

# BIRMINGHAM CITY COUNCIL

## PUBLIC REPORT

<b>Report to:</b>	<b>CABINET</b>
<b>Report of:</b>	<b>INTERIM CHIEF EXECUTIVE AND CORPORATE DIRECTOR, CHILDREN &amp; YOUNG PEOPLE</b>
<b>Date of Decision:</b>	<b>24 January 2018</b>
<b>SUBJECT:</b>	<b>EDUCATION DELIVERY AND IMPROVEMENT PLAN 2017-18</b>
<b>Key Decision: Yes</b>	<b>Relevant Forward Plan Ref: N/A</b>
<b>If not in the Forward Plan: (please "tick" box)</b>	<b>Chief Executive approved</b> <input checked="" type="checkbox"/> <b>O&amp;S Chairman approved</b> <input checked="" type="checkbox"/>
<b>Relevant Cabinet Member:</b>	<b>Cllr Carl Rice – Children, Families and Schools</b>
<b>Relevant O&amp;S Chairman:</b>	<b>Cllr Susan Barnett – Schools, Children and Families</b>
<b>Wards affected:</b>	<b>All</b>

### 1. Purpose of report:

- 1.1 To present to Cabinet the Education Delivery and Improvement Plan (2017-18) for the Children and Young People Directorate.
- 1.2 This document will enable Cabinet to keep under review the priorities and improvements made in the City's Educational system, in line with Birmingham City Council's Vision and Priorities.
- 1.3 The Council continues to have direct responsibility for large parts of the education system, and has developed strong partnerships with key stakeholders, including local schools and education providers, to ensure there is effective leadership of education policy and delivery across the city.
- 1.4 The Department for Education and OfSTED hold the Council to account for the performance of its schools and its wider duties, which include: Early Years; Sufficiency of school places; Special educational needs and disabilities; Safeguarding and Transitions into education, employment and training.
- 1.5 This matter was not included in the Forward Plan but is being presented today in order that Birmingham City Council can begin to reflect the progress that has been made in line with the Council's improvement framework.

### 2 Decision(s) recommended:

That Cabinet:

- 2.1 To agree the Education Delivery and Improvement Plan 2017–18 attached to this report, as the baseline for monitoring educational progression and achievement of outcomes, in line with the City Council's overall suite of improvement plans.
- 2.2 To agree that the Cabinet Member for Children, Families and Schools should continue to work with officers to drive forward improvements in Education outcomes.
- 2.3 To agree that the Cabinet should review progress in January 2019 in line with the publication of the City's examination results.

**Lead Contact Officer(s):**

Colin Diamond  
Corporate Director, Children & Young People

<b>Telephone No:</b>	0121 464 2808
<b>E-mail address:</b>	<a href="mailto:colin.diamond@birmingham.gov.uk">colin.diamond@birmingham.gov.uk</a>

### **3. Consultation**

#### **3.1 Internal**

Discussions took place with the then Cabinet Member for Children, Families and Schools, staff colleagues, Schools Forum, Early Years, Primary, Secondary and Special Heads' Fora and the Birmingham Education Partnership who are commissioned to deliver the Council's school improvement duties under the statutory Schools Causing Concern Guidance.

#### **3.2 External**

Discussion took place with Department for Education officials and senior OfSTED inspectors about the improvement priorities during the regular Education Improvement Group meetings. Some discussion has taken place with the Birmingham Independent Improvement Panel about the principles of a range of Improvement Plans for key services.

### **4. Compliance Issues:**

#### **4.1 Are the recommended decisions consistent with the Council's policies, plans and strategies?**

The Improvement Plan is in line with the Council's vision and priorities, in particular 'A great city to grow up in' and 'A great city to succeed in' and the value of striving for excellence.

4.2 Good educational outcomes and life-long learning are intrinsically linked to employment, the city's skill levels and quality of life outcomes. This can only be achieved in partnership with schools, colleges, universities, other education and training providers, employers and families and communities. A lack of skills and qualifications has the potential to restrict the economic growth of the city and limit the life-opportunities of residents. The quality of the Education system and offer in the city is imperative in ensuring that Birmingham continues to be an attractive location for employers, with a competitive labour market and a great place to live.

#### **4.2 Financial Implications**

4.2.1 The majority of education funding comes via the Direct Schools Grant (DSG), some through the General Fund and a small amount from Department for Education grants. Individual schools have the responsibility for managing their own budgets and decisions about what they spend. Schools Forum agrees the local funding formula for schools in consultation with Birmingham City Council.

4.2.2 The finance to deliver educational achievement in Birmingham has several different accountabilities and funding is generated through the following sources:

- The Dedicated Schools Grant (DSG) - which accounts for the majority of funding and covers Early Years, Reception to Year 11 provision and Special Educational Needs. For 2017/18 the budgeted indicative DSG is £1,140,190m (including Academies and Free Schools for which grant is recouped back from Birmingham to enable the DfE to fund them directly). There is limited flexibility to retain funding centrally and what is available is subject to School Forum approval/consultation. However, within this year's

allocation Birmingham secured ongoing approval from School Forum to fund the Birmingham Education Partnership at £1,080m.

- General Fund – although the budgeted controllable element is only £22m approximately; and in the current financial year £17.2m of this relates to the budget for SEND Transport.
- Grants – which include Pupil Premium and Universal Free School Meals which are required to be passed to schools.

#### 4.3 Legal Implications

4.3.1 The Education Delivery and Improvement Plan facilitates the discharge of the local authority's duty under section 13A of the Education Act 1996 whereby the Council must ensure that its relevant education functions are exercised with a view to promoting high standards, ensuring fair access to opportunity for education and training, and promoting the fulfilment of learning potential by every child and young person.

4.3.2 The relevant education functions reflected in the Plan include legal duties contained within the:

- Education Act 1996, Part 1 – local authorities' general responsibilities for education including securing the provision of sufficient primary and secondary schools so that all children have a school place;
- School Standards and Framework Act 1998, Part 3 – functions in respect of school admissions and admission arrangements to schools;
- Education and Inspections Act 2006, Part 4 – school improvement and intervention;
- Children and Families Act 2014, Part 3 – ensuring appropriate assessment and provision for children and young people with special educational needs and disabilities;
- Children Act 2004, Part 2 – Safeguarding and promoting the welfare of children; co-operation to improve wellbeing.

#### 4.4 Public Sector Equality Duty

The Plan will have a positive impact on protected groups and eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Council has a duty to ensure that its actions do not have negative impacts on anyone with protected characteristics and has to proactively ensure that it is tackling disadvantage and giving children and young people the best possible opportunity. This Plan, working with partners, seeks to provide those opportunities and provides the framework for specific action plans that support young people with protected characteristics, and children, young people and adults with special educational needs.

## **5. Relevant background/chronology of key events:**

### **Background**

- 5.1 In 2014 Birmingham City Council was the subject of the Kerslake report which outlined a range of weaknesses in the Council's performance. In 2015 the Birmingham Independent Improvement Panel was appointed to support the Council and report back on its progress to the Secretary of State for Communities and Local Government.
- 5.2 Additionally, the Department for Education had appointed an Education Commissioner in September 2014 to oversee the necessary improvements to education in the city including government run academies, following the publication of the Trojan Horse letter in November 2013 and 21 inspections of Birmingham schools by OfSTED in Spring 2014.
- 5.3 The Secretary of State approved the first Education Improvement Plan in January 2015. The Government withdrew the Commissioner arrangements in Summer 2016 when it was satisfied that the Education Improvement Plan had been successfully delivered.

### **Key Issues**

- 5.4 One of the things the Council has been seeking to do in the last two years has been to strengthen its governance arrangements. This is now visible in a clear Vision and Priorities and a framework of performance indicators which are now reported on and published on the Council's website.
- 5.5 As part of the process the Council has been in discussion with the Independent Improvement Panel with the aim of having a series of Improvement Plans on key areas. With the addition of being led by the relevant Cabinet Member, these plans will have the corporate ownership of the Cabinet to enable progress to be visible and members to have direct input if there are areas which need further attention or new proposals in order to make progress.
- 5.6 This Plan, which has been in existence since April 2017 is the first to come to Cabinet for sign off and review. It builds on the first Education Improvement Plan, originally approved by Birmingham's Education Quartet and subsequently by the Secretary of State. This is the third plan since 2015/16 and each year it has been updated to reflect progress and priorities.
- 5.7 The original priorities in 2015/16, in the wake of Trojan Horse, were to ensure that no school in Birmingham was operating in isolation, to establish strong practice in school improvement, school governance, safeguarding and re-establish communications with schools.
- 5.8 The 2017/18 Plan has broadened out to reflect Birmingham City Council's core education duties, the creation of the Children's Trust and the establishment of the Children and Young People's Directorate. Since 2015, significant progress has been made in relation to keeping children safe in education; strengthening the governance of Birmingham's maintained schools; re-establishing communications with schools so that they do not operate in isolation; and building a strong platform for school improvement.
- 5.9 Stronger partnerships are now in place between Birmingham City Council, the Department for Education, OfSTED and the Birmingham Education Partnership (BEP). Birmingham's Education Improvement Group, a monthly meeting between these partners, is seen as a model of best practice for all core cities by the National Schools Commissioner.

- 5.10 The relationship with the Education & Skills Funding Agency has also been strengthened, with regular meetings looking at Post 16 provision across the city, issues related to young people Not in Employment, Education and training and attainment and destinations figures.
- 5.11 Higher and more effective engagement with schools of all kinds (maintained, academies and free schools) has been achieved and the Schools Noticeboard, published weekly during term time, brings all communications with schools into one place. It is a flagship publication with high approval ratings from schools.
- 5.12 The areas of relative strength now lie in secondary school performance which ranks highly compared with other core cities and the development of unique safeguarding and resilience approaches with schools. Over 200 schools are now engaged in the UNICEF Rights Respecting Award which makes Birmingham's pupils safer by ensuring they can make informed choices. Whilst work continues to address Not Known figures in the city, the number of young people registered as NEET has continued to fall, with Birmingham often ranking in the Top 2 best performing Core Cities.
- 5.13 The Inclusion Commission concluded its work in autumn 2017 and a new SEND and Inclusion Strategy has been approved. Its aims are to enable more children and young people with SEND to have their needs met locally in Birmingham's own special and mainstream schools wherever possible. There is much work to be done here, including commissioning more local high quality specialist provision rather than rely on schools out of the City.

## **6. Evaluation of alternative option(s):**

- 6.1 It is important that the Children and Young People Directorate have a plan to work to for service development and design, and which allows outcomes and performance to be assessed. The only alternative to the current plan would be to focus on a different format for presentation.

## **7. Reasons for Decision(s):**

- 7.1 The report sets out the recent history of the Education Service and the need for continued transparency of challenges and objectives, which allows for a meaningful assessment of process in Education as part of the Council's work towards a culture focused on high performance.

Signatures		<u>Date</u>
Cabinet Member, Children, Families and Schools: Cllr Carl Rice	.....	.....
Interim Chief Executive: Stella Manzie	.....	.....
Corporate Director, Children & Young People: Colin Diamond	.....	.....

<b>List of Background Documents used to compile this Report:</b>

<b>List of Appendices accompanying this Report (if any):</b>			
The Education Delivery and Improvement Plan 2017-18 (Children and Young People; Birmingham City Council)			
<b>Report Version</b>	Final	<b>Date</b>	April 2017