

Appendix 2

THESE FIELDS TO BE UPDATE BY THEME LEADS										
	THEME	STRATEGY AND PLAN (SUMMARY OF OUTCOMES)	STRATEGY AND PLAN (SUMMARY OF ACTIONS)	THEME LEADS	OVERALL RAG (average of RAGs for DELIVERY; RISKS and OUTCOMES)		CONFIDENCE IN OUTCOMES RAG		RISK/ISSUES RAG	DELIVERY/ COMPLETION RAG Progress is average % progress across all actions BASED ON END OF OCTOBER PROGRESS (previous % reported in brackets)
5.01	Safeguarding in Schools	Work with schools and colleges to ensure that all children and young people in Birmingham learn in an environment that is safe and promotes their overall wellbeing	Safeguarding Training Policies and Information for Schools Embed Resilience through a sound safeguarding framework	Jon Needham			Positive report from DfE on outcomes and lessons being taken on board. Actions in progress to develop education role in MASH	A	Risk being addressed from the DfE report that training needs to be enhanced to include how lessons will be embedded into schools (in practice). Also, need to make sure links between Education and CSC are in place (as well as BEP understanding it's role)	A98 % progress (98%)G
5.02	Strengthening School Governance	Ensure that there are robust and effective governance arrangements are in place and working effectively in our schools	Governor Recruitment Governance Standards Training and Support Monitoring and Evaluation	Steve Edmonds			Confident that the outcomes will champion professional standards of governance and contribute towards the aim of ensuring that effective governance arrangements are in place and working effectively in our schools.	A	The new roles surrounding governance oversight and intervention are in transition; however, there remains a lack of capacity for developing and managing the indicators and recording mechanisms used by the Authority to monitor and assess the quality, impact, strengths and weaknesses of governance.	A97% progress (97%)G
5.03	Our Leadership in Education	Build confidence in our ability to lead the overall system of education in Birmingham through a relentless focus on core duties	Clarifying our offer to Schools Management System Performance Management Information Full participation and skills	Colin Diamond			Education has progressed work on the Vision/FOM, which will be submitted to Ed Q for approval of direction and then development can start on the full new plan for 2016. EDD is live and being used in cross cutting and is shared with BEP.	A	The main risk is that the recommendations in the new Vision/FOM are not accepted and there will be no new plan for 2016, which could result in a loss of momentum and ability to sustain changes already made.	A79% progress (70%)A
5.04	Improving our Schools	Work with partners including BEP, teaching schools, good and outstanding schools and national and local leaders of education to deliver improvements in our schools	School Improvement Strategy and Method Support to the maintained TH schools requiring improvement in category Curriculum	Steve Nyakatawa			Confidence is around BEP being a new provider of services (and still settling in during the stabilisation period) and the fact that BCC still needs to establish the ICF.	A	The main thrust of this is the BEP SI contract for Sept'15, which is now signed and sealed. with BEP delivery commenced start of September, and regular meetings around their stabilisation are ongoing.	A99% progress (99%)G
5.05	Local Leadership & Accountability	Drive innovation and improvement through new district structures that promote collaborative leadership and enhance accountability	New District Structures District Co-ordinators	Narinder Saggu			District services have been given a lower priority by BEP (than school improvement) – so transition will take longer but BEP are being supported by staff from the Commissioning and Business Support Teams. Good engagement from DEC and Lead for Ladywood and the wider BEP workforce have received presentation. Partner commissioners in Public Health and NHS have been supportive – and this has been recognised and supported by the Head Teachers engaged in Ladywood. The work done with schools has resulted in a successful bid under the schools link pilot programme bringing extra funding for selected schools in support of the local offer. A second report will be available early November – which will highlight the further development of the relationships and delivery of BEP,	R	Good progress with Ladywood pathfinder and districts included in BEP contract, voluntary sector engaged in Ladywood identifying the extra capacity - first Interim Report agreed July 2015. BEP will require support to continue to maintain and continue to build momentum. There is a concern that the delay with exhaust partners – having engaged them at high activity or miss windows of opportunity for informing service developments – 0-25 Mental Health Service, School Health Advisory Service, Think Family phase2. Commissioners will work with BEP and the local Head Teacher to make sure work done already is reflected, use the pathfinder to inform the services and support BEP to achieve wider engagement.	A90% progress (73%)G
5.06	Alternative Delivery Models	Encourage the growth and development of non-statutory services through transfer to alternative delivery models	Development of offer to schools	Shabir Ladak			Only 5 services in scope for ADM currently, needs Education to complete its Vision and FOM for the future to then decide the scope of future ADM work. Confident that Citiserve business case will be ready for Cabinet based on a robust options appraisal	A	Cityserve is the only service being considered for alternative delivery model with cabinet report to be submitted in December. PATHS decommissioning is making good progress and due to conclude in early October. On approval City Learning Centre consultation will start to allow for a considered decision on decommissioning to be made. PSS and Education Psychology to remain as a in-house service.	A23% progress (23%)R
5.07	Special Education Needs and Disabilities	Improve the life chances of young people with SEND and through ensuring that right provision is in place to meet needs and promote greater independence	Commissioning of sustainable special education provision Developing the education infrastructure to provide sufficient school places Improving life chances for young people with SEN	Chris Atkinson			A forward plan for an approach to co-commissioning has been agreed which includes a SEND family conference on 5th November 2015 to engage with parent and carers about what makes a difference to their lives, with the intention of using the outcomes to inform commissioning priorities. This will be followed by a further conference with professionals across education, health and care in January which will consider the types of services that will be commissioned, how to promote independence and the types of interventions that make a difference.	G	There is a risk on the SEND programme around timely performance data following the departure of the Senior Information Manager. Discussions are currently taking place with IMT on performance data requirements for the SEND Programme to ensure that up to date information is provided.	A85% progress (85%)G
5.08	Educational Infrastructure	Develop the education infrastructure to support the education journey of each child ensuring that there are sufficient school places of the right quality available in all parts of the city	Basic Needs Maintenance and Sustainability	Emma Leaman			Significant progress is being made to meet unprecedented levels of net migration and manage risks of both undersupply at primary and oversupply at Secondary. Next steps involve i) closer working through Districts to get ahead of increased demand for places particularly in special and primary schools. ii) pursuing options for management/system leadership of in-year admissions - progressing these actions will establish if we can realise the intended outcomes	A	BAU activity and strong progress is being made on completing actions and mitigating risks. Net migration and cohort growth are significant risk for sufficiency in yrs 1-5 in some parts of the City	A85% progress (81%)G
5.09	Early Years Provision	Improve education and health outcomes for 0-5 year olds through a model that tackles inequalities across the city and ensures best use of resources	Commissioning future model of early years provision	Louise Collette / Emma Leaman			Progress is good on getting the revised consultation in place and securing a framework that is based on a strong understanding of the dependencies between different elements of our Early Years offer. There is a clear focus on the outcomes we need to achieve and the challenges that we need to overcome.  Positive relationships are developing between the sector, key stakeholders (including TUs) and the strengthened project team. 90-day Consultation is due to be launched end of November, with revised implementation date for the integrated early years offer being September 2017.  Associated work on the early education funding model and associated policies will run in parallel. Further work is underway to ensure that the implications for budget savings can be effectively managed.	R	The Project is being reviewed and all risks and issues need to be refined.	A73% progress (73%)A
5.10	Recruitment and Retention	Support schools to recruit and retain the right numbers of staff with the right skills	Scoping Solutions	Sam Hulson			Confident that the work theme will enhance the reputation of Birmingham as a place to both work and live.	G	Ability of BEP and Headteachers to fully engage with initiatives driven by the Local Authority is a risk. The national picture and media coverage of R&R also shows that Birmingham will have to compete for the best teachers.	A84% progress (80%)G
5.11	Communications	Communicate effectively with all of our stakeholders	Raising awareness of the Strategy and Improvement Plan Media Strategy Ongoing communications Rebranding Birmingham Celebrating Education in the City	June Marshall			School Noticeboard continues to be issued every Thursday during term time. School survey has been amended to seek feedback on the Noticeboard arrangements. Survey will open after 9 November Quartet and run until the end of term on 18 December. Staff briefings took place on 30 September and were extremely positive with good feedback received from attendees. Next round of briefings have been arranged for 10 and 17 December. Staff have suggested in-year admissions and inclusion/exclusion as the topics for discussion at those sessions. Twitter account @BCCEducation continues to be used. Ongoing comms campaign to also recruit governor rep to Scrutiny Committee.	G	Strong progress on communications and is now more effective (and will improve)	G82% progress (82%)G
5.12	Equality and Community Cohesion	In Birmingham, community cohesion is based on the Equality Act 2010, which is non-negotiable. It means working towards a society in which there are shared values which would include: the valuing of democracy, rule of law, individual liberty, diversity of people's backgrounds and circumstances; and a society in which strong and positive relationships exist and continue to be developed in schools, in the workplace and in the wider community.	Define and agree strategy and approach Voice of the child Develop the Toolkit for Schools Curriculum e-Resources Pack Deploy the Toolkit for Schools Embed and Assess	Mashuq Ally			Need to have a plan to test outcomes (and make sure they are aligned to the actions). ToR agreed, buy-in from schools strong. Toolkit developed and being tested. Curriculum Resources Matrix complete. Curriculum Statement and legal underpinning complete. Voice of Young People Framework drafted. Stan's Cafe commission: Voice of the Child.	A	On schedule, but need to ensure alignment with other Themes, the district work and links with the new AD 14+ pathways.	A71% progress (67%)A