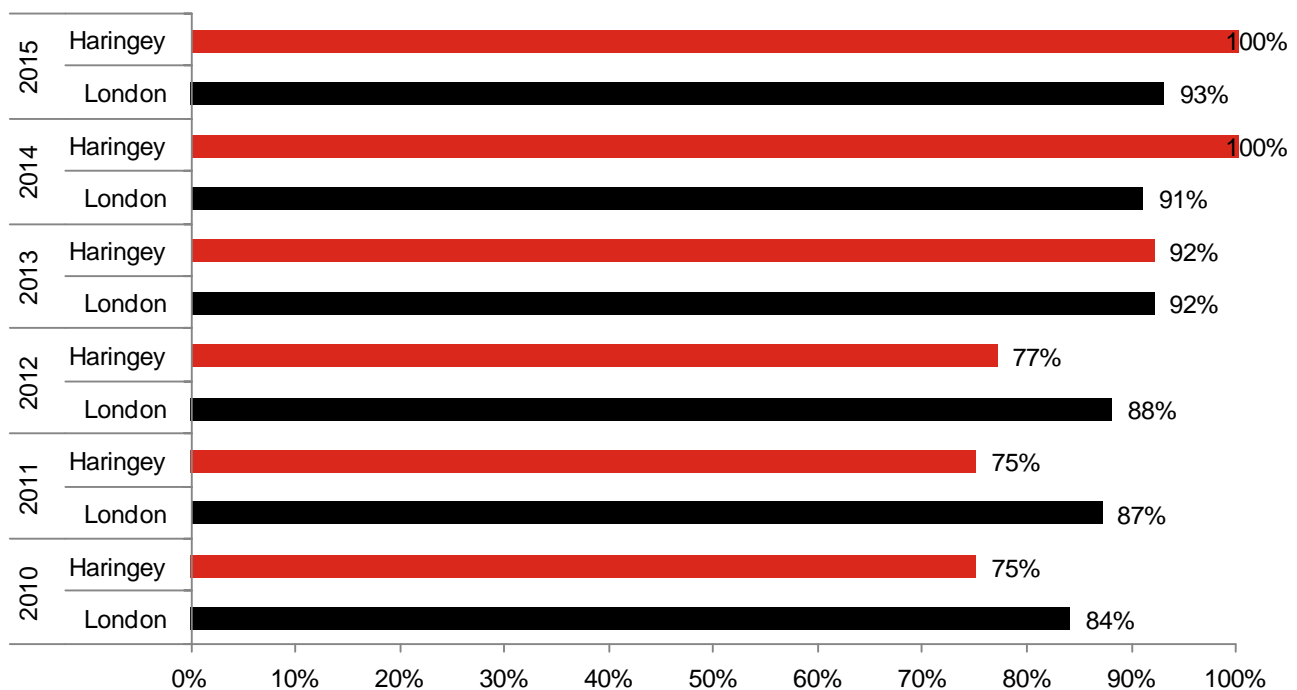
Source: Ofsted Data View 2015



Appendix 5d

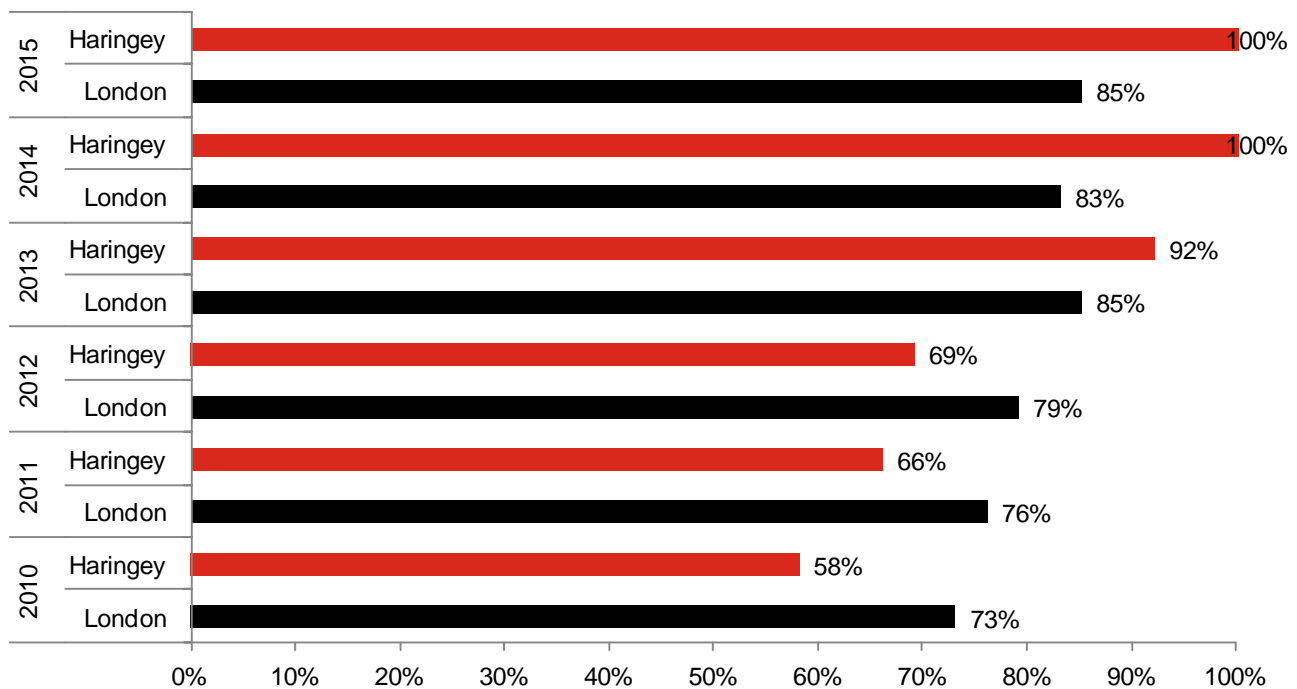
Pupils' behaviour. Percentage (%) of secondary schools rated good or outstanding, 2010-2015

Source: Ofsted Data View 2015



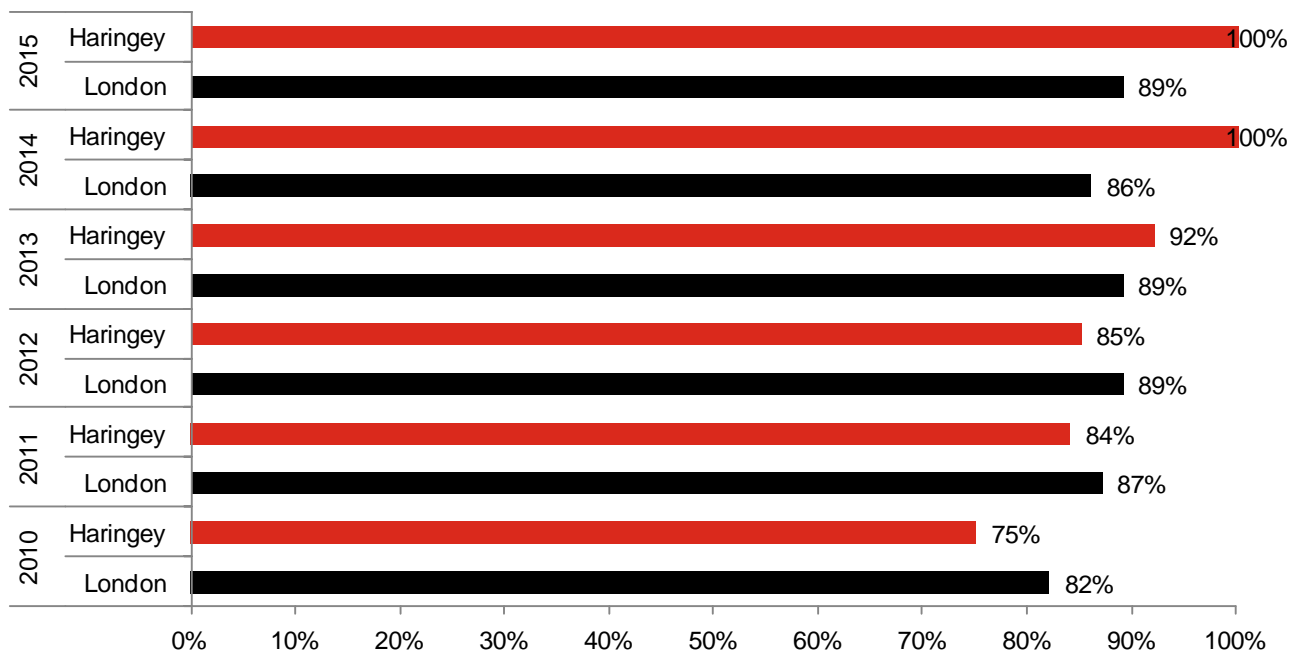
Appendix 5e

The quality of teaching. Percentage (%) of secondary schools rated good or outstanding, 2010-2015
Source: Ofsted Data View 2015



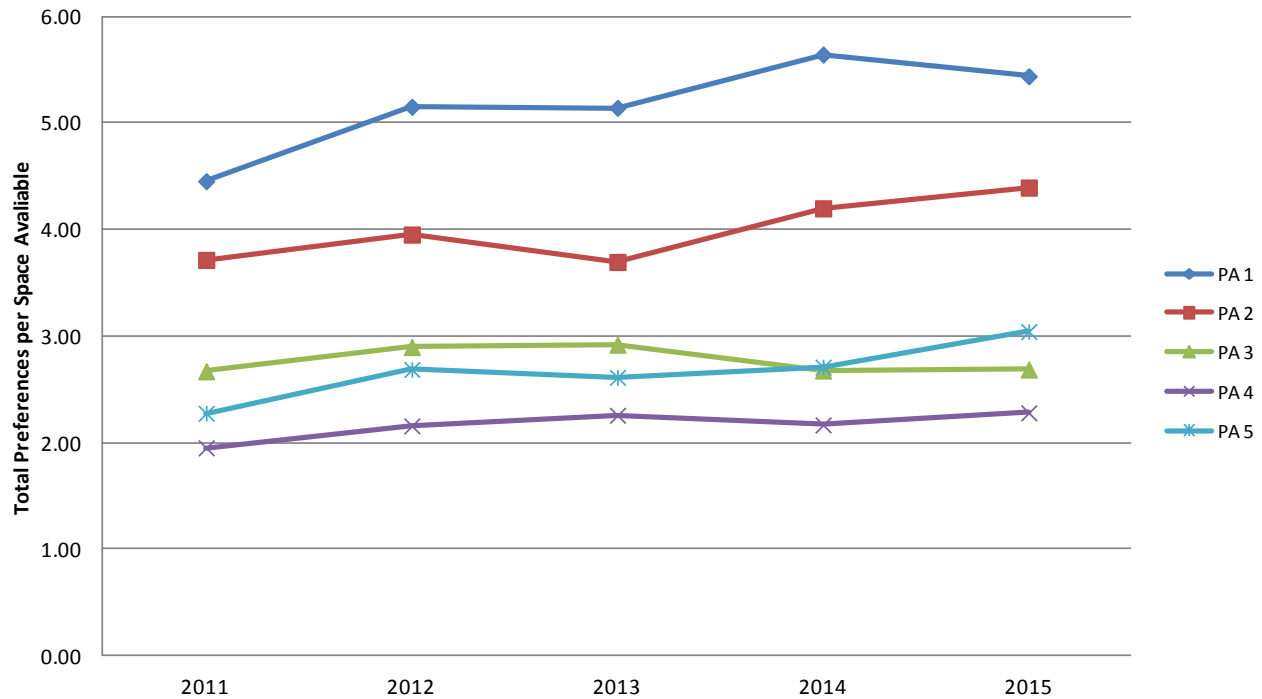
Appendix 5f

The effectiveness of leadership and management in embedding ambition and driving change. Percentage (%) of secondary schools rated good or outstanding, 2010-2015
Source: Ofsted Data View 2015



Appendix 6

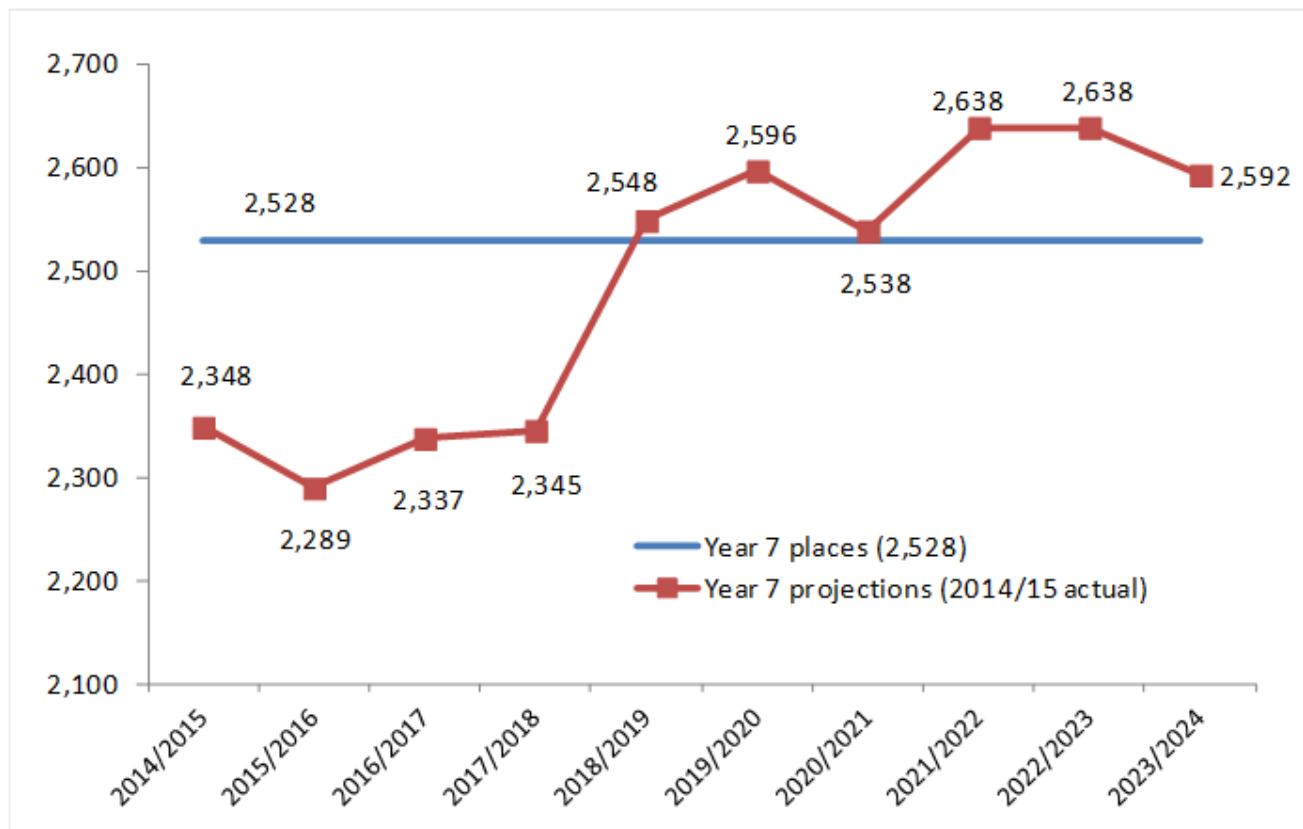
Total Preferences per Space Available over Time



Appendix 7 – Reception places borough wide

Intake year	Actual (2008/9-2014/15) & Projected (2015/16-2024/25) reception aged pupils	Number of school places across borough	% of reception surplus	Deficit/surplus No. of places	Equivalent Form of Entry
2014/15	3,181 (actual)	3,350****	5.0%	169	6fe
2015/16	3,224 (projected)	3,350	3.8%	126	4fe
2016/17	3,155 (projected)	3,350	5.8%	195	6/7fe
2017/18	3,120 (projected)	3,350	6.9%	230	8fe
2018/19	3,104 (projected)	3,350	7.3%	246	8fe
2019/20	3,125 (projected)	3,350	6.7%	225	7/8fe
2020/21	3,142 (projected)	3,350	6.2%	208	7fe
2021/22	3,156 (projected)	3,350	5.8%	194	6fe
2022/23	3,164 (projected)	3,350	5.6%	186	6fe
2023/24	3,168 (projected)	3,350	5.4%	182	6fe
2024/25	3,172 (projected)	3,350	5.3%	178	6fe

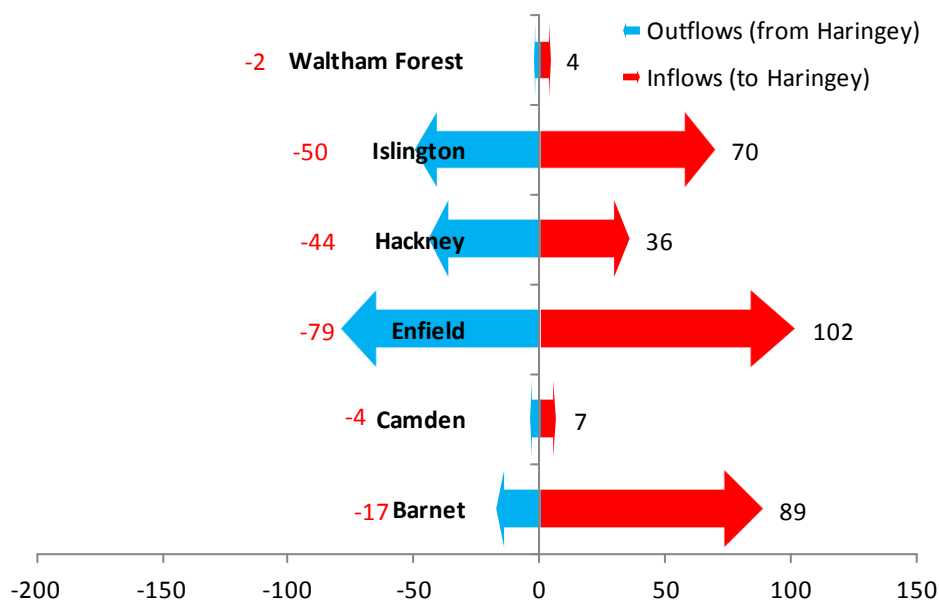
Appendix 8 – Year 7 places vs. Projections, 2014/15-2023/24



Appendix 9

Figure 1 - Balance of Reception offer transfers (April 2015)

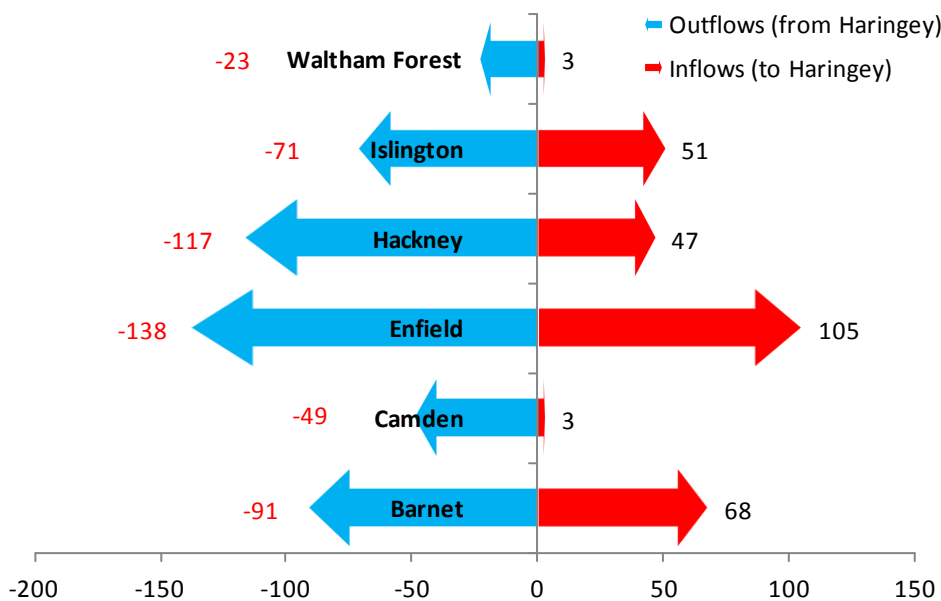
Source: Education Services, Haringey 2015



Appendix 10

Figure 3 - Balance of Secondary offer transfers (April 2015)

Source: Education Services, Haringey 2015



Appendix 11 – School Place Planning Principles

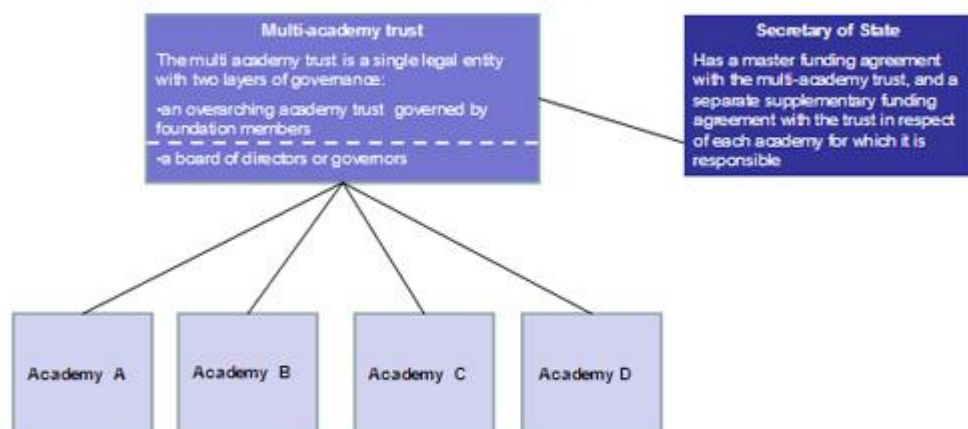
How we determine the need for additional places (Place Planning Principles)

In 2013 we refreshed our five Place Planning Principles to reflect current national and local policies and strategies including the findings of the education commission in their report *Outstanding for All*. The refreshed principles are:

- 1) Seek to meet demand for places within established, new or emerging local communities, having regard for the role of schools at the heart of sustainable communities;
- 2) Supporting work to make all our schools good or outstanding, ensuring that every child has a place at a good or outstanding school. Where expansion is needed to meet demand for places, we should favour the expansion of schools where there is proven demand and well-established and successful leadership and management at a good or outstanding school;
- 3) Have regard to the impact of any changes on the viability and standards at existing and new schools;
- 4) Bring forward proposals that make best use of scarce capital resources;
- 5) Work with schools to provide the optimum forms of entry appropriate to the capacity of the school site and the level of demand for that particular school, giving each school the capacity to meet our aspirations.

Appendix 12 – The multi-academy trust model

The multi-academy trust model



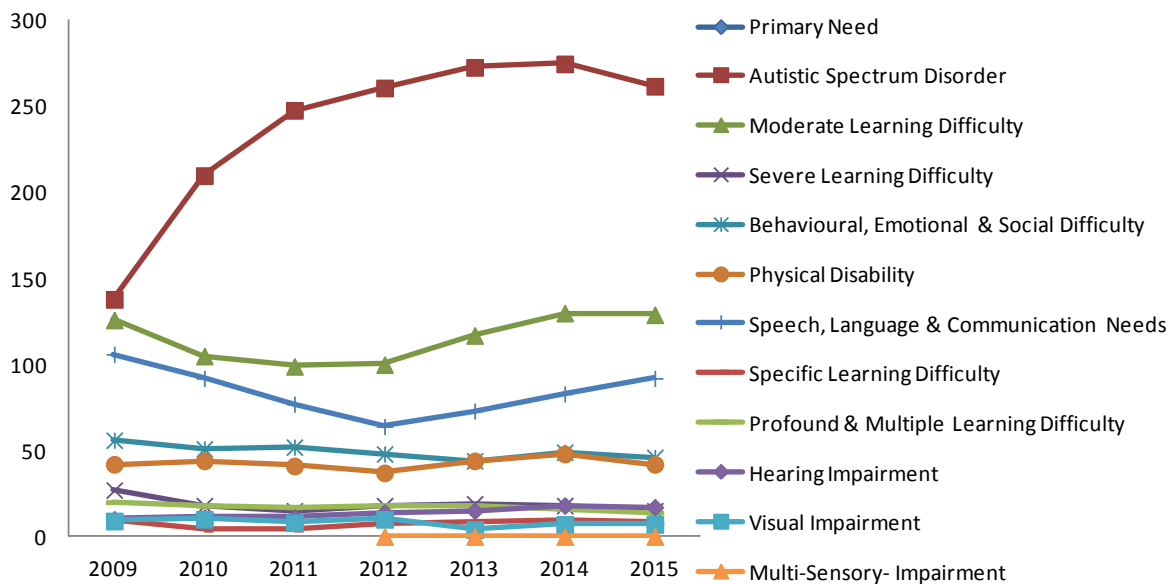
The academy trust could establish a local governing body for each academy, appoint the members of it and decide what powers to delegate to it. Alternatively, the academy trust might decide to set up an advisory body with no delegated powers, which reports to the academy trust's governing body. Whichever option is adopted control remains with the multi-academy trust

Source: DfE published in National College (2012)

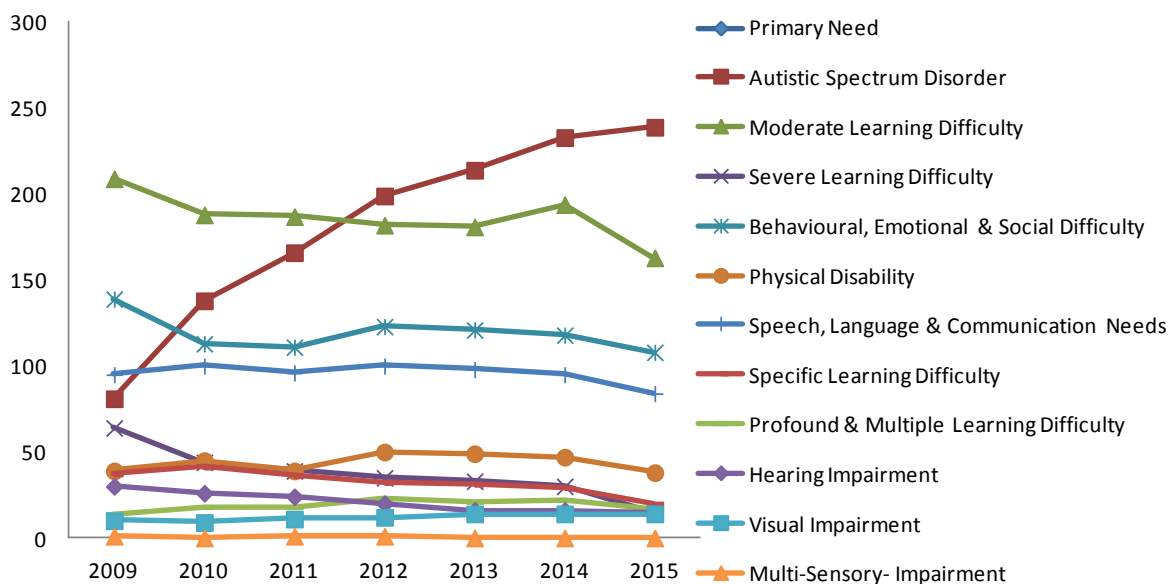
Appendix 13 – Number of children with SEN statements across Haringey

Year	No. of children with statements	% increase from previous year
2009	1,262	
2010	1,284	1.7%
2011	1,300	1.2%
2012	1,354	4.2%
2013	1,393	2.8%
2014	1,451	4.2%
2015	1,455	0.03%

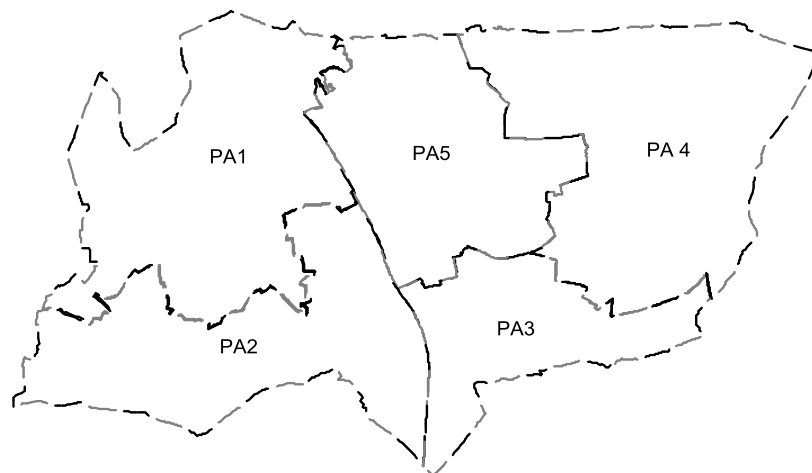
Appendix 14 – Number of Primary children with statements by need (Pre-school/Nursery to Year 6, 2009 to 2015) Source: Haringey SEN 2015



Appendix 15 – Number of Secondary children with statements by need (Year 7 to Year 14, 2009 to 2015) Source: Haringey SEN 2015



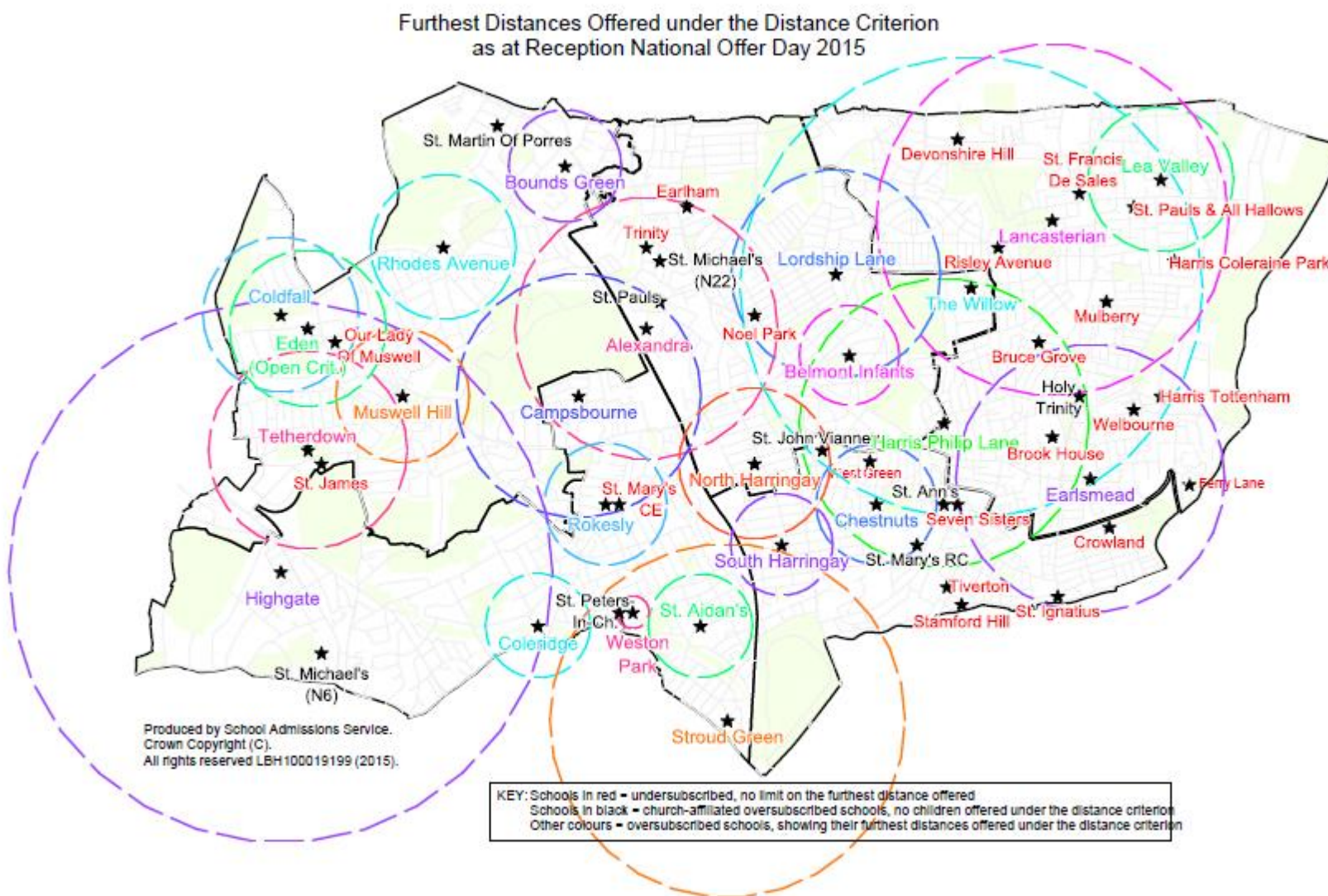
Appendix 16 – Map of planning areas and wards contained within



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Planning areas and wards			
PA1	Alexandra, Fortis Green and Muswell Hill and North Half of Bounds Green ward (50%)	PA 4	Tottenham Green Tottenham Hale Northumberland Park White Hart Lane Bruce Grove
PA 2	Highgate Crouch End Hornsey Stroud Green	PA 5	South half of Bounds Green Ward (50%) North Half of Harringay Ward (50%) Noel park Woodside West Green
PA 3	South half of Harringay ward (50%) St Ann's Seven Sisters		

Appendix 17 – Furthest distance offered under the distance criterion as at Reception national offer day 2015



Report for: Children and Young People Scrutiny Panel

Item number:

Title: Child obesity: what is being done locally to address the issue

Report

authorised by: Jeanelle de Gruchy, Director of Public Health

Lead Officer: Debbie Arrigon, Public Health Commissioner, 020 8489 5648
debbie.arrigon@haringey.gov.uk

Ward(s) affected: All

Report for: Non Key Decision

1. Describe the issue under consideration

The increasing trend in child obesity is worrying. Obese children are more likely to be ill and therefore absent from school, experience health-related limitations and require more medical care than children with normal weight. They are also more likely to experience bullying and mental health issues including low self-esteem. Compounding factors such as poor oral health, linked to too much sugary drinks is also of increasing concern. Obese children are also at a higher risk of becoming an obese adult.

Tackling child obesity is a priority for the council. It is within the Corporate Plan (Priority 1, Objective 4) and the Healthy and Wellbeing Strategy.

The evidence¹ tells us child obesity should be addressed through multi-agency working at all levels, national regional and local. This report describes our local approach working alongside regional and national activity.

2. Cabinet Member Introduction

Not applicable

3. Recommendations

3.1 The panel to note the report and support the council's partnership approach.

4. Reasons for decision

Not applicable

5. Alternative options considered

¹ McKinsey Global Institute. Overcoming obesity: an initial economic analysis. Nov, 2014

1. Focus on one element - for example, encouraging individual behaviour change (healthy eating and increasing physical activity levels) however the evidence shows this would have a limited impact on reducing child obesity.
2. Do nothing - this is not an option due to the cost implications, both economic and social.

6. Background information

6.1 Obesity in the UK is rapidly rising. By 2050 it is predicted that 60% of men and 50% of women will be obese. Obesity has serious implications in reducing life expectancy. On average, it's estimated that it takes 9 years off life due to obesity-related disorders and complications such as diabetes, with consequent huge economic burden on health services and the wider economy.

6.2 The increasing trend in child obesity is worrying. Obese children are more likely to be ill and therefore absent from school, experience health-related limitations and require more medical care than children with normal weight. They are also more likely to experience bullying and mental health issues including low self-esteem. Compounding factors such as poor oral health, linked to too much sugary drinks is also of increasing concern. Tooth decay is the most common chronic disease in childhood even though it is largely preventable and is the top cause for child non-emergency admissions in most London boroughs. Haringey has the 4th highest number in London of decayed, filled or extracted teeth in 5 year olds. Obese children are also at a higher risk of becoming an obese adult.

6.3 The data

6.3.1 The National Child Measurement Programme (NCMP)

The height and weight of Year 6 and Reception aged children in Haringey is measured annually as part of the statutory NCMP. This is often regarded as world-class data, measuring over 1 million children nationally, and also collecting a wide range of data points such as ethnicity, postcodes which provides opportunity for robust analysis.

The latest data from 2014/15 shows a higher proportion of Haringey children are obese in both Reception and Year 6 than London and England as a whole.

In Reception (ages 4-5) – nearly 1 in 4 (23%) Haringey children are overweight or obese. In Year 6 (ages 10-11) - over 1 in 3 (36.67%) Haringey children are overweight or obese.

The Haringey trend for Reception aged children has been very similar to London and England. However for children in Year 6, Haringey has remained consistently above the national rate.

6.3.2 Deprivation

Obesity levels in Haringey are closely linked to deprivation. Reception year children living in deprived areas are 2 times more likely to be overweight or

obese than children living in more affluent areas. Children in Year 6 are 2.5 times more likely to be overweight or obese.

Children living in the east of the borough generally have higher levels of overweight or obesity than children living in the west of the borough.

Seven Sisters ward has the highest proportion of overweight and obese Year 6 children at 50.51%, followed by Noel Park ward at 49.12%. Crouch End ward has the lowest proportion of overweight and obese year 6 children at 18.46%.

6.3.3 Ethnicity

Children from Black and minority ethnic (BME) groups are more likely to be obese than children that are White British. Rates of overweight or obesity amongst Black African children are double those of children that are White British.

7. National and regional approach

7.1 National

Public Health England (PHE) recently published a sugar reduction report commissioned by the Department of Health² to inform policy-making as part of the Government's forthcoming childhood obesity strategy, expected in January. The report outlines the evidence and provides details how a successful sugar reduction programme could look and emphasises that there is no one single approach to tackling this complex issue. They make recommendations to regulate marketing and promotions aimed at children along with a sugar tax.

Since 2009 the Department of Health has led the Change4Life programme that focuses on behavioural change and offers people a range of free resources, such as healthy eating recipe cards, ideas on how to reduce sugar intake through 'sugar swaps' and information on increasing physical activity levels. Haringey Public Health team use the resources in local promotions and encourage settings such as Children's Centres and schools to use the resources and encourage parents to sign up to the Department of Health website to access directly the full range of free materials

The Department of Health has the Healthy Start scheme. For pregnant women and mothers with a child under 4 years of age, the Healthy Start scheme can help buy basic foods like milk, fruit and vegetables. If an individual qualifies for the scheme they are sent vouchers to use in over 30,000 shops in the UK. The scheme also includes access to free vitamins suitable for; pregnant women, breastfeeding women and children aged 6 months to 4 years old. In Haringey the Public Health team offers a universal vitamins programme through the Children's Centre's and Health Centre's.

² [Sugar reduction: the evidence for action](#)

7.2 Regional approach

PHE London brings together local authorities as part of the Obesity Network. One aspect of their work has been to establish Obesity Action Learning Sets to enable boroughs to share good practice and ways of working. Haringey participates in this.

The Greater London Authority (GLA) leads on the Healthy Schools London programme. Haringey Public Health leads on this popular programme locally. Healthy Schools London is undertaking an evaluation of the programme, due to publish in Spring 2016. The Public Health team will participate in the evaluation and ensure our local programme implements the recommendations.

The London Association of Directors of Public Health is undertaking a sector led improvement programme focussing on child obesity. Haringey will participate in this.

8. How the evidence has informed our local approach

8.1 Strategic approach

As described earlier tackling the obesity epidemic is complex; education and personal responsibility are critical elements of any approach to reduce obesity but they are not enough on their own.

Additional interventions are needed that rely less on conscious choices by individuals and more on changes to the environment and societal norms. Such interventions help make healthy behaviours easier to adopt. They include reducing default portion sizes, changing the way food is marketed, and changing the urban and school environment to encourage physical activity.

Evidence strongly suggests that any single type of intervention is unlikely to be effective on its own, but many will contribute to a change. A recent report noted 74 cost-effective interventions in 18 areas¹. Similarly, no one part of society – local authorities, the NHS, community groups, traders, restaurants, employers or individuals can address obesity on their own. All need to be involved.

To support this approach Haringey held an obesity conference at Tottenham University Technical College on 25th June. A diverse field of expert speakers addressed the conference on some of the most pressing issues around obesity. Over 200 participants including schools, community and voluntary organisations, council members and officers, health care providers including NHS Hospital Trusts attended lively workshop discussions. During the conference participants were encouraged to identify pledges to take action to reduce obesity in Haringey to create a health enhancing environment where the healthy choice is the easy choice.

Following the conference the Council have established the Haringey Obesity Alliance led by Councillor Morton. It is a partnership between the Council, health and care services, schools, local businesses and voluntary sector and a wide variety of community groups committed to tackling obesity. The Obesity Alliance will provide a platform for partners to advocate, exchange information,

and develop joint projects that help create a healthier Haringey. By working in partnership we can ensure that activities to tackle obesity are co-ordinated, effective and sustained.

Haringey Obesity Alliance members commit to delivering key and significant change themselves through an organisational pledge and to be an active member of the collective effort. We have over 20 pledges so far and are continuing to support organisations to develop their pledges.

Example pledges from local schools

- All teachers pledge to have a certain amount of time each week on top of P.E. where teachers plan active lessons so children are moving and learning: No Bums on Seats!
- To achieve Healthy School Gold award
- Increase P.E. sessions to two hours
- Increase the number of children attending our free breakfast club
- Ensure active after school clubs and healthy cooking clubs are on offer
- Design a curriculum rich with topics which develop our children's understanding of diet, health risks, exercise and emotional, social, moral, cultural and spiritual well-being
- Promote child volunteers for roles such as serving a variety of salad and fruit options with lunch and peer mediators and play leaders for break and lunch times in the playground

The Obesity Alliance will develop, implement and monitor a delivery plan for fulfilling the Health and Wellbeing Strategy's ambitions around obesity that are; fewer children and young people will be overweight or obese and more adults will be physically active.

The majority of the interventions (sub-categorised into three main areas) outlined below will be overseen or directly delivered by the Obesity Alliance (some are distinct projects to be delivered by the Council).

8.2 Interventions

8.2.1 Create a healthy environment

Our aim is to create an environment where the healthy choice is the easier choice. One way to do this is for the Council to work with residents, developers and businesses to create healthy-weight environments through strong healthy public policy.

This includes plans to restrict the over-concentration of fast food outlets within 400 metres of schools. At the same time, we will work with and support schools and academies on their school food policies including their policies on 'open gates' at lunchtimes and possible alternatives.

We will shape the built environment through regeneration in Tottenham, in partnership with residents, businesses and communities as part of the Healthier Catering Commitment Scheme to improve the availability of healthy food.

Council planners will work with developers to promote cycling and walking.

8.2.2 Work with communities

We are working with residents and communities to build their ability to help themselves and others alongside offering 'early help' to those who need it.

For example:

We continue to raise awareness and provide information to families and professionals who work with children and young people, linking in with the national Change4Life campaign as mentioned in section 7.1.

We know that breastfeeding decreases the risk of obesity we continue to support women to breastfeed. Haringey has achieved the evidence-based Level 1 Baby Friendly Accreditation that has created supportive environments for women to breastfeed. Alongside this, Haringey has a universal healthy start vitamin offer, which provides vitamins to all pregnant and breastfeeding women and children under four as mentioned in section 7.1. Furthermore Health Visitors promote the Healthy Start fruit and vegetable scheme to eligible families, mainly in the east of the borough where we know the need is highest

We will continue to support parents with very young children, helping the whole family make positive changes to their lifestyle via the evidence-based HENRY (Health, Exercise, Nutrition for the Really Young) programme. The HENRY programme is targeted in the east of the borough, where there are higher levels of deprivation and a large proportion of BME families.

We will continue to work closely with schools to support them in promoting healthy eating, physical activity and emotional wellbeing throughout the whole school community. This includes the Healthy Schools Programme linked with the council's Smarter Travel and Sport, Leisure and Park initiatives.

This type of work also allows us to target resources where we know the need is highest for instance the Public Health team support schools in achieving their healthy schools awards where schools identify a chosen health priority (e.g. healthy eating) and devise an action plan around it, with both universal and targeted outcomes. The Healthy Schools programme is very popular with Haringey schools. In September 2015, 31 Haringey schools (44%) had achieved the Bronze award and 10 schools (10%) had achieved the Silver award. Across London it was 42% Bronze and 10% silver.

The council will work with local residents and community leaders to expand the number of Haringey 'Playstreets'. This is a scheme that allows local children and families to reclaim their neighbourhoods by closing selected streets to through traffic, and turning them into temporary play streets.

We will build on links with sports activities (schools, leisure and key partners – e.g. Tottenham Hotspur Football Club) to improve access to and engagement for young people and for adults.

8.2.3 Support through services

We are ensuring that tackling obesity is an integral consideration within the Council's transformation programmes such as the Best Start in Life work stream (Priority 1 within the Corporate Plan), the Early Help offer, the Tottenham regeneration programme, and within NHS plans.

We are transforming the commissioned health visiting service to enable universal delivery of the evidence based Healthy Child Programme (pregnancy to age five) to support prevention and early intervention.

Schools and all professionals who work with children and young people continue to have access to funded child obesity training to enable them to work sensitively and effectively with families.

We will ensure all services 'make every contact count'. We will train health and social care professionals and other front-line staff to promote healthy lifestyle messages and information to residents in this evidence-based approach. This will include mental health promotion given the role that mental wellbeing plays in tackling obesity.

- 8.3 We will continually review our approach to tackling obesity. We are taking a multi-layered, multi-agency approach based on the evidence, however we know that no authority internationally has been overly successful nor is there a silver-bullet solution, therefore we will keep up-to-date with developments in other areas.

9. Contribution to strategic outcomes

Child obesity is a priority in;

Haringey's Corporate Plan 2015-18: Priority 1, Objective 4; children and young people are happier, healthier and more resilient.

Haringey's Health and Wellbeing Strategy

10. Statutory Officers comments (Chief Finance Officer (including procurement), Assistant Director of Corporate Governance, Equalities)

10.1 Finance and Procurement

There are no direct financial implications arising from the recommendations in this report.

10.2 Legal

There are no legal implications.

10.3 Equality

The Council has a public sector equality duty under the Equalities Act (2010) to have due regard to:

Tackle discrimination and victimisation of persons that share the characteristics protected under S4 of the Act. These include the characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation;

Advance equality of opportunity between people who share those protected characteristics and people who do not;

Foster good relations between people who share those characteristics and people who do not.

The approach taken by the council and partners is informed by equalities analysis. The needs of protected characteristics including age, race and maternity inform our approach, for example, the HENRY programme is targeted to the east of the borough.

Use of Appendices

None

Local Government (Access to Information) Act 1985

Not applicable

Report for: Children and Young People's Scrutiny Panel – 16 November 2015

Item number:

Title: Work Plan Update

Report authorised by: Bernie Ryan, Assistant Director of Corporate Governance

Lead Officer: Robert Mack, Principal Scrutiny Support Officer, 020 8489 2921
rob.mack@haringey.gov.uk

Ward(s) affected: All

Report for Key/ N/A
Non Key Decision:

1. Describe the issue under consideration

- 1.1 This report gives details of the proposed work programme for the remainder of the municipal year.

2. Cabinet Member Introduction

N/A

3. Recommendations

- (a) To consider the future work programme, attached at **Appendix A**, and whether any amendments are required.
- (b) That the Overview and Scrutiny Committee be asked to endorse any amendments, at (a) above, at its next meeting.
- (c) To receive a verbal update on progress with the Panel's review on Youth Transition.
- (d) To agree which of suggested topics referred to in the report is selected as the next in-depth review by the Panel next piece of work, beginning on completion of the review on Youth Transition.

4. Reasons for decision

- 4.1 The work programme for the Panel was agreed by the Overview and Scrutiny Committee at its meeting on 27 July 2015. Arrangements for implementing the work programme have progressed and the latest plans for Panel meetings are outlined in Appendix A.

5. Alternative options considered

- 5.1 The Panel could choose not to review its work programme however this could diminish knowledge of the work of Overview and Scrutiny and would fail to keep the full membership updated on any changes to the work programme.

6. Background information

- 6.1 The careful selection and prioritisation of work is essential if the scrutiny function is to be successful, achieve added value and retain credibility. On 8 June 2015, at its first meeting of the municipal year, the Overview and Scrutiny Committee agreed a process for developing the 2015/16 scrutiny work programme.
- 6.2 Following this meeting a number of activities took place, including a public survey and Scrutiny Cafe, where over 90 suggestions, including those from members of the public were discussed by scrutiny members, council officers, partners, and community representatives. From these activities issues were prioritised and an indicative work programme agreed by the Overview and Scrutiny Committee in late July.
- 6.3 Therefore, whilst Scrutiny Panels are non-decision making bodies, i.e. work programmes must be approved by the Overview and Scrutiny Committee, this item gives the Panel an opportunity to oversee and monitor its work programme, attached at **Appendix A**, and to suggest amendments.
- 6.4 The Panel has been continuing with it's in depth piece of work on Youth Transition which it began in 2014/15. It was agreed at the Panel meeting on 9 July that the following additional work be undertaken on this;
- Visits to two local schools to hear how they provide impartial advice and guidance to young people and, in particular, those between the ages of 12 and 14;
 - Comparisons with other local authorities;
 - An update from officers on work that is currently being done by the Council and its partners and recent developments.
- 6.5 All of these have been completed except for one of the school visits, which is pending. Following this, Panel Members will need to agree their final conclusions and recommendations. A verbal update on progress will be provided at the meeting
- 6.6 It had been planned that the Panel will undertake a piece of work on either Early Years or Early Help once the current work on Youth Transition has been completed. However, issues with the timing of these pieces of work have been identified. The issue of disproportionality within the youth justice system has also been raised as a possible issue for a piece of in depth work and this could provide a suitable alternative in the meantime. The Panel is requested to agree which of these proposed pieces of work is started next.

Forward Plan

6.7 Since the implementation of the Local Government Act and the introduction of the Council's Forward Plan, scrutiny members have found the Plan to be a useful tool in planning the overview and scrutiny work programme. The Forward Plan is updated each month but sets out key decisions for a 3 month period.

6.6 To ensure the information provided to the Panel is up to date, a copy of the most recent Forward Plan can be viewed via the link below:

<http://www.minutes.haringey.gov.uk/mgListPlans.aspx?RP=110&RD=0&J=1>

6.7 The Panel may want to consider sections of the Forward Plan, relevant to the Panel's terms of reference, and discuss whether any of these items require further investigation or monitoring via scrutiny.

7 Contribution to strategic outcomes

7.1 The individual issues included within the work plan were identified following consideration by relevant Members and officers of Priority 1 of the Corporate Plan and the objectives linked. Their selection was specifically based on their potential to contribute to strategic outcomes.

8 Statutory Officers comments (Chief Finance Officer (including procurement), Assistant Director of Corporate Governance, Equalities)

Finance and Procurement

8.1 There are no financial implications arising from the recommendations set out in this report. Should any of the work undertaken by Overview and Scrutiny generate recommendations with financial implications then these will be highlighted at that time.

Legal

8.2 There are no immediate legal implications arising from this report.

8.3 Under Section 21 (6) of the Local Government Act 2000, an Overview and Scrutiny Committee has the power to appoint one or more sub-committees to discharge any of its functions.

8.4 In accordance with the Council's Constitution, the approval of the future scrutiny work programme and the appointment of Scrutiny Panels (to assist the scrutiny function) falls within the remit of the Overview and Scrutiny Committee.

8.5 Scrutiny Panels are non-decision making bodies and the work programme and any subsequent reports and recommendations that each scrutiny panel produces must be approved by the Overview and Scrutiny Committee. Such reports can then be referred to Cabinet or Council under agreed protocols.

Equality

- 8.6 The Council has a public sector equality duty under the Equalities Act (2010) to have due regard to:
- Tackle discrimination and victimisation of persons that share the characteristics protected under S4 of the Act. These include the characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation;
 - Advance equality of opportunity between people who share those protected characteristics and people who do not;
 - Foster good relations between people who share those characteristics and people who do not.
- 8.7 The Panel should ensure that it addresses these duties by considering them within its work plan and those of its panels, as well as individual pieces of work. This should include considering and clearly stating;
- How policy issues impact on different groups within the community, particularly those that share the nine protected characteristics;
 - Whether the impact on particular groups is fair and proportionate;
 - Whether there is equality of access to services and fair representation of all groups within Haringey;
 - Whether any positive opportunities to advance equality of opportunity and/or good relations between people, are being realised.
- 8.8 The Panel should ensure that equalities comments are based on evidence. Wherever possible this should include demographic and service level data and evidence of residents/service-users views gathered through consultation.

9 Use of Appendices

Appendix A – Work Programme

10 Local Government (Access to Information) Act 1985

External web links have been provided in this report. Haringey Council is not responsible for the contents or reliability of linked websites and does not necessarily endorse any views expressed within them. Listings should not be taken as an endorsement of any kind. It is your responsibility to check the terms and conditions of any other web sites you may visit. We cannot guarantee that these links will work all of the time and we have no control over the availability of the linked pages.

Work Programme 2015/16 – Children and Young People’s Scrutiny Panel

Meeting Date	Agenda Item	Details and desired outcome	Lead Officer / Witnesses
9 July 2015	Corporate Plan, Priority 1: Best Start in Life	- In order to inform the development of the work plan for 2015/16, to receive a presentation on actions to address Priority 1 within the Council’s Corporate Plan; “Enable every child and young person to have the best start in life, with high quality education”.	James Page - Head of Transformation and Strategy, CYPS
	Panel Project on Youth Transition - Interim Report	- To agree preliminary findings and further work to be undertaken as part of the Panel’s project on youth transition	Cllr Kirsten Hearn – Chair of Panel Rob Mack – Principal Scrutiny Support Officer
	Work Programme Update	- To agree items for prioritisation within the work plan for the Panel for recommendation to the Overview and Scrutiny Committee.	Rob Mack – Principal Scrutiny Support Officer
16 November 2015	Cabinet Member Q&A	- To question the Cabinet Member for Children and Families on her portfolio and, particular, progress against targets under Corporate Priority 1 – Best Start in Life.	Councillor Anne Waters, Cabinet Member for Children and Families
	School places	- Areas for consideration; (i) Capacity building for school places in areas within the borough which are earmarked for regeneration and new housing; and	Anton Francic & Jane Blakey – Assistant Directors for Schools and Learning

		(ii). Projected changes to trends in volume of new school starters in years ahead and what this means for capacity planning.	
	Child Obesity;	- To report on progress with action to address child obesity.	Debbie Arrigon and Susan Otiti – Public Health
1 February 2016	Child Safeguarding and preventing violence against the child.	<ul style="list-style-type: none"> - The Overview and Scrutiny Committee agreed at its meeting on 27 July that the Panel would invite the Chair of the Local Safeguarding Children's Board (LSCB) to attend to review the work of the Board and the effectiveness of partnership working - The Committee also agreed that the Panel would review the effectiveness of local arrangements for tackling child sexual exploitation in Haringey. - The Local Safeguarding Children's Board (LSCB) have had plans to assess and scrutinise the following; <ul style="list-style-type: none"> (i). The voice of the child in decisions affecting them; (ii). Neglect; (iii). Hard to reach groups; (iv). An audit of the child's journey from the "front door" to services onwards. <ul style="list-style-type: none"> ➤ It has been proposed that the Panel consider the LSCB's findings on each of these topics, and work closely together. 	<p>Sir Paul Ennals – Chair of Haringey LCSB</p> <p>Neelam Bhardwaja, Assistant Director for Children's Services - Safeguarding and Support</p>
	Educational Attainment Performance for different groups – including children	- Data on performance broken down into different groups, which would include children with SENDs, as well as ethnicity, age, household income etc	Anton Francic & Jane Blakey – Assistant Directors for Schools and Learning

	with SENDs.		
3 March 2016	Cabinet Member Q&A	- To question the Cabinet Member for Children and Families on her portfolio.	Councillor Anne Waters, Cabinet Member for Children and Families
	Foster carers and adoption:	- Potential areas for the Panel to consider; (i). The recruitment of in-house foster carers; (ii). Gaps in the budget for foster care and adoption, arising from legacy cases of 13-17 year olds who have remained in care for 3-4 years; (iii). Planned reforms under the Education & Adoption Bill going through Parliament, which will require a more regional approach to adoption services ➤ This will need to be co-ordinated with reference to the Corporate Parenting Advisory Committee (CPAC) to ensure that there is no duplication. The Panel has a role in considering any findings and recommendations which CPAC produces plus may want to cover any gaps.	Neelam Bhardwaja, Assistant Director for Children's Services - Safeguarding and Support
	Early Years Project; Conclusions and recommendations.	- To agree conclusions and recommendations for the Panel's in-depth project on early years.	Cllr Kirsten Hearn – Chair of Panel Rob Mack – Principal Scrutiny Support Officer

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