**Members are reminded that they must declare all relevant pecuniary and non-pecuniary interests relating to any items of business to be discussed at this meeting**

# BIRMINGHAM CITY COUNCIL

# EDUCATION AND VULNERABLE CHILDREN OVERVIEW AND SCRUTINY COMMITTEE

**WEDNESDAY, 09 DECEMBER 2015 AT 14:00 HOURS IN COMMITTEE ROOMS 3 & 4, COUNCIL HOUSE, VICTORIA SQUARE, BIRMINGHAM, B1 1BB**

# A G E N D A

### 1 NOTICE OF RECORDING/WEBCAST

The Chairman to advise the meeting to note that this meeting will be webcast for live and subsequent broadcast via the Council's Internet site (www.birminghamnewsroom.com) and that members of the press/public may record and take photographs. The whole of the meeting will be filmed except where there are confidential or exempt items.

### 2 MINUTES OF THE LAST MEETING

To confirm and sign the minutes of the last meeting on 25 November, 2015. - To Follow.

### 3 APOLOGIES

To receive any apologies.

### 4 PERMANENT SCHOOL EXCLUSIONS (2.05 – 2.45)

### 5 CITY OF BIRMINGHAM SCHOOL (COBS) (2.45 – 3.25)

### 6 SCHOOL ATTAINMENT HEADLINE STATISTICS (3.25 – 4.05)

To discuss the Work Programme

9   **DATE AND TIME OF NEXT MEETING**

To agree a date and time.

10   **OTHER URGENT BUSINESS**

To consider any items of business by reason of special circumstances (to be specified) that in the opinion of the Chairman are matters of urgency.

11   **AUTHORITY TO CHAIRMAN AND OFFICERS**

Chairman to move:-

'In an urgent situation between meetings, the Chair jointly with the relevant Chief Officer has authority to act on behalf of the Committee'.

**BIRMINGHAM CITY COUNCIL**

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| **EDUCATION AND VULNERABLE CHILDREN OVERVIEW AND SCRUTINY COMMITTEE 25 NOVEMBER, 2015** |

**MINUTES OF A MEETING OF THE EDUCATION AND VULNERABLE CHILDREN OVERVIEW AND SCRUTINY COMMITTEE HELD ON WEDNESDAY 25 NOVEMBER, 2015 AT 1400 HOURS IN COMMITTEE ROOMS 3 AND 4, COUNCIL HOUSE, BIRMINGHAM**

**PRESENT**: - Councillor Barry Bowles in the Chair;

Councillors Sue Anderson, Debbie Clancy, Barbara Dring, Rashid, Valerie Seabright, Mike Sharpe, Martin Straker-Welds, Chauhdry Rashid and Alex Yip.

Samera Ali – Parent Governor
Sarah Smith – Church Representative

**IN ATTENDANCE:-**

Seamus Gaynor – Link Officer
Alastair Gibbons – Executive Director for Children's Services
Peter Hay – Strategic Director
Jane Held, Chair BSCB
Councillor Brigid Jones – Cabinet Member
Councillor Penny Holbrook – Cabinet Member
Louisa Nisbett – Committee Manager
Amanda Simcox – Scrutiny Research and Policy Officer
Sir Mike Tomlinson - Education Commissioner
Councillor Anita Ward – Former Chair of O&S Cttee
Benita Wishart – Overview and Scrutiny Manager


There were a number of Councillors from Rochdale Council in attendance and 1 member of the public

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**NOTICE OF RECORDING**

308     It was noted that the meeting was being webcast for live or subsequent broadcast via the Council's Internet site (www.birminghamnewsroom.com) and that members of the press/public may record and take photographs. The whole of the meeting would be filmed except where there were confidential or exempt items.

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**APOLOGIES**

309     Apologies were submitted on behalf of Councillor Sue Barnet (Chairman), Richard Potter and Tony Stanley, Link Officer for their inability to attend the meeting.

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## MINUTES OF THE LAST MEETING

310     Councillor Mike Sharpe was informed that the query about children from parents in the armed forces suffering from Post-Traumatic Stress had been followed up.

The Minutes of the meeting held on 21 October, 2015, having been previously circulated, were confirmed and signed by the Chairman.

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## PROGRESS ON THE EDUCATION AND SCHOOLS STRATEGY AND IMPROVEMENT PLAN

The following report was submitted:-

(See document no. 1)

Peter Hay and Sir Mike Tomlinson, Education Commissioner, were in attendance for this item and presented the report highlighting the main issues. During the discussion that ensued and in response to questions the following points were made:-

1.      Safeguarding – Non regulated provision was ongoing.  They were looking at how it could become regulated.

2.       Councillor Martin Straker-Welds referred to the published report Friday 13 November, 2015 related to the Trojan Horse and noted that schools were out performing others including those in London.  Sir Mike Tomlinson said that the article was positive and lifted the morale of schools.  A high proportion of schools in Birmingham were outstanding. Peter Hay added that visits would be carried out to every new Head Teacher in Birmingham and they would be mentored.  (3 in Birmingham from September).

3.      In reply to a comment from Councillor Seabright, the plan might strengthen schools and avoid them being turned into an academy as they would have been previously as a failing school.

4.      Councillor Yip noted that the outcomes for safeguarding were excellent. In reply to his interest in support for new Head Teachers, Sir Mike Tomlinson answered it had been recognised that it was a national challenge to appoint new Head Teachers.  More talent spotting and development programmes were being done as a BCC initiative.

5.      In reply to Councillor Debbie Clancy, it was reported that the Peer Review had been completed the previous week.  This would be

followed by a Cabinet report early in the new year following which it would be included in the Work Programme for the O & S Committee.

6. Councillor Sue Anderson together with Councillor Bowles had attended the LGA meeting. Councillor Sue Anderson hoped that the improvements would attract more Head Teachers. Schools also needed to recognise when they needed assistance. It was hoped that all schools would join Birmingham Education Partnership (BEP) to avoid individual schools becoming isolated and the LA and Academies working together at a professional level.

7. Concerns were expressed about Children missing from school and the lack of information. Some schools were not submitting their financial returns and audits.

8. Some work would be included in the Work Programme on Children missing from Education.

9. The Chairman thanked Sir Mike Tomlinson for attending the meeting for the item.

   **RESOLVED**:-

311 That the report be noted.
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**TRACKING: STRENGTHENING THE BIRMINGHAM FAMILY OF SCHOOLS**

Peter Hay presented the following progress report:-

(See document no. 2)

During the discussion that ensued the following points were made:-

1. Councillor Anita Ward was in attendance for this item and noted that the report was 2 ½ years old. The relationship of the Local Authority had changed with the increase in Academies. It was suggested that some more work be carried out prior to the decision on how to move forward.

2. Peter Hay informed that the LGA Peer review would make some suggestions for a way forward.

3. Councillor Anita Ward agreed with Councillors Seabright and Martin Straker-Welds that there was a need to reinforce with all Elected Members their responsibility for the education of children and the importance of Districts establishing links with Schools. Councillor Sue Anderson hoped that BEP could assist with schools learning to appreciate the role of Members in Schools. Councillor Yip agreed that there was a communication breakdown between schools and Councillors.

4.      It was noted by Councillor Anita Ward that the Cabinet Member, Councillor Brigid Jones regularly attended the O & S Committee to respond to issues and this was welcomed by the Committee.

5.      Councillor Seabright noted that some Districts had still not appointed Corporate Parent Champions.  Peter Hay said that a joint workshop with BEP was planned.

6.      Peter Hay informed that the Safeguard Plan and Education Action Plan would be submitted to the City Council the following week.

312         **RESOLVED**:-

That the recommendations be agreed.

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## BRIRMINGHAM SAFEGUARDING CHILDREN BOARD (BSCB) ANNUAL REPORT

The following report was submitted:-

(See document no. 3)

Jane Held was in attendance for this item.  A presentation was made to the Committee.  During the discussion that ensued the following points were made:-

1.  Councillor Bowles noted that it was difficult to work out some of the graphs as they were in black and white and asked that colour copies be considered taking budget restraints into consideration.

2.  In reply to Sarah Smith, Jane Held informed that the Community and Engagement Group had engaged with a number of groups to do mapping work in the City.

3.  Councillor Dring referred to a letter received from the BSCB regarding the Licensing Policy.  Jane Held responded  that there was no question of them being disassociated and undertook to look at the wording in the letter.

4.  Councillor Seabrook expressed concerns about the impact of the cuts to the Police Service also the involvement of young people with the Corporate Parenting Board.  Jane Held answered that the attendance of the police was a matter for debate across the 7 LA's.  Attendance of the police and level of representation had been agreed since the report.  Also the outcomes and views of young people would be reported to the Board.

5.  Councillor Sue Anderson referred to page 83 and stated that a lot of the report on the work on CSE was negative.  She wanted to ensure that issues raised previously were not forgotten in light of the new recommendations.  Jane Held informed that a lot of priorities had been delivered.  There would be step forward over the next 6 months.

6. Councillor Bowles welcomed the Councillors from Rotherham Council who were present at the meeting.

7. Samera Ali raised the issue of Children's Voices. Jane Held confirmed they were listening to the issues important to young people and considering how to move forward. They would take on board the need to engage the appropriate young person.

8. The Annual Business Plan, 'Getting to Great 2015/16' and most recent monitoring report will be circulated to Members.

313        **RESOLVED**:-

That the report be noted.

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**TRACKING:  CHILD SEXUAL EXPLOITATION (CSE)  DELIVERY OF TRAINING AND AWARENESS RAISING ON CSE RECOMMENDATIONS 1-7**

The following progress report was submitted:-

(See document no. 4)

Alastair Gibbons presented the report.  Councillor Anita Ward was in attendance for this item and congratulated the Committee for the work.  It had been nationally recognised and won 2 awards.  She placed on record her thanks to Peter Hay, Officers and Partners involved in compiling the report. During the lengthy discussion that ensued the following points were made:-

R01 – Rotherham Council website to be looked at.  BCC's website was being reviewed also a link to the 'See me hear me' website.

R02 – Peter Hay suggested good practice of CSE training in schools be brought back to the Committee.  More to be done on raising awareness in schools with parents.  The issue of bullying via Smartphone was raised.

R03 - Briefing sent to schools about monitoring to be sent to Members.

R04 – Concerns were raised about home schooled children and children missing from site.

R05 -Cllr Anita Ward was now the BCC Member on the West Midlands Fire Authority and happy to assist.

R06 - Birmingham Licensed drivers and operators only.  There were missed opportunities with companies Corporate Social Responsibilities (CSR). Not enough work was being done with hotels, hospitals staff etc also bus drivers. Jane Held undertook to add buses to the work programme.

R07 – It was felt that there should be compulsory awareness training for Members.  It was suggested that a Corporate Parenting and CSE agreement should be signed by Councillors when they are elected to office.  This should be

taken back to the corporate leadership.  Peter Hay said the Corporate Management Team would shortly be looking at the training.

314          **RESOLVED**:-

That the recommendations be agreed as 3 – not achieved progress made and that the report be noted.

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### EDUCATION AND VULNERABLE CHILDREN O & S COMMITTEE WORK PROGRAMME 2015/16

The following work programme was received and noted:-

(See document No. 5)

315          **RESOLVED**:-

That the Work Programme be noted.

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### DATES AND TIMES OF MEETINGS

316          It was noted that future meetings were agreed for the following Wednesdays at 1400 hours in the Council House :-

                    09 December
                    20 January   **2016**
                    10 February
                    23 March
                    20 April

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### REQUEST(S) FOR CALL IN/COUNCILLOR CALL FOR ACTION/PETITIONS RECEIVED (IF ANY)

317          None were received.

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### OTHER URGENT BUSINESS

318          Councillor Bowles reminded members about the Market Place that was collecting presents/money for children and undertook to send an email as a reminder.

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### AUTHORITY TO CHAIR AND OFFICERS

319       **RESOLVED**:-

That in an urgent situation between meetings, the Chair jointly with the relevant Chief Officer has authority to act on behalf of the Committee.

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The meeting ended at 1638 hours.


…….…………………………….
                                                                                                    CHAIRPERSON

# Report to the Education and Vulnerable Children Overview and Scrutiny Committee

## 9 December 2015

**Exclusions Report**

## Purpose of the Report

To update Children & Education Overview and Scrutiny Committee on the current picture regarding the permanent Exclusions of children who are Birmingham residents and the developing collaborative work between schools, health, the Local Authority and other partner agencies.

## Recommendation

That Members note the information contained in this report

## Contact Officer Details

Name      Andrew wright
Job title   Head teacher Virtual School For looked After children
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**Background and Index**

**Executive Summary**

1. **The Current Picture Of Permanent Exclusions**

The information and implications of the current picture of Permanent exclusions is being shared across the educational community of schools in Birmingham. It highlights:
- The current rate of permanent exclusions is higher in comparison to West Midlands, statistical neighbours and national figures.
- The increase in permanent exclusions of recent years has continued this term.
- The distribution of resources across the city.

2. **Plans For Minimising Permanent Exclusions**

A strategic approach to creating a sustainable model of management for Permanent Exclusions has been adopted. This has focussed upon:
- Developing a 'shared ethos of responsibility' across our schools.
- Informing school leadership
- Informing, empowering and developing the skills and knowledge of staff through a commitment to high-quality, sustainable training.
- A proactive approach to modelling good practice has been adopted to strategically target:
  (a) Educational phases
  (b) The 'geography' of the city
  (c) Small and medium size collaborations
- Emphasising the importance of collaboration between schools, health and other agencies.
- Reviewing current alternative provision for Permanently Excluded pupils.
- Identifying specialist partners and agencies.

**Context**

The educational landscape across Birmingham has undergone significant changes in the past five years. The factors contributing to the high numbers of Permanent exclusions across the city report to Scrutiny (June 2015) continue significantly influence:

(a) The availability of places in special schools has reduced due to the rising numbers of pupils in this sector. This has resulted in difficulties in identifying suitable re-integration routes to meet the individual needs of some learners.
(b) The lack of consistent consortium arrangements across schools within the Primary phase reduces the potential of 'managed moves' as a strategy to reduce PEx. It is more difficult to work with groups of primary school to agree reintegration placements for pupils
(c) The financial constraints, increasingly affecting schools, have reduced the resources available to provide learning/behavioural support to young people 'in-house'.

(d) The reduction of collaborative arrangements in some secondary networks has adversely affected the sharing arrangements between schools – either for 'managed moves' or after PEx for reintegration.

(e) The increase in numbers being allocated to COBS has severely affected the capacity for preventative in centre places with schools at both Primary and Secondary level.

(f) The reduction in availability of preventative and proactive work in schools has reduced the quality and quantity of support to avoid exclusion

(g) The lack of alternative provision at Primary level is minimal across the city.

(h) The range and cost of alternative provision at secondary level is better established, but with rising costs of placements, schools are considering their options.

(i) The review and re-alignment of specialist services eg Educational Psychologists, CAT.

In parallel with the changes in education, the Health sector has been significantly re-aligned. This has impacted on schools and their communities through changes in specialist services and support resulting in specific needs of children not being supported.

The changing role of the local Authority, the rapid changes in partnership/network/collaboration arrangements across/with schools and the significant number of leadership changes in our schools have further influenced the inconsistences of approaches to Permanent exclusions across the city.

**Key Issues**

 **A. Autumn Term 2015 Data**

The numbers of young people and children being permanently excluded and the City's capacity to meet their educational needs continues to cause concern. In the period since the start of the academic year up until Monday 9th November 2015 there have been 81 permanent exclusions. More specifically, the number of permanent exclusions is:

Table One: Permanent Exclusions (Academic Year 2015/16 up to 9.11.15)

| Phase | 2015 | 2014 |
|---|---|---|
| Primary | 17 | 22 |
| Secondary | 50 | 39 |
| Special | 5 | 0 |
| Out of Area | 9 | 12 |
| Total | 81 | 73 |

This represents a 10% increase overall with increases at secondary and special, and primary and out of area school exclusions down.

Table Two: Breakdown By Year Group (Academic Year 2015/16 up to 9.11.15)

| rec | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 1 | 6 | 5 | 3 | 3 | 15 | 13 | 16 | 14 | 1 | 1 |

There are 12 of the 81 permanent exclusions that are for weapon related reasons.

The total number of Permanent Exclusions from a school as a % of the school population for the academic year of 14/15 was 0.15% which represents an increase of 0.03% over the previous three years (0.12%). Birmingham has a significantly higher P.Ex from a school as a % of the school population rate than the national (0.06% - 14/15), the west midlands (0.09% - 14/15) and the statistical neighbours (0.07% - 14/15). The trend at both Primary and Secondary level since 2011/12 has been that Birmingham has a 0.03% and 0.05% higher P.Ex from school as a % of the school population when compared to West Midlands, statistical neighbours and the national average.

The attached appendices illustrate Birmingham's historical data. This illustrates that Permanent Exclusions are across both LA maintained provision and Academies. This pattern is replicated this year in the permanent Exclusion data for high excluding schools illustrated in Table Four.

Table Three: Secondary Networks (academic Year 2015/16 up to 9.11.15)

| Network | Number Of P.Ex. |
|---|---|
| Central | 4 |
| East | 12 |
| North | 12 |
| North West | 8 |
| South | 2 |
| South West (Oaks) | 9 |
| South West (Edge) | 3 |
| Total School – 29 | 51 |

There have been a number of actions taken to have an immediate effect on the issues around permanent Exclusions. The Fair Access Protocol Panel has been developed this term. This has led to Head Teachers being instructed to reintegrate 15 pupils into their schools. A further six places have been commissioned from City Of Birmingham School (COBS).

## B. Key Developments

There has been a strategic approach adopted to develop " a collaborative approach across the city to reduce the number of permanent exclusions in both the primary and secondary phases. It is vital that the **responsibility is shared** by all stakeholders – the schools, the Local Authority and other partner organisations" (Exclusions Scrutiny Report June 2015).

### B.1 Inclusion-Exclusion – Improving The Balance

(a) Strategy Group

A group of senior school leaders, (including Head Teachers, SENCO's), BCC officers, and school governors meet monthly to develop a cohesive understanding of the issues around exclusions. This has provided a focussed and informed pathway into Primary, Secondary and Special Forums and a platform for a full engagement with school networks across the city.

(b) Targeted Conversations

There are eight schools in this period that have excluded the same or higher numbers of pupils in comparison with the same period last year.

Table Four: Schools with high number of permanent exclusions

| Number of Schools | Numbers of Exclusions |
|---|---|
| One | 14 |
| One | 12 |
| One | 9 |
| Six | 8 |

| Five | 7 |
| Two | 6 |

These high excluding schools are all in the secondary phase and a significant number have experienced a recent change in leadership. They have been visited by a key BCC officer for a professional discussion to discuss individual focus issues.

(c) Developing The Inclusion-Exclusion Conversation

There have been presentations delivered to Primary, Secondary and Special Forums to raise awareness of the unsustainability of the increasing and high numbers of permanent exclusions across the city. These are being developed further through more focussed dialogue between key representatives of the Inclusion-Exclusion improving The Balance Strategy Group and Head Teacher representatives from school networks and collaborations. This will ensure that there are city-wide discussions connecting the Birmingham Education Partnership cohesively.

**B.2 Feasibility Study**

A comprehensive study of the distribution and use of financial resources across the city has been commissioned. This was initiated in order to develop " a joint commitment on behalf of the Local Authority and schools to develop a more 'mature' relationship based on more clearly defined roles and expectations. Within the model proposed, there is greater scope for schools/groups of schools to commission the services and provision they need. On the other hand, the Local Authority retains an important role in relation to its continuing range of statutory responsibilities.

While this role separation is clear for a number of service areas, there are others where a more collective way forward is required. This is partly due to continuing ambiguities at the national policy level, and partly to the impact of funding constraints. The area of SEND and behaviour is a case in point. Schools vary in their expectations of the range of children for whom they should 'ordinarily' provide, and this has an impact on their thresholds for exclusion and statutory assessment requests. The Local Authority has statutory responsibility for ensuring appropriate provision is made for pupils with statements/EHC plans or for those who are permanently excluded, but the costs of such provision come from a defined quantum of money for education provided by central government (Dedicated Schools Grant). High or increasing spend on children with higher level needs (High Needs Block) can only be found through reductions in the general level of funding available to schools."

The information gained from this study will be used to inform the 'developing the inclusion-exclusion conversations.

**B.3 Permanent Exclusion Management Group**

This group has been introduced to ensure that Birmingham City Council support the learning needs of all Permanently Excluded (P.Ex) children by meeting its statutory duty for educational provision by:

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(a) offering full-time educational provision from day 6 of a permanent exclusion.
(b) securing the active engagement of BCC services and other relevant agencies
(c) informing the reporting systems of the Local Authority.

The composition of the group/team is:

- Head Teacher of City Of Birmingham School
- Head Teacher of Birmingham Virtual School for Looked After Children
- Head of Admissions
- Head of Exclusions
- Head of SENAR
- Special School Representative
- Primary School Representative
- Secondary School Representative

## B.4 Including To Succeed Models

### (a) Model One - Schools Link Project

The DfE are very interested in developing a knowledge of emotional and mental well-being in/across schools to focus on:

1. Prevention
2. Identification – what should the system do to help
3. Initial and complementary support
4. Getting right access to specialist support.

They have commissioned a number of national project(s) to consider:

(a) A broad base of knowledge/understanding – staff, young people and families.
(b) Improving the evidence base

There are 17 lead projects across the country:

1. Sunderland
2. Sheffield
3. East Riding of Yorkshire
4. Wigan
5. Salford
6. Halton
7. Tameside & Glossop
8. Cheshire
9. Walsall
10. Birmingham
11. Bedfordshire
12. Chiltern/Aylesbury Vale

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13. Hertfordshire
14. Gloucestershire
15. Somerset
16. Hampshire
17. Brighton & Hove

In addition to this Birmingham are piloting a parallel project for vulnerable children.

The aims of this national programme are to develop:

- Shared views of strengths and limitations of capabilities of all target groups
- More knowledge of resources to support mental health of target groups
- More effective use of existing resources
- Improved joint working between target groups

The work will follow the CASCADE Framework:

- **C**larity on roles, remit, and responsibilities of all partners involved in supporting CYP mental heath
- **A**greed point of contact and role in schools and CYP mental health services
- **S**tructures to support shared planning and collaborative working
- **C**ommon approach to learn and draw best practice
- **D**evelopment of integrated working to promote rapid and better access to support
- **E**vidence based approach to intervention

Furthermore, a project that is looking at an integrated approach to the use of data is likely to be piloted in Birmingham. This will be led by Health, will link Health, Education and other services and could build upon the work being developed in the Schools Pilot Project.

The Birmingham model has developed this approach to help to develop, test and model a strategic and operational collaborative approach to inclusion across a Primary School Consortium and a Secondary School Network. The Including To Succeed initiative commenced during the Autumn Term 2015 with milestone reporting points at Easter 2016 and July 2016. This will incorporate model one.

### (b) Model Two - Including To Succeed Initiative

The resourcing for the initiative will be from Child and Adolescent Mental Health Service and Schools Link pilot Scheme, Birmingham City Council and schools

### Aims

The Including To Succeed Initiative will aim to:

a) develop a shared vision for schools

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b) minimise issues contributing to an increase in permanent exclusions
c) develop sustainable expertise for supporting learners with mental health issues through a high quality training programme
d) meet the needs of the staff within and across the schools to support inclusive learning and teaching.
e) meet the needs of the parents/carers to support children's inclusion in education
f) develop and embed. sustainable systems and processes to support inclusive learning and teaching.
g) develop and embed collaborative partnerships across learning communities which integrates inclusive approaches to education, health and well-being.
h) raise awareness of mental health issues across learning communities
i) provide professional support systems to support young people with mental health issues

**Collaborative Partnerships**

There are two focus collaborative partnerships to work with:

a) Ladywood Consortium – a Primary focus
The schools included are:
Barford
Chad Vale
Nelson
St Georges Ladywood
Summerfield
Welsh House farm

b) Oaks Collegiate (within the South West Area Network) – a secondary focus
The schools included are:
Bartley Green
Balaam Wood
Bournville College
Dame Elizabeth Cadbury
Harborne
Hillcrest
Selly Oak
Selly Park
St Thomas Aquinas

The partners to be integrated into the pilot programme will include:

- Primary Schools
- Secondary Schools
- Special Schools
- Birmingham Virtual School for Looked After Children
- Educational Psychology Service
- TESS

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- CAT
- SENAR
- City Of Birmingham School
- Birmingham South Central CCG
- CAMHS/ Forward Thinking

**Proposed Details Of The Including To Succeed Initiative**

There will be:

a)  a 'lead teacher' (champion ) for each school who will receive :
- Dfe training
- Pivotal Education Licensed instructor training programme
b)  a full training programme for all staff in each of the schools
c)  Senior leadership training to establish collaborative ethos, protocols and systems
d)  A Primary Mental Health Worker allocated to each school for one day per week
e)  Educational leadership for mental health issues across schools from the Virtual School for Looked After Team and COBS staff who will receive:
- Dfe training
- Pivotal Education Licensed instructor training programme
f)  The Educational Psychologist Team will add enhanced training for champions and VS team and provide two days per week support to each focus collaborative partnership.
g)  Pilot of school-based inclusion facility and programme
h)  Pilot Social, Emotional and Mental Health Well-Being Curriculum Offer

**Proposed Training Programme**

a)  Training for Senior Leaders.
(i)  Simplifying behaviour policy
- Shared vision and values for schools.
- Translating policy into practice.
- Developing consistency in your school.
- Giving staff a structure within which to operate.
- Tools and techniques to distinguish between behavioural issues and overlap with mental health
(ii)  Supporting and managing staff

- Shifting mindset and establishing positive culture.
- The role of SLT in behaviour change.
- Managing difficult teachers.
- Recognition for staff doing well.

b)  Department for Education Mandatory Training

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c) 'Whoosh' Training

This training for all teaching and support staff looks at how to transform learner behaviour by establishing and embedding adults' keystone habits. This training is the catalyst for change and improvement. It doesn't just provide the inspiration, but it gives staff the mechanisms and a concrete plan by which to embed consistent practice across all stakeholders.

- Transformative Consistency
- Consistent, Calm Adult Behaviour
- First Attention for Best Conduct
- Teaching Learning Behaviours
- Scripting difficult interventions

d) Pivotal Curriculum Instructor Training

Train a team (with a minimum of one per school) from schools, the Virtual School and City Of Birmingham Schools to provide future training sessions for school staff teams/groups/individuals in behaviour management, safeguarding and mental health awareness raising and management.

e) School Visits

- Identify and celebrate the best practice that has developed from the initial Whoosh training.
- Talk to focus groups of adults and learners to see where the changes are having most impact and where work still needs to be done.
- Make sure that progress is being displayed clearly to both adults and learners.
- Talk to the head and/or SLT about the impact of policy changes.
- Examine data that the school has been collecting since the start of the project.

f) Training Providers will include:

- Pivotal Education
- Department for education/NHS

**Performance indicators**

The Including To Succeed initiative will evaluate the following:

a) Pupil attendance
b) Exclusions
c) Behaviour
d) Staff awareness and attitudes, skills and understanding of mental health issue of young people
e) Staff training
f) Collaborative systems and protocols
g) Carer engagement
h) Pupil Voice
i) Staff Voice
j) Senior leadership review pre and post project

**Evaluation**

Pivotal Education will carry out school visits prior to the project, during the project and after the project to evaluate impact. The evaluation services of a local university is also being currently considered.

**Sustainability**

The project will become sustainable by :

1.  the full engagement of the teams of staff via high quality training
2.  Embedding the training programme through the development of skilled licensed instructors
3.  A full commitment by school senior leaders to a collaborative approach to systems and protocols underpinning inclusive education
4.  A mulit-agency collaborative partnership delivering a high quality , planned and targeted provision for young people.
5.  A specialist team of educationalists to support children in schools.

**(c) Model Three - Primary School**

The school has identified that there are a significant number of children with issues around their emotional and mental well-being. The school staff were full to capacity with their day-to-day activities and recognised that there was not enough specialist expertise in-school and they had real difficulties accessing support. As a result they have formed a partnership with secondary school and another Primary school to employ Place2Be.

Place2Be provides mental health support and counselling in 257 schools reaching a school population of 105,000 children and young people every year. Place2Be's in-school services include support sessions for parents and carers of children receiving one-to-one counselling, and consultation for teachers and school staff to help them to support children more effectively.

In particular they offer
- One-to-one counselling with a trained counsellor (short- and long-term), tailored to each child's needs
- Place2Talk, a drop in/self-referral service open to all pupils
- Group work on issues such as transition into secondary school, bereavement, friendship and self-esteem

And services for
- Parents, grandparents and carers: counselling and support services
- School staff: support, consultation and training
- Partnership working with statutory agencies, voluntary sector partners and community groups

The school have also employed a part-time Family Support worker.

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The scheme has only been running for a few weeks. There are early indications that it is reducing low-level issues as well as providing positive support for more severe cases.

### (d) Model Three - Primary Exclusion Base

There have been early discussions around establishing a short-term focussed programme for Primary aged pupils. They will follow a full timetable that is enhanced by a therapeutic approach with the aim to ensure that they are ready for reintegration to mainstream as quickly as possible.

The facility will provide a well-equipped, modern learning space, adjacent to a breakout 'chilling' space. It will be staffed by trained specialist teachers and mentors. The pupils will experience a full curriculum experience.

### (e) Model Four - Cross-Phase Provision

A development around providing a short-term focussed programme for Secondary/Primary aged pupils. They will follow a normal timetable and opportunities to be part of whole group learning will be integrated on a personalised basis. The aim will be to reintegrate back into the most appropriate provision as quickly as possible. This could mean following a personalised timetable where learning is accessed in a setting based in primary and/or secondary and/or special.

The facility will be a separate base which is modern and well-equipped and staffed by trained specialist teachers and teaching assistants with a Special background. The pupils will experience a full curriculum experience.

### (f) Model Five – External Partnerships

There has been a concerted effort to identify a fuller range of partners who can support schools in helping to minimise permanent exclusions. In addition to the partners referred to in the above models other facilitators are being piloted within and across schools. These include Big Community and Dare To Dream.

### C. Conclusions

The increase in Permanent Exclusions, when considered alongside the capacity issues across Special Schools, COBS, Primary Phase Schools and the growing numbers of pupils across Secondary Schools and the external pressures to raise outcomes have presented the Local Authority with many challenges.

The work outlined throughout this paper emphasises the drive to model long-term sustainable solutions that support the individual needs of our pupils to maximise the opportunities to include each one in education. The models that are being developed recognise the effectiveness of collaboration within education, with Health and other agencies. The models will seek to share

a range of operating systems within a localised setting that can be applied to single or cross-phase work.

The strategic conversation that is underpinning this modelling will ensure our school leaders are able to make informed decisions for the children in their school, their network/collaboration/partnership and ultimately the children of the city of Birmingham. The models also recognise the challenges of reducing financial resources whilst needing to upskill the expertise within the educational system to manage and support some very difficult young people. The conversations clearly identify the view that a Head Teacher will always be a need to have the option of Permanent Exclusion for a pupil who has 'stepped over the line' – the models will mould how these children are included and catered for in the educational system.

The models aim to reduce the number of Permanent Exclusions through creating a range/menu of focussed interventions. They will be shared with Head Teachers formally at the end of the academic year.

**List of Appendices**

PERMANENT EXCLUSION STATISTICS FOR 2014/2015 ACADEMIC YEAR
(including a breakdown for the previous 4 years)

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**PERMANENT EXCLUSION STATISTICS FOR 2014/2015 ACADEMIC YEAR**
**(including a breakdown for the previous 4 years)**

NB.     1)     All percentages shown are as a percentage of the total number of permanent exclusions for that academic year

## Table A:By Gender

| | Male | Male | Male | Male | Male | Female | Female | Female | Female | Female | TOTAL | TOTAL | TOTAL | TOTAL | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** |
| North | 36 | 36 | 45 | 52 | **52** | 8 | 11 | 15 | 6 | **10** | 44 | 47 | 60 | 58 | **62** |
| N West | 39 | 26 | 36 | 27 | **44** | 3 | 4 | 2 | 3 | **5** | 42 | 30 | 38 | 30 | **49** |
| Central | 23 | 29 | 21 | 18 | **44** | 1 | 1 | 1 | 4 | **2** | 24 | 30 | 22 | 22 | **46** |
| South | 17 | 21 | 27 | 16 | **11** | 3 | 1 | 4 | 1 | **2** | 20 | 22 | 31 | 17 | **13** |
| S West | 42 | 45 | 22 | 50 | **52** | 14 | 9 | 7 | 8 | **14** | 56 | 54 | 29 | 58 | **66** |
| East | 43 | 33 | 29 | 31 | **44** | 10 | 4 | 9 | 9 | **5** | 53 | 37 | 38 | 40 | **49** |
| TOTAL | 200 | 190 | 180 | 194 | **247** | 39 | 30 | 38 | 31 | **38** | 239 | 220 | 218 | 225 | **285** |
| | 83.68% | 86.36% | 82.57% | 86.22% | **86.67%** | 16.32% | 13.64% | 17.43% | 13.78% | **13.33%** | 100.00% | 100.00% | 100.00% | 100.00% | **100.00%** |

## Table B: Free School Meals

| | Total | Total | Total | Total | Total |
|---|---|---|---|---|---|
| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** |
| Male | 116 | 115 | 114 | 91 | **143** |
| Female | 29 | 12 | 26 | 22 | **22** |
| TOTAL | 145 | 127 | 140 | 113 | **165** |
| | 60.67% | 57.73% | 64.22% | 50.22% | **57.89%** |

## Table C: Looked After Children

| | Total | Total | Total | Total | Total |
|---|---|---|---|---|---|
| | 2010/11 | 2011/12 | 2012/13 | **2013/14** | **2014/15** |
| Male | 3 | 4 | 5 | **6** | 10 |
| Female | 2 | 1 | 0 | **1** | 1 |
| TOTAL | 5 | 5 | 5 | 7 | 11 |
| | 02.09% | 02.27% | 02.29% | 03.11% | **03.86%** |

## Table D1: By Ethnic Origin

| | White 2010/11 | White 2011/12 | White 2012/13 | White 2013/14 | White 2014/15 | Asian 2010/11 | Asian 2011/12 | Asian 2012/13 | Asian 2013/14 | Asian 2014/15 | Black/Afr Caribbean 2010/11 | Black/Afr Caribbean 2011/12 | Black/Afr Caribbean 2012/13 | Black/Afr Caribbean 2013/14 | Black/Afr Caribbean 2014/15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| North | 21 | 19 | 21 | 28 | 23 | 3 | 4 | 5 | 7 | 11 | 11 | 13 | 17 | 13 | 17 |
| N West | 3 | 3 | 1 | 4 | 5 | 14 | 7 | 13 | 9 | 13 | 13 | 13 | 21 | 13 | 19 |
| Central | 2 | 3 | 2 | 4 | 5 | 13 | 14 | 8 | 5 | 22 | 0 | 9 | 10 | 10 | 15 |
| South | 11 | 12 | 23 | 8 | 5 | 3 | 3 | 1 | 5 | 4 | 2 | 4 | 4 | 2 | 3 |
| S West | 37 | 31 | 19 | 34 | 39 | 4 | 4 | 1 | 3 | 2 | 6 | 11 | 5 | 12 | 18 |
| East | 39 | 24 | 25 | 23 | 28 | 5 | 3 | 5 | 6 | 8 | 2 | 4 | 3 | 5 | 6 |
| TOTAL | 113 | 92 | 91 | 101 | 105 | 42 | 35 | 33 | 35 | 60 | 34 | 54 | 60 | 55 | 78 |
| | 47.28% | 41.82% | 41.74% | 44.89% | 36.84% | 17.57% | 15.91% | 15.14% | 15.56% | 21.05% | 14.23% | 24.55% | 27.52% | 24.44% | 27.37% |

## Table D.2

| | Mixed 2010/11 | Mixed 2011/12 | Mixed 2012/13 | Mixed 2013/14 | Mixed 2014/15 | Other 2010/11 | Other 2011/12 | Other 2012/13 | Other 2013/14 | Other 2014/15 | TOTAL 2010/11 | TOTAL 2011/12 | TOTAL 2012/13 | TOTAL 2013/14 | TOTAL 2014/15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| North | 6 | 10 | 15 | 6 | 9 | 3 | 1 | 2 | 4 | 2 | 44 | 47 | 60 | 58 | 62 |
| N West | 8 | 5 | 2 | 4 | 8 | 4 | 2 | 1 | 0 | 4 | 42 | 30 | 38 | 30 | 49 |
| Central | 5 | 3 | 0 | 2 | 0 | 4 | 1 | 2 | 1 | 4 | 24 | 30 | 22 | 22 | 46 |
| South | 3 | 2 | 2 | 2 | 0 | 1 | 1 | 1 | 0 | 1 | 20 | 22 | 31 | 17 | 13 |
| S West | 7 | 5 | 3 | 9 | 7 | 2 | 3 | 1 | 0 | 0 | 56 | 54 | 29 | 58 | 66 |
| East | 4 | 5 | 4 | 4 | 6 | 3 | 1 | 1 | 2 | 1 | 53 | 37 | 38 | 40 | 49 |
| TOTAL | 33 | 30 | 26 | 27 | 30 | 17 | 9 | 8 | 7 | 12 | 239 | 220 | 218 | 225 | 285 |
| | 13.81% | 13.64% | 11.93% | 12.00% | 10.53% | 07.11% | 04.09% | 03.67% | 03.11% | 04.21% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

## Table E1: 'By School Type (Control)

| | Commun 2010/11 | Commun 2011/12 | Commun 2012/13 | Commun 2013/14 | **Commun 2014/15** | Aided 2010/11 | Aided 2011/12 | Aided 2012/13 | Aided 2013/14 | **Aided 2014/15** | Foundation 2010/11 | Foundation 2011/12 | Foundation 2012/13 | Foundation 2013/14 | **Foundation 2014/15** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| North | 25 | 23 | 21 | 24 | **16** | 11 | 8 | 14 | 7 | **11** | 4 | 9 | 7 | 4 | **7** |
| N West | 15 | 6 | 7 | 8 | **10** | 9 | 3 | 9 | 4 | **9** | 15 | 7 | 0 | 0 | **0** |
| Central | 17 | 14 | 3 | 7 | **7** | 2 | 7 | 4 | 2 | **2** | 1 | 5 | 4 | 1 | **7** |
| South | 14 | 18 | 10 | 6 | **4** | 1 | 1 | 4 | 2 | **1** | 5 | 3 | 2 | 1 | **1** |
| S West | 39 | 29 | 16 | 18 | **22** | 4 | 5 | 3 | 9 | **0** | 6 | 12 | 3 | 10 | **7** |
| East | 37 | 24 | 8 | 14 | **20** | 4 | 8 | 4 | 2 | **0** | 1 | 0 | 0 | 0 | **0** |
| TOTAL | 147 | 114 | 65 | 77 | **79** | 31 | 32 | 38 | 26 | **23** | 32 | 36 | 16 | 16 | **22** |
| | 61.51% | 51.82% | 29.82% | 34.22% | **27.72%** | 12.97% | 14.55% | 17.43% | 11.56% | **08.07%** | 13.39% | 16.36% | 07.34% | 07.11% | **07.72%** |

## Table E2

| | Special 2010/11 | Special 2011/12 | Special 2012/13 | Special 2013/14 | **Special 2014/15** | Academy 2010/11 | Academy 2011/12 | Academy 2012/13 | Academy 2013/14 | **Academy 2014/15** | TOTAL 2010/11 | TOTAL 2011/12 | TOTAL 2012/13 | TOTAL 2013/14 | **TOTAL 2014/15** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| North | 1 | 1 | 2 | 0 | **4** | 3 | 6 | 16 | 23 | **24** | 44 | 47 | 60 | 58 | **62** |
| N West | 2 | 1 | 0 | 1 | **1** | 1 | 13 | 22 | 17 | **29** | 42 | 30 | 38 | 30 | **49** |
| Central | 0 | 1 | 0 | 2 | **1** | 4 | 3 | 11 | 10 | **29** | 24 | 30 | 22 | 22 | **46** |
| South | 0 | 0 | 0 | 1 | **0** | 0 | 0 | 15 | 7 | **7** | 20 | 22 | 31 | 17 | **13** |
| S West | 5 | 1 | 1 | 2 | **1** | 2 | 7 | 6 | 19 | **36** | 56 | 54 | 29 | 58 | **66** |
| East | 1 | 0 | 0 | 0 | **0** | 10 | 5 | 26 | 24 | **29** | 53 | 37 | 38 | 40 | **49** |
| TOTAL | 9 | 4 | 3 | 6 | **7** | 20 | 34 | 96 | 100 | **154** | 239 | 220 | 218 | 225 | **285** |
| | 03.77% | 01.82% | 01.38% | 02.67% | **02.46%** | 08.37% | 15.45% | 44.04% | 44.44% | **54.04%** | 100.00% | 100.00% | 100.00% | 100.00% | **100.00%** |

## Table F1: By School Type

| | Primary 2010/11 | Primary 2011/12 | Primary 2012/13 | Primary 2013/14 | **Primary 2014/15** | Secondary 2010/11 | Secondary 2011/12 | Secondary 2012/13 | Secondary 2013/14 | **Secondary 2014/15** | Special 2010/11 | Special 2011/12 | Special 2012/13 | Special 2013/14 | **Special 2014/15** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| North | 9 | 11 | 21 | 17 | **14** | 34 | 35 | 37 | 41 | **44** | 1 | 1 | 2 | 0 | **4** |
| N West | 11 | 5 | 9 | 11 | **24** | 29 | 24 | 29 | 18 | **24** | 2 | 1 | 0 | 1 | **1** |
| Central | 4 | 10 | 2 | 8 | **6** | 20 | 19 | 20 | 12 | **39** | 0 | 1 | 0 | 2 | **1** |
| South | 11 | 16 | 18 | 9 | **7** | 9 | 6 | 13 | 7 | **6** | 0 | 0 | 0 | 1 | **0** |
| S West | 11 | 8 | 3 | 23 | **22** | 40 | 45 | 25 | 33 | **43** | 5 | 1 | 1 | 2 | **1** |
| East | 15 | 10 | 7 | 16 | **16** | 37 | 27 | 31 | 26 | **33** | 1 | 0 | 0 | 0 | **0** |
| TOTAL | 61 | 60 | 60 | 84 | **89** | 169 | 156 | 155 | 135 | **189** | 9 | 4 | 3 | 6 | **7** |
| | 25.52% | 27.27% | 27.52% | 37.33% | **31.23%** | 70.71% | 70.91% | 71.10% | 60.00% | **66.32%** | 03.77% | 01.82% | 01.38% | 02.67% | **02.46%** |

## Table F2: By School Type Continued

|  | TOTAL 2010/11 | TOTAL 2011/12 | TOTAL 2012/13 | TOTAL 2013/14 | TOTAL 2014/15 |
|---|---|---|---|---|---|
| North | 44 | 47 | 60 | 58 | 62 |
| N West | 42 | 30 | 38 | 30 | 49 |
| Central | 24 | 30 | 22 | 22 | 46 |
| South | 20 | 22 | 31 | 17 | 13 |
| S West | 56 | 54 | 29 | 58 | 66 |
| East | 53 | 37 | 38 | 40 | 49 |
| TOTAL | 239 | 220 | 218 | 225 | 285 |
|  | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

## Table G1: By Ethnic Origin - Primary Male

|  | White 2010/11 | White 2011/12 | White 2012/13 | White 2013/14 | White 2014/15 | Asian 2010/11 | Asian 2011/12 | Asian 2012/13 | Asian 2013/14 | Asian 2014/15 | Black/Afr Caribbean 2010/11 | Black/Afr Caribbean 2011/12 | Black/Afr Caribbean 2012/13 | Black/Afr Caribbean 2013/14 | Black/Afr Caribbean 2014/15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| North | 3 | 4 | 5 | 10 | 6 | 0 | 0 | 1 | 1 | 0 | 3 | 4 | 7 | 4 | 3 |
| N West | 0 | 0 | 0 | 1 | 4 | 1 | 0 | 0 | 3 | 0 | 6 | 3 | 8 | 5 | 14 |
| Central | 1 | 3 | 0 | 3 | 2 | 2 | 1 | 0 | 1 | 2 | 0 | 5 | 2 | 2 | 2 |
| South | 7 | 9 | 12 | 7 | 4 | 0 | 1 | 1 | 0 | 2 | 2 | 3 | 1 | 1 | 1 |
| S West | 8 | 6 | 1 | 14 | 11 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 4 |
| East | 12 | 5 | 5 | 8 | 8 | 2 | 1 | 1 | 2 | 0 | 0 | 1 | 1 | 3 | 2 |
| TOTAL | 31 | 27 | 23 | 43 | 35 | 5 | 3 | 3 | 7 | 4 | 12 | 16 | 19 | 18 | 26 |
|  | 12.97% | 12.27% | 10.55% | 19.11% | 12.28% | 02.09% | 01.36% | 01.38% | 03.11% | 01.40% | 05.02% | 07.27% | 08.72% | 08.00% | 09.12% |

### Table G2

|  | Mixed 2010/11 | Mixed 2011/12 | Mixed 2012/13 | Mixed 2013/14 | Mixed 2014/15 | Other 2010/11 | Other 2011/12 | Other 2012/13 | Other 2013/14 | Other 2014/15 | TOTAL 2010/11 | TOTAL 2011/12 | TOTAL 2012/13 | TOTAL 2013/14 | TOTAL 2014/15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| North | 1 | 2 | 5 | 1 | 3 | 2 | 0 | 1 | 0 | 1 | 9 | 10 | 19 | 16 | 13 |
| N West | 2 | 1 | 0 | 1 | 4 | 0 | 0 | 1 | 0 | 1 | 9 | 4 | 9 | 10 | 23 |
| Central | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 10 | 2 | 7 | 6 |
| South | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 15 | 15 | 9 | 7 |
| S West | 0 | 0 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 9 | 6 | 3 | 20 | 16 |
| East | 0 | 3 | 0 | 0 | 4 | 1 | 0 | 0 | 1 | 0 | 15 | 10 | 7 | 14 | 14 |
| TOTAL | 5 | 9 | 8 | 7 | 12 | 3 | 0 | 2 | 1 | 2 | 56 | 55 | 55 | 76 | 79 |
|  | 02.09% | 04.09% | 03.67% | 03.11% | 04.21% | 01.26% | 00.00% | 00.92% | 00.44% | 00.70% | 23.43% | 25.00% | 25.23% | 33.78% | 27.72% |

## Table G3: By Ethnic Origin - Primary Female

| | White | White | White | White | **White** | Asian | Asian | Asian | Asian | **Asian** | Black/Af Caribbean | Black/Af Caribbean | Black/Af Caribbean | Black/Af Caribbean | **Black/Afr Caribbean** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** |
| North | 0 | 0 | 1 | 1 | **0** | 0 | 0 | 1 | 0 | **0** | 0 | 1 | 0 | 0 | **0** |
| N West | 1 | 1 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** | 1 | 0 | 0 | 1 | **0** |
| Central | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 1 | **0** |
| South | 0 | 1 | 3 | 0 | **0** | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** |
| S West | 2 | 1 | 0 | 1 | **4** | 0 | 0 | 0 | 0 | **0** | 0 | 1 | 0 | 1 | **2** |
| East | 0 | 0 | 0 | 1 | **2** | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** |
| TOTAL | 3 | 3 | 4 | 3 | **6** | 0 | 0 | 1 | 0 | **0** | 1 | 2 | 0 | 3 | **2** |
| | 01.26% | 01.36% | 01.83% | 01.33% | **02.11%** | 00.00% | 00.00% | 00.46% | 00.00% | **00.00%** | 00.42% | 00.91% | 00.00% | 01.33% | **00.70%** |

table G4

| | Mixed | Mixed | Mixed | Mixed | **Mixed** | Other | Other | Other | Other | **Other** | TOTAL | TOTAL | TOTAL | TOTAL | **TOTAL** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** |
| North | 0 | 0 | 0 | 0 | **1** | 0 | 0 | 0 | 0 | **0** | 0 | 1 | 2 | 1 | **1** |
| N West | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **1** | 2 | 1 | 0 | 1 | **1** |
| Central | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 1 | **0** |
| South | 0 | 0 | 0 | 0 | **0** | 1 | 0 | 0 | 0 | **0** | 1 | 1 | 3 | 0 | **0** |
| S West | 0 | 0 | 0 | 1 | **0** | 0 | 0 | 0 | 0 | **0** | 2 | 2 | 0 | 3 | **6** |
| East | 0 | 0 | 0 | 1 | **0** | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 2 | **2** |
| TOTAL | 0 | 0 | 0 | 2 | **1** | 1 | 0 | 0 | 0 | **1** | 5 | 5 | 5 | 8 | **10** |
| | 00.00% | 00.00% | 00.00% | 00.89% | **00.35%** | 00.42% | 00.00% | 00.00% | 00.00% | **00.35%** | 02.09% | 02.27% | 02.29% | 03.56% | **03.51%** |

## Table H1: By Ethnic Origin - Total Number of Primary Exclusions, Male & Female

| | White | White | White | White | **White** | Asian | Asian | Asian | Asian | **Asian** | Black/Afr Caribbean | Black/Afr Caribbean | Black/Afr Caribbean | Black/Afr Caribbean | **Black/Afr Caribbean** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** |
| TOTAL | 34 | 30 | 27 | 46 | **41** | 5 | 3 | 4 | 7 | **4** | 13 | 18 | 19 | 21 | **28** |
| | 14.23% | 13.64% | 12.39% | 20.44% | **14.39%** | 02.09% | 01.36% | 01.83% | 03.11% | **01.40%** | 05.44% | 08.18% | 08.72% | 09.33% | **09.82%** |

Table H2

| | Mixed | Mixed | Mixed | Mixed | **Mixed** | Other | Other | Other | Other | **Other** | TOTAL | TOTAL | TOTAL | TOTAL | **TOTAL** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** |
| TOTAL | 5 | 9 | 8 | 9 | **13** | 4 | 0 | 2 | 1 | **3** | 61 | 60 | 60 | 84 | **89** |
| | 02.09% | 04.09% | 03.67% | 04.00% | **04.56%** | 01.67% | 00.00% | 00.92% | 00.44% | **01.05%** | 25.52% | 27.27% | 27.52% | 37.33% | **31.23%** |

## Table I1: By Ethnic Origin - Secondary Male (including Special School)

| | White 2010/11 | White 2011/12 | White 2012/13 | White 2013/14 | White 2014/15 | Asian 2010/11 | Asian 2011/12 | Asian 2012/13 | Asian 2013/14 | Asian 2014/15 | Black/Afr Caribbean 2010/11 | Black/Afr Caribbean 2011/12 | Black/Afr Caribbean 2012/13 | Black/Afr Caribbean 2013/14 | Black/Afr Caribbean 2014/15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| North | 14 | 11 | 10 | 15 | 11 | 2 | 4 | 2 | 6 | 11 | 8 | 5 | 7 | 8 | 12 |
| N West | 2 | 2 | 1 | 2 | 0 | 12 | 7 | 13 | 6 | 13 | 6 | 9 | 11 | 6 | 4 |
| Central | 1 | 0 | 2 | 0 | 3 | 10 | 13 | 7 | 4 | 19 | 0 | 3 | 8 | 5 | 12 |
| South | 3 | 2 | 8 | 1 | 1 | 2 | 2 | 0 | 4 | 2 | 0 | 1 | 2 | 1 | 0 |
| S West | 21 | 22 | 13 | 17 | 19 | 3 | 4 | 1 | 3 | 2 | 3 | 9 | 4 | 7 | 12 |
| East | 20 | 16 | 12 | 11 | 15 | 3 | 2 | 3 | 3 | 8 | 1 | 2 | 2 | 1 | 4 |
| TOTAL | 61 | 53 | 46 | 46 | 49 | 32 | 32 | 26 | 26 | 55 | 18 | 29 | 34 | 28 | 44 |
| | 25.52% | 24.09% | 21.10% | 20.44% | 17.19% | 13.39% | 14.55% | 11.93% | 11.56% | 19.30% | 07.53% | 13.18% | 15.60% | 12.44% | 15.44% |

Table I2:

| | Mixed 2010/11 | Mixed 2011/12 | Mixed 2012/13 | Mixed 2013/14 | Mixed 2014/15 | Other 2010/11 | Other 2011/12 | Other 2012/13 | Other 2013/14 | Other 2014/15 | TOTAL 2010/11 | TOTAL 2011/12 | TOTAL 2012/13 | TOTAL 2013/14 | TOTAL 2014/15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| North | 3 | 5 | 6 | 4 | 4 | 0 | 1 | 1 | 3 | 1 | 27 | 26 | 26 | 36 | 39 |
| N West | 6 | 2 | 2 | 3 | 3 | 4 | 2 | 0 | 0 | 1 | 30 | 22 | 27 | 17 | 21 |
| Central | 4 | 2 | 0 | 1 | 0 | 4 | 1 | 2 | 1 | 4 | 19 | 19 | 19 | 11 | 38 |
| South | 2 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 7 | 6 | 12 | 7 | 4 |
| S West | 5 | 3 | 1 | 3 | 3 | 1 | 1 | 0 | 0 | 0 | 33 | 39 | 19 | 30 | 36 |
| East | 3 | 2 | 4 | 2 | 2 | 1 | 1 | 1 | 0 | 1 | 28 | 23 | 22 | 17 | 30 |
| TOTAL | 23 | 14 | 14 | 14 | 12 | 10 | 7 | 5 | 4 | 8 | 144 | 135 | 125 | 118 | 168 |
| | 09.62% | 06.36% | 06.42% | 06.22% | 04.21% | 04.18% | 03.18% | 02.29% | 01.78% | 02.81% | 60.25% | 61.36% | 57.34% | 52.44% | 58.95% |

## Table J1: By Ethnic Origin - Secondary Female (including Special School)

| | White | White | White | White | **White** | Asian | Asian | Asian | Asian | **Asian** | Black/Afr Caribbean | Black/Afr Caribbean | Black/Afr Caribbean | Black/Afr Caribbean | **Black/Afr Caribbean** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** |
| North | 4 | 4 | 5 | 2 | **6** | 1 | 0 | 1 | 0 | **0** | 0 | 3 | 3 | 1 | **2** |
| N West | 0 | 0 | 0 | 1 | **1** | 1 | 0 | 0 | 0 | **0** | 0 | 1 | 2 | 1 | **1** |
| Central | 0 | 0 | 0 | 1 | **0** | 1 | 0 | 1 | 0 | **1** | 0 | 1 | 0 | 2 | **1** |
| South | 1 | 0 | 0 | 0 | **0** | 1 | 0 | 0 | 1 | **0** | 0 | 0 | 1 | 0 | **2** |
| S West | 6 | 2 | 5 | 2 | **5** | 1 | 0 | 0 | 0 | **0** | 2 | 1 | 1 | 1 | **0** |
| East | 7 | 3 | 8 | 3 | **3** | 0 | 0 | 1 | 1 | **0** | 1 | 1 | 0 | 1 | **0** |
| TOTAL | 18 | 9 | 18 | 9 | **15** | 5 | 0 | 3 | 2 | **1** | 3 | 7 | 7 | 6 | **6** |
| | 07.53% | 04.09% | 08.26% | 04.00% | **05.26%** | 02.09% | 00.00% | 01.38% | 00.89% | **00.35%** | 01.26% | 03.18% | 03.21% | 02.67% | **02.11%** |

## Table J2

| | Mixed | Mixed | Mixed | Mixed | **Mixed** | Other | Other | Other | Other | **Other** | TOTAL | TOTAL | TOTAL | TOTAL | **TOTAL** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** |
| North | 2 | 3 | 4 | 1 | **1** | 1 | 0 | 0 | 1 | **0** | 8 | 10 | 13 | 5 | **9** |
| N West | 0 | 2 | 0 | 0 | **1** | 0 | 0 | 0 | 0 | **1** | 1 | 3 | 2 | 2 | **4** |
| Central | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** | 1 | 1 | 1 | 3 | **2** |
| South | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** | 2 | 0 | 1 | 1 | **2** |
| S West | 2 | 2 | 0 | 2 | **3** | 1 | 2 | 1 | 0 | **0** | 12 | 7 | 7 | 5 | **8** |
| East | 1 | 0 | 0 | 1 | **0** | 1 | 0 | 0 | 1 | **0** | 10 | 4 | 9 | 7 | **3** |
| TOTAL | 5 | 7 | 4 | 4 | **5** | 3 | 2 | 1 | 2 | **1** | 34 | 25 | 33 | 23 | **28** |
| | 02.09% | 03.18% | 01.83% | 01.78% | **01.75%** | 01.26% | 00.91% | 00.46% | 00.89% | **00.35%** | 14.23% | 11.36% | 15.14% | 10.22% | **09.82%** |

## table K1: By Ethnic Origin - Total Number of Secondary Exclusions, Male & Female (including Special School)

| | White | White | White | White | **White** | Asian | Asian | Asian | Asian | **Asian** | Black/Afr Caribbean | Black/Afr Caribbean | Black/Afr Caribbean | Black/Afr Caribbean | **Black/Afr Caribbean** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** |
| TOTAL | 79 | 62 | 64 | 55 | **64** | 37 | 32 | 29 | 28 | **56** | 21 | 36 | 41 | 34 | **50** |
| | 33.05% | 28.18% | 29.36% | 24.44% | **22.46%** | 15.48% | 14.55% | 13.30% | 12.44% | **19.65%** | 08.79% | 16.36% | 18.81% | 15.11% | 17.54% |

## Table K2

| | Mixed | Mixed | Mixed | Mixed | **Mixed** | Other | Other | Other | Other | **Other** | TOTAL | TOTAL | TOTAL | TOTAL | **TOTAL** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** | 2010/11 | 2011/12 | 2012/13 | 2013/14 | **2014/15** |
| TOTAL | 28 | 21 | 18 | 18 | **17** | 13 | 9 | 6 | 6 | **9** | 178 | 160 | 158 | 141 | **196** |
| | 11.72% | 09.55% | 08.26% | 08.00% | **05.96%** | 05.91% | 04.13% | 02.67% | **02.67%** | **03.16%** | 74.48% | 72.73% | 72.48% | 62.67% | **68.77%** |

# Table L1: Excluded Pupils on the SEN Code of Practice

| ☆ | Primary Male 2010/11 | Primary Male 2011/12 | Primary Male 2012/13 | Primary Male 2013/14 | **Primary Male 2014/15** | Primary Female 2010/11 | Primary Female 2011/12 | Primary Female 2012/13 | Primary Female 2013/14 | **Primary Female 2014/15** |
|---|---|---|---|---|---|---|---|---|---|---|
| A* | 1 | 8 | 6 | 8 | **N/A** | 0 | 1 | 0 | 1 | **N/A** |
| P* | 30 | 27 | 28 | 40 | **49** | 3 | 2 | 1 | 6 | **7** |
| Q | 9 | 6 | 11 | 6 | **6** | 2 | 0 | 2 | 1 | **0** |
| S | 11 | 7 | 3 | 3 | **4** | 0 | 0 | 0 | 1 | **0** |
| TOTAL | 51 | 48 | 48 | 57 | **59** | 5 | 3 | 3 | 9 | **7** |
| | 21.34% | 21.82% | 22.02% | 25.33% | **20.70%** | 02.09% | 01.36% | 01.38% | 04.00% | **02.46%** |

Table L2

| ☆ | Secondary Male 2010/11 | Secondary Male 2011/12 | Secondary Male 2012/13 | Secondary Male 2013/14 | **Secondary Male 2014/15** | Secondary Female 2010/11 | Secondary Female 2011/12 | Secondary Female 2012/13 | Secondary Female 2013/14 | **Secondary Female 2014/15** |
|---|---|---|---|---|---|---|---|---|---|---|
| A* | 21 | 17 | 20 | 18 | **N/A** | 6 | 3 | 10 | 6 | **N/A** |
| P* | 82 | 82 | 49 | 41 | **61** | 14 | 13 | 8 | 8 | **12** |
| Q | 1 | 2 | 4 | 1 | **5** | 0 | 0 | 0 | 0 | **0** |
| S | 10 | 6 | 3 | 9 | **12** | 0 | 1 | 0 | 2 | **1** |
| TOTAL | 114 | 107 | 76 | 69 | **78** | 20 | 17 | 18 | 16 | **13** |
| | 47.70% | 48.64% | 34.86% | 30.67% | **27.37%** | 08.37% | 07.73% | 08.26% | 07.11% | **04.56%** |

Table L3

| ☆ | Special Male 2010/11 | Special Male 2011/12 | Special Male 2012/13 | Special Male 2013/14 | **Special Male 2014/15** | Special Female 2010/11 | Special Female 2011/12 | Special Female 2012/13 | Special Female 2013/14 | **Special Female 2014/15** |
|---|---|---|---|---|---|---|---|---|---|---|
| A* | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **N/A** |
| P* | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** |
| Q | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** |
| S | 8 | 4 | 1 | 5 | **7** | 1 | 0 | 2 | 1 | **0** |
| TOTAL | 8 | 4 | 1 | 5 | **7** | 1 | 0 | 2 | 1 | **0** |
| | 03.35% | 01.82% | 00.46% | 02.22% | **02.46%** | 00.42% | 00.00% | 00.92% | 00.44% | **00.00%** |

☆ Categories for SEN Code of Practice as follows:-

A=school action   P=school action +   (see below*)

Q=under assessment/prov plan

S= Statemented/EHC Plan

*School Action/School Action Plus = "K" - SEN Support from Sept 2014

**(57.54% (164 of a total of 285 pupils) of Permanent Exclusions for 2014/2015 are on the SEN Code of Practice)**

## Table M1: By Year Group

| | North 2010/11 | North 2011/12 | North 2012/13 | North 2013/14 | **North 2014/15** | N West 2010/11 | N West 2011/12 | N West 2012/13 | N West 2013/14 | **N West 2014/15** | South 2010/11 | South 2011/12 | South 2012/13 | South 2013/14 | **South 2014/15** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| U/K | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** |
| 13+ | 0 | 0 | 0 | 0 | **1** | 0 | 0 | 4 | 0 | **0** | 0 | 0 | 0 | 0 | **0** |
| 12 | 0 | 0 | 0 | 0 | **0** | 2 | 0 | 0 | 1 | **0** | 0 | 0 | 0 | 0 | **2** |
| 11 | 5 | 2 | 2 | 3 | **6** | 3 | 2 | 1 | 1 | **0** | 2 | 1 | 1 | 2 | **2** |
| 10 | 10 | 8 | 13 | 10 | **11** | 6 | 7 | 5 | 6 | **5** | 2 | 2 | 0 | 6 | **0** |
| 9 | 11 | 12 | 9 | 17 | **8** | 9 | 5 | 13 | 3 | **5** | 2 | 1 | 8 | 0 | **1** |
| 8 | 8 | 8 | 12 | 9 | **9** | 9 | 9 | 2 | 3 | **9** | 2 | 0 | 1 | 0 | **1** |
| 7 | 1 | 6 | 3 | 2 | **13** | 2 | 2 | 4 | 5 | **6** | 1 | 2 | 3 | 0 | **0** |
| 6 | 2 | 1 | 5 | 3 | **2** | 2 | 3 | 4 | 6 | **2** | 1 | 4 | 4 | 1 | **0** |
| 5 | 1 | 0 | 6 | 3 | **2** | 2 | 0 | 2 | 2 | **4** | 4 | 3 | 5 | 2 | **4** |
| 4 | 2 | 2 | 3 | 4 | **3** | 2 | 0 | 3 | 0 | **5** | 3 | 9 | 6 | 1 | **1** |
| 3 | 1 | 3 | 5 | 3 | **3** | 1 | 2 | 0 | 2 | **2** | 1 | 0 | 2 | 2 | **1** |
| 2 | 0 | 4 | 2 | 3 | **2** | 0 | 0 | 0 | 0 | **7** | 1 | 0 | 0 | 1 | **1** |
| 1 | 3 | 0 | 0 | 1 | **1** | 3 | 0 | 0 | 0 | **4** | 1 | 0 | 0 | 2 | **0** |
| Recptn | 0 | 1 | 0 | 0 | **1** | 0 | 0 | 0 | 1 | **0** | 0 | 0 | 1 | 0 | **0** |
| Nursery | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** |
| TOTAL | 44 | 47 | 60 | 58 | **62** | 41 | 30 | 38 | 30 | **49** | 20 | 22 | 31 | 17 | **13** |
| | 18.41% | 21.36% | 27.52% | 25.78% | **21.75%** | 17.15% | 13.64% | 17.43% | 13.33% | **17.19%** | 08.37% | 10.00% | 14.22% | 07.56% | **04.56%** |

## Table M2 By Year Group continued

| | S West 2010/11 | S West 2011/12 | S West 2012/13 | S West 2013/14 | **S West 2014/15** | Central 2010/11 | Central 2011/12 | Central 2012/13 | Central 2013/14 | **Central 2014/15** | East 2010/11 | East 2011/12 | East 2012/13 | East 2013/14 | **East 2014/15** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| U/K | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** |
| 13+ | 0 | 0 | 0 | 0 | **0** | 0 | 1 | 0 | 1 | **0** | 0 | 0 | 0 | 0 | **0** |
| 12 | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 1 | **0** | 0 | 0 | 0 | 1 | **0** |
| 11 | 5 | 10 | 1 | 2 | **7** | 1 | 1 | 5 | 1 | **1** | 2 | 1 | 9 | 6 | **4** |
| 10 | 10 | 10 | 7 | 5 | **14** | 6 | 6 | 3 | 3 | **12** | 8 | 6 | 7 | 2 | **7** |
| 9 | 11 | 13 | 8 | 15 | **6** | 7 | 8 | 5 | 2 | **8** | 8 | 13 | 3 | 2 | **8** |
| 8 | 11 | 5 | 9 | 8 | **9** | 4 | 3 | 5 | 3 | **14** | 16 | 2 | 6 | 9 | **10** |
| 7 | 8 | 8 | 1 | 5 | **8** | 2 | 1 | 2 | 3 | **5** | 4 | 5 | 6 | 4 | **4** |
| 6 | 2 | 1 | 1 | 3 | **3** | 3 | 3 | 0 | 2 | **2** | 7 | 1 | 1 | 4 | **3** |
| 5 | 2 | 1 | 1 | 5 | **1** | 0 | 1 | 1 | 3 | **1** | 2 | 3 | 3 | 2 | **3** |
| 4 | 3 | 2 | 0 | 7 | **5** | 0 | 0 | 1 | 0 | **1** | 2 | 3 | 0 | 3 | **2** |
| 3 | 1 | 1 | 1 | 2 | **7** | 1 | 4 | 0 | 0 | **2** | 2 | 1 | 3 | 2 | **3** |
| 2 | 1 | 1 | 0 | 1 | **2** | 0 | 2 | 0 | 2 | **0** | 0 | 1 | 0 | 3 | **1** |
| 1 | 1 | 1 | 0 | 3 | **1** | 0 | 0 | 0 | 1 | **0** | 2 | 0 | 0 | 2 | **3** |
| Recptn | 1 | 1 | 0 | 2 | **3** | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **1** |
| Nursery | 0 | 0 | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** | 0 | 1 | 0 | 0 | **0** |
| TOTAL | 56 | 54 | 29 | 58 | **66** | 24 | 30 | **22** | 22 | **46** | 53 | 37 | 38 | 40 | **49** |
| | 23.43% | 24.55% | 13.30% | 25.78% | **23.16%** | 10.04% | 13.64% | 10.09% | 09.78% | **16.14%** | 22.18% | 16.82% | 17.43% | 17.78% | **17.19%** |

**Table M3**

| | Total | Total | Total | Total | Total | % | % | % | % | % |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
| U/K | 0 | 0 | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| 13+ | 0 | 1 | 4 | 1 | 1 | 0.00% | 0.45% | 1.82% | 0.44% | 0.35% |
| 12 | 2 | 0 | 0 | 3 | 2 | 0.84% | 0.00% | 0.00% | 1.33% | 0.70% |
| 11 | 18 | 17 | 19 | 15 | 20 | 7.53% | 7.73% | 8.72% | 6.67% | 7.02% |
| 10 | 42 | 39 | 35 | 32 | 49 | 17.57% | 17.73% | 16.10% | 14.22% | 17.19% |
| 9 | 48 | 52 | 46 | 39 | 36 | 20.08% | 23.64% | 21.20% | 17.33% | 12.63% |
| 8 | 50 | 27 | 35 | 32 | 52 | 20.92% | 12.27% | 16.10% | 14.22% | 18.25% |
| 7 | 18 | 24 | 19 | 19 | 36 | 7.53% | 10.91% | 8.72% | 8.44% | 12.63% |
| 6 | 17 | 13 | 15 | 19 | 12 | 7.11% | 5.91% | 6.88% | 8.44% | 4.21% |
| 5 | 11 | 8 | 18 | 17 | 15 | 4.60% | 3.64% | 8.26% | 7.56% | 5.26% |
| 4 | 12 | 16 | 13 | 15 | 17 | 5.02% | 7.27% | 5.96% | 6.67% | 5.96% |
| 3 | 7 | 11 | 11 | 11 | 18 | 2.93% | 5.00% | 5.05% | 4.89% | 6.32% |
| 2 | 2 | 8 | 2 | 10 | 13 | 0.84% | 3.64% | 0.92% | 4.44% | 4.56% |
| 1 | 10 | 1 | 0 | 9 | 9 | 4.18% | 0.45% | 0.00% | 4.00% | 3.16% |
| Recptn | 2 | 2 | 1 | 3 | 5 | 0.84% | 0.91% | 0.46% | 1.33% | 1.75% |
| Nursery | 0 | 1 | 0 | 0 | 0 | 0.00% | 0.45% | 0.00% | 0.00% | 0.00% |
| TOTAL | 239 | 220 | 218 | 225 | 285 | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | | | | | |

# Table N: DECISIONS

| | ACADEMIC YEAR | | | | |
| --- | --- | --- | --- | --- | --- |
| | **10/11** | **11/12** | **12\13** | 13/14 | 14/15 |
| Permanent exclusions Upheld | 239 | 220 | 218 | 225 | 285 |
| Total number of appeals/independent review from Sept 2014 | 14 | 12 | 9 | 9 | 19 |
| dismissed | 10 | 7 | 8 | 7 | 14 |
| Upheld reinstated (( g | 0 | 0 | 0 | 1 | 0 |
| Upheld reinstated 3rd Option (N/A sept 2012) | 0 | 2 | N/A | N/A | NA |
| Withdrawn | 4 | 2 | 0 | 1 | 1 |
| Academy (External IAP) appeals/IRPs dismissed (incl in total) | 0 | 1 | 2 | 3 | 8 |
| Pending Independent Reviews | 0 | 0 | 0 | 0 | 3 |
| No. of permanent exclusions per 1000 pupils | 1.33 | 1.21 | 1.18 | 1.22 | 1.51 |

# FULL BREAKDOWN OF ALL ETHNICITY TYPES
## ACADEMIC YEAR 14/15

### table O1: By Ethnic Origin - Breakdown of Asian Category

| | Bangla-deshi | Indian | Pakistani other | Kashmiri Pakistan | Other Asian | TOTAL |
|---|---|---|---|---|---|---|
| 2014/15 | | | | | | |
| North | 1 | 1 | 6 | 2 | 1 | 11 |
| N West | 4 | 1 | 5 | 2 | 1 | 13 |
| Central | 0 | 1 | 17 | 3 | 1 | 22 |
| South | 0 | 0 | 3 | 0 | 1 | 4 |
| S West | 0 | 0 | 2 | 0 | 0 | 2 |
| East | 0 | 0 | 8 | 0 | 0 | 8 |
| TOTAL | 5 | 3 | 41 | 7 | 4 | 60 |
| | 01.75% | 01.05% | 14.39% | 02.46% | 01.40% | 21.05% |

### O2: By Ethnic Origin - Breakdown of African Caribbean Category

| | African Caribbean |
|---|---|
| 2014/15 | |
| North | 13 |
| N West | 17 |
| Central | 7 |
| South | 3 |
| S West | 14 |
| East | 4 |
| TOTAL | 58 |
| | 20.35% |

### O3: By Ethnic Origin - Breakdown of Mixed Category

| | Mixed White Blk African | Other mix Backgrnd | Mixed White/Asian | Mixed White Bl/Carib | Asian Black | Any other Mix Bkgrnd | TOTAL |
|---|---|---|---|---|---|---|---|
| 2014/15 | | | | | | | |
| North | 0 | 5 | 0 | 3 | 1 | 0 | 9 |
| N West | 0 | 3 | 1 | 3 | 1 | 0 | 8 |
| Central | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| South | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| S West | 0 | 0 | 2 | 4 | 0 | 1 | 7 |
| East | 1 | 2 | 0 | 3 | 0 | 0 | 6 |
| TOTAL | 1 | 10 | 3 | 13 | 2 | 1 | 30 |
| | 00.35% | 03.51% | 01.05% | 04.56% | 00.70% | 00.35% | 10.53% |

### O4: By Ethnic Origin - Further breakdown of White Category

| | White British | White English | White Other | TOTAL |
|---|---|---|---|---|
| 2014/15 | | | | |
| North | 18 | 5 | 0 | 23 |
| N West | 2 | 1 | 2 | 5 |
| Central | 3 | 0 | 2 | 5 |
| South | 5 | 0 | 0 | 5 |
| S West | 28 | 10 | 1 | 39 |
| East | 19 | 8 | 1 | 28 |
| TOTAL | 75 | 24 | 6 | 105 |
| | 26.32% | 08.42% | 02.11% | 36.84% |

### O5: By Ethnic Origin - Breakdown of Other Category

| | Other Blk African | Somalian | Other Ethnic Group | Afghanistan | Yemeni | Any oth Blk Background | No Info Obtained | Arab | Refused | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| 2014/15 | | | | | | | | | | |
| North | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 1 | 1 | 6 |
| N West | 0 | 1 | 2 | 0 | 0 | 1 | 2 | 0 | 0 | 6 |
| Central | 3 | 5 | 1 | 0 | 2 | 0 | 0 | 1 | 0 | 12 |
| South | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| S West | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 |
| East | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| TOTAL | 8 | 10 | 4 | 0 | 3 | 5 | 2 | 2 | 1 | 32 |
| | 02.81% | 03.51% | 01.40% | 00.00% | 01.05% | 01.75% | 00.70% | 00.70% | 00.35% | 11.23% |

| TOTAL | |
|---|---|
| 2014/15 | |
| 62 | North |
| 49 | N West |
| 46 | Central |
| 13 | South |
| 66 | S West |
| 49 | East |
| 285 | TOTAL |
| 100.00% | |

control check

**Table P : PERMANENT EXCLUSIONS ACROSS LOCAL AUTHORITIES FOR ACADEMIC YEAR 2014/2015**

(PLUS PREVIOUS 4 ACADEMIC YEARS DATA)

| ACADEMIC YEAR | 10/11 | 10/11 | 11/12 | 11/12 | 12/13 | 12/13 | 13/14 | 13/14 | 14/15 | 14/15 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Into Bham | Out of Bham | Into Bham | Out of Bham | Into Bham | Out of Bham | Into Bham | Out of Bham | Into Bham | Out of Bham |
| LOCAL AUTH | | | | | | | | | | |
| Solihull | 25 | | 19 | 2 | 23 | | 22 | | 35 | 2 |
| Sandwell | 2 | 1 | 4 | 6 | 4 | 6 | 2 | 2 | 1 | 1 |
| Walsall | 1 | | 4 | | 3 | 3 | 5 | 3 | 7 | 3 |
| Dudley | 5 | 1 | 7 | | 3 | | 3 | 2 | | 1 |
| Worcs | 1 | | 2 | | 4 | | 3 | | 3 | |
| Warks | | 1 | | 1 | | | 1 | | | 1 |
| Staffs | | | | | 1 | | | | | |
| Coventry | | | | | | | | | | |
| High Wycombe | | | | | 1 | | | | | |
| Notts | | | | | | | | | | |
| Leics | | | | | | | | | | |
| Bucks | | | | | | | | | | |
| Independent | | | | | | | 1 | | 1 | |
| TOTAL | 34 | 3 | 36 | 9 | 39 | 9 | 37 | 7 | 47 | 8 |

## Table Q: Reasons for Exclusion – 2014/15 Academic Year – 22.09.15***

| | Phys Aggression to Pupils | Phys Aggression to Staff | Weapon Related | Sex Inapp Behav | Drugs |
|---|---|---|---|---|---|
| Prim | 43 | 38 | 9 | 5 | 0 |
| Sec/Sp | 41 | 25 | 46 | 8 | 13 |
| Total | 84 | 63 | 55 | 13 | 13 |

*** reasons are multiple per permanent exclusion so number of reasons will not match number of permanent exclusions

**Permanent exclusion trend**

Legend:
- total Bham
- primary
- secondary
- special
- Ex district

X-axis: 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008/09, 2009/10, 2010/11, 2011/12, 2012/13, 2013/14, 2014/15 *

Y-axis: 0, 50, 100, 150, 200, 250, 300, 350, 400, 450
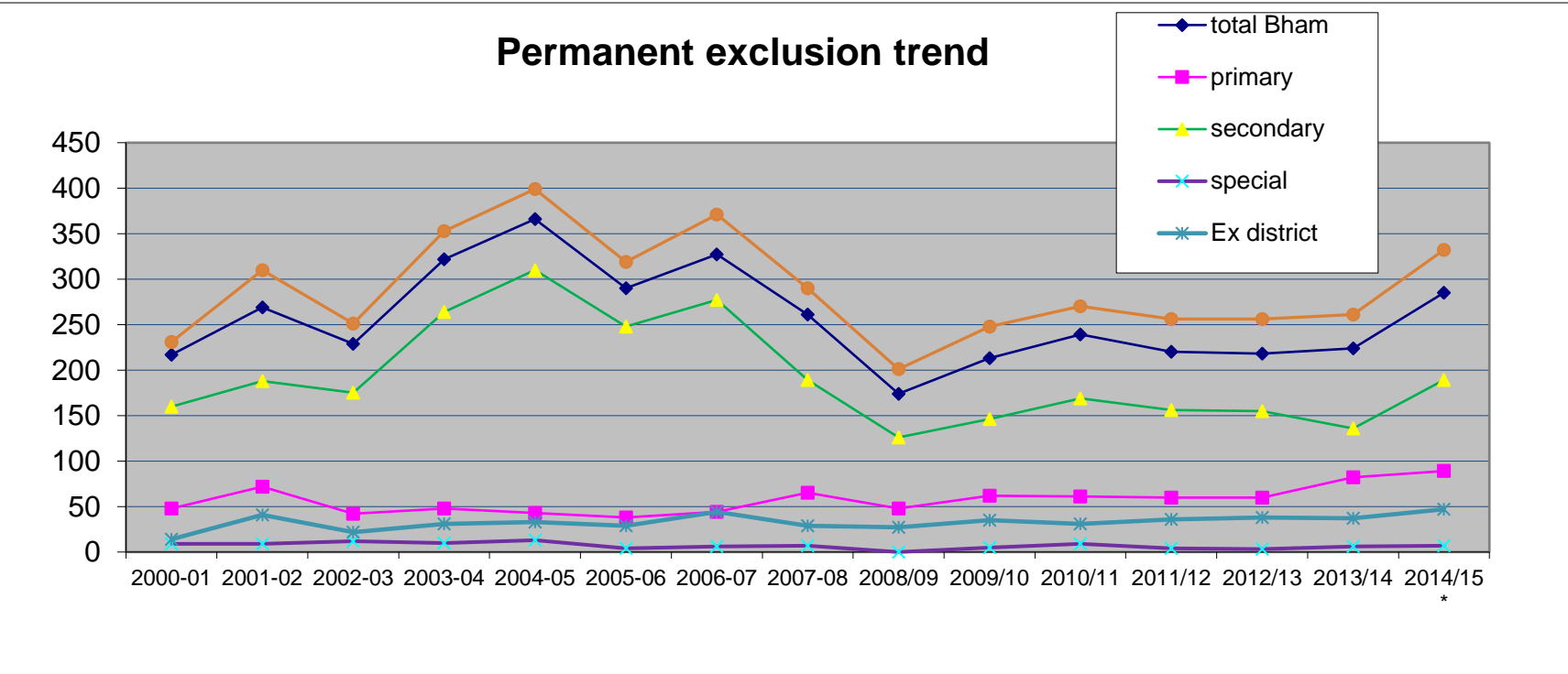
|       | App | Dismiss | Upheld | Withdrawn | Academy | Pending |
|-------|-----|---------|--------|-----------|---------|---------|
| 07/08 | 28  | 23      | 4      | 1         | 0       | 0       |
| 08/09 | 18  | 14      | 3      | 1         | 0       | 0       |
| 09/10 | 15  | 8       | 2      | 0         | 3       | 2       |
| 10/11 | 14  | 10      | 0      | 4         | 0       | 0       |
| 11/12 | 12  | 7       | 2      | 2         | 1       | 0       |

|       | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 |
|-------|-------|-------|-------|-------|-------|
| total | 260   | 174   | 213   | 239   |       |
| pri   | 65    | 48    | 62    | 61    |       |
| sec   | 188   | 126   | 146   | 169   |       |
| spec  | 7     | 0     | 5     | 9     |       |

# Inclusion – Exclusion: Improving The Balance

**Andy Wright**
**Head Teacher of Birmingham Virtual School**

# Aims
## "they are all our children"

- We want to promote inclusion positively alongside our other equal opportunities work to protect and champion our vulnerable children

- Collaborative approach and shared responsibility. We want to develop the strategic partnership and leadership across the system.

- We want to develop shared understanding of the complex factors impacting on this

**Birmingham City Council**

# Context

- Increase in exclusions and children out of school alongside a large and growing demand for special school and alternative provision
  - Schools/ Heads/ Governors under pressure
  - Ofsted
  - limited options for mainstream schools

- Values and ethos
  -fair shares, parents feedback, regulations in academies

- High Needs Funding model not sustainable
  -costs for special schools, resource bases, top up in mainstream, alternative provision including Free Schools, 16+

**Birmingham City Council**

# The Changing Landscape

- Schools – Ofsted, networks, leadership.
- Schools, Academies, Free Schools, MAT's and Networks
- Birmingham Local Authority
- Birmingham Education Partnership
- NHS – CCG's

**Birmingham City Council**

# The Changing Picture



**Permanent exclusion trend**

Legend:
- total Bham
- primary
- secondary
- special
- Ex district
- Total inc ex district

Birmingham City Council
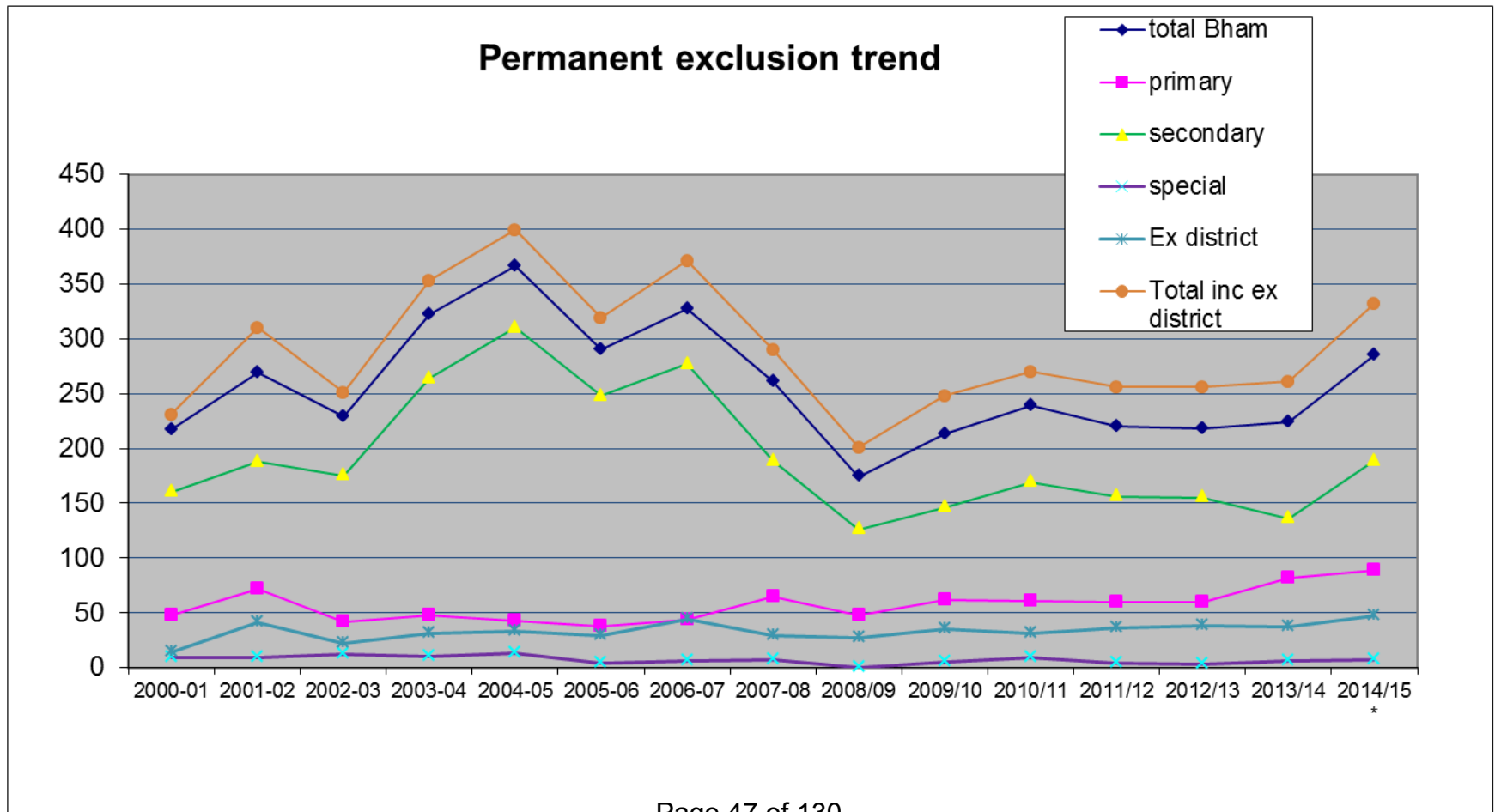
# Developing The Dialogue

**Exclusion Management Group**

**Inclusion – Exclusion: Improving The Balance Strategy Group**

**Sustainable Solutions In Partnership**

**SEMH Schools Development Group**

**Feasibility Study**

Birmingham City Council
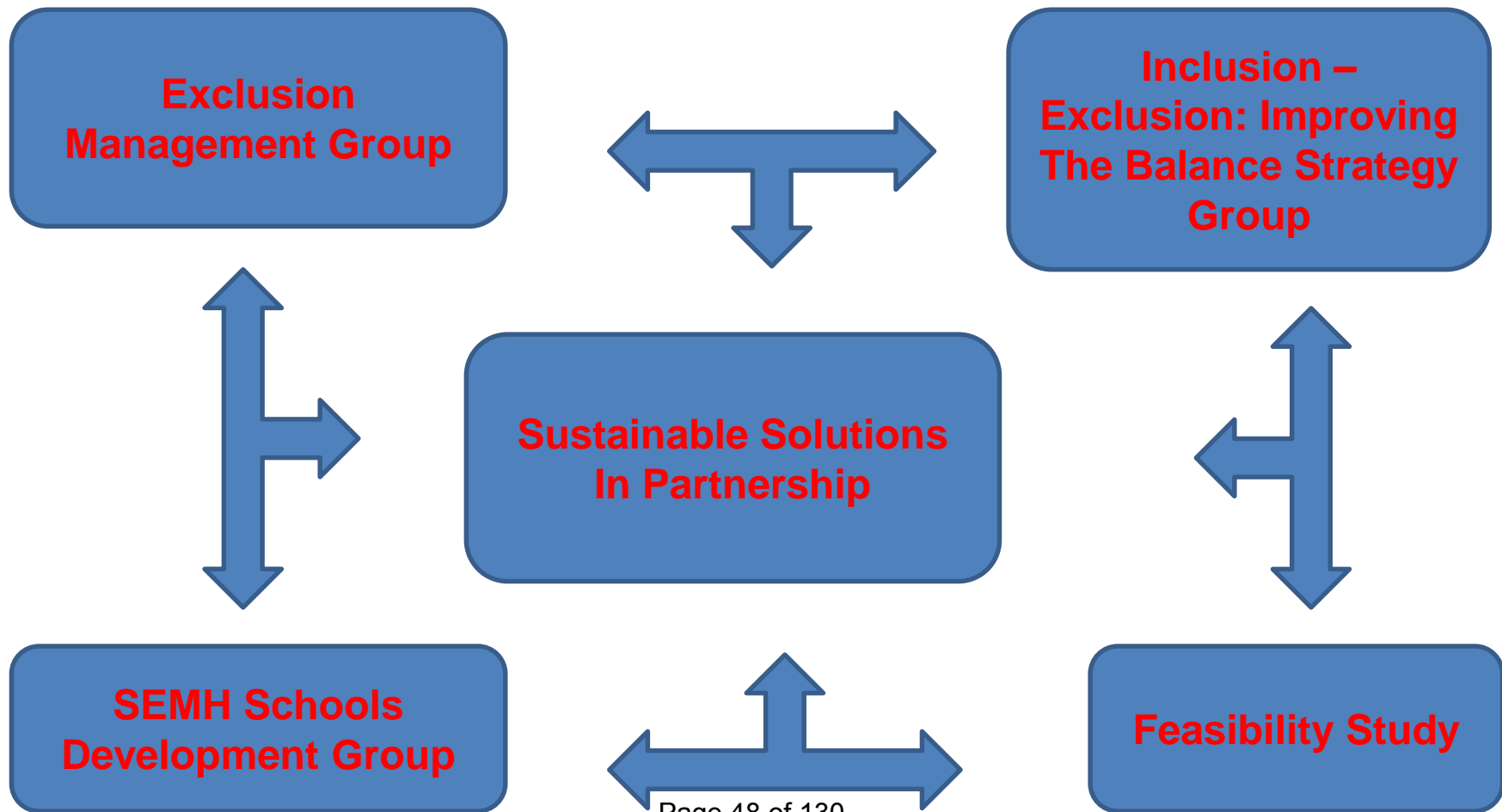
# The Framework Of Projects

An integration of focus projects to support children's inclusion in education

**School Links Project**

**Vulnerable Pupils Project**

**INCLUDING TO SUCCEED INITIATIVE**

# Funders

| CCG | Schools | Local authorities |
|-----|---------|-------------------|

Commissioners

# Providers



Child with MH problems

NHS statutory CAMHS

School counsellors

Independent providers

Educational Psychologists

Voluntary sector providers

School nurses

**Birmingham City Council**

# MHARS Framework

Support and training for staff to build skills, capacity and own resilience

Support networks for pupils, including peer support

Policies and practice that create a positive school ethos

Pupils' positive mental health and resilience

Teaching and learning that develops resilient learners

Effective partnerships with parents

A curriculum that teaches life skills, including social and emotional skills

Specific help for vulnerable pupils

gham City Council

# Schools Link Project

- **Sunderland**
- **Sheffield**
- **East Riding of Yorkshire**
- **Wigan**
- **Salford**
- **Halton**
- **Tameside & Glossop**
- **Cheshire**
- **Walsall**
- **Birmingham**
- **Bedfordshire**
- **Chiltern/Aylesbury Vale**
- **Hertfordshire**
- **Gloucestershire**
- **Somerset**
- **Hampshire**
- **Brighton & Hove**

Birmingham City Council

# Including To Succeed Initiative Aims

a) develop a shared vision for schools

b) minimise issues contributing to an increase in permanent exclusions

c) develop sustainable expertise for supporting learners with mental health issues through a high quality training programme

d) meet the needs of the staff within and across the schools to support inclusive learning and teaching.

e) meet the needs of the parents/carers to support children's inclusion in education

f) develop and embed. sustainable systems and processes to support inclusive learning and teaching.

g) develop and embed collaborative partnerships across learning communities which integrates inclusive approaches to education, health and well-being.

h) raise awareness of mental health issues across learning communities

i) provide professional support systems to support young people with mental health issues

# Developing And Embedding Partnerships

a)  **Primary Schools**

b)  **Secondary Schools**

c)  **Special Schools**

d)  **Birmingham Education Partnership**

e)  **Birmingham Virtual School for Looked After Children**

f)  **Educational Psychology Service**

g)  **TESS**

h)  **CAT**

i)  **SENAR**

j)  **City Of Birmingham School**

k)  **Birmingham South Central CCG**

l)  **CAMHS/ Forward Thinking**

m)  **West Midlands Police**

n)  **YOS**

# Including To Succeed Initiative Training

- **Strategic Lead**

- **Lead instructor/Champion**

- **Dfe/NHS**

- **Pivotal training**

- **Attachment Aware Schools**

- **CAT – Autism**

- **Emotional First Aid**

- **Nurturing Environments**

- **Gang Culture**

**Birmingham City Council**

# Developing Good Practise

**Cross-Phase Project**

**Primary School**

**Primary Exclusion Base**

**Inclusive Schools**

Schools Link Project

Vulnerable Pupils Project

Including To Succeed

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Birmingham City Council
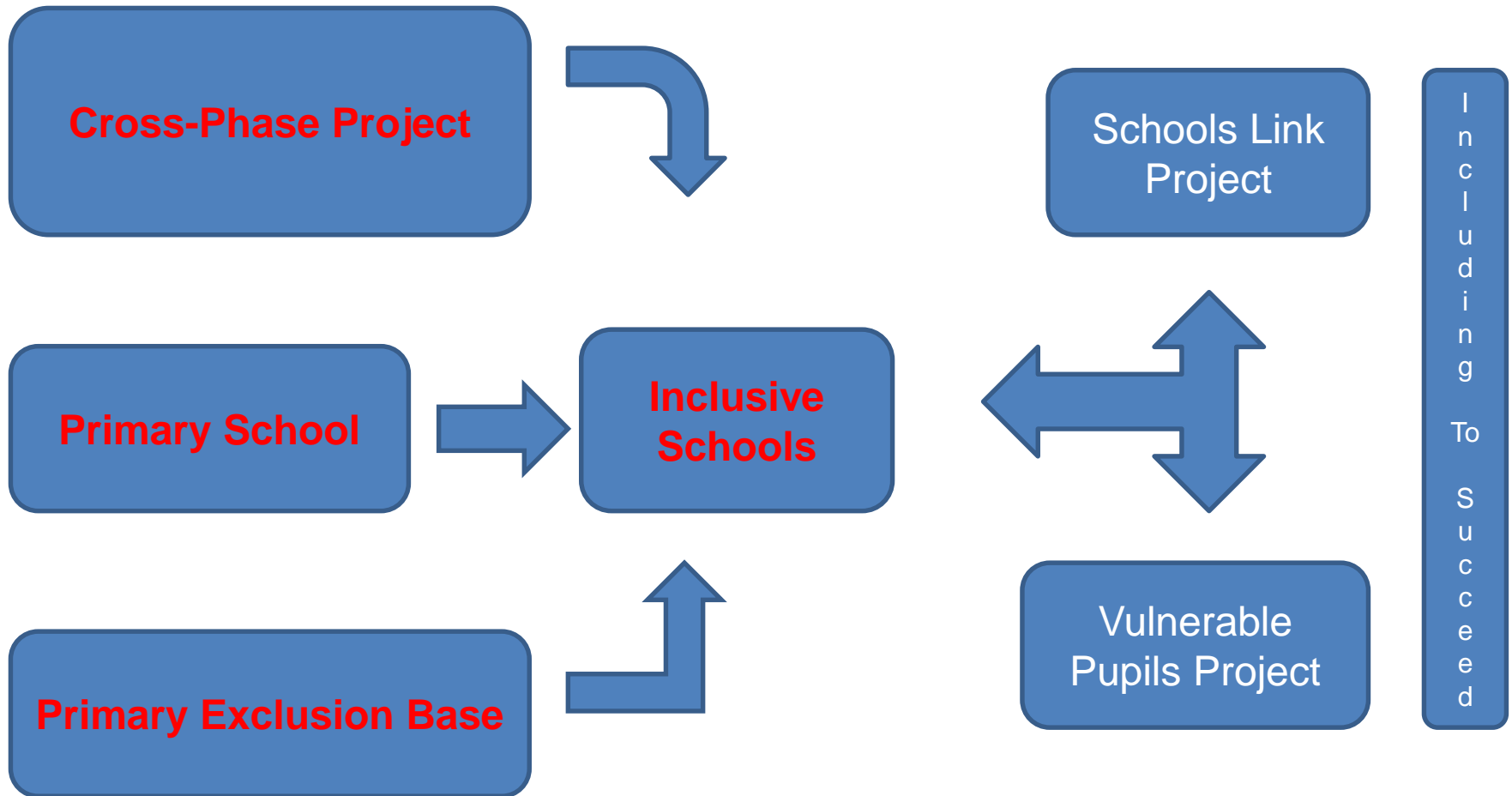
# Next Steps

- **Advance the dialogue across school leadership**
- **Continue to develop the range of models**
- **Continue to develop the staff training programme**
- **Embed the partnerships**
- **Evaluate the models**
- **Showcase lessons learnt**
- **Secure sustainable, localised inclusive solutions**

**Birmingham City Council**

# Report to Vulnerable Children Overview and Scrutiny Committee December 9th 2015

At the Committee meeting on 15th July 2015 members requested a report back on school exclusions including the "level of teaching, progress made and qualifications" for pupils at City of Birmingham School (COBS).

City of Birmingham School is Birmingham City Council's Pupil Referral Unit. The school has 10 specialised teaching centres across the City offering personalised educational programmes to pupils from 5 to 16. We are also commissioned to work in partnership with a selected group of Alternative Providers to teach KS4 pupils who will not be returning to school. We offer high quality outreach support for schools and settings on a traded basis and work with the Birmingham Family of Schools as well as schools and settings beyond Birmingham.

The Local Authority commissions places for around 400 pupils who may be:

- Permanently excluded, or at risk of this
- Statemented with behaviour, emotional and/or social difficulties
- Anxious, depressed, school phobic
- 'Looked After' with no school place
- Remanded by the courts to the care of the Local Authority
- Struggling with learning and faced with a multiplicity of problems

The school has 10 specialised teaching centres across the City offering personalised educational programmes along with commissioned places for KS4 pupils in Alternative Provision. We also offer high quality outreach support for schools and settings on a traded basis. We work with the Birmingham Family of Schools, and schools and settings beyond Birmingham.

When they join the school, most pupils are disaffected and disengaged from the learning process and assessments indicate a wide range of ability, from P levels through to potential GCSE candidates. Pupils are predominantly from the poorer areas of Birmingham and reflect the make-up of a large multi-cultural City. In recent years there has been an increase in the number of pupils referred to the School who are on the autistic spectrum and those in the primary phase who are awaiting a place in a special school. Around 75% of pupils are eligible for free school meals. Attendance levels on referral are generally below average for Birmingham but those with previously poor attendance usually improve during their time in the school. Pupils spend varying amounts of time with us ranging from a couple of weeks to over 2 years.

We have a strong and supportive Management Committee (the equivalent of a school governing body), chaired by Phil Haynes.

The report attached is the standard termly report made by the Head Teacher to the Management Committee of COBS. Attached is the latest report presented to the Management Committee on 11th November 2015. This contains the information requested by the Scrutiny Committee.


**Fiona Wallace    Head Teacher**
**Steve Howell    Deputy Head Teacher**

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Email    Fionawallace@cobschool.com
         Stevehowell@cobschool.com

# Head Teacher's Report to Management Committee November 2015

This report draws together data for the school year 2014-15 and provides an overview of key issues and developments in the school for PRU Management Committee (PMC) members, to stimulate discussion and to help members provide support and challenge to the school. As always more detail is available on request.

| Vision for the school |
| --- |

The following has now been agreed as our Vision statement:

*At COBS pupils matter, every minute of every day. We aim to make every day a good day for our pupils and we guarantee that everyone who needs help will get it. We offer a great education full of exciting learning and experiences so that pupils can go on to lead healthy, happy and successful lives. We have high expectations of our pupils because we believe that anything is possible with the right help, guidance and support. We also aim to make things better for pupils experiencing difficulties in other schools in Birmingham.*

Lise, Steve and I have been discussing the future of the school and succession planning as members of the leadership team retire. Governors are invited to join us to debate this further in a less formal setting than a Management Committee meeting. This meeting will be at Marywood Centre, Gilby Road, B16 8RQ, on Thursday 19th November from 2 – 4pm.

| School Structure |
| --- |

A the start of this academic year one of the teaching assistants in each centre took on the role of Family Support Worker with a clear focus on improving the attendance of our pupils. Their TA role is not being covered whilst we review the cost effectiveness of having a TA assigned to every teaching group. This review will be complete by Christmas so that we can plan to fill vacancies covered by agency staff if required.

We have one Head of Centre on a fixed term contract till 31.3.16 pending an advert for the role. All others are permanent. This is the first time for a while that we have had such a 'solid' middle management team. They are benefitting from a tailor-made programme of development delivered by DRB over the Autumn and Spring terms. The first 2 sessions were very highly evaluated.

The 2 staff in receipt of a TLR3 allowance have been invaluable. Ian Craig has steered our assessment approach and Sue Butcher supports Jo Reader, our SENCO who is also an Assistant Head, with the work generated by having so many pupils with SEN and the introduction of the new EHCP process.

We have seconded Ben Dunlop from his teaching role to lead the developments of our Outreach service as we detach this from the commissioned work of the PRU teaching centres.

| School Improvement |
| --- |

The School Improvement Plan for 2014-15 has been reviewed and RAG rated. It is available on the school website. The plan for 2015-16 is complete and awaits ratification by the Management Committee at the November meeting.  It is attached with your papers for the meeting and is also available from the school website.  A summary poster is also available that can be printed on an A3 sheet for display.  Each centre has a version of this to record the actions for centre improvement.

Steve and I have enjoyed taking part in peer reviews with other schools.  We have been able to bring back learning to our school.  Later this term we will be reviewed by a group of our peers. As part of this we self-evaluate using a format written by CfBT  a world leader in school development and a partner of the Birmingham Education Partnership. This is an easy to use format and allows for effective reflection.  We are also considering the use of iabacus  to record our self-evaluation.  This is an online system that generates action plans and reports and may be better for us on an ongoing basis. Until we decide, our SEF remains as published on the school website.

We have met with 5 members of staff to support Lincolnshire PRU which is being reviewed following a special measures Ofsted grading.

| Curriculum Development |
| --- |

At COBS we offer a broad, balanced and inclusive education for our pupils who are drawn from a very wide range of backgrounds across the City.  We fully support the Birmingham Curriculum Statement, included in appendix 6 for information.

As educators contemplate assessing children's progress without levels, we have been planning our own 'life after levels' for more than 18 months and have begun to coordinate the implementation of our new system, which was successfully trialled in middle school mathematics last year, to all of our centres.

Our system concentrates on children mastering aspects of the new national curriculum and working towards their level of expected progress. It also allows our highly skilled staff to use their detailed knowledge of the children and their professional judgement in order to evaluate where a child sits in their progress journey.

Externally this will change how we report progress, no longer will levels such as 4A, 3B be reported; we will be using a system that better describes where a child is; Below Expected, Emerging, Expected and Exceeding is the language we will use to report, however we are developing a child friendly version of this. Within each of these 4 standards a set of descriptors will be used to judge lateral progress (progress within each standard).

We envisage that progress across a full standard will reduce dramatically over the coming year as we move from a system with 24 points to a system with 4; however we are confident that lateral progress will be greatly increased.

The new model of curriculum leadership has been implemented to good effect. There are two Curriculum Strategy groups chaired by the Deputies, one for Lower School and one for Middle/Upper School. The purpose of these groups is to ensure that the curriculum and teaching and learning are co-ordinated and developed consistently across the school. All school improvement activities related to this are identified and organised through these two groups. So far we have conducted Focused Reviews across Lower School scrutinising the teaching of Maths and the standard of pupils' work. Next steps will be a reading workshop for all staff, a review of the teaching of reading and assessment. Similar activities are planned for Middle and Upper school in the spring term. A feature of these reviews has been to involve middle leaders and this has been very successful. We have made a considerable investment in curriculum resources purchasing high quality materials for Science, English and Computing. We are well supported by the Birmingham Maths Team who are now working across the whole school. We are also working with Mac Music across KS1, 2 and 3 as well as engaging with Loudmouth and Big Brum theatre groups. Outdoor Education is a continuing strength of our school and we have extended outdoor learning as a theme in all 3 lower school centres. In this way we are confident that we are delivering a broad, balanced and engaging curriculum to our pupils. We are looking forward to our enterprise day on the 1st December. This will take the form of a Christmas Fayre with every centre selling items that they have made. The pupils have been working hard on this and we anticipate that it will be a huge success.

Curriculum policies have been reviewed and are available on the website as is this term's overview of what is being taught across KS1, 2 and 3. Work is underway at KS4 to finalise plans for work related learning and there is an increase in the number of pupils being entered for accredited courses.

We are working in partnership with Birmingham University on the exploration and development of character and values education. We feel that this will provide an interesting stimulus for extending our work around SMSC.

| Pupil Progress including Pupil Premium and LAC Pupil Premium 2014 - 15 |

In our second full academic year as COBS we have continued to develop the sophistication of our data collection and reporting. The impact measures, pupil progress database and single page of data (See appendix 2) provide a range of data that staff across the school use to evaluate progress and we increasingly use our data to drive school improvement work.

Our cohort of 141 Year 11 students who were on roll at the end of year 11 and attending either Reconnect, Hub provision or one of various Alternative Providers, once again achieved an encouraging set of results in July 2015. Full details of which can be found in Appendix 2.

In all English qualifications 74% of pupils achieved the required pass rate and 67% in Maths. This reduces to 54% for English and 42% for Maths when discounting Entry Level qualifications. This is down by 1% and 21% respectively; the unprecedented number of year 11 exclusions last year meant that more students than ever before started part way through the year with us. Also, the impact of the new qualifications in Mathematics has made achieving the pass grades more difficult for all pupils.

21% of the cohort achieved a GCSE in English and 14% in Mathematics. A further 32% achieved a level 1 or 2 Functional Skills qualification in English and 28% in Mathematics. In GCSE Science 18% of pupils achieved the qualification and 15% achieved GCSE in IT.

Once again vocational qualifications proved more popular with our pupils than academic and 45% of the whole cohort achieved at least 1 vocational qualification, with Sport, Horticulture and Construction being the most commonly gained.

A special note should be made of the outstanding achievements of one pupil who attended South and City College and Achieved:
GCSE Sociology D
GCSE Environmental Science C
Additional Science A*
Further Maths C
Maths A
English C
Science B
Level 2 ICT

Pupils are making broadly similar progress in English across lower and middle school; progress is marginally lower in middle school than lower. This tends to be down to the greater transient nature of the middle school pupils and partly due to poorer attendance in middle centres as pupils get older. Level of attendance has a clear impact on the progress pupils make.

We have continued to invest heavily in Maths support, continuing our strategic partnership with the Birmingham Maths Team and this has impacted well as pupils in middle school make better progress than those in lower. We plan to continue our target to improve maths teaching across the school and will include developing the teaching of maths in lower school, through a thematic approach, in our work through the 2015/16 academic year.

Senior and Middle leaders are developing their analytical use of data and this has been used to inform intervention based teaching. For example, in one of the centres year 5 were identified through the use of data as requiring targeted support in writing, which was put in place.

Like all schools we publish an annual report of the impact of the Pupil Premium and the Sports Premium (primary only).  These are attached as appendix 5

**Pupil well-being, health and safeguarding**

Last year we reviewed our policy for supporting pupils who need more than can be offered through attendance in our regular morning groups.  As part of the monitoring of this policy it was agreed that the Staffing and Pupil Attainment Committee would review termly pupils on an Intensive Support Programme (ISP).   The first review has taken place and highlighted the creative ways in which staff work to keep very challenging, disaffected or emotionally disturbed pupils engaged with their learning in school.  Pupils on ISP can be on a reduced timetable or be receiving additional support or an alternative curriculum during the main teaching timetable.  In most cases it is expected that learners will return to the regular groups after a short period of refocussing but it must be recognised that there are one or 2 pupils for whom an ISP will be longer term.

We remain alert to the possibility that our pupils may be subject to radicalisation and we know that we have students who already hold a range of inappropriate views.  Staff have had WRAP training and we will be arranging to have a lead member of staff trained to ensure we all remain up to date.

We continue to have a heightened level of attention to pupils who may be at risk of, or the subject of sexual exploitation. Pupils in middle school will all be watching the play 'Working for Marcus' over the Autumn / Spring term. We are grateful to the Police for funding the Home Office approved Miss Dorothy materials for all of the primary Centres. These focus on making safe choices and are very popular with children and staff. We will be feeding back on changes that might be made to the materials so the publisher can make available a special version for PRUs and special school.

Similarly two of our Assistant Heads are working with the Jubilee Centre for Character and Values at Birmingham University to adapt materials they have published for mainstream schools to make them appropriate to our type of setting.

During the Summer term a pupil allegation led to an incident being referred to the Local Authority Designated Officer. A member of staff was suspended for a short period whilst internal and police investigations went ahead. The situation was resolved without further action or charge by the police and the member of staff was supported back into work.

| **Pupil attendance and exclusions** |
| --- |

Appendix 3 shows our attendance figures for the academic year 2014/15. There is further information in the single data sheet in Appendix 2.

Attendance for the school as a whole has reduced 1% when compared to the previous academic year. The gap between attendance at lower school and middle continues to grow, with lower having almost 19% higher attendance at 73.9%. Transport provision has continued to impinge on attendance at lower school; however we have recently discovered that we can record this in a different way which will not have a negative impact on our attendance.

Attendance at middle school is an area which we are targeting for improvement and we have been working with our newly appointed FSWs to ensure their focus is firmly on improving attendance. Significantly lower attendance at Bridge, Kings and Millpool when compared to the previous academic year represents a concern to us, however the high number of KS4 pupils in these centres has a strong impact on this as our pupils have a tendency to engage less when they are older.

We continue to have high levels of success with pupils improving their attendance whilst on our roll in comparison to their previous school. This is particularly evident in lower school, where 76% of children improved from their previous attendance.

All centres have a personalised attendance action plan. This includes the work of the newly appointed Family Support Workers (FSW). All centres have been encouraged to introduce self-registration and a pupil led rewards system for attendance. The action plans are reviewed by the leadership team on a termly basis and attendance is on the agenda for the fortnightly phase heads of centre (HOC) meetings. HOCs and FSWs along with the office administrators, have had updated training on the spotlight programme and families have been taken to court and fined. However, this is not the outcome we prefer from Spotlight. We consider it a success if no family goes to court as this means that pupils' attendance has improved during the process so that a court process is not then needed.

As PMC members you must be informed of the numbers of exclusions from the PRU. There are no permanent exclusions. Fixed term exclusion data is included in Appendix 2. We feel that our management oversight model, which we improved last year, has had a positive impact. Fixed term exclusions were down in all areas in comparison to the previous year and 70 fewer days were lost to FTE in 2014/15.

**Pupil numbers and referrals**

During 2014-15 we worked with 619 pupils who spent some time in one of our teaching centres on our roll or dually registered. 132 primary and 487 secondary. This number does not include pupils supported through the traded service such as IBC (Improving Behaviour Course), social skills or directly in schools; this number would be above 1000 if these were all factored in.

As at 30.09.15 we have 391 pupils on roll out of a place number of 445. 94 are primary age and 297 are secondary. Of these 10 are fully statemented out of a commissioned total of 24.

Appendix 1 gives the number of permanent exclusions for the academic year 2014-15 and a graph showing the trend over the past 15 years. The total for the year was up 60 on the previous year to the highest level for the past 5 years. This put considerable pressure on provision in COBS and the LA had to commission 24 additional places at primary and 12 at secondary level. 16 of the primary places are continuing to be commissioned this academic year and are all full. Very recently we have agreed to take an extra 6 primary pupils and await formal confirmation of this. Fortunately the level of primary exclusion is almost half what it was during September 2014 (6 compared to 11). We are working to reintegrate as many pupils as possible, using the Fair Access panel if required. This is time consuming and does not often lead to long term success. We are in discussion with our commissioners about appropriate funding for reintegration work as it is not currently written into our SLA but is clearly a vital aspect of maintaining enough centre places. The length of stay in COBS remains as in the last few years ranging from 3 weeks to 3 years with an average of one year.

A summary of referrals to the Monday panel is below. As for last year around 30% of referrals were from SENAR for pupils with full statements/ EHCPs. We have now agreed that pupils permanently excluded from mainstream school with an EHCP / Statement will be treated the same as those permanently excluded without an EHCP / Statement. This means that we will offer a placement within 6 days, assuming a risk assessment or other factors such as bail conditions do not preclude this. This will support the LA in meeting its statutory duty but will reduce flexibility of places. The number of pupils in previous years to whom this would have applied is as follows

|       | Primary | Secondary |
|-------|---------|-----------|
| 14-15 | 4       | 13        |
| 13-14 | 4       | 11        |
| 12-13 | 3       | 3         |
| 11-12 | 7       | 7         |
| 10-11 | 11      | 10        |

**Summary of referrals to the Monday panel**

As our partners become clearer as to the role of COBS we have received fewer referrals to our Monday panel but those received have been more appropriate and a greater percentage have been accepted: 40% in 2014-15 and 62% in 2015-16.

| | Total Pupils discussed | Taken on | Male | Female | LAC | EHCP or statement | KS1 | KS2 | KS3 & Y10 | Y11 |
|---|---|---|---|---|---|---|---|---|---|---|
| 2013-14 | 234 | 94 | 184 | 50 | 18 | 73 | 13 | 33 | 142 | 46 |
| 2014-15 | 110 | 69 | 82 | 28 | 15 | 42 | 4 | 22 | 72 | 11 +1 Y12 |

| | 2013-14 | | 2014-15 | |
|---|---|---|---|---|
| Referred by | No. of refs | No. accepted | No. of refs | No. accepted |
| SENAR | 79 | 31 | 35 | 14 |
| Other LA including Fair Access team, EHE, YOT | 42 | 26 | 22 | 21 |
| Schools | 76 | 28 | 26 | 18 |
| LACES | 7 | 3 | 6 | 6 |
| others | 30 | 6 | 21 | 10 |
| Total | 234 | 89 | 110 | 69 |

In addition to referrals from the panel centres pick up those who are permanently excluded, as a statutory duty, and pupils from secondary networks to try to avoid exclusion. See appendix 1 for the full figures for 2014-15.

Members will recall that we had concerns about the appropriateness of the arrangements for remand pupils. This led to a review of the SLA as it related to these pupils. The 8 places freed up by this change were used to increase our primary capacity. Interestingly since this change we have only had 3 pupils on remand so the new arrangement has proved to be better value for the LA.

**Staff matters**

Three staff are on maternity leave. One staff member is on long term sick but is no longer being paid. Legal services are supporting us with this case.

Now that Nesrim Mesnani, the Business Manager HR, has returned from maternity leave a more comprehensive system for monitoring attendance of staff at a whole school level is in place. Whole school figures drawn from the city HR portal do not yet give an accurate picture as they include weekends, and part days are counted as whole days. We are working on formulae to improve the usefulness of the information for monitoring purposes. With this health warning each HOC is given the data for their staff on a person by person basis. Discussions stimulated by this have raised awareness of staff as to the impact their attendance has on pupils in centre. Nes is offering one to one support with the more complex staff attendance issues.

Moderation of outcomes for support staff has been undertaken in line with the BCC process. 41 of 77 (53%) support staff are eligible to receive an increment. The new 'My

Appraisal' system has been introduced with training to support staff and those who will conduct the process

Moderation of the outcomes for teachers has been undertaken by the senior leadership team and HR business manager. 31 of 77 (40%) teaching staff are eligible for progression and all but 3 have been agreed by the FER committee for this. Staff lesson observation grades for 14-15 are as below. These show a pleasing increase in the number of staff good or better.

| Lesson Observation summary Grade | 2011/12 | | 2012/13 | | 2013/14 | | 2014/15 | |
|---|---|---|---|---|---|---|---|---|
| Exceeded expectations | 6 | 8% | 7 | 9% | 34 | 15% | 26 | 20% |
| Met expectations | 55 | 75% | 59 | 80% | 152 | 65% | 46 | 68% |
| Support required | 4 | 5% | 5 | 7% | 15 | 6% | 2 | 3% |
| Not applicable* | 8 | 11% | 2 | 3% | 31 | 13% | 6 | 9% |

*Eg Staff not in post for the full round of observation, on long term sick, in their final term before retirement

Each year we complete a survey of staff views based on questions that would be asked by Ofsted. The questions have been changed recently making year on year comparisons difficult. The results broken down by type of staff member are in appendix 7. 1% is approximately equivalent to one member of staff. Compared to 2013 the results for staff saying they are happy to work at COBS remains the same with all except one member agreeing or strongly agreeing. However a higher percentage of staff (3% in 2013 and 13 % in 2014) feel that the school or their centre is not well led. This may well be an effect of the disruption due to the loss of the 3 assistant heads and the number of heads of centre posts not permanently filled during the year. We hope the leadership development programme for HOCs will contribute to an improvement next year. Centres have been very full and pupils have been harder to reintegrate due to the level of challenge they pose. This has meant that 13% of staff feel that behaviour is not consistently well managed compared to only 4% in 2013. Our CPD focus this year is managing behaviour. We hope this will support staff who have joined us from mainstream schools (bringing their curriculum knowledge) in managing behaviour. Despite a vibrant CPD programme staff still feel that we do not offer them the CPD they want. We continue to remind staff that CPD is linked to priorities in the school improvement plan.

### Buildings and site including safety and access

Following the early closure of Oakdale due to health and safety reasons at the end of the Summer term the LA has expedited repairs to the roof and windows of the hall. The building reopened to pupils a week late this term and we have done our best to keep it open whilst the work is finished. There have been 3 days on which pupils have had to start an hour later due to the building work and 4 days of full closure.

At our internal finance meeting we continue to prioritise requests for building maintenance to address health and safety issues. As our devolved capital allocation is now, like all schools, very much reduced we have fewer funds for routine maintenance of the sites.

Assistant heads have had an allocation of funds to 'spruce up centres.' This has been spent on items such as decoration, new furniture, plants for the gardens.

We await the appointment of a project officer by the Education and Schools Infrastructure team. They will work with us to consider the results of the recent surveys of our estate. This is likely to include discussion about the location of some of our buildings and whether it would be better value for money to merge some of our sites.

| IT infrastructure |
| --- |

Throughout the academic year 14/15 we undertook an unprecedented investment programme in our IT infrastructure. Almost £50,000 was invested in a completely new server system, which is now fully installed and has improved the speed and efficiency of our system.

We have also invested in the hardware we have available to staff and students and utilised different funding streams to spend almost £50,000 on new hardware including more than 50 new laptops for staff and curriculum use and 30 tablets to use across lower school.

We are now in a position to have agreed a VLE (Virtual learning Environment) and are proposing to commission 'FROG' to work with us to develop a platform for our staff, students, management committee and parents to access a range of resources online.

| Finance and budget |
| --- |

Appendix 4 shows the most recent 3 year strategic financial summary. Discussions planned with Management Committee members will need to address the potential shortfall in 2016-17.

| Partnerships |
| --- |

We are grateful to Arup, a world-wide engineering consultancy with a local office, for the gift of 8 computers. These were no longer up to the specification used by the firm but are better than many of our machines! We hope to continue to foster this link as Arup are one of the partners in CSR City.

I am a member of the project Board for the Headstart programme, the only member with an education background. Our recent focus has been on preparing the strategy for the 3rd phase of the Big Lottery grant to Birmingham to improve the mental wellbeing of pupils from 10 to 16. This is clearly an area dear to the heart of COBS and we have benefitted from PATHS materials and training as well as individual support for some pupils and families.

I have continued to work with BCC on the process to commission the new School Health Advisory Service from April 2016. Tenders have now been submitted and it was a long (but rather boring) task to read them through and grade them against the criteria.

We continue to be well supported by the Clara Martineau Fund with a generous donation to support 'residential trips'. The fund board recognise that we do not find traditional residential trips always appropriate for our pupils and allow us to be flexible with the funding, using most of it for outdoor education. Now that we have a forest school area at

Minerva and Ashbourne we will try to offer an extended day 'camping experience' that may well lead to an overnight stay for primary pupils. Any volunteers?!!

As always we value the support of Management Committee members. Over this academic year we hope you will continue to develop a relationship with one centre. The focus for the first of 2 planned visits for you this year is PSHE and we hope you will complete the proforma to give your views on what is going well and what could be improved.

We look forward to seeing you at any of the following

- Thursday 19th November – PMC discussion about COBS future at Marywood 2pm
- Tuesday 1st December 2015 – Enterprise Morning at Jaffray 10 am
- Friday 5th February 2016 – School Conference with Paul Dix at Jaffray 9am
- Wednesday 16th March 2016 – Curriculum Carnival at Jaffray 10am
- Friday 17th June 2016 – Sports Day at Hadley Stadium 9.30am
- Wednesday 6th July 2016 – Arts Festival at Jaffray 10am

Fiona Wallace

Head Teacher

**Appendix 1**
**Permanent Exclusions over the past 15 years**

|  | total Bham | primary | secondary | special | Ex district | Total inc ex district |
|---|---|---|---|---|---|---|
| 2000-01 | 217 | 48 | 160 | 9 | 14 | 231 |
| 2001-02 | 269 | 72 | 188 | 9 | 41 | 310 |
| 2002-03 | 229 | 42 | 175 | 12 | 22 | 251 |
| 2003-04 | 322 | 48 | 264 | 10 | 31 | 353 |
| 2004-05 | 366 | 43 | 310 | 13 | 33 | 399 |
| 2005-06 | 290 | 38 | 248 | 4 | 29 | 319 |
| 2006-07 | 327 | 44 | 277 | 6 | 44 | 371 |
| 2007-08 | 261 | 65 | 189 | 7 | 29 | 290 |
| 2008/09 | 174 | 48 | 126 | 0 | 27 | 201 |
| 2009/10 | 213 | 62 | 146 | 5 | 35 | 248 |
| 2010/11 | 239 | 61 | 169 | 9 | 31 | 270 |
| 2011/12 | 220 | 60 | 156 | 4 | 36 | 256 |
| 2012/13 | 218 | 60 | 155 | 3 | 38 | 256 |
| 2013/14 | 224 | 82 | 136 | 6 | 37 | 261 |
| 2014/15 | 285 | 89 | 189 | 7 | 47 | 332 |

Permanent exclusion trend
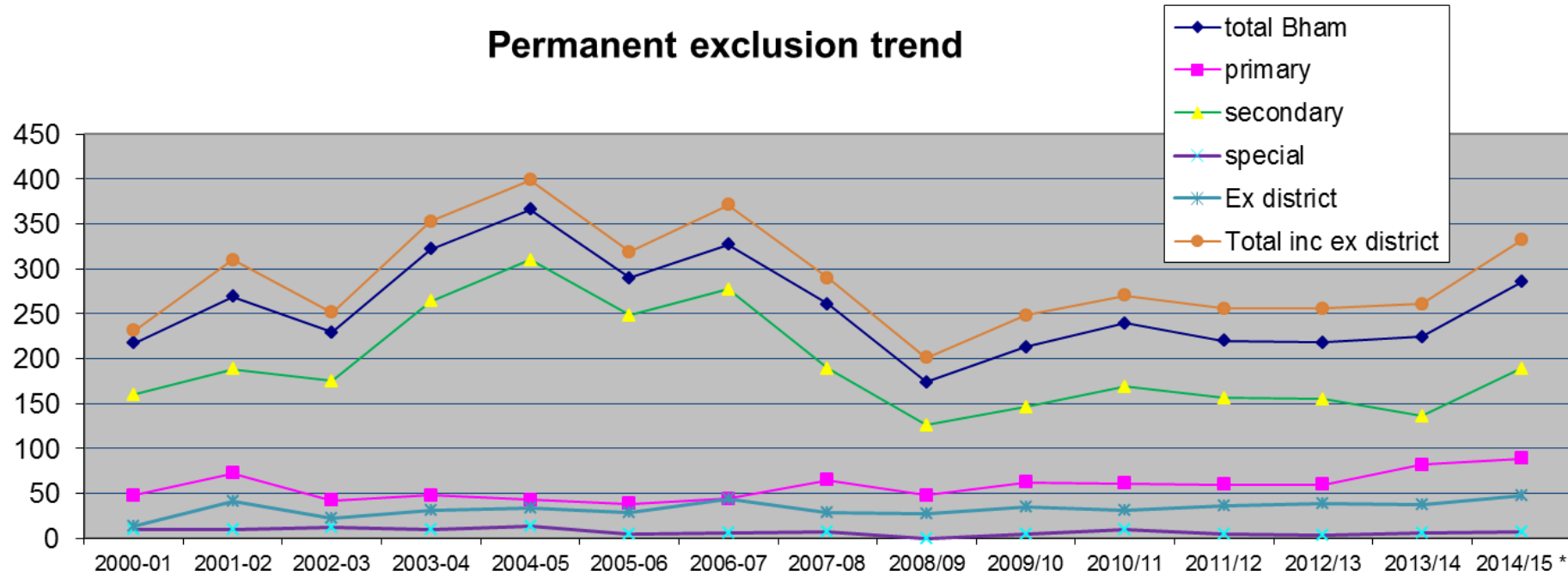
**NB:  Of the 141 students in Year 11, at the end of Summer Term 2015, 3 were in custody and 14 obtained no formal qualifications.**

| ACCREDITATION ACHIEVED WITHIN COBS TEACHING CENTRES | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number of Pupils | FS English E3 | FS Maths E2 &E3 | FS English L1 | FS English L2 | FS Maths L1 | FS Math L2 | FS ICT L1 | ASDAN Bronze | ASDAN COPE L1 | ASDAN PSD | RSC Arts | Trinity Arts Award | Sports Leader Award | GCSE Maths Grades D-G | GCSE Science Grades D-G |
| Reconnect | 19 | 4 | 2 & 5 | 11 | 1 | 8 | 1 | 3 | 6 | 3 | n/a | 2 | 5 | n/a | n/a | n/a |
| YEAR TOTAL % | | 21 | 11 & 26 | 58 | 5 | 42 | 5 | 16 | 32 | 16 | | 11 | 26 | | | |

| ACADEMIC ACCREDITATION ACHIEVED WITHIN  ALTERNATIVE PROVISION | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of Pupils in Year | FS English E3 | FS Maths E3 | FS English L1 | FS Eng. Level 2 | FS Maths Level 1 | FS Maths Level 2 | FS ICT Level E3-L1 | GCSE Eng. A-C | GCSE Eng. D-G | GCSE Maths A-C | GCSE Maths D-G | GCSE Sci. A-C &L1 | GCSE Sci. D-G | GCSE Art A-G | PSD L1 | PSD L2 | GCSE CIT A-G | GCSE ICT D-G | FS ICT L2 | GCSE Socio A-E. |
| 124 | 21 | 24 | 24 | 5 | 22 | 4 | 7 | 1 | 19 | 9 | 5 | 7 | 11 | 11 | 5 | 4 | 1 | 15 | 1 | 1 |
| TOTAL% | 17 | 19 | 19 | 4 | 18 | 3 | 6 | 1 | 15 | 7 | 4 | 6 | 9 | 9 | 4 | 3 | 1 | 12 | 1 | 1 |

| | GCSE Eng. Lit A-C | GCSE Eng. Lit D-G | GCSE Rel Study A-G | E3 – GCSE A-G History | GCSE Env Sci A-G | FS Eng E2 | IGCSE Eng Lit | GCSE PE A-G | FS Maths E2 | GCSE Addn Sci | GCSE Furth Maths |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 124 | 0 | 1 | 2 | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| TOTAL% | 0 | 1 | 2 | 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

| VOCATIONAL ACCREDITATION ACHIEVED WITHIN  ALTERNATIVE PROVISION | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of Pupils in Year | BTec Sport & Leisure Level E3- L1 | Horticulture Level 1 | Painting & Decorating Level 1 | Construction E3-Level 1 | Health & Social care Level 1 | Creative Media Production L1-2. | Intro to Hair & Beauty Level E3-1 | Motor Mechanics Level 1 | BEC Business Studies L1-2. | FS ICT E3-L2 | Music Produc L1-2. | Multi Skills L1-2 |
| 124 | 1 | 8 | | 4 | | 1 | | | | | | 5 |
| TOTAL % | 1 | 7 | | 3 | | 1 | | | | | | 4 |
| Number of Pupils in Year | Intro to Carpentry & Joinery Level E3 | Sport Level 1 - 2 | Ext Vocational Studies Level 1 | Public Service Level 1 | Prep for Working Life Level 2 | Bricklaying Level 1 | Creative iMedia | | | | | |
| 124 | 1 | 11 | 1 | 2 | 12 | 4 | 5 | | | | | |
| TOTAL % | 1 | 9 | 1 | 2 | 10 | 3 | 4 | | | | | |

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| CITY OF BIRMINGHAM SCHOOL | LOWER & MIDDLE CENTRES | AUTUMN | SPRING | SUMMER | | |
|---|---|---|---|---|---|---|
| | NUMBER OF PUPILS REPORTED | 237 | 291 | 318 | | |

## PUPIL PROGRESS & ACHIEVEMENT

### PROGRESS IN ATTAINMENT - FROM BASELINE ASSESSMENT ON ADMISSION

| | LOWER SCHOOL | | | | MIDDLE SCHOOL | | | | WHOLE SCHOOL |
|---|---|---|---|---|---|---|---|---|---|
| | AUTUMN | SPRING | SUMMER | YEAR TOTAL | AUTUMN | SPRING | SUMMER | YEAR TOTAL | YEAR TOTAL |
| ENGLISH READING | 37.7% | 36.1% | 48.1% | 41.2% | 36.2% | 38.5% | 38.2% | 37.7% | **39.5%** |
| ENGLISH WRITING | 34.8% | 28.9% | 47.2% | 37.6% | 36.8% | 40.5% | 37.3% | 38.3% | **37.9%** |
| ENGLISH S&L | 44.9% | 41.2% | 51.9% | 46.4% | 40.5% | 29.7% | 40.0% | 36.6% | **41.5%** |
| MATHS 1 / OVERALL | 33.3% | 44.3% | 43.5% | 41.2% | 41.1% | 44.2% | 44.6% | 43.5% | **42.4%** |
| MATHS 2 | 36.2% | 38.1% | 47.2% | 41.2% | | | | | **41.2%** |
| MATHS 3 | 34.8% | 44.3% | 45.4% | 42.3% | | | | | **42.3%** |
| MATHS 4 | 26.5% | 41.2% | 44.4% | 38.8% | | | | | **38.8%** |

### LATERAL PROGRESS - FROM BASELINE ASSESSMENT ON ADMISSION

| | LOWER SCHOOL | | | | MIDDLE SCHOOL | | | | WHOLE SCHOOL |
|---|---|---|---|---|---|---|---|---|---|
| | AUTUMN | SPRING | SUMMER | YEAR TOTAL | AUTUMN | SPRING | SUMMER | YEAR TOTAL | YEAR TOTAL |
| ENGLISH READING | 46.4% | 56.7% | 38.0% | 46.7% | 40.5% | 42.1% | 55.1% | 46.7% | **46.7%** |
| ENGLISH WRITING | 50.7% | 55.7% | 34.3% | 46.0% | 41.1% | 41.5% | 50.2% | 44.8% | **45.4%** |
| ENGLISH S&L | 42.0% | 50.5% | 40.7% | 44.5% | 42.3% | 51.3% | 54.2% | 49.9% | **47.2%** |
| MATHS 1 / OVERALL | 56.5% | 47.4% | 45.4% | 48.9% | 41.1% | 52.6% | 50.4% | 48.6% | **48.7%** |
| MATHS 2 | 50.7% | 53.6% | 42.6% | 48.5% | | | | | **48.5%** |
| MATHS 3 | 50.7% | 45.4% | 42.6% | 45.6% | | | | | **45.6%** |
| MATHS 4 | 60.3% | 46.4% | 41.7% | 48.0% | | | | | **48.0%** |

### TOTAL PROGRESS (SUB-LEVEL AND LATERAL)

| | LOWER YEAR TOTAL | MIDDLE YEAR TOTAL | WHOLE SCHOOL YEAR TOTAL |
|---|---|---|---|
| ENGLISH READING | 88.0% | 84.4% | **86.2%** |
| ENGLISH WRITING | 83.6% | 83.0% | **83.3%** |
| ENGLISH S&L | 90.9% | 86.6% | **88.7%** |
| MATHS 1 | 90.1% | 92.1% | **91.1%** |
| MATHS 2 | 89.8% | | **89.8%** |
| MATHS 3 | 88.0% | | **88.0%** |
| MATHS 4 | 86.8% | | **86.8%** |

**COMMENTARY**

Progress in English is slghtly better in lower school than middle; the reverse is true in maths, where the interventions of the Birmingham Maths Team have led to improved outcomes. Lateral progress is the main focus for many of our pupils and this continues to be very strong. The transient nature of middle school makes lower levels of progress inevitable, particularly in English. The general trend shows that progress increased term on term, which we attribute to staff becoming more confident in the new national curriculum. The reduction of the number of children who have less than statutory entitlement hours has led to greater complexity across groups which, in turn, has led to reduced progress in some cases. We continue to focus on marking and differentiation to improve pupils' understanding of their own progress and areas for improvement.

### ATTENDANCE

| | LOWER SCHOOL | | | | MIDDLE SCHOOL | | | | WHOLE SCHOOL |
|---|---|---|---|---|---|---|---|---|---|
| | AUTUMN | SPRING | SUMMER | YEAR TOTAL | AUTUMN | SPRING | SUMMER | YEAR TOTAL | YEAR TOTAL |
| ATTENDANCE | 71.2% | 72.3% | 77.0% | 73.9% | 58.5% | 55.7% | 50.9% | 55.0% | 64.5% |
| AUTHORISED ABSENCE | 17.0% | 20.7% | 15.1% | 17.4% | 27.5% | 31.1% | 32.4% | 30.3% | 23.9% |
| UNAUTHORISED ABSENCE | 11.8% | 7.0% | 7.9% | 8.7% | 14.5% | 16.0% | 18.1% | 16.2% | 12.5% |
| % OF PUPILS WHOSE ATTENDANCE IS THE SAME AS OR BETTER THAN PREVIOUS SCHOOL | 81.7% | 87.1% | 60.5% | 76.4% | 43.4% | 39.8% | 37.8% | 40.3% | 58.4% |

### FIXED TERM EXCLUSIONS

| | LOWER SCHOOL | | | | MIDDLE SCHOOL | | | | WHOLE SCHOOL |
|---|---|---|---|---|---|---|---|---|---|
| | AUTUMN | SPRING | SUMMER | YEAR TOTAL | AUTUMN | SPRING | SUMMER | YEAR TOTAL | YEAR TOTAL |
| NUMBER OF FTE | 5 | 13 | 19 | 37 | 60 | 32 | 66 | 158 | 195 |
| NUMBER OF CHILDREN FTE RELATE | 3 | 9 | 14 | 26 | 44 | 28 | 48 | 120 | 146 |
| NUMBER OF DAYS LOST TO FTE | 7 | 19 | 25 | 51 | 111 | 60 | 121 | 292 | 343 |

**ATTENDANCE COMMENTARY**

Attendance in lower school is 19% higher than that in middle; the increase of unauthorised absence in middle school is an area which we are targetting with the introduction of FSWs in the academic year 15/16. Once again transport provision is an issue at lower school, however we have recently changed how we record this and the impact on our attendance should decrease. In middle school more pupils were travelling further to centre, which impacts on their attendance. A high number of pupils improve their attendance in comparison to their previous school, more than half of all student show an improvement. Each centre has a local action plan to focus on attendance.

**FIXED TERM EXCLUSIONS COMMENTARY**

A huge reduction in FTEs is attributable to tighter management, leading to greater reflection on decisions. The number of days education lost to FTE is down by 70 days, a significant reduction. More flexible and creative Intensive Support Programmes are being implemented for individual students and this has helped to reduce the number of exclusions required. CPD for behaviour management continues to be part of our ongoing plans for the coming year and beyond.

### IEP TARGET ACHIEVEMENT

| | LOWER SCHOOL | | | | MIDDLE SCHOOL | | | | WHOLE SCHOOL |
|---|---|---|---|---|---|---|---|---|---|
| | AUTUMN | SPRING | SUMMER | YEAR TOTAL | AUTUMN | SPRING | SUMMER | YEAR TOTAL | YEAR TOTAL |
| LEARNING TARGET | 83.9% | 75.9% | 73.5% | 76.9% | 63.2% | 58.9% | 53.3% | 58.2% | 67.5% |
| ATTENDANCE TARGET | 77.4% | 60.9% | 61.2% | 65.1% | 51.2% | 59.9% | 59.8% | 57.6% | 61.3% |
| BEHAVIOUR TARGET | 67.7% | 75.6% | 68.4% | 70.8% | 60.5% | 65.6% | 63.6% | 63.4% | 67.1% |

### STATUTORY ASSESSMENT

| | LOWER SCHOOL | | | | MIDDLE SCHOOL | | | | WHOLE SCHOOL |
|---|---|---|---|---|---|---|---|---|---|
| | AUTUMN | SPRING | SUMMER | YEAR TOTAL | AUTUMN | SPRING | SUMMER | YEAR TOTAL | YEAR TOTAL |
| UNDERGOING SA | 5 | 8 | 1 | 14 | 18 | 24 | 17 | 59 | 73 |
| PROPOSED STATEMENT | 3 | 3 | 5 | 11 | 8 | 2 | 7 | 17 | 28 |
| FINAL STATEMENT | 23 | 17 | 13 | 53 | 6 | 4 | 7 | 17 | 70 |

**IEP TARGET COMMENTARY**

As we would expect less pupils in middle school achieved targets than lower school; engagement of families and pupils in this process decreases as pupils get older. To try and engage better families and pupils across the whole school we have reviewed the process for IEPs and are implementing a more child friendly verison with clearer targets. Staff are accessing support in this area.

**STATUTORY ASSESSMENT COMMENTARY**

Broadly the numbers of pupils undergoing and holding a statement is the same, however middle has increased significantly and lower has decreased. However the workload connected with transferring to an EHC has been high.

### REFERRALS TO CENTRE

| | LOWER SCHOOL | | | | MIDDLE SCHOOL | | | | WHOLE SCHOOL |
|---|---|---|---|---|---|---|---|---|---|
| | AUTUMN | SPRING | SUMMER | YEAR TOTAL | AUTUMN | SPRING | SUMMER | YEAR TOTAL | YEAR TOTAL |
| PERMANENT EXCLUSIONS | 34 | 27 | 24 | 85 | 63 | 72 | 69 | 204 | 289 |
| SHARED / SHARING PANEL | 1 | 1 | 0 | 2 | 16 | 7 | 16 | 39 | 41 |
| SENAR REFERRALS | 8 | 2 | 0 | 10 | 2 | 1 | 2 | 5 | 15 |
| KS1 / IBC | 0 | 2 | 1 | 3 | 39 | 34 | 41 | 114 | 117 |
| OTHER | 14 | 23 | 28 | 65 | 0 | 2 | 6 | 8 | 73 |
| TOTALS | 57 | 55 | 53 | 165 | 120 | 116 | 134 | 370 | 535 |

### REINTEGRATION

| | LOWER SCHOOL | | | | MIDDLE SCHOOL | | | | WHOLE SCHOOL |
|---|---|---|---|---|---|---|---|---|---|
| | AUTUMN | SPRING | SUMMER | YEAR TOTAL | AUTUMN | SPRING | SUMMER | YEAR TOTAL | YEAR TOTAL |
| PERMANENT EXCLUSIONS | 6 | 6 | 6 | 18 | 34 | 35 | 44 | 113 | 131 |
| SHARED / SHARING PANEL | 0 | 0 | 0 | 0 | 13 | 8 | 9 | 21 | 21 |
| SENAR REFERRALS | 1 | 1 | 0 | 2 | 10 | 3 | 1 | 4 | 6 |
| KS1 / IBC | 0 | 0 | 0 | 0 | 23 | 21 | 25 | 65 | 65 |
| OTHER | 0 | 2 | 0 | 2 | 0 | 3 | 5 | 5 | 7 |
| TOTALS | 7 | | | 22 | 80 | 67 | 82 | 208 | 230 |

**REFERRALS AND REINTEGRATION COMMENTARY**

The alarming increase in exclusions across the age ranges and significant reduction of reintegration places resulted in COBS being full for the first time in the Summer term. The authority comissioned extra places and this alleviated the issue temporarily. Overall referrals to the school were up by 72, with an extra 61 exclusions in middle school responsible for the majority of this. Reintegrations places were down by 11 overall, again middle school being particularly responsbile for the drop. The increased rate of referral and decreased reintegration has reduced the mobility of places within the PRU and our ability to support pupils at risk of exclusion in schools ands settings around Birmingham.

**Appendix 3**

## Whole School Attendance- 2014/15

| | Whole Year 2013-2014 | | Whole Year 2014-2015 | | | Trend (2013-2014 -> 2014-2015) | | Autumn 2015-2016 (projected) | |
|---|---|---|---|---|---|---|---|---|---|
| | Real attendance | 'C' Code sessions removed attendance | Real attendance | 'C' Code sessions removed attendance | | Real attendance | 'C' Code sessions removed attendance | Real attendance | 'C' Code sessions removed attendance |
| Ashbourne | 79% | 86% | 79% | 89% | | 0.4% | 2.6% | 79.5% | 91.3% |
| Minerva | 73% | 85% | 67% | 81% | | -6.1% | -4.2% | 60.8% | 76.4% |
| Marywood | 81% | 85% | 74% | 82% | | -7.5% | -3.7% | 66.5% | 78.1% |
| | | | | | | | | | |
| Bridge | 65% | 78% | 46% | 62% | | -19.4% | -16.6% | 26.1% | 44.9% |
| Firsbrook | 69% | 81% | 64% | 75% | | -5.5% | -6.4% | 58.3% | 68.3% |
| Kings | 67% | 84% | 52% | 73% | | -15.0% | -11.2% | 36.5% | 61.5% |
| Link | 73% | 83% | 68% | 79% | | -5.5% | -4.6% | 62.1% | 73.9% |
| Oakdale | 51% | 70% | 52% | 75% | | 1.4% | 4.5% | 53.6% | 79.1% |
| Millpool | 60% | 78% | 47% | 61% | | -13.0% | -16.9% | 34.3% | 44.1% |
| | | | | | | | | | |
| Gravelly | 43% | 54% | | | | | | | |
| The Hub | 46% | 76% | 47% | 75% | | 1.6% | -0.6% | 49.1% | 74.8% |
| Reconnect | 35% | 82% | 22% | 77% | | -13.4% | -5.4% | 8.6% | 71.7% |
| | | | | | | | | | |
| Whole School | 56% | 79% | 55% | 76% | | -0.9% | -2.7% | 54.0% | 73.3% |

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**APPENDIX 4**

| STRATEGIC FINANCIAL FORECAST - CITY OF BIRMINGHAM SCHOOL | | | |
|---|---|---|---|

| Year | 2015/2016 | 2016/2017 | 2017/2018 |
|---|---|---|---|
| | | | |
| **Funding** | | | |
| | | | |
| Section 251 | 3,932,500 | 3,932,500 | 3,932,500 |
| Top Up Funding | 2,512,193 | 2,512,193 | 2,512,193 |
| Primary Forum Funding | 352,439 | 352,439 | 352,439 |
| Pupil Premium | 287,953 | 287,953 | 287,953 |
| PE & Sports Funding | 8,188 | 8,188 | 8,188 |
| UIFSM | (958) | 4,000 | 4,000 |
| Additional Funded Places | 358,375 | 0 | 0 |
| Additional Funded Places (future) | 0 | 272,000 | 272,000 |
| Carry Forward Balance | 278,454 | 376,218 | 111,143 |
| | | | |
| **Total Estimated Funding** | **7,729,144** | **7,745,491** | **7,480,416** |
| | | | |
| **Total Expenditure** | **7,352,926** | **7,634,348** | **7,806,401** |

| | | | |
|---|---|---|---|
| **POTENTIAL CARRY FORWARD** | **376,218** | **111,143** | **(325,985)** |
| | | | |
| *POTENTIAL 'IN YEAR' surplus/deficit* | *97,764* | *(265,075)* | *(437,128)* |

| | | | |
|---|---|---|---|
| **Devolved Capital Funding** | **84,657** | **-** | **-** |
| **Devolved Capital Carry Forward** | | **-** | **-** |
| Devolved Capital Exenditure | 84,657 | - | - |

| | | | |
|---|---|---|---|
| **POTENTIAL DEVOLVED CAPITAL CARRY FWD** | **0** | **0** | **0** |

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# Pupil Premium Review 2014/15

**Pupil Premium**

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Further details regarding the Pupil Premium can be found at https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings Schools are held accountable for how they spend the money. The outcomes for pupils supported through use of the funding is scrutinised to ensure that the money has been spent wisely with positive results.

The amount of Pupil Premium money received by the City of Birmingham School in 2013/14 was £409,284. In addition to this amount a further £44,400 was received for Looked After Children (LAC).

**Identifying Pupils Meeting Pupil Premium Criteria**

Pupils falling into any of the Pupil Premium categories are identified on referral to the school. Their status is indicated on formal paperwork relating to the referral and induction process and clearly stated on the Pupil Progress Database. This database forms the basis of the school's ability to set challenging targets, track pupil progress and put in place interventions to address any factors affecting progress.

**Spending the Pupil Premium**

All of the pupils referred to City of Birmingham School are complex and vulnerable, with over 75% meeting the criteria for Pupil Premium funding. We therefore use the Pupil Premium funding to enhance the offer we make to all students within City of Birmingham School and so would not expect to see large differences in the outcomes data for the specific group of students allocated Pupil Premium funding. Within the activities we fund we have a sharp focus upon those students who meet the criteria to receive Pupil Premium funding and aim to ensure that their attainment and achievement is, at least, in line with their peers. LAC Pupil Premium funding is used to ensure all looked after pupils are able to access the offer we make to all students receiving the Pupil Premium and is linked to their Personal Education Plans.

**Accounting for Expenditure**

All interventions paid for by this funding are prioritised by the school and outcomes are rigorously monitored and evaluated. The termly head's reports to the Management Committee include an update on Pupil Premium and members takes a keen interest in how this funding is spent, with the Head Teacher held to account for the resulting outcomes.

**Quality Assurance Measures**

City of Birmingham School quality assures all aspects of its work on an on-going basis and by regular sampling of specific areas through a programme of Focussed Reviews. Our May 2014 Ofsted report said

*"Three quarters of the pupils are supported by the pupil premium, and they make good progress. The funding has been used to close the attainment gap compared to other pupils in English and mathematics. For example, regular reading practice has resulted in improved reading ages, confidence and enjoyment of books. It has also been used to improve pupils' attendance. All pupils are encouraged to read widely and often."*

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# Interventions Paid For by Pupil Premium Funding

**Improving Literacy across the School - £ 106,500**

All Teaching Assistants have been trained in Direct Instruction and the teaching of phonics. Additional Teaching Assistants have been appointed to support the development of this work.

| Literacy strategies paid for by the pupil premium |
| --- |
| Daily reading, all support staff trained in direct instruction, training for staff on the teaching of phonics. |
| Teaching assistants £ 103,500 |
| Phonics training £ 500 |
| Phonics resources £ 500 |
| Reading resources £ 2,000 |

| Outcomes of literacy strategies paid for by the pupil premium (% of students making progress) | | | | | |
| --- | --- | --- | --- | --- | --- |
| Reading | | Writing | | Speaking and Listening | |
| Lower School | Pupil Premium | Lower School | Pupil Premium | Lower School | Pupil Premium |
| 82% | 85% | 81% | 82% | 87% | 88% |
| Middle School | Pupil Premium | Middle School | Pupil Premium | Middle School | Pupil Premium |
| 68% | 70% | 69% | 69% | 73% | 73% |
| Whole School | Pupil Premium | Whole School | Pupil Premium | Whole School | Pupil Premium |
| 74% | 78% | 75% | 76% | 80% | 83% |

As expected, the data shows that pupils in receipt of the Pupil Premium funding are making slightly better progress in comparison to the whole School. Particularly in reading, those in receipt of the pupil premium are achieving better outcomes consistently. This is as a direct result of the interventions funded by pupil premium.
The positive outcome of the pupil premium funding is that progress is better for all pupils attending COBS.

**Improving Mathematics across the School - £ 113,500**

All Teachers involved in the delivery of Maths have received specialist input from the Birmingham Maths team. We have also continued to invest in diagnostic baseline assessment tools to ensure teaching is specifically targeted in improving areas for development. Finally, Teaching Assistants have been employed to target mathematics outcomes have received specialist CPD in order to achieve this.

| Mathematics strategies paid for by the pupil premium |
| --- |
| Diagnostic assessment tools, coaching and mentoring for teachers, resource development, CPD. |
| Teaching assistants £ 103,500 |
| Birmingham maths team £ 7,500 |
| Staff CPD £ 2,500 |

| Outcomes of mathematics strategies paid for by the pupil premium | |
| --- | --- |
| Mathematics | |
| Lower School | Pupil Premium |
| 84% | 87% |
| Middle School | Pupil Premium |
| 88% | 90% |
| Whole School | Pupil Premium |
| 86% | 89% |

As we would expect the data indicates that outcomes in mathematics are slightly better for those in receipt of the pupil premium grant in comparison to the whole school and respected age groups. There continues to be a positive impact for the whole school in the interventions funded, particularly in the work of the Birmingham Maths Team in developing our approach to teaching mathematics as part of the themed curriculum in lower school and coaching and mentoring teaching and support staff in middle school.

**Key Stage 4 - £ 118,834**

As the majority of year 11 students at COBS are educated at other independent Alternative Providers, we utilised this amount to support funding activities of a vocational nature for students in receipt of the pupil premium. This funding enables students to widen their education experiences and provides good outcomes in areas such as sport, hair and beauty, carpentry, brick laying and horticulture.

**Curriculum Resources - £ 11,500**

This year we have heavily invested in the structure of our curriculum, with the desire to improve the teaching and learning experience for all of our children. Some examples of the items funded by the pupil premium are detailed below.

| Curriculum resources paid for by the pupil premium | |
| --- | --- |
| Science teaching resources and online materials | £ 6,500 |
| Online resources for literacy | £ 5,000 |

**Music Therapy and experience for Pupils - £ 15,750**

Pupils have received regular sessions with qualified and accredited music therapists in order to improve responsiveness, expressive communication, emotional capacity, self-regulation, social skills and literacy.

| Music strategies paid for by the pupil premium | |
| --- | --- |
| Key Stage 1 & 2 pupils have received music therapy input from Chroma. Selected pupils in Key Stage 3 & 4 have received MAC music input as part of their extended curriculum offer. | |
| MAC Makes Music | £ 1,500 |
| Chroma | £ 14,250 |

For students in KS1 & 2 experiencing the Chroma music therapy sessions the % of children with improved child development outcomes is 100%. For those in KS3 & 4 involved in the music experiences, their engagement in education has improved as a result of the MAC makes music programme.

**Curriculum Engagement and Enhancement Activities - £ 43,200**

City of Birmingham School enhances curriculum opportunities for all students through a range of internal and external means.

| Engagement strategies paid for by the pupil premium | |
| --- | --- |
| Pupils have accessed a range of activities including: | |
| Outdoor education | £ 15,000 |
| Additional minibuses | £ 15,000 |
| Drama workshops | £ 2,500 |
| Diagnostic assessment | £ 700 |
| Centre capitation | £ 10,000 |

All students receive a full session of outdoor learning at least once per week and further sessions are offered, such as scootering, outside of the school day.

Extra minibuses have been funded through the pupil premium to ensure that all of our pupils have access to high quality Physical Education facilities and the opportunity to develop skills related to SMSC.

Drama workshops are used widely across the school to enhance education provision and experience and have included a project called 'Homefront' – a World War One theatre production. Other performances have included sexual health and drug and alcohol education.

The diagnostic assessment tool for KS4 students has helped to identify areas for development in their learning and has assisted in ensuring students have been well prepared for exams.

Centre capitation is enhanced to allow local centres to target support at a local level. For example centres have utilised the money on engagement activities such as gardening, academic activities such as purchasing resources and social and emotional development activities such as outside speakers.

**Looked After Children Pupil Premium - £ 44,400**
In addition to targeting support for LAC in all of the categories above, City of Birmingham School also targets an element of the LAC Pupil Premium against a Personal Education Plan and ensures that this money is well spent in order to enhance the curriculum outcomes or academic engagement of students in receipt of this money.

| LAC Pupil Premium Targeted expenditure | |
| --- | --- |
| Pupils have accessed a range of activities including: | |
| PEP related spending | £ 5,000 |
| MAC Music | £ 250 |
| Chroma Music Therapy | £ 250 |
| Extended curriculum activities | £ 5,000 |
| HLTA support | £ 17,200 |
| Enhanced CEIAG | £ 4,200 |
| Birmingham Maths Team | £ 2,000 |
| Outdoor Education | £ 5,500 |

Centre capitation is enhanced to allow Centres to fund activities identified within PEPs for looked after children. Examples of this include guitar lessons and membership to an athletics club.

Individual LAC are targeted for support through MAC and Chroma for music experiences and therapy.

HLTAs are utilised to ensure targeted interventions are in place for LAC in KS4 particularly to ensure that their outcomes are as good as or better than their peers.

A further £5,000 in funding was secured from the Local Authority LAC pupil premium pot to support the authority in training residential care staff staff in Team Teach, a behaviour management CPD opportunity; this piece of work is ongoing into 2015-16.

# Sports Premium Report 2014/15

**Guidance from DfE:**

The government have ring fenced £150 million per annum for 3 years to support the delivery of PE and school sport in Primary Schools. More information about the sports premium can be found at: https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools

The amount of Sports Premium money received by the City of Birmingham School in 2014/15 was £8,188.

**Identifying Areas for Development:**

An audit was carried out following the work undertaken as part of the PE Teacher Release Scheme in the academic years 11/12 & 12/13. This work had focussed on, alongside other areas, improving the confidence and competence of staff in Primary Centres delivering PE. The results of this audit helped to ensure that staff CPD and skills in delivering high quality PE lessons remained as an area for development. Furthermore, the curriculum offer to students was identified as an area to develop. In the academic year 14/15 we have further built on the findings of this audit and subsequent monitoring and concentrated on staff CPD and skill level.

**Accounting for Expenditure:**

All interventions paid for by this funding are prioritised by the school and outcomes are rigorously monitored and evaluated. The termly head's reports to the Management Committee include an update on Pupil Premium and members takes a keen interest in how this funding is spent, with the Head Teacher held to account for the resulting outcomes.

**Quality Assurance Measures**

City of Birmingham School quality assures all aspects of its work on an on-going basis and by regular sampling of specific areas through a programme of Focussed Reviews. Our May 2014 Ofsted report said

*"Primary school sport funding has been used to provide pupils with memorable and rich experiences, such as participating in high quality sporting events in a sports stadium, and providing access to a wider range of sporting and leisure activities. This is beneficial in improving pupils' self-confidence and physical well-being."*

## Interventions funded through Sports Premium

**Equipment Purchase:**

Due to the nature of our children and their varying and complex needs we are constantly developing our curriculum offer and aiming to diversify physical activity and enjoyment within the centre bases. This year we have purchased specialist equipment, including some scooters for each Centre, in order to ensure that pupils have access to high quality equipment in order to develop fine and gross motor skills.

| Item | Cost | Objective | Outcome |
|------|------|-----------|---------|
| Scooters and related | £2,500 | To ensure that pupils are able to develop fine and gross motor skills in a safe environment Page 81 of 130 | Centres have found that pupils have developed gross motor skills well through these sessions. |

| Item | | Objective | Outcome |
|---|---|---|---|
| safety equipment | | To improve engagement with physical activity. | Engagement in physical activity in primary centres has improved through this activity; pupils also utilise this equipment at break and lunch times. |

**Sports Day:**

For the past 2 years we have held annual sports days for our whole school, including all primary aged children. Year on year the participation in the event has increased and, for the coming year, we have developed the programme of events to incorporate a number of activities that will be new experiences for Primary aged children and have developed our curriculum approach to allow them to prepare and practice the skills.

| Item | Cost | Objective | Outcome |
|---|---|---|---|
| Stadium booking, transport costs, equipment purchase, prizes | £1,600 | To offer a competitive experience for all primary aged children in a stadium environment. | More Primary aged children attended this event this year than previous years and were able to engage in a range of competitive situations and be part of the whole school event. Pupils engaged in events such as long jump, track events, tug 'o' war and throwing events.<br>All pupils received participation medals and 1st, 2nd and 3rd placed pupils had gold, silver or bronze medals. |

**Curriculum Enrichment:**

As part of our drive to improve the curriculum offer for Primary aged children in Physical Education we have worked to review and enhance the activities and areas offered to pupils. This has included developing new schemes, assessment, a higher profile for the subject and development of our outdoor education provision.

| Item | Cost | Objective | Outcome |
|---|---|---|---|
| Creation of Schemes. Curriculum enrichment. Rewards. Outdoor education curriculum (including some staffing cost) | £4,088 | Schemes of work are reviewed and developed alongside specialist PE teachers. | Full-year review shows that schemes are continuing to develop in line with support offered. |
| | | Curriculum offer is reviewed and improved alongside improving staff confidence and skill level. | The curriculum offer has developed; primary aged children are routinely accessing high quality swimming, games and gymnastics. Dance opportunities are available through themed activities within the wider curriculum. |
| | | Rewards are offered routinely in PE for achievement and participation. | Rewards are being used for participation; continue to improve use of rewards for achievement. |
| | | Outdoor Education offer is increased and Primary specific activities are developed. | Outdoor education is now part of the routine curriculum offer to primary students. This has included some 'on-site' provision due to risk assessment. Primary specific outdoor education equipment has been purchased to enhance the experience. |
| | | Cycling proficiency and safety | Primary aged pupils are all able to access, through curriculum and outdoor education sessions, cycling safety and proficiency sessions. |

**Measuring Impact**

We evaluate the impact of the Sports Premium funding as part of our normal self-evaluation and quality assurance arrangements. We look at how well we use our Sport Premium to improve the quality and breadth of PE and physical activity in its widest sense, including increasing participation in PE and sport and quality of PE delivery.

Measuring the impact of the activities provided with sports premium funding has been achieved in different ways. We will look at progress in PE as well as other areas of development such as self-esteem, confidence and the numbers of pupils involved in sporting and physical activities in and out of school. Assessments are made both formally and informally using our school assessment systems as well as feedback from staff and visitors to the school. We also evaluate the impact of professional development opportunities in improving teaching and learning in PE.

**Appendix**
**BIRMINGHAM CURRICULUM STATEMENT**

**1. PREAMBLE**
In Birmingham community cohesion means working towards a society in which strong and positive relationships exist and continue to be developed in schools, in the workplace and in the wider community. This is achieved through shared values which would include: the valuing of democracy, rule of law, individual liberty, tolerance and mutual respect of people's backgrounds and circumstances; promoting equal opportunities and challenging discrimination, all of which is based on the Equality Act 2010 and is non-negotiable.

**2. THE STATEMENT**
*A statement for our children in Birmingham: a guarantee for their future.*
**ALL children in Birmingham will experience a broad and balanced curriculum enabling them to grow and learn in an environment without prejudice or inequality. It will prepare them for adult life by:**
- enabling them to play an active role in their school and community
- experiencing a culturally rich and diverse life
- developing and benefitting from a range of positive relationships

The curriculum will:
- promote children's engagement in learning through enquiry-led approaches that develop skills, dispositions and attitudes to learning
- equip children for their futures in a rapidly changing world recognising the importance of technology, science, languages and communication for dialogue and understanding between different groups
- value, celebrate and build on children's religious and cultural heritage and develop a sense of identity, honouring the UN Convention on the Rights of the Child
- promote the fundamental shared values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- help children develop an understanding of all faiths and none, and participate in the celebration of different religious events in understanding and accepting differences
- develop children holistically: their intellectual, practical, aesthetic, spiritual, social and emotional capacities
- ensure an understanding of protected characteristics of the Equality Act and how through diversity they can be celebrated
- encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely

All children and young people will be given the opportunity to learn the benefits of physically and emotionally healthy lifestyles, by participating in high quality personal, social and health education including sex and relationships education.

At school, *all* children will have opportunities to explore their talents and abilities through:
- developing an appreciation of the arts
- taking part in a wide range of physical activities, sports and games
- developing a sense of self in a non-judgemental, mutually supportive environment
- experiencing music and its intrinsic value for enjoyment and self-expression through performing, singing and the playing of instruments
- experiencing social, moral, spiritual and cultural education that broadens children's awareness and understanding of the world and their place within it

- independent careers advice that inspires and motivates them to fulfil their potential

In this way we work together to:

**_Equip children and young people to be happy, talented, confident and ambitious citizens of Birmingham and of the world_**

*Signed by Date* 10 September 2015
*Councillor Brigid Jones - Cabinet Member, Children's Services*

*Signed by Date* 10 September 2015
*Councillor James McKay - Cabinet Member, Inclusion and Community Safety*

**Appendix 6 - Staff Survey Graph and Results**

## Whole School Health Check Analysis - June 2015



| | | I happy to be a member of staff at this school | Children are safe at this school | Behaviour is good in this school | The behaviour of pupils is consistently well managed in this school | The school deals with any cases of bullying effectively (bullying includes persistent name-calling, cyber, racist and homophobic bullying) | Leaders do all they can to improve teaching | The school makes appropriate provision for my professional development | The centre successfully meets the differing needs of individual pupils | I know what we are trying to achieve as a school | All staff consistently apply school policies | The school is well led and managed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Staff Total | Strongly Agree | 60% | 47% | 11% | 31% | 41% | 29% | 25% | 27% | 40% | 25% | 37% |
| All Staff Total | Agree | 37% | 46% | 71% | 55% | 54% | 61% | 48% | 54% | 52% | 56% | 47% |
| All Staff Total | Disagree | 0% | 5% | 15% | 11% | 4% | 8% | 19% | 14% | 8% | 14% | 8% |
| All Staff Total | Strongly Disagree | 1% | 0% | 2% | 2% | 0% | 0% | 4% | 3% | 0% | 0% | 5% |
| All Staff Total | No Response | 3% | 1% | 2% | 2% | 1% | 2% | 4% | 3% | 0% | 5% | 3% |

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City of Birmingham School - School Health Check - June 2015
Total Number of returns = 114

| | Questions | Support Staff - Classroom Based | | | | | Support Staff - Other | | | | | Teacher | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | No Response | Strongly Agree | Agree | Disagree | Strongly Disagree | No Response | Strongly Agree | Agree | Disagree | Strongly Disagree | No Response |
| 1 | I happy to be a member of staff at this school | 14% | 10% | 0% | 0% | 1% | 11% | 11% | 0% | 0% | 1% | 35% | 17% | 0% | 1% | 1% |
| 2 | Children are safe at this school | 13% | 11% | 0% | 0% | 0% | 8% | 11% | 2% | 0% | 1% | 26% | 24% | 4% | 0% | 0% |
| 3 | Behaviour is good in this school | 4% | 17% | 4% | 0% | 0% | 1% | 18% | 3% | 1% | 0% | 6% | 37% | 8% | 1% | 2% |
| 4 | The behaviour of pupils is consistently well managed in this school | 9% | 14% | 2% | 0% | 0% | 3% | 15% | 4% | 0% | 1% | 19% | 26% | 5% | 2% | 1% |
| 5 | The school deals with any cases of bullying effectively (bullying includes persistent name-calling, cyber, racist and homophobic bullying) | 11% | 13% | 1% | 0% | 0% | 6% | 14% | 1% | 0% | 1% | 25% | 27% | 2% | 0% | 0% |
| 6 | Leaders do all they can to improve teaching | 7% | 17% | 1% | 0% | 0% | 3% | 18% | 1% | 0% | 0% | 19% | 26% | 6% | 0% | 2% |
| 7 | The school makes appropriate provision for my professional development | 8% | 15% | 2% | 0% | 0% | 2% | 11% | 7% | 1% | 1% | 16% | 22% | 11% | 3% | 3% |
| 8 | The centre successfully meets the differing needs of individual pupils | 6% | 17% | 2% | 0% | 0% | 2% | 11% | 7% | 1% | 2% | 19% | 26% | 5% | 2% | 1% |
| 9 | I know what we are trying to achieve as a school | 12% | 12% | 0% | 0% | 0% | 4% | 15% | 3% | 0% | 0% | 24% | 25% | 5% | 0% | 0% |
| 10 | All staff consistently apply school policies | 9% | 12% | 3% | 0% | 1% | 3% | 13% | 5% | 0% | 1% | 13% | 31% | 6% | 0% | 4% |
| 11 | The school is well led and managed | 9% | 12% | 2% | 1% | 1% | 5% | 13% | 2% | 1% | 1% | 23% | 22% | 4% | 4% | 1% |

Question - 12 Comments

1) There are only inconsistencies with some members of staff.  A majority of which often reflects and impacts on pupil behaviour in centre in a negative way at time.

2) Staff 'turnover' sometimes results in inconsistent application of policies/processes.  It can take time for newer staff to be fully aware of our systems and processes.

3) I think pupils behaviour regarding damage to the building is not well managed.  I feel pupils can just wander around during lessons

4) A good first year - school organised and moving forward.

5) Within the confines of primary education , we do what we are able with the finances provided.  To grow and be a service of excellence and not just a holding pen, we would have to think outside the box; centre based education - afternoons of are, drama and music - decent lunches created by pupils themselves. If we offer no more than differentiation and tolerant shins, we will only ever achieve slightly more than the institutions tha

6) Question 8 - I stated disagree due to a handful of students who attend the centre who I feel need extra help/work from external agencies to correct their negative behaviour and attitudes.    However the staff team at most incidents which take place on the premises.

7) I wish we could do more for families to help support them.  I understand this would require more funding but I am passionate towards helping families and children at the root of the situation.

8) Question 3 - with the issues these children have I feel that whilst you would not call some of the behaviours 'good' the staff bring our the best behaviour possible for some these children. Questions 7- Would benefit f enjoyed my first year with COBS - steep learning curve but enjoyable. Question 10 - I am sorry but I don't feel I could confidently answer this as I would not know if 'all' staff apply school policies . I can agree that staff in

9) Question 2 - buildings poor - not as good as it should be. Question 3 - difficult to judge as pupils with COBS because of behaviour! Question5- not sure this is picked up consistently and how would you be able to pick a the right calibre of staff.  Question 7 - Need better funding to support this.  Question 8 - need better funding and additional skilled staff.  Question 11 - Very difficult to manage/lead and organisation spread over 8 sites -

10) As a member of staff I feel that we are not consulted when changes are made to the school so I do not know what is trying to be achieved.  All children at Minerva are different and the individual needs are not met t

11) Broader more appropriate accreditation needed.  Greater understanding of levels amongst all staff to enable progress with more effective systems.  Hard to comment upon the work of other centres. No. of centres improving.

12) Too many children - unsafe

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![Birmingham City Council]

**Report to Education Vulnerable Children Overview and Scrutiny Committee**

## Examination and Assessment Results 2015

## Overview and Scrutiny Committee Meeting          9th  December 2015

### 1. Purpose and Recommendations

**1.1** The aim of this report is:

- ❖ To provide an overview of the City's 2015 public examination and National Curriculum assessment results.

- ❖ To compare Birmingham's results this year with those of previous years and with those of other authorities.

- ❖ To compare progress against performance targets.

**1.2** Recommendation:

- ❖ That the Committee note the information contained in the report

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## 3. Headline Data and Service Priorities for Birmingham 2015

## The aim is for all children to go to good or outstanding schools

### 3.1 Summary

Birmingham's performance against national outcomes is a concern as Birmingham's performance is below most of the national indicators from Early Years right through to Key stage 5. There has been an improvement in performance in some areas since 2014, however it has not been sufficient to match national performance.

**Early Years Foundation Stage**

Children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in the 12 early learning goals of the prime areas (personal, social and emotional development; physical development; and communication and language) and in the areas of mathematics and literacy.

Birmingham has improved from 2014 to 2015 by 6 percent in a Good Level of Development (GLD), however Birmingham's performance is 4 percent below national, detailed in the chart below.
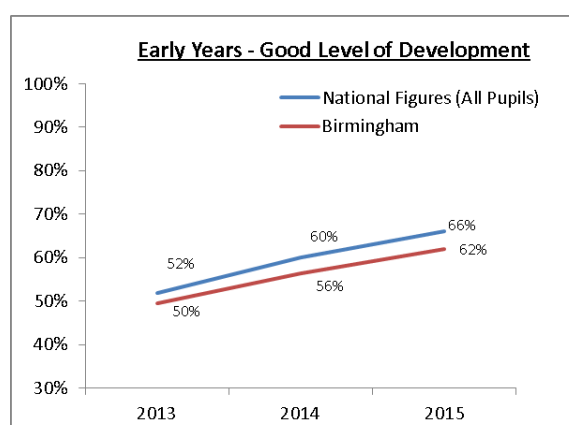


When looking at Birmingham's performance in relation to statistical neighbours, core cities and West Midlands groups' performance is variable. Birmingham is above statistical neighbours and core cities from 2013 to 2015 for Good Level of Development.

However, Birmingham is below both national and West Midlands from 2013 to 2015, see chart below.

**Early Years - Good Level Development**
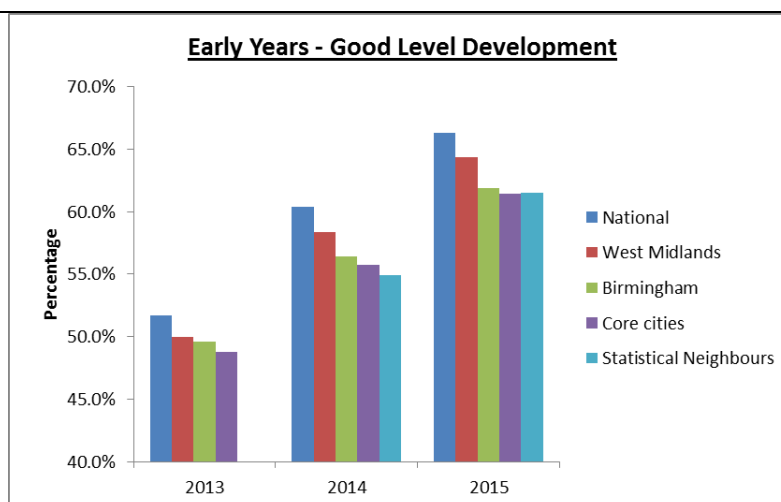


**Phonics**

The percentage of Birmingham children judged to be working at the expected level (Year 1 pass rate) in 2015 increased to 76 percent from 73 percent in 2014. However, while the underperformance gap with national has narrowed from the position in 2014, Birmingham's performance is still below the national average of 77 percent by 1 percent. Performance from 2013 to 2015 is detailed below:
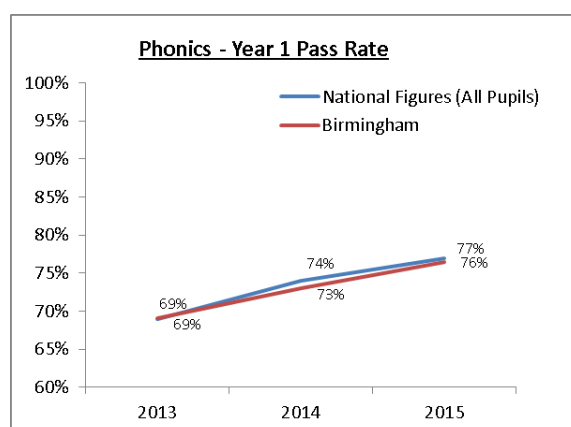


A similar trend exists when comparing Birmingham's performance in relation to statistical neighbours, core cities and West Midlands groups' as identified in Early Years. Birmingham is above statistical neighbours and core cities from 2013 to 2015 for Year 1 pass rate.

The chart below shows that Birmingham has underperformed compared to the West Midlands since 2013 and while performance was in line with national in 2013, Birmingham has not match the national improvements in 2014 and 2015.

**Phonics - Year 1 pass rate**
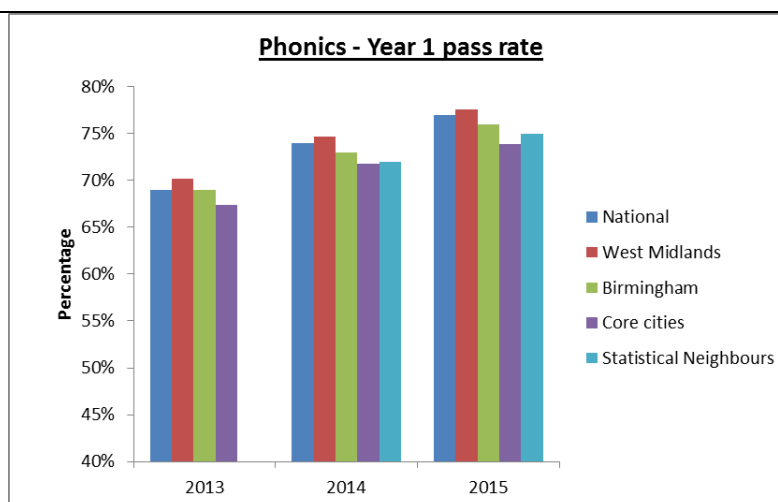


The percentage of Birmingham children judged to be working at the expected level (Year 2 pass rate) in 2015 increased to 89 percent by 2 percent, compared with 87 percent in 2014. However Birmingham's performance is still below national average of 90 percent by 1 percent.

See chart below, performance from 2013 to 2015.

**Phonics - Year 2 pass rate**
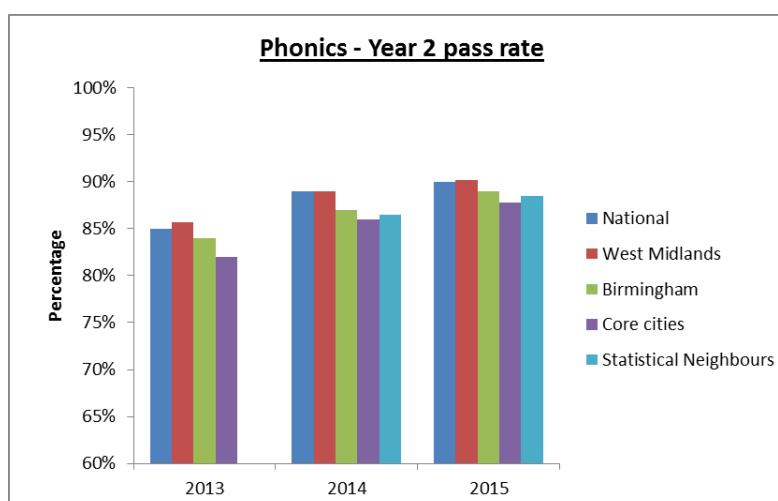


## Key Stage 1

Key stage 1 is assessed in the following key areas:

- Reading
- Writing
- Mathematics
- Science

Pupils are expected to achieve a Level 2 at the end of Key stage 1.

Birmingham's performance in pupils' attaining a level 2 or above shows slight improvement for writing, reading and maths, year on year. However Birmingham has not matched, nor closed the gap, in all of the subject areas since 2013. Birmingham is 3 percent below national for writing, 2 percent below national for both reading and Maths in 2015.

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See charts below:

**Key Stage 1 - % Pupils acheiving L2 or above in Reading**



**Key Stage 1 - % Pupils acheiving L2 or above in Writing**



**Key Stage 1 - % Pupils acheiving L2 or above in Maths**
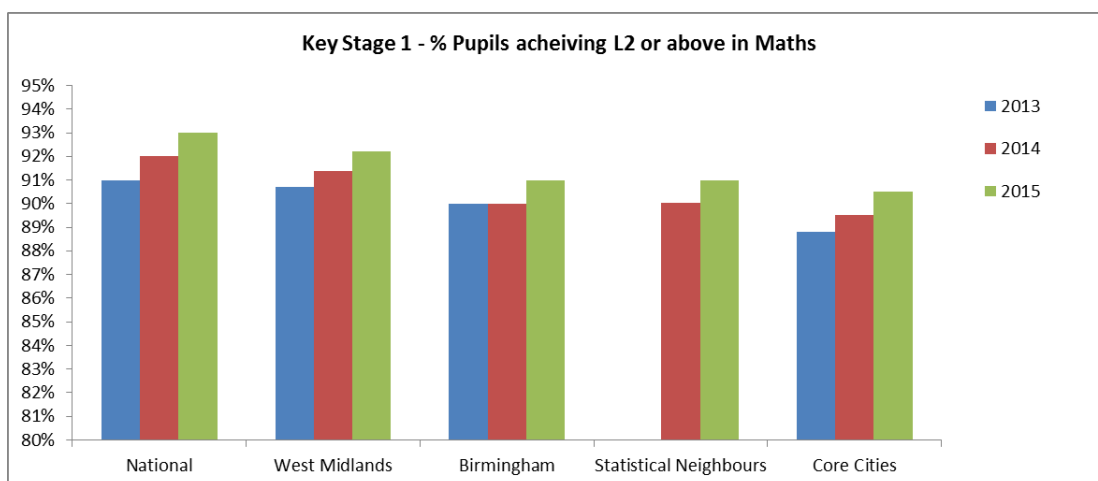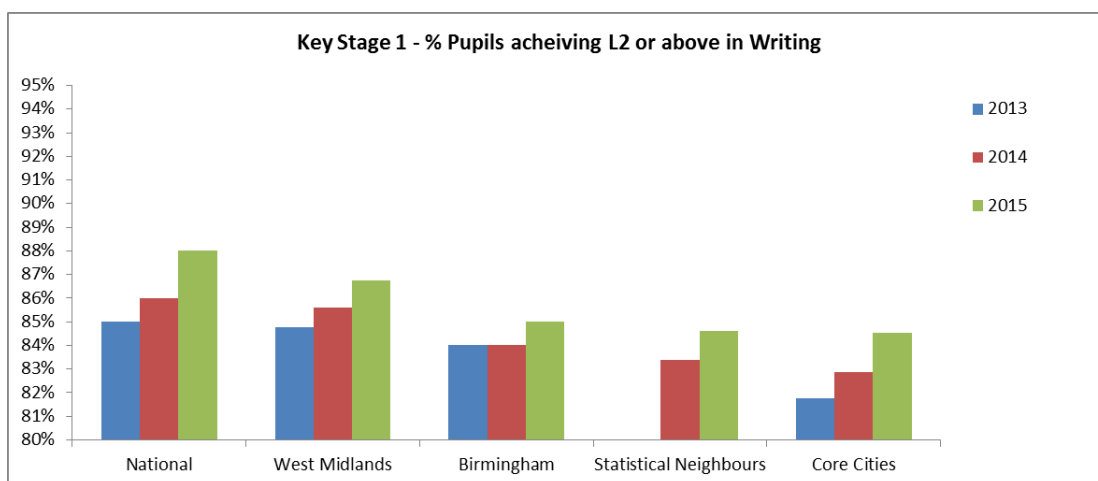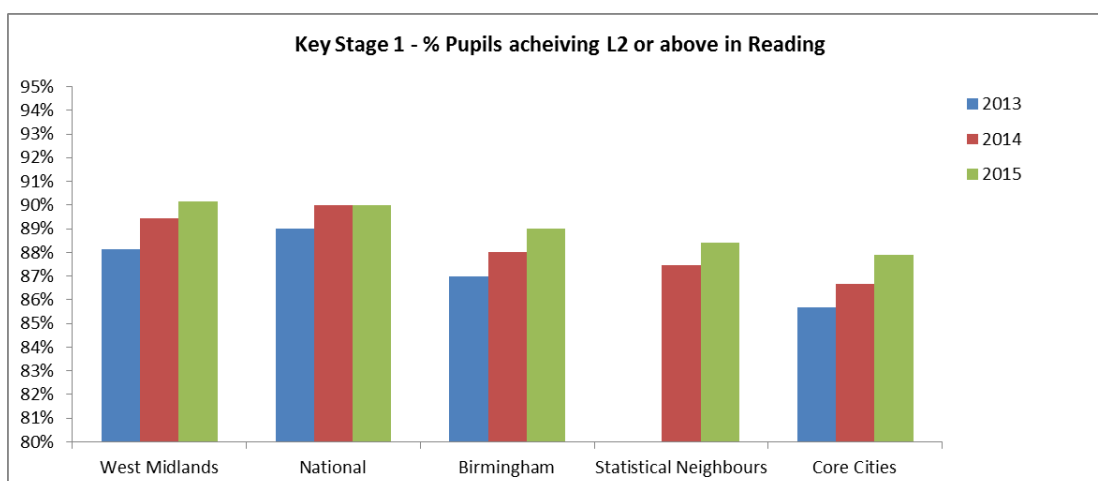


When comparing performance to statistical neighbours, core cities and West Midlands, Birmingham is inline or above statistical neighbours and core cities. However below national and West Midlands authorities for all subjects, see charts above.

Birmingham's Free School Meal (FSM) children achieve better outcomes consistently from 2013 to 2015 for all subjects in Key stage 1 when comparing to FSM children to statistical neighbours, core cities and West Midlands, see charts below:

**Key stage 1 - Level 2 or above Reading**



**Key stage 1 - Level 2 or above Writing**



**Key stage 1 - Level 2 or above Maths**
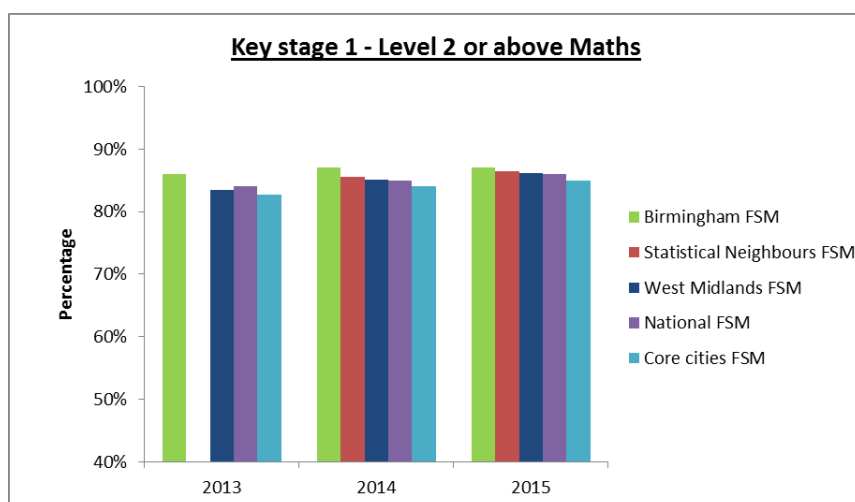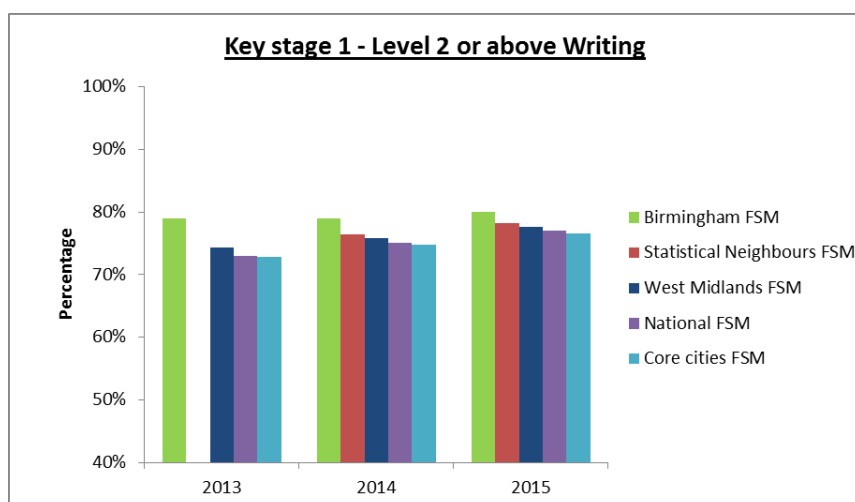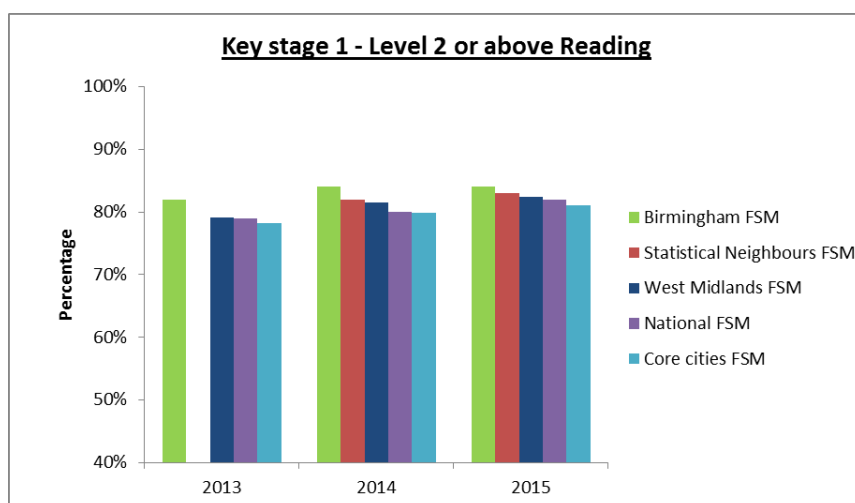
## Key Stage 2 (based on provisional data)

The 2015 Key stage 2 (KS2) combinations of tests and teacher assessments show that the percentage of pupils achieving level 4 or above has improved in most subjects for Birmingham year on year. However, Birmingham is below national for reading, writing and maths, see below.

- Reading         86 percent, 3 percent below national

- Writing         85 percent , 2 percent below national

- Maths           84 percent, 3 percent below national

- Reading, Writing and mathematics 76 percent, 4 percent below national

The chart below illustrates the widening gap for Level 4 and above achievement in reading, writing and mathematics in Birmingham compared with national since 2012:
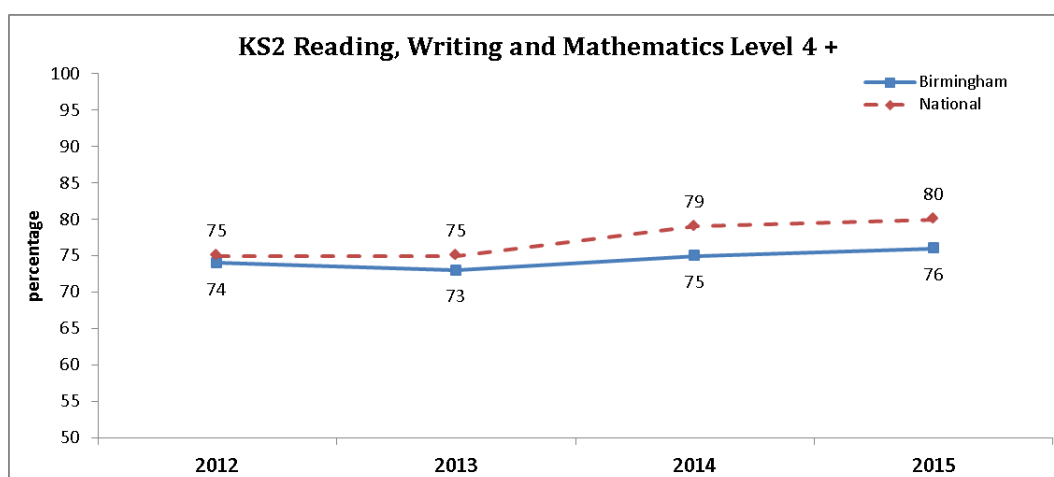


The chart below illustrates the widening gap for Level 4B and above in reading, writing and mathematics, Birmingham in 2015 is below national by 5 percent:
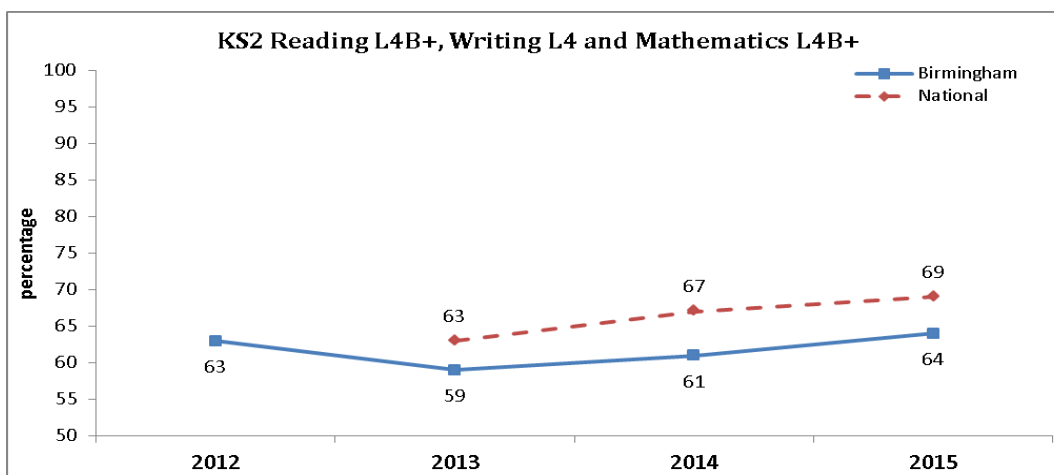


A similar profile exists when comparing Birmingham's performance to West Midlands., Birmingham is below both national and West Midlands authorities for Level 4 and above in reading, writing and maths.

Birmingham's disadvantaged children achieved significantly better outcomes when comparing to West Midlands disadvantaged children in 2013, but West Midlands significant improvement in 2014 has seen the gap closing, see chart below:

**Percentage of pupils achieving level 4 or above in Reading and Maths test and Writing TA**

- Birmingham All Pupils
- West Midlands All Pupils
- Birmingham Disadvantaged
- West Midlands Disadvantaged
- National All Pupils
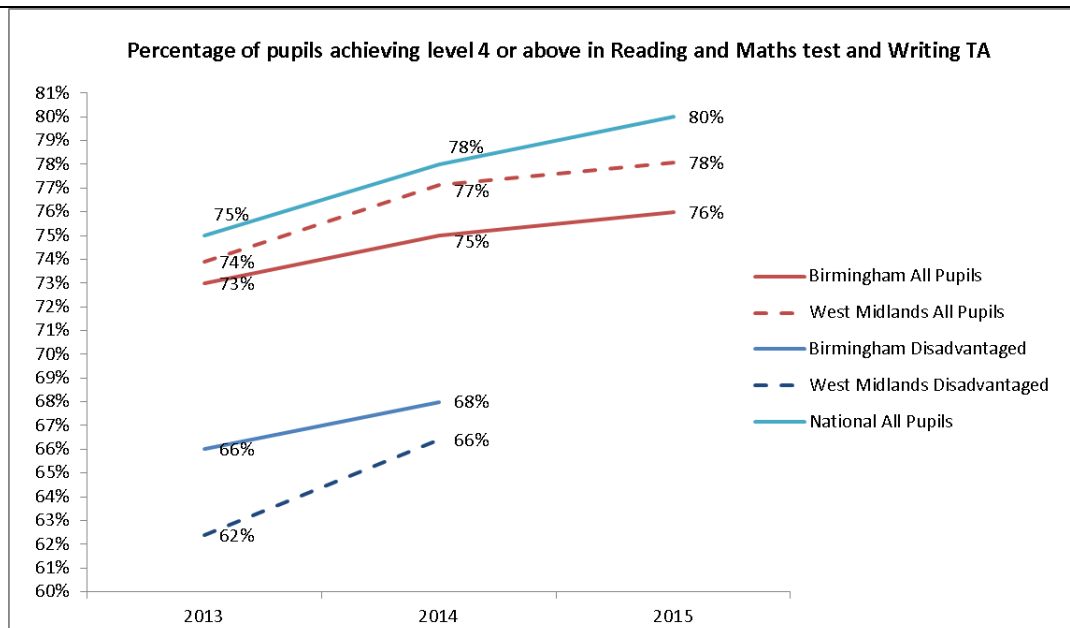
## Progress

Pupils are expected to make at least two levels of progress from Key stage 1 to Key stage 2.

Birmingham pupils achieved 89 percent in 2 levels of progress for reading, which is a 1 percent decrease from 2014 compared to 2015. While progress levels have reduced below that of 2014 for both national and West Midlands pupils, Birmingham's reduction is greater therefore widening the gap, see chart below:

**Percentage pupils making at least 2 levels of progress in Reading**

- Birmingham
- National
- West Midlands
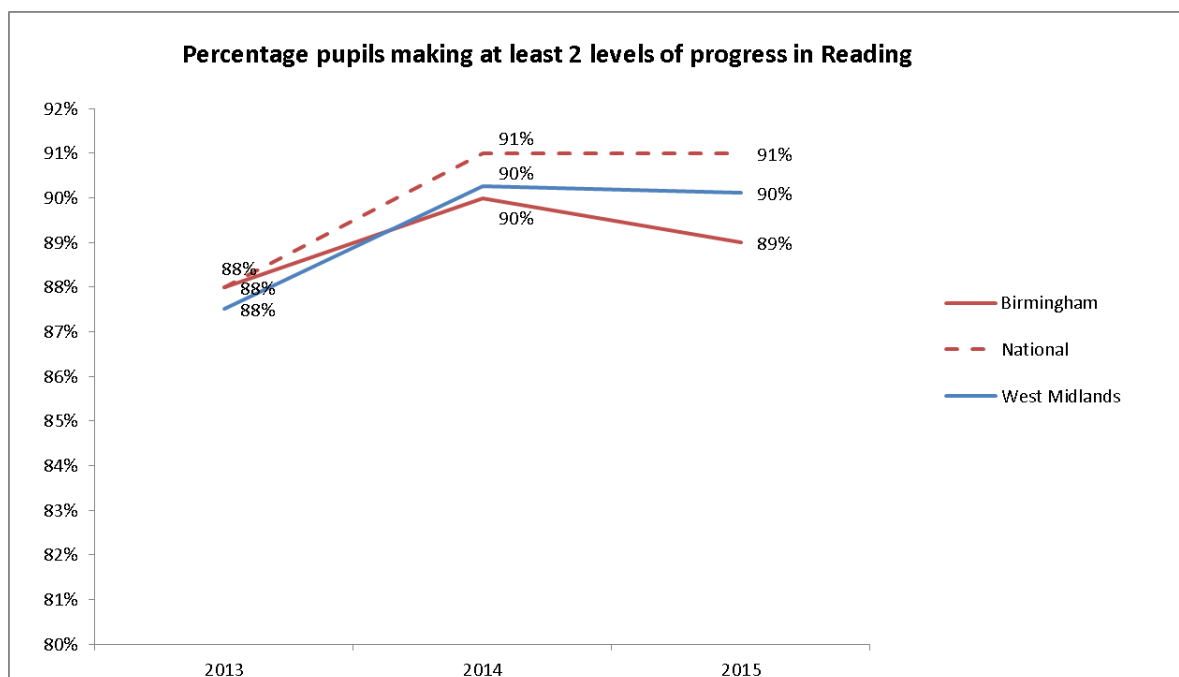
Birmingham children achieved 93 percent in 2 levels progress for writing, no change in performance from 2013 to 2015. While progress was in line with national in 2014, in 2015 Birmingham has not kept up with the national improvements and are now 1 percent behind, see chart below:

**Percentage pupils making at least 2 levels of progress in Writing**
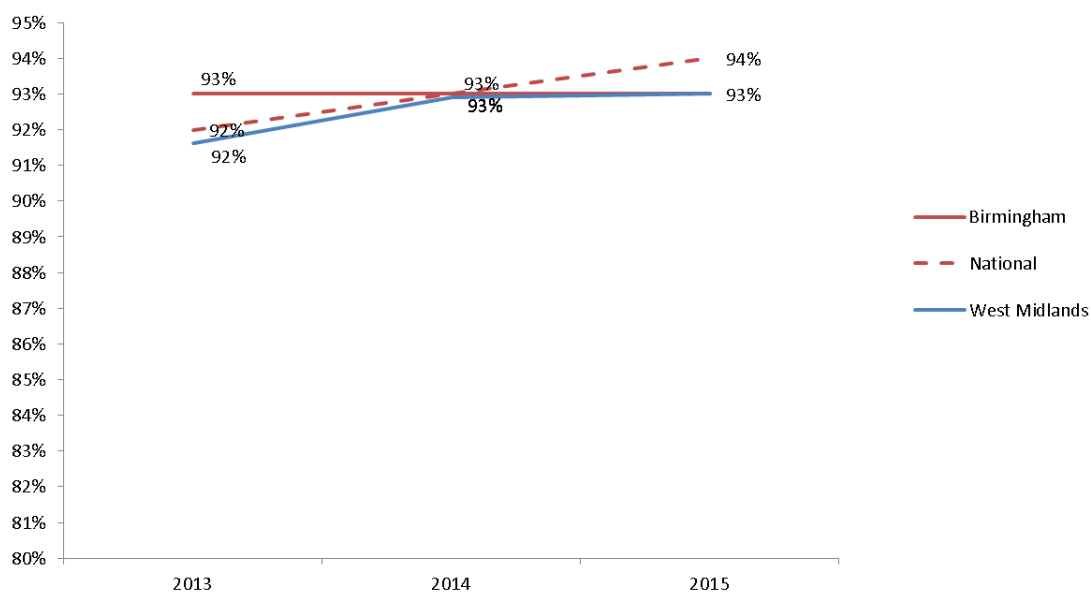


Birmingham children achieved 88 percent in 2 levels progress for maths, which is a 1 percent decrease from 2014 compared to 2015.  However Birmingham's progress results are 2 percent below national, 1 percent below West Midlands  with a significant widening gap when compared to national particularly , see chart below:

**Percentage pupils making at least 2 levels of progress in Maths**
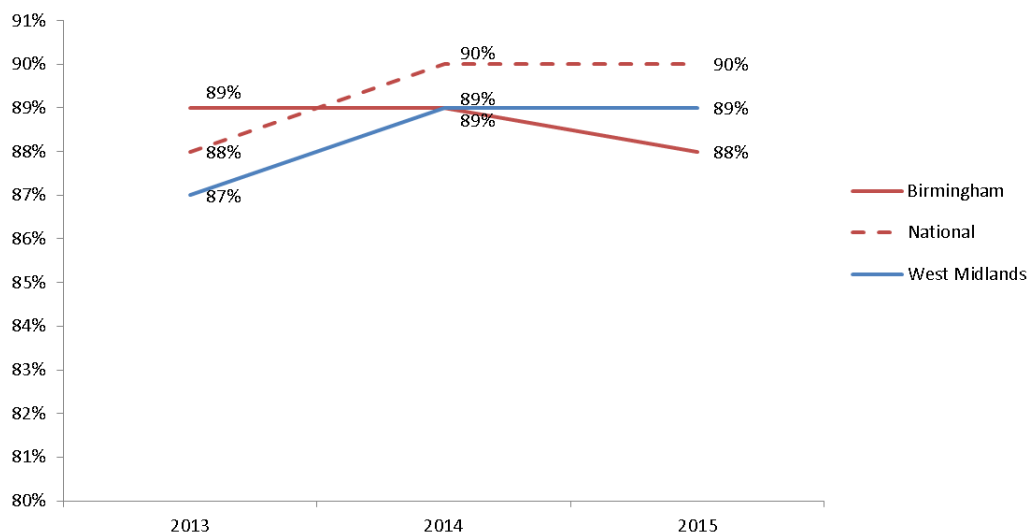


**Key Stage 4** (based on provisional data)

The percentage of Birmingham students achieving GCSEs or equivalent in 2015 is 2 percent below national :

- 54 percent, in 5 or more A*- C including English & maths compared to the national figure of 56 percent.

- 64 percent, 5 or more A* - C compared to the national figure of 66 percent.

Attainment outcomes for 2015 show an overall decline from 2014, Birmingham shows 2 percent decrease in  5 or more A*- C including English & maths. While

results have decreased from 2014 both nationally and for the West Midlands the decrease in Birmingham is greater. see charts below:

**Percentage of pupils achieving 5 or more A\*- C including English and Maths**



**Percentage of pupils achieving 5 or more A\*- C**
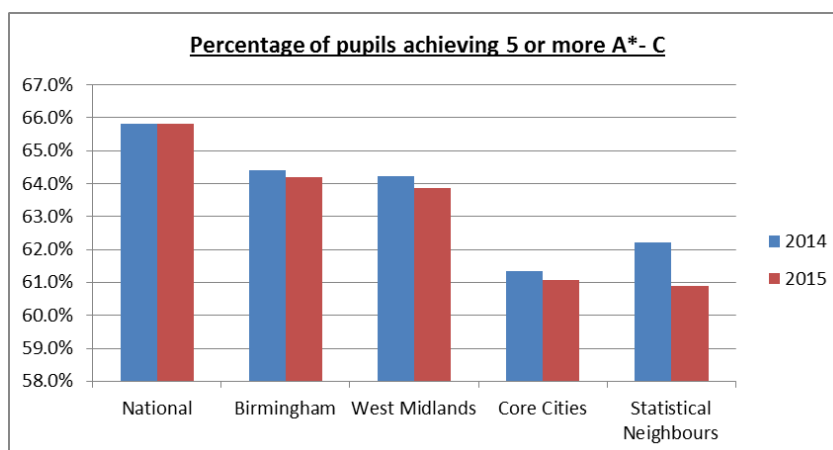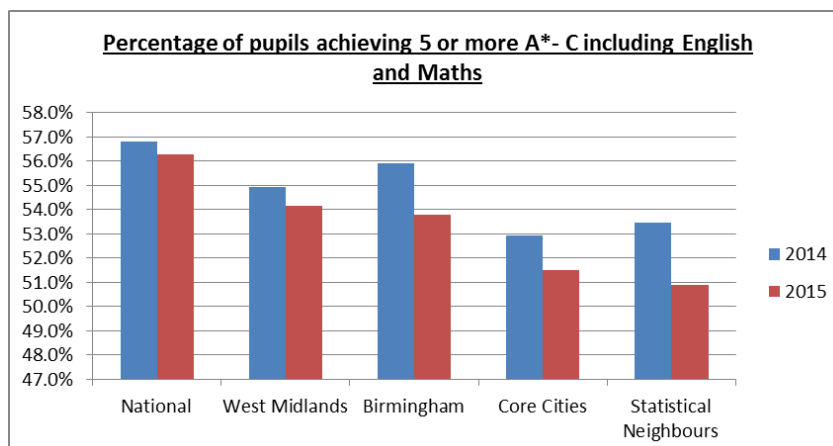


For the main measure 5 or more A\*- C including English & maths Birmingham is above core cities and statistical neighbours, however below national and West Midlands. Whereas for pupils achieving 5 or more A\*-C Birmingham is above West midlands, core cities and statistical neighbours but below national. See charts above.

The percentage of Birmingham children making expected progress in English and maths is varied:

- 71.8 percent in English, national for 2015 is 70.2 percent.

- 63.6 percent in maths, national for 2015 is 66.6 percent.

The expected progress for English has dipped by 1.8 percent year on year, however Birmingham is above national by 1.6 percent and above West Midlands, core cities and statistical neighbours.

The expected progress for maths is a concern as it has has dipped by 2.1 percent year on year, Birmingham is below national by 3 percent, above core cities and statistical neighbours and below West Midlands, see table below:

| | % making expected progress in English | | Difference | % making expected progress in Maths | | Difference |
|---|---|---|---|---|---|---|
| | **2014** | **2015** | | **2014** | **2015** | |
| **Birmingham** | 73.6% | 71.8% | -1.8% | 65.7% | 63.6% | -2.1% |
| **National** | 71.8% | 70.2% | -1.6% | 65.6% | 66.6% | 1.0% |
| **West Midlands** | 70.5% | 68.8% | -1.6% | 63.6% | 64.6% | 1.0% |
| **Statistical Neighbours** | 71.8% | 68.4% | -3.4% | 63.6% | 61.9% | -1.7% |
| **Core Cities** | 69.6% | 67.8% | -1.9% | 62.1% | 62.0% | -0.2% |

**Key Stage 5** (based on provisional data)

The percentage of Birmingham students achieving A 'Levels against key measures are:

- 3 or more A*-E at A Level, 78 percent (no change from 2014)

- 2 or more A*-E at A Level, 90 percent (1 percent increase), national is 91 percent

- Average Point Score per A Level Entry, 214.5 (0.6 points decrease), national is 213.3

- Average Point Score per A Level Student, 725.1 (17.5 points decrease), national is 769

- 3 A Levels at grades AAB or higher in at least 3 facilitating subjects, 10.6 percent (0.6 decrease), national is 8%

- 3 A Levels at grades AAB or higher in at least 2 facilitating subjects, 16.4 percent, (0.9 decrease), national is 13%

The overall performance in most measures has shown a decrease, however Birmingham's performance in AAB grades in facilitating subjects remains strong against national and core cities: due partly to the high number of entries from the City's grammar schools. A concern is the significant drop in the Average Point Score per A Level Student and the sustained gap against national.

See charts below:

**Percentage of students achieving 3 A Levels at grades AAB or higher in at least 3 facilitating subjects**

**Percentage of students achieving 3 A Levels at grades AAB or higher in at least 2 facilitating subjects**
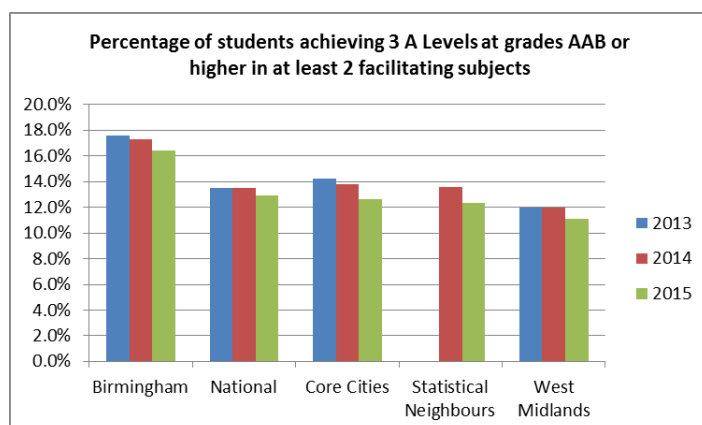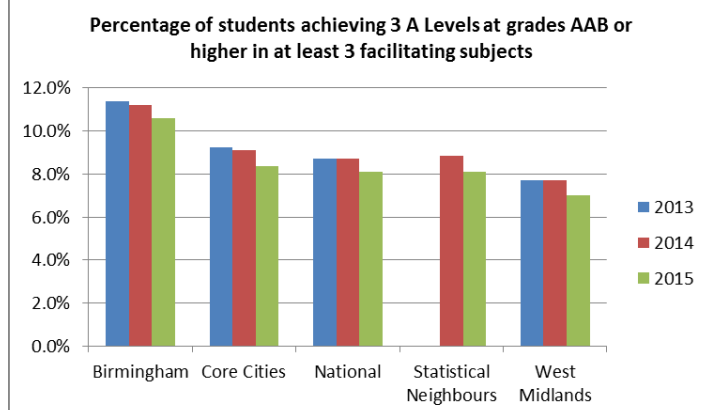
## 3.2  Service Priorities and Tackling Underperformance

Birmingham has employed a range of strategies to improve outcomes for all its pupils. A programme of interventions and training has been delivered through the Birmingham Teaching School Alliances. Good practice workshops have been offered by high performing schools with good practice to share. School to school support has focused on specific areas of need, particularly in reading, writing and maths with underperforming schools a priority.

From the beginning of September 2015 a new partnership arrangement with the Birmingham Education Partnership has been implemented which will build on the existing school to school support arrangements and provide additional capacity for school improvement across the city.

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# Birmingham Schools Performance Overview 2015

Education & Vulnerable Children Overview and Scrutiny Committee

9th December 2015

# Introduction

**How well is Birmingham performing?**

- Against national benchmarks for pupils/students performance in 2015 and over time?

- How does Birmingham compare against statistical neighbours and core cities?

- How well do our pupils/students perform against national benchmarks?

- What can we celebrate?

- What are the challenges?

# Early Years Foundation Stage

## Early Years - Good Level of Development

National Figures (All Pupils)
Birmingham

- 52%
- 50%
- 60%
- 56%
- 66%
- 62%

2013    2014    2015
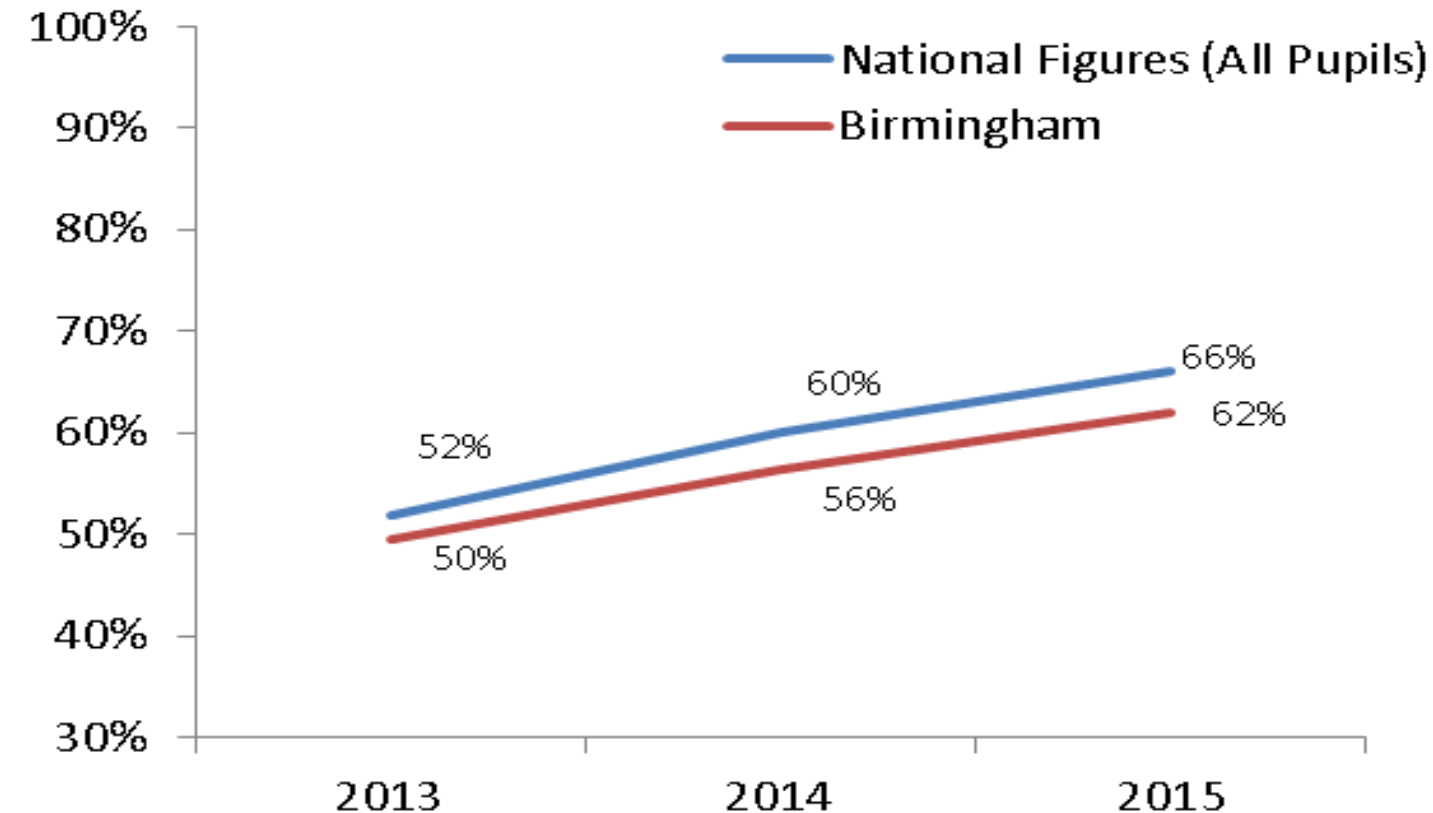
- 62% of children in Birmingham achieved a Good Level of Development in 2015

- A rise on 56% in 2014

- Although Birmingham has not closed the gap with national average

- 4% below national levels for last two years

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# Early Years Foundation Stage

## Early Years - Good Level Development
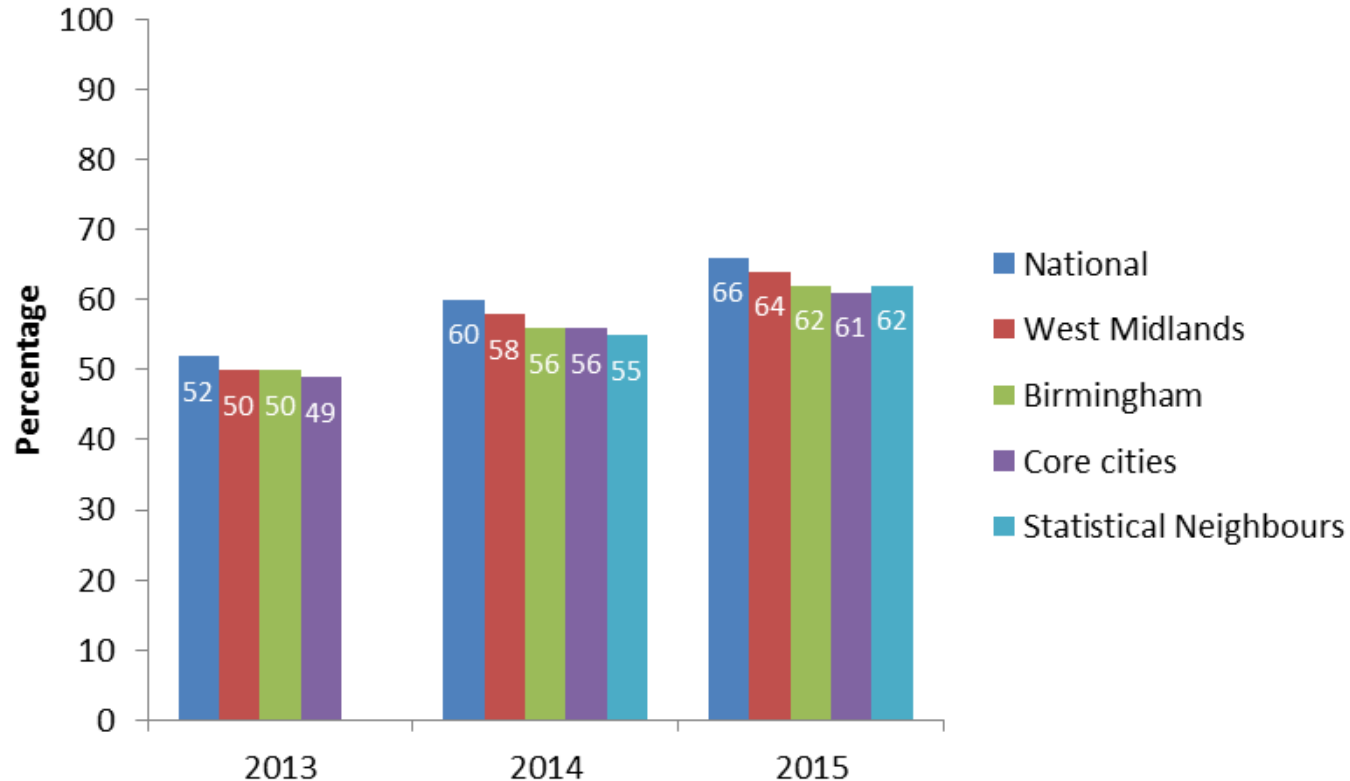


- Although Birmingham EYFS performance is below national and West Midlands Levels.

- Performance is consistently in line with or above core cities and statistical neighbours

# Key Stage 1 - Reading

**KS1 Reading Level 2 +**

Legend: Birmingham, National

- 2012: National 87, Birmingham 86
- 2013: National 89, Birmingham 87
- 2014: National 90, Birmingham 88
- 2015: National 90, Birmingham 89

percentage (y-axis: 50–100), years: 2012, 2013, 2014, 2015

**Key Stage 1 - % Pupils acheiving L2 or above in Reading**

| | 2013 | 2014 | 2015 |
|---|---|---|---|
| West Midlands | 88 | 89 | 90 |
| National | 89 | 90 | 90 |
| Birmingham | 87 | 88 | 89 |
| Statistical Neighbours | | 87 | 88 |
| Core Cities | 86 | 87 | 88 |

- 89% of pupils at Key Stage 1 pupils achieved Level 2 or above.

- A rise on 88% in 2014

- While performance has been below national levels in recent years, the gap is closing

- Performance is also slightly better than statistical neighbours and core city averages.

# Key Stage 1 - Writing

**KS1 Writing Level 2 +**

Legend: Birmingham, National

Chart data points:
- 2012: National 83, Birmingham 82
- 2013: National 85, Birmingham 84
- 2014: National 86, Birmingham 84
- 2015: National 88, Birmingham 85

**Key Stage 1 - % Pupils acheiving L2 or above in Writing**

| | 2013 | 2014 | 2015 |
|---|---|---|---|
| National | 85 | 86 | 88 |
| West Midlands | 85 | 86 | 87 |
| Birmingham | 84 | 84 | 85 |
| Statistical Neighbours | | 83 | 85 |
| Core Cities | 82 | 83 | 85 |

Page 106 of 130
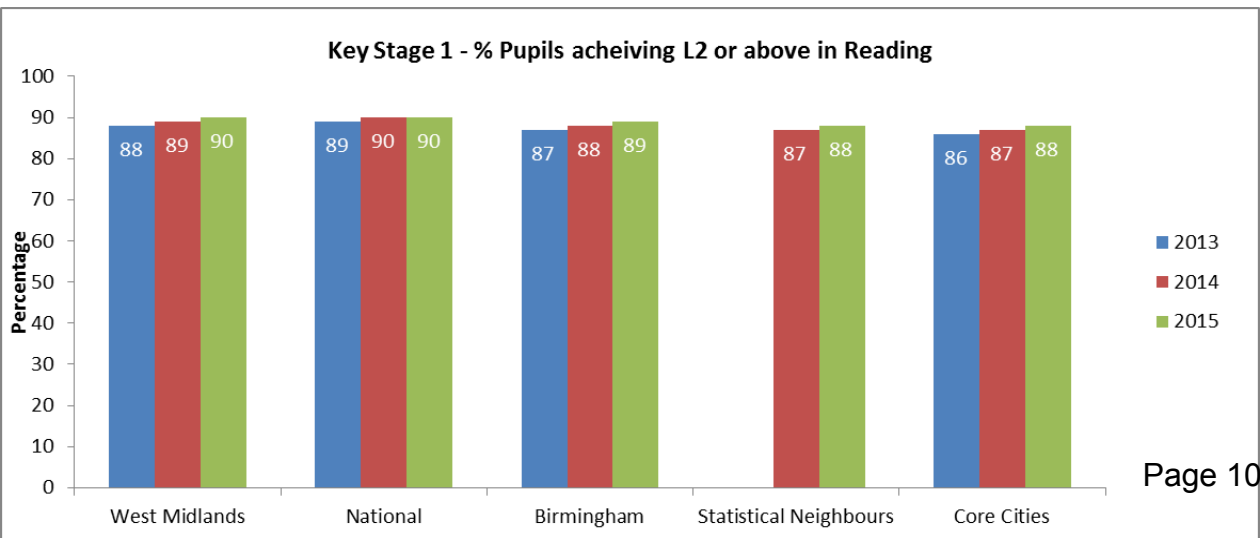
- 85% of pupils at Key Stage 1 pupils achieved Level 2 or above.

- A rise on 84% in 2014

- However performance has been below national levels in recent years, and the gap is widening

- It is also worse when compared to the West Midlands

- Performance is in line with statistical neighbours and Core City averages

# Key Stage 1 - Maths



KS1 Mathematics Level 2 +
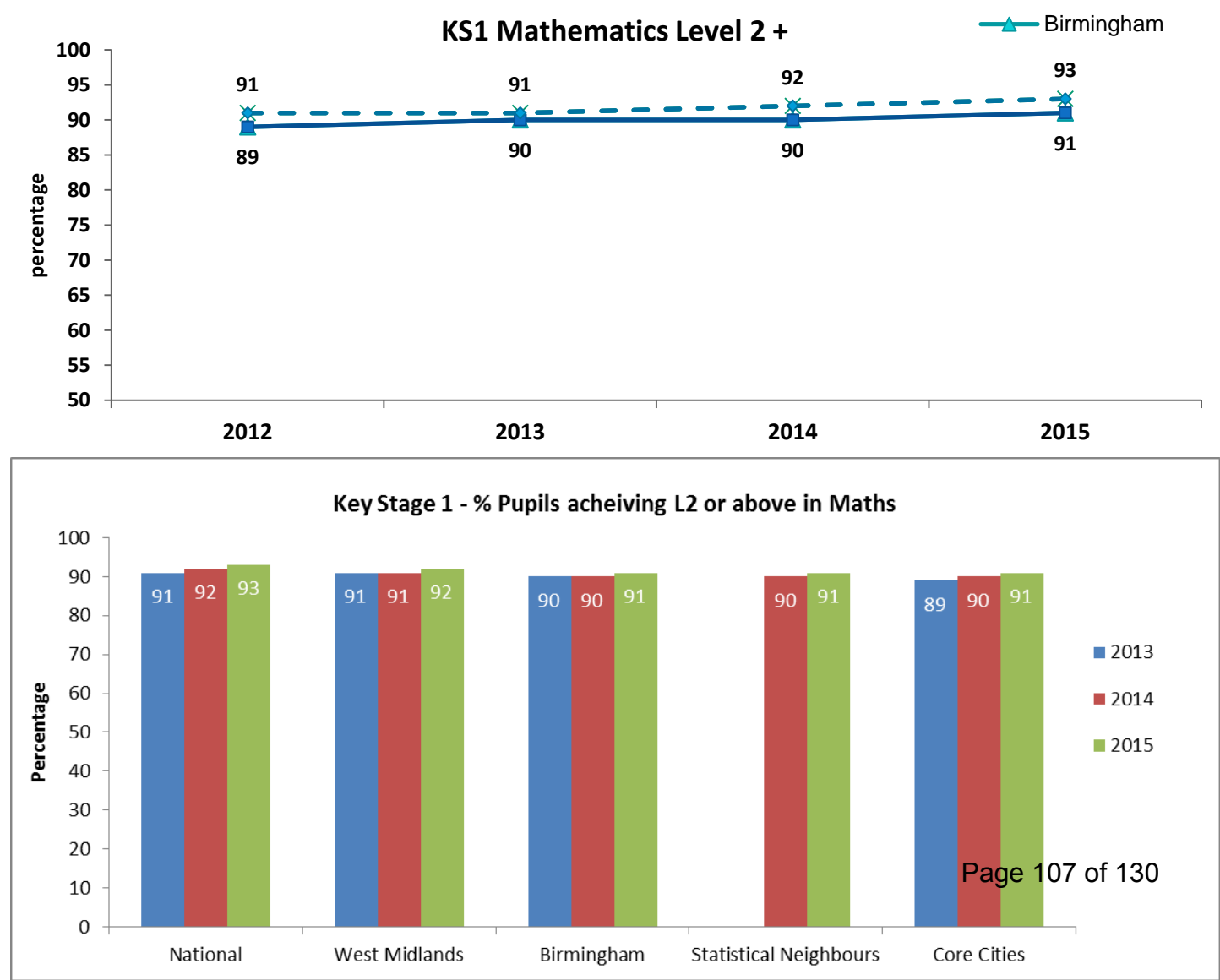
- 91% of pupils at Key Stage 1 pupils achieved Level 2 or above.

- A rise on 90% in 2014

- However performance has been below national levels in recent years – as well as worse when compared to the West Midlands as a whole

- Performance is in line with statistical neighbours and Core City averages

# Phonics – Year 1 and Year 2

**Phonics Year 1**

Birmingham
National

- 2012: 58 / 59
- 2013: 69 / 69
- 2014: 73 / 74
- 2015: 76 / 77

**Phonics End of Year 2**

Birmingham
National

- 2013: 84 / 85
- 2014: 87 / 88
- 2015: 89 / 90
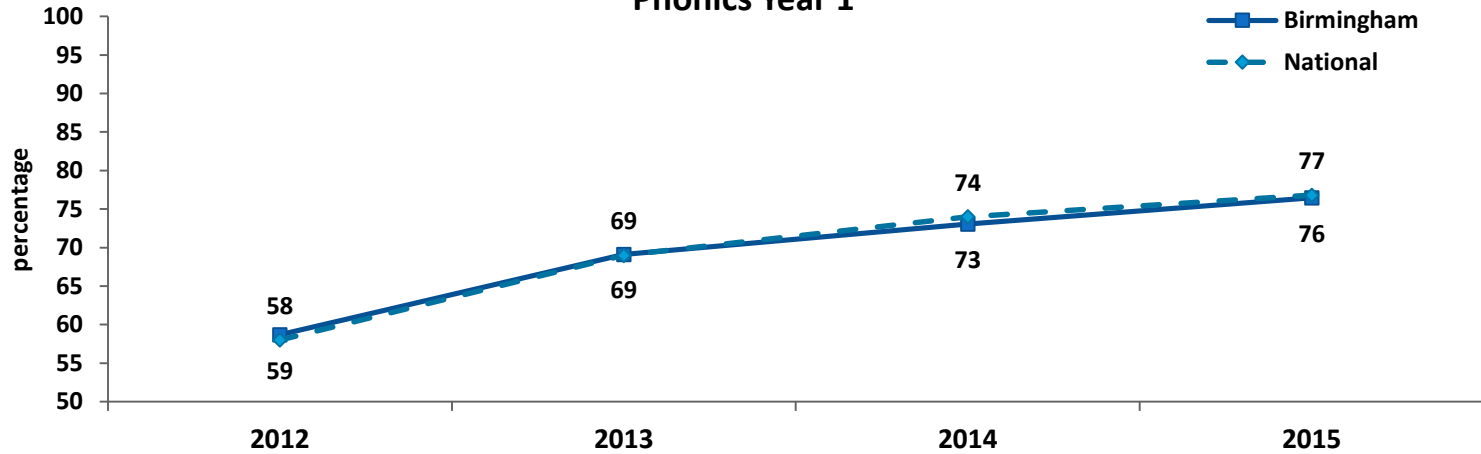
- Phonics Year 1 outcomes improved by 3 % from 2014 to 2015, now 1% below national
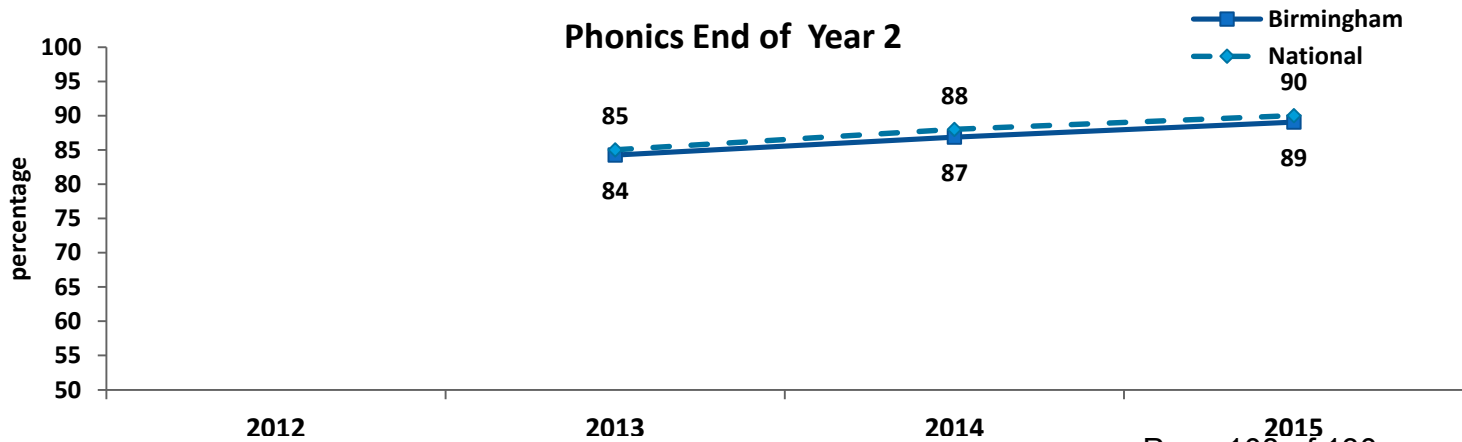
# Key Stage 2

**KS2 Reading, Writing and Mathematics Level 4 +**

— Birmingham
-- National

| | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|
| National | 75 | 75 | 79 | 80 |
| Birmingham | 74 | 73 | 75 | 76 |
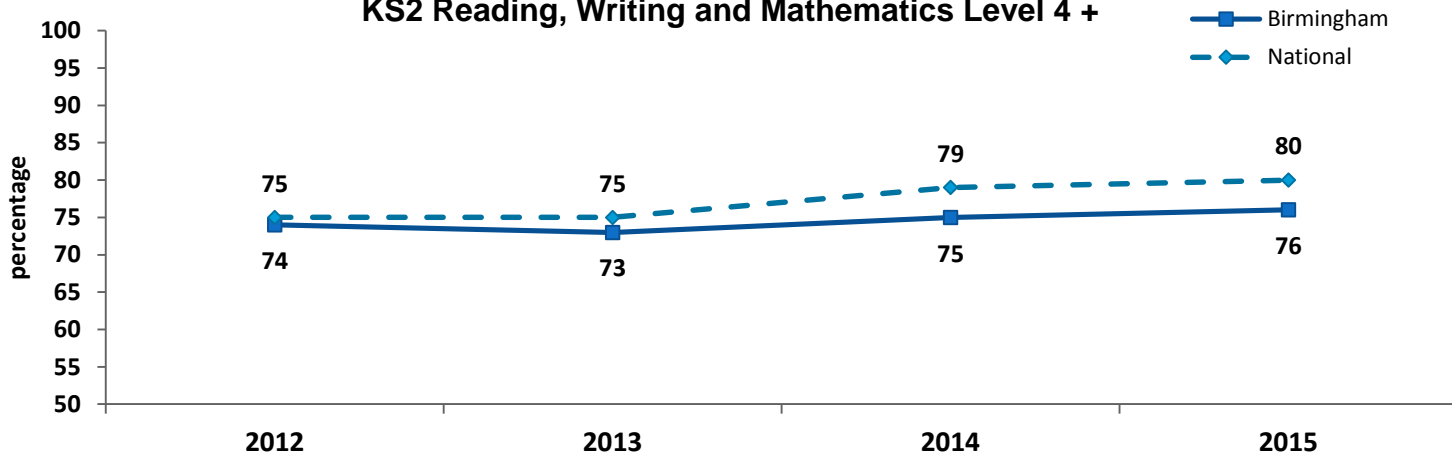
**KS2 Reading L4B+, Writing L4 and Mathematics L4B+**

— Birmingham
-- National

| | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|
| National | | 63 | 67 | 69 |
| Birmingham | 63 | 59 | 61 | 64 |
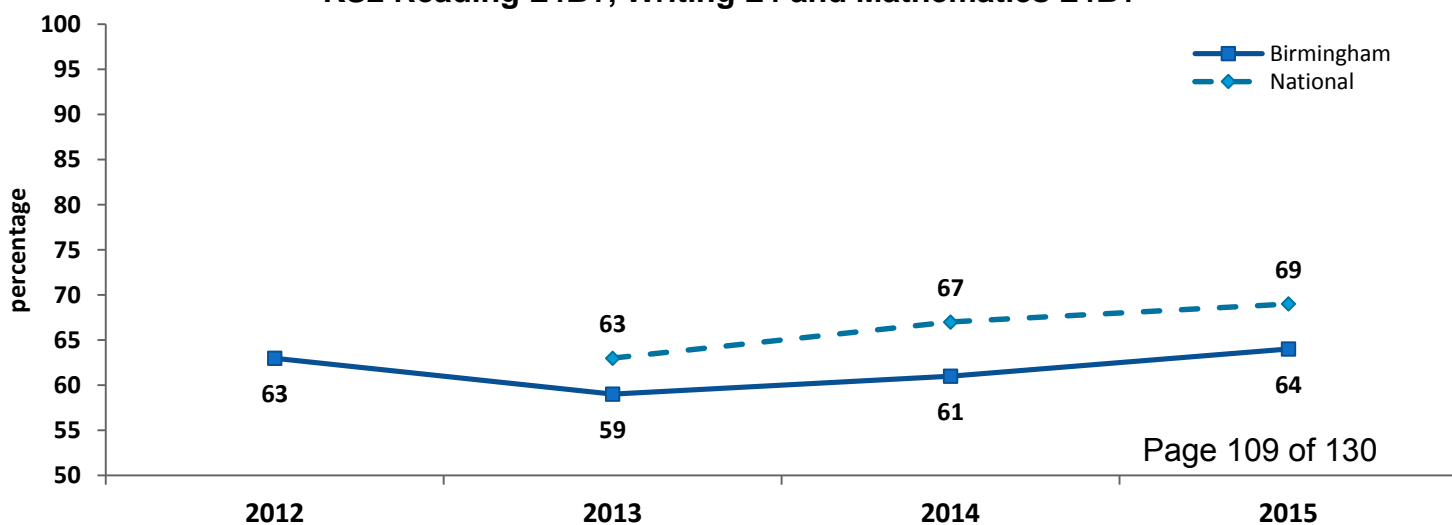
- The percentage of pupils achieving Level 4 or above:
  - 86% (86% in 2014) in Reading 85% (84%) in Writing
  - 84% (82%) in Mathematics Test
  - 76% (75%) in combined Reading, Writing and Mathematics
- Charts left show two comparisons with national averages
- Both show slight improvement in narrowing the gap in 2015 but still performing below national, for both measures.
- Reading needs most improvement, particularly at Level 5 and above.

# Key Stage 2



Key Stage 2 - % Pupils acheiving L4 or above in Reading, Writing and Maths



Key Stage 2 - % Pupils acheiving L4B or above in reading and maths test and level 4 in writing TA
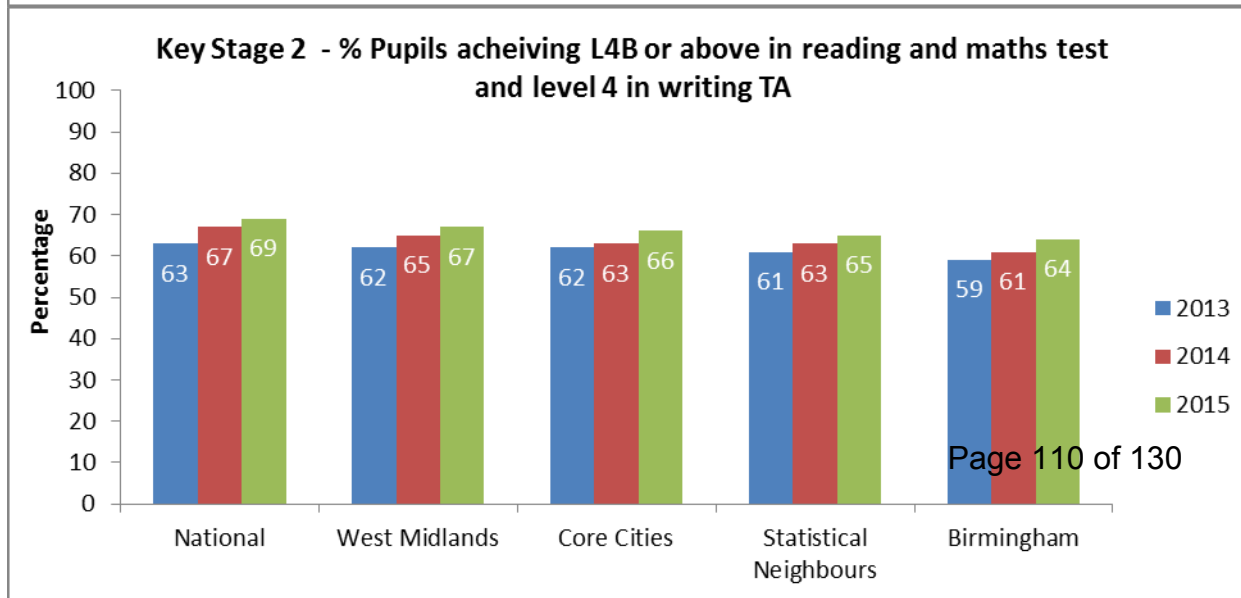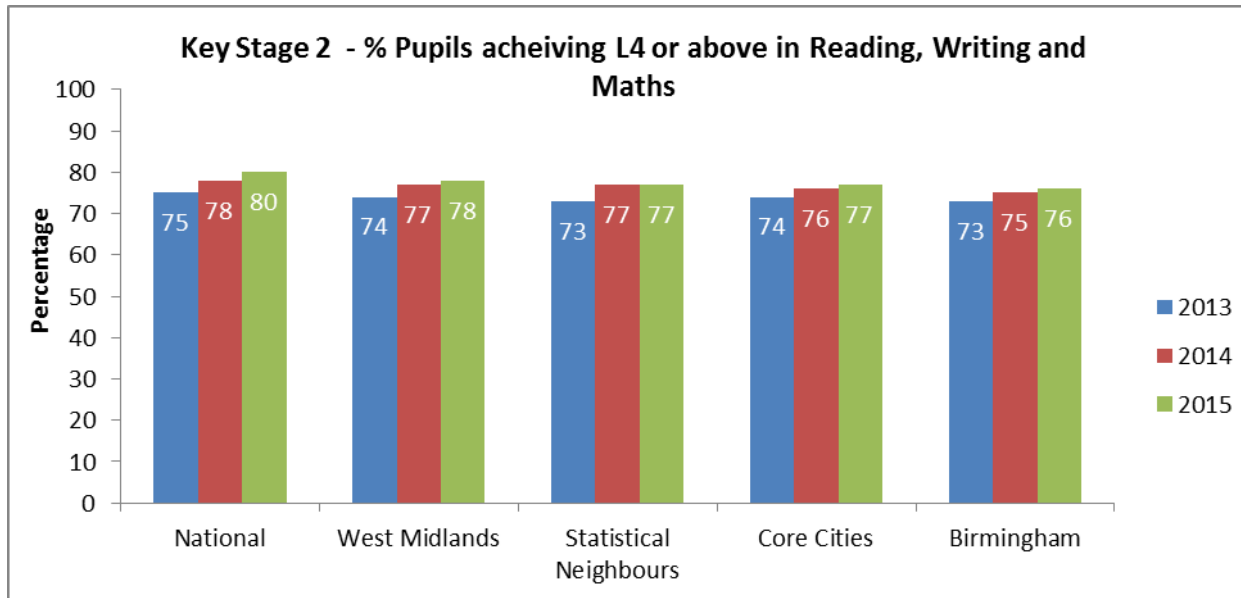
- Birmingham performance for both measures is below all groups, and improvement is required.

# KEY STAGE 2 FLOOR STANDARD & COASTING

At Key Stage 2 the floor standard  is now:

- 65% level 4 and above combined in reading, writing and mathematics
- 94% 2 levels of progress in reading,
- 96% 2 levels of progress in writing,
- 93% 2 levels of progress in mathematics.

In Birmingham for 2015, **27** schools are currently below the floor standards using provisional Key Stage 2 data for 2015.

# KEY STAGE 2 COASTING SCHOOLS

Coasting schools criteria is applied for three consecutive years, for primary:

- 85% level 4 and above combined in reading, writing and mathematics
- 94% 2 levels of progress in reading,
- 96% 2 levels of progress in writing,
- 93% 2 levels of progress in mathematics.

- In Birmingham 29 schools have fallen below coasting thresholds for two consecutive years up to 2015.

- Of which 25 school have the potential to become coasting schools in 2016 if standards do not improve based on provisional KS2 data for 2015.

# Key Stage 4

**GCSE and equivalent 5+ A*-C including English & Maths - methodology change 2014**
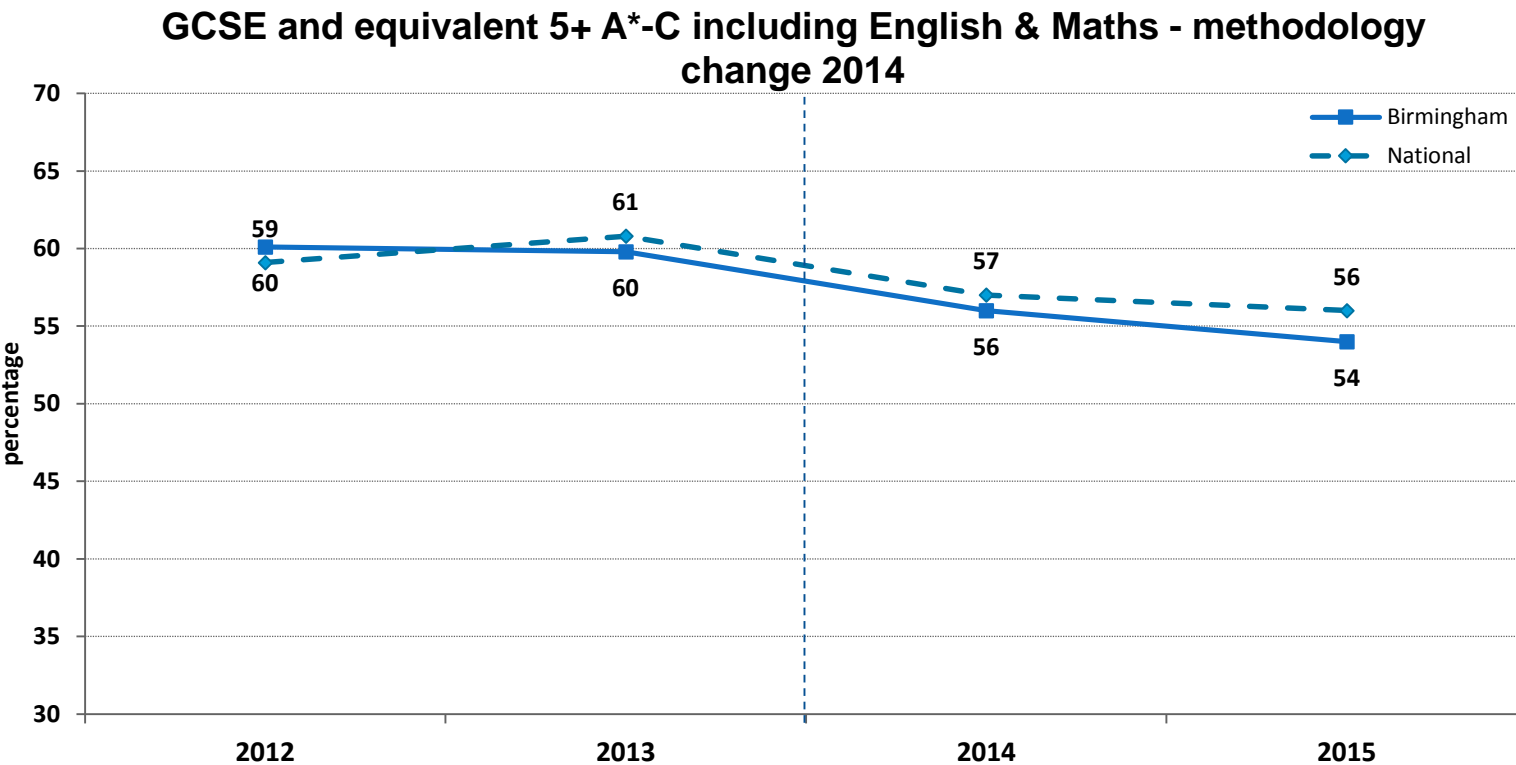


- The percentage of pupils achieving GCSEs or equivalent, first entry:

- In 2015 54% of pupils achieved 5 or more A* to C GCSEs including English and Maths – a fall from 56% in 2014.

- Levels are below national averages

# Key Stage 4

**Percentage of pupils achieving 5 or more A*- C including English and Maths**



**Percentage of pupils achieving 5 or more A*- C**
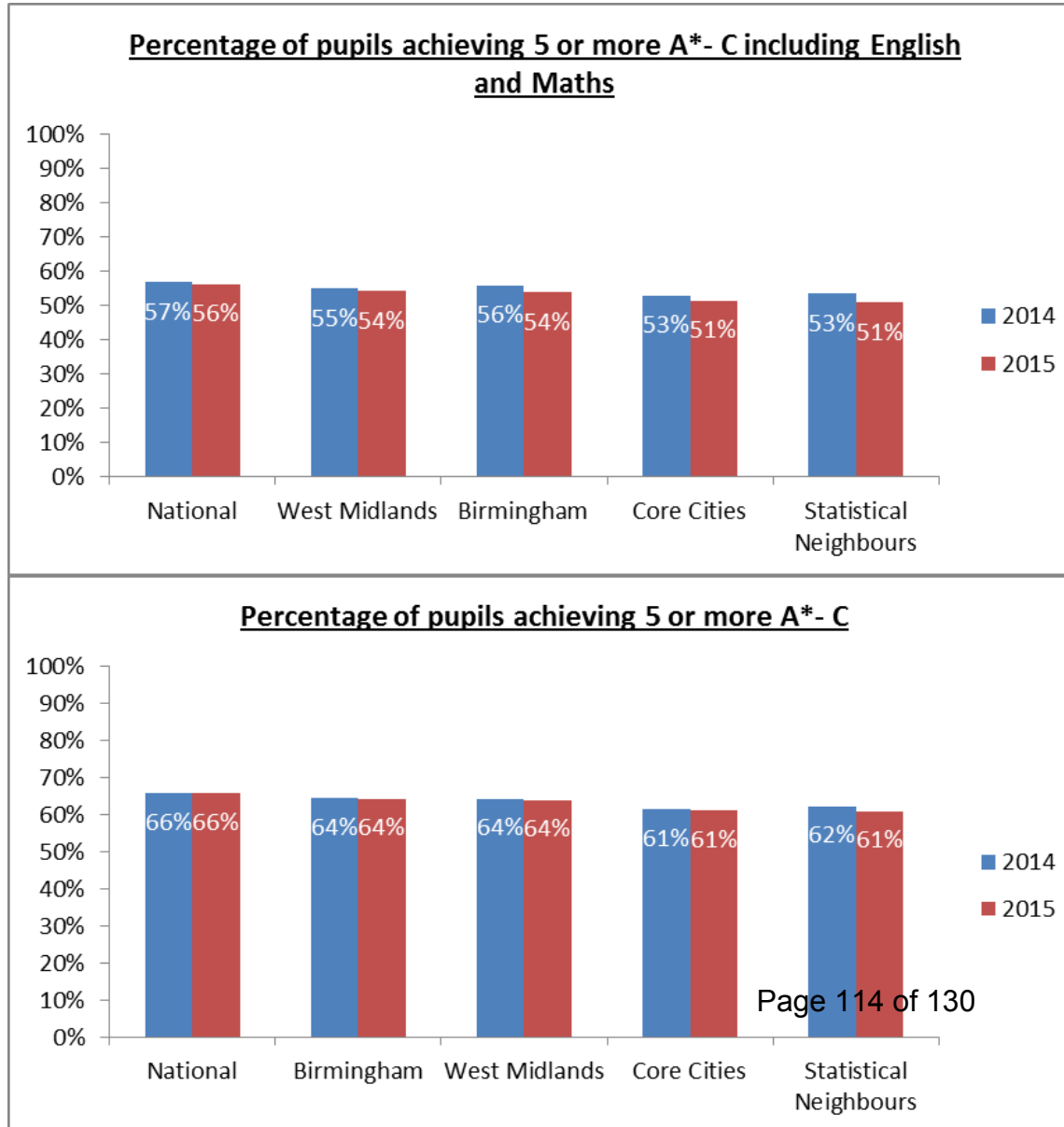
- Birmingham performance for both measures of a good standard of GCSEs is better than Core Cities and Statistical neighbours

# KEY STAGE 4 FLOOR STANDARD & COASTING

At Key Stage 4 the floor standard is now:
- 40% 5 or more A*-C GCSEs (or equivalent) including English & Maths
- 73% 3 levels of progress in English,
- 67% 3 levels of progress in Maths

- In Birmingham for 2015, 14 schools are currently below the floor standards using provisional Key Stage 4 data for 2015.

Coasting schools criteria is applied for three consecutive years, for secondary:
- 60% 5 or more A*-C GCSEs (or equivalent) including English & Maths
- 73% 3 levels of progress in English,
- 67% 3 levels of progress in Maths

- In Birmingham 14 schools have fallen below coasting thresholds for two consecutive years up to 2015.

- All of these 14 schools have the potential to become coasting schools in 2016 if standards do not improve based on provisional KS4 data for 2015.

# Key Stage 5

**3 or more A'Levels at grades A-E - 2013 to 2015**



Legend:
- Birmingham (schools & colleges)
- National (schools & colleges)
- Birmingham (LA schools)
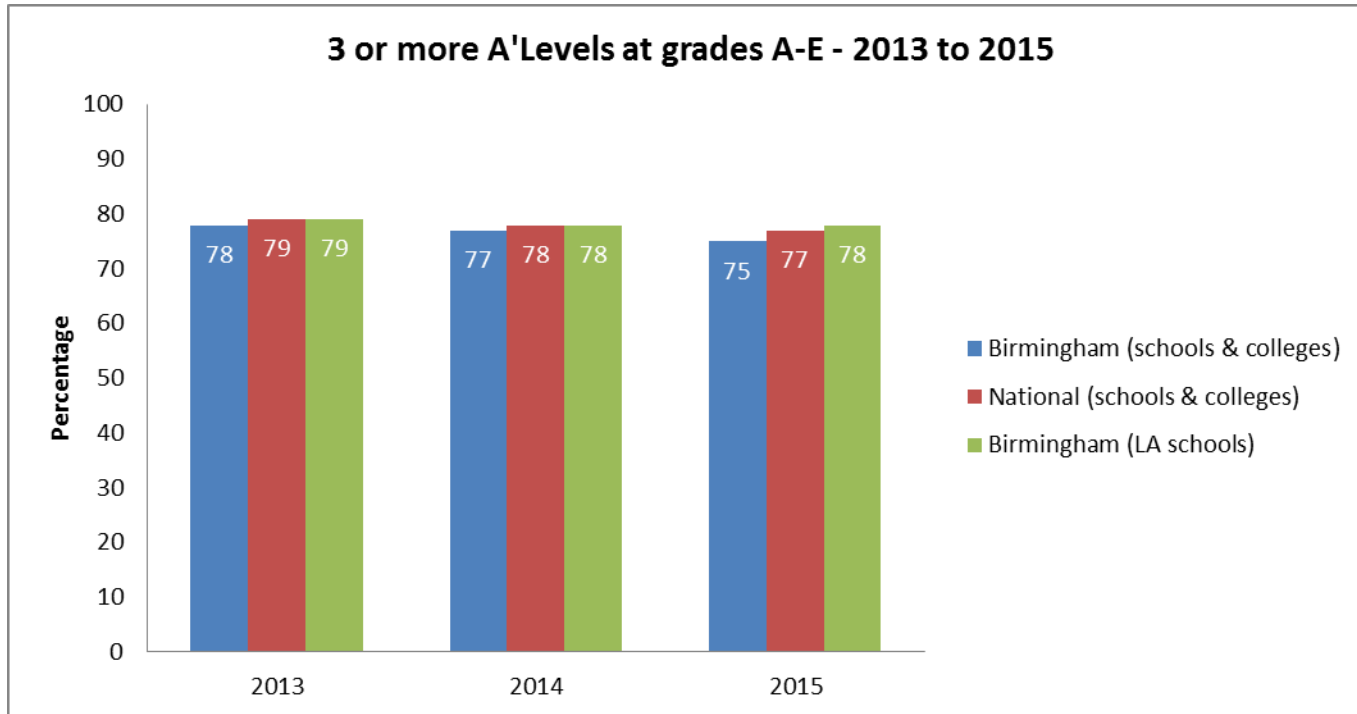
- Birmingham performance for 3 or more A'Levels shows an overall decrease from 2014 to 2015.
- However Birmingham schools only (in green) perform 1 percent better than National (schools and colleges).

# KEY STAGE 5



Percentage of students achieving 3 A Levels at grades AAB or higher in at least 3 facilitating subjects

Percentage of students achieving 3 A Levels at grades AAB or higher in at least 2 facilitating subjects
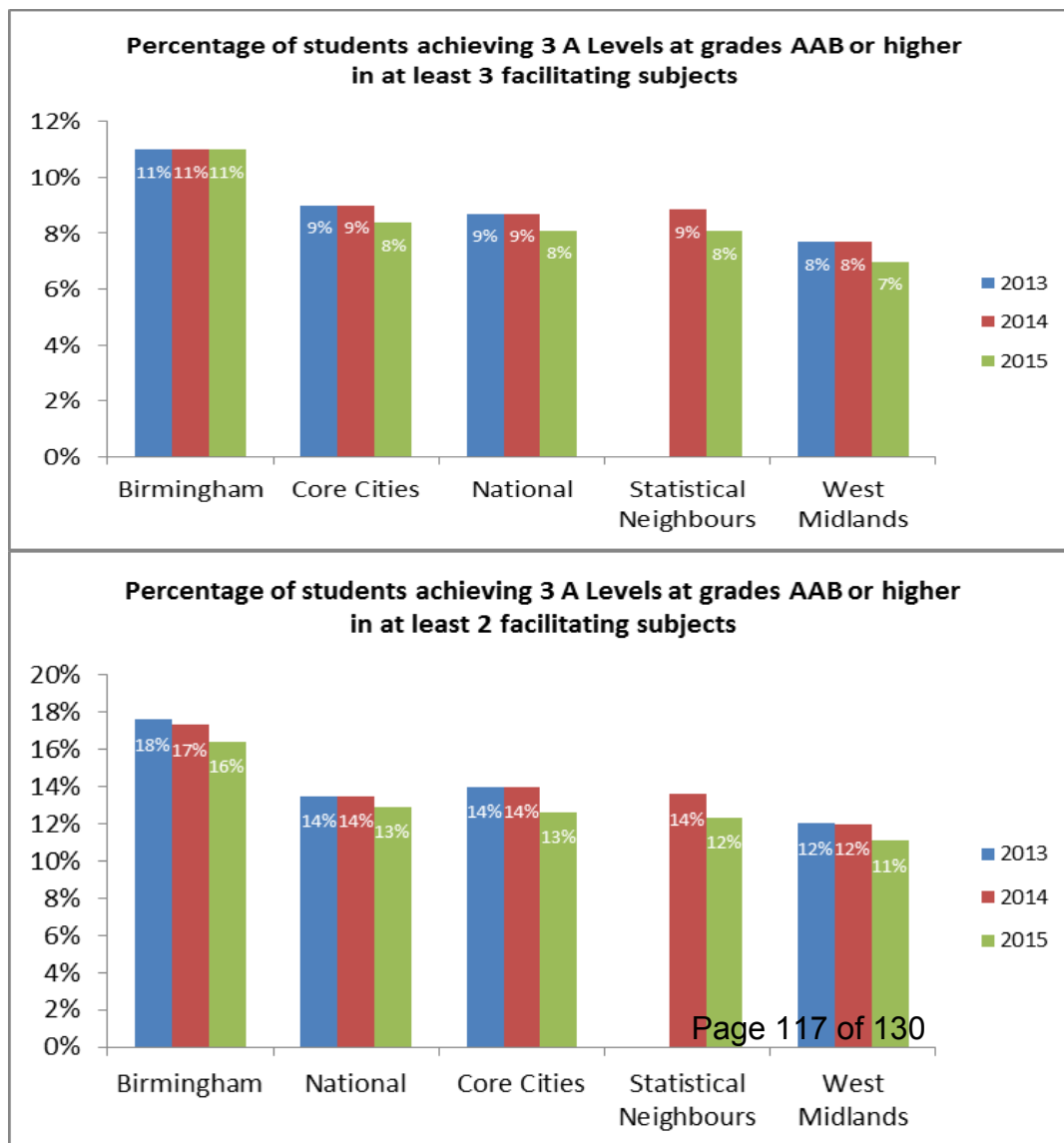
- Birmingham for 3 A'Levels AAB above in all groups, positive performance for both measures.

- However Birmingham's performance in AAB grades in facilitating subjects remains strong against national and core cities: due partly to the high number of entries from the City's grammar schools

# Service Priorities and Tackling Underperformance

- Birmingham has employed a range of strategies to improve outcomes for all its pupils. A programme of interventions and training has been delivered through the Birmingham Teaching School Alliances. Good practice workshops have been offered by high performing schools with good practice to share. School to school support has focused on specific areas of need, particularly in reading, writing and maths with underperforming schools a priority.

- From the beginning of September 2015, Birmingham Education Partnership (BEP) is commissioned by the Council to deliver school improvement. This has been implemented to build on the existing school to school support arrangements and provide additional capacity for school improvement across the city.

# Report to the Education and Vulnerable Children Overview and Scrutiny Committee

## 9 December 2015

**BIRMINGHAM EDUCATION PARTNERSHIP (BEP) AND SCHOOL IMPROVEMENT**

### Purpose of the Report

To brief the Committee on the Birmingham Education Partnership and School Improvement agenda.

### Recommendation

That Members note the information contained in this report

### Contact Officer Details

Name: Tim Boyes
Job title: Birmingham Education Partnership Chief Executive Officer
Tel: 0121 285 0924
Email: tim.boyes@bep.education

**Birmingham Education Partnership (BEP) and School Improvement**

BEP started life in November 2013 when head teachers from across Birmingham came together to create a collective voice for the city's schools. Since 1 September 2015, BEP has been commissioned by Birmingham City Council to carry out school improvement.

Central to BEP's approach is ensuring that every school is part of a family of schools and that there is good local and city-wide knowledge through working in districts. BEP has a team of serving head teachers, district leads, coordinating its school improvement work across the city.

The district leads are seconded three days a week to build knowledge of schools in each district, and to enable BEP to provide school improvement support. District leads ensure that all schools are connected and are part of a wider family so that no school is isolated. In addition, five district engagement coordinators are working across the ten districts to strengthen existing connections and build infrastructure with other engagements. They support school leaders to help make it easier for schools to access services from partner organisations.

BEP's governing board is chaired by Baroness Estelle Morris, the former Secretary of State for Education. From 1 September 2015, Tim Boyes has been seconded from head teacher of Queensbridge School to the post of BEP Chief Executive Officer for one year. Pat Smart, Executive Head of the Greet Teaching Schools Alliance, and Chris Quinn, CEO of Ninestiles School, are the Vice Chairs. They also lead the collective of Teaching Schools in Birmingham that form a key part of BEP's delivery plan.

Alastair Falk, a former head teacher of three London schools and former Director of the Reed Foundation's Enterprise Schools Network, is BEP's Director of Partnerships. Sarah Ray, who was a senior manager at the National College for Teaching and Leadership for 13 years, is BEP's Director for Marketing and Membership.

BEP has formed a School Improvement Commissioning Group with a core group of recently serving head teachers. Together with the Board they are responsible for the heart of BEP's contract with the city to ensure no schools are in special measures or requiring improvement.

The power of BEP comes from a group of head teachers on the System Leadership Group who want to ensure BEP improves all schools, working collectively to deliver a deeply good education offer in its entirety, that is deeply good in a social, civic as well as academic sense.

www.bep.education

**List of Appendices**

None.

# Education and Vulnerable Children O&S Committee: Work Programme 2015/16

| | |
|---|---|
| **Chair:** | Cllr Susan Barnett |
| **Committee Members:** | Cllrs: Uzma Ahmed, Sue Anderson, Matt Bennett, Barry Bowles, Debbie Clancy, Barbara Dring, Chauhdry Rashid, Valerie Seabright, Mike Sharpe, Martin Straker Welds and Alex Yip |
| | Representatives: Samera Ali, Parent Governor; Richard Potter, Roman Catholic Diocese; and Sarah Smith, Church of England Diocese |
| **Officer Support:** | Scrutiny Team: Benita Wishart (464 6871) & Amanda Simcox (675 8444) |
| | Committee Manager: Louisa Nisbett (303 9844) |

# 1    Meeting Schedule

| Date / Location All at 2 pm | Session / Outcome | Officers / Attendees |
|---|---|---|
| 10 June 2015 Committee Rooms 3 & 4 **Starts at 3.30pm** | Cabinet Member for Children's Services to discuss:<br>• Children Social Care and Safeguarding and Education – Position May 2015<br><br>*Outcomes:*<br>• *There will be regular updates/involvement on the single plan with the Committee (Members requested that the narrative was more user friendly).*<br>• *The single plan needs to be discussed at Districts and the data and narratives need to be District specific.*<br>• *The Committee will be inviting the Birmingham Education Partnership (BEP) to attend a committee meeting. Discussion to include the contract with the City Council (Members invited to the 18th June 2015 event).*<br>• *Members were offered details of the City Council's whistle blowing policy (discussed at July's meeting) and outcomes to-date & details of the Education Data Dashboard.* | Colin Diamond, Interim Executive Director for Education & Alastair Gibbons, Executive Director for Children's Services<br><br>*Scrutiny office to programme*<br><br>*Colin Diamond*<br><br>*Scrutiny Office to programme*<br><br>*Seamus Gaynor* |
| | • Early Years Review Consultation Proposal | Lindsey Trivett, Interim Head of Early Years, Childcare and Children's Centres |

| Date / Location All at 2 pm | Session / Outcome | Officers / Attendees |
|---|---|---|
| | **Outcomes:** <br> • *Members to be e-mailed the consultation (and decide whether to individually or collectively respond.* <br> • *The Cabinet Member for Children's Services to attend a Committee meeting to discuss the outcomes of the consultation (TBC).* | *Scrutiny Office* <br><br> *Cllr Brigid Jones / Pat Kilarney* |
| 15 July 2015 Committee Rooms 3 & 4 | • To discuss Looked After Children (LAC): <br> ○ Corporate Parenting <br> ○ Adoption and Fostering Update <br><br> **Outcomes:** <br> • *Exploring ways in which children's voices can be heard with Cllr Jenkins.* <br> • *Training will be provided to Cllrs at District Committees and will come back on 20<sup>th</sup> January 2016 and report on how Districts are fulfilling their duty.* | Andy Pepper, AD, Children in Care Provider Services & Nicky Hale, Fostering and Adoption Improvement Manager |
| | • Permanent School Exclusions <br><br> **Outcomes:** <br> • *To provide figures for the numbers excluded broken down for academies etc.* <br> • *To report back on School Exclusions including the level of teaching, progress made and qualifications at COBS in December.* | Andrew Wright & Chris Atkinson |
| | • Whistle Blowing Policy <br><br> **Outcomes:** <br> • *Members updated on the Whistle Blowing Policy.* | Michael Day, Solicitor |
| 16 September 2015 Committee Rooms 3 & 4 | • Educational Development Plan update: Sufficiency of school places and school admissions <br><br> **Outcomes:** <br> • *To provide information and data on Special Educational Needs Provision in schools.* <br> • *To provide information on LAC and whether they are placed in good or outstanding schools; and if not is this due to the locality of the school being more important for the Child etc.* <br> • *The proposed Birmingham admission arrangements will be subject to a formal consultation from 23 Nov until 8 Jan 2016. Procedures for 'summer born' children will be included in this. Members to be involved.* | Emma Leaman, AD Education and Infrastructure, Education & Commissioning, <br><br> Julie Newbold, Head of School Admissions and Pupil Placements <br><br> Lucy Dumbleton, School Organisation Officer |

| Date / Location All at 2 pm | Session / Outcome | Officers / Attendees |
|---|---|---|
| | • Cabinet Member for Children Services to discuss Curriculum Entitlement and Equality<br><br>*Outcomes:*<br>• *Members to be updated on the rollout of 'no outsiders' and the information/literature to be housed on BEPs website.* | Cllr Brigid Jones, Colin Diamond & Razia Butt |
| 21 October 2015 Committee Rooms 3 & 4 at 9.30am | • Missing Children from Home and Care Short Inquiry – Evidence Gathering | Scrutiny Office |
| 21 October 2015 Committee Rooms 3 & 4 | • Chairs Update – to include: visits to the Adoption and Fostering team and two Children's homes. | Cllr Susan Barnett |
| | • Cabinet Member for Children Services to update the Committee on the budget position for the portfolio (included progress on Children Services).<br><br>*Outcomes:*<br>• *To report back on whether there are children from parents in the armed forces who are suffering from Post Traumatic Stress (PTS) in Birmingham.* | Cllr Brigid Jones |
| | • Tracking: Work Experience for School Age Children – the role of the City Council Inquiry<br><br>*Outcomes:*<br>• *Cllr support for work experience: Members to be e-mailed a draft letter/e-mail they can use to send to schools/businesses in their area (to be added to portal).*<br>• *Scrutiny to assist with capturing what Members do in relation to work experience.*<br>• *To report back on progress of the recommendations on 20th January 2016.* | Cllr Penny Holbrook, Cabinet Member for Skills, learning & Culture, Kathryn Cook, Interim Head of OD & Julie M Harrison, HR Project Lead |
| | • Special Educational Needs (SEN) and Education, Health and Care plans (EHC). To include reasons for the delay in the mobilisation of the £3 1/2m grant.<br><br>*Outcomes:*<br>• *Members to e-mail requests for information between meetings.*<br>• *Members to be updated on the work that is being done regarding the pupil premium.*<br>• *Members were e-mailed the amended New Assessments table.* | Cllr Brigid Jones, Colin Diamond, Chris Atkinson, Simon Wellman & Joan Adams |
| 30 October 2015 Committee Room 6 at 9.30am | • Missing Children from Home and Care Short Inquiry – Evidence Gathering | Scrutiny Office |

| Date / Location All at 2 pm | Session / Outcome | Officers / Attendees |
|---|---|---|
| 25 November 2015 Committee Rooms 3 & 4 | • Progress on the Education and Schools Strategy and Improvement Plan. Sir Mike Tomlinson, Education Commissioner in attendance<br><br>*Outcomes:*<br>• *Update on the LGA Peer Review and next steps to be discussed in February or March.*<br>• *Members were concerned about the schools who were not returning their financial returns and /or their 175 audits. How BEP can support schools and what action can be taken when schools continue to fail to complete their returns can be discussed in December.* | Peter Hay / Colin Diamond / Seamus Gaynor |
| | • Tracking: Strengthening the Birmingham Family of Schools<br><br>*Outcomes:*<br>• *It was agreed to conclude the recommendations and pick up the recommendations in the work programme: R07 – Cllrs relationships with Schools, R08 – Traded services to Schools & R09 the Council working with BEP to develop information on a range of models for school organisations for school governors / governance. A joint workshop with BEP, schools and Districts was suggested.* | Peter Hay / Colin Diamond / Seamus Gaynor |
| | • Birmingham Safeguarding Children Board (BSCB) Annual report<br><br>*Outcomes:*<br>• *The executive summary of the Annual Report, Getting to Great 2015/16 and the most recent monitoring report to be circulated to Members.*<br>• *Members would like progress reports on the work on how 'children voices are listened to'.* | Jane Held, Chair of BSCB / Simon Cross, Business Manager |
| | • Tracking: Child Sexual Exploitation (CSE) - Delivery of training and awareness raising on CSE recommendations 1 - 7<br><br>*Outcomes:*<br>• *All 7 recommendations assessed as 3 – not achieved (progress made). Updates to be provided in February and an impact measure to be included.* | Peter Hay / Alastair Gibbons & Jane Held, Chair of BSCB |

| Date / Location All at 2 pm | Session / Outcome | Officers / Attendees |
|---|---|---|
| 9 December 2015 Committee Rooms 3 & 4<br><br>**Deadline for reports 2pm on 30<sup>th</sup> Nov** | • Permanent School Exclusions<br><br>• City of Birmingham School (COBS)<br><br><br>• School Attainment Headline Statistics<br><br>• Birmingham Education Partnership (BEP) and School Improvement. Discussion to include R07 and R08 of the Strengthening the Birmingham Family of Schools Inquiry. Also what assistance can be given to schools who fail to provide their financial returns and / or there 175 audits. | Andrew Wright<br><br>Fiona Wallace, Head Teacher & Steve Howell, Deputy Head, COBS<br><br>Colin Diamond<br><br>Tim Boyes, BEP |
| 20 January 2016 Committee Rooms 3 & 4<br><br>**Deadline for reports 2pm on 11<sup>th</sup> Jan** | • Tracking: Work Experience for School Age Children – the role of the City Council Inquiry<br><br><br><br>• Children Missing from Education and Home Schooled<br><br>• Looked After Children (LAC) & Corporate Parenting Update (including the role of Districts). To include information on LACES<br><br>• Rights and Participation for Children in Care | Cllr Penny Holbrook, Cabinet Member for Skills, learning & Culture, Kathryn Cook & Julie M Harrison<br><br>Peter Hay to advise<br><br>Andy Pepper TBC<br><br><br>Lisa Carter |
| 10 February 2016 Committee Rooms 3 & 4<br><br>**Deadline for reports 2pm on 1<sup>st</sup> Feb** | • Cabinet Member for Children's Services to report back on the outcomes of the Early Years Review Consultation (TBC)<br><br>• Special Educational Needs (SEN) and Education, Health and Care plans (EHC) TBC for Feb or March<br><br>• Tracking: Child Sexual Exploitation (CSE): policies and procedures recommendations (R08 – R13) and update on R01 – R07 following November's tracking update received<br><br>• School Attainment Statistics (detail)<br><br>• LGA Peer Review Findings for the Education and Schools Strategy and Improvement Plan and Next Steps (Feb or March) | Cllr Brigid Jones / Pat Kilarney<br><br>Colin Diamond and Simon Wellman (TBC)<br><br>Jane Held, Chair of BSCB / Alastair Gibbons<br><br><br>Colin Diamond<br><br>Colin Diamond / Peter Hay |

| Date / Location All at 2 pm | Session / Outcome | Officers / Attendees |
|---|---|---|
| 23 March 2016 Committee Rooms 3 & 4 <br><br> **Deadline for reports 2pm on 14th Mar** | • Special Educational Needs (SEN) and Education, Health and Care plans (EHC) TBC for Feb or March. <br><br> • District Chairs to discuss how their District Plans are addressing Education and Vulnerable Children – to include Corporate Parenting responsibility; progress made on 'It takes a city to raise a child'; education and safeguarding issues: <br> - Cllr Mahmood Hussain, Perry Barr District (confirmed) <br> - Cllr Sue Anderson, Yardley District (confirmed March or April) <br> - Cllr Ann Underwood, Sutton District (confirmed March or April) <br><br> • Tracking: Child Sexual Exploitation (CSE) Multi-Agency Working and Tracking (recs R14 – R19) (TBC) – **this may involve an extra meeting or a visit** <br><br> • LGA Peer Review Findings for the Education and Schools Strategy and Improvement Plan and Next Steps (Feb or March) | Colin Diamond and Simon Wellman (TBC) <br><br> Scrutiny Office <br><br><br><br><br><br><br><br><br><br><br> Jane Held, Chair of BSCB / Alastair Gibbons <br><br><br> Colin Diamond / Peter Hay |
| 20 April 2016 Committee Rooms 3 & 4 <br><br> **Deadline for reports 2pm on 11th Apr** | • District Chairs to discuss how their District Plans are addressing Education and Vulnerable Children – to include Corporate Parenting responsibility; progress made on 'It takes a city to raise a child'; education and safeguarding issues (TBC) <br> - Cllr Ann Underwood, Sutton District (confirmed) <br> - Cllr Sue Anderson, Yardley District (confirmed) <br> • Progress on the Children Missing from Home and Care Inquiry (TBC) | Scrutiny Office <br><br><br><br><br><br> Alastair Gibbons / Tony Stanley (TBC) |

## 2    Further Priorities to be Discussed and Agreed

| Safeguarding | Education | Other |
|---|---|---|
| Early Help and children's Social Care Plan (to include workforce planning) | Education and Schools Improvement Plan <br> 11 themes: <br> 1) Safeguarding in Schools: Jon Needham <br> 2) Strengthening School Governance: Steve Edmonds <br> 3) Our Leadership in Education: John Sidebottom <br> 4) Improving our Schools: Helen Miles <br> 5) Local Leadership and Accountability: Chris Glynn <br> 6) Alternative Delivery Models: Nimmi Patel <br> 7) SEND: Chris Atkinson <br> 8) Educational Infrastructure: Emma Leaman <br> 9) Early Years provision: Lindsey Trivett | Committee agreed to address the Children and Family Services Commissioning Plan as part of the three priorities: early years, early help and targeted intervention and Looked After Children (LAC) |

| Safeguarding | Education | Other |
|---|---|---|
| | 10)  Recruitment & Retention: Samantha Hulson<br>11)  Communication<br>12)  Equality and Community Cohesion: Mashuq Ally | |
| Home Education and Missing from School | Education outcomes for white working class boys | Not in Education, Employment or Training (NEETs) |
| BSCB updates on listening to children voices | Local Authority Appointments to governing bodies | |
| | Sixth Form College Review | |
| | Traded Services to schools (recommendation 8) | |

# 3    Outstanding Tracking

| Inquiry | Outstanding Recommendations | Date of Tracking |
|---|---|---|
| Strengthening the Birmingham Family of Schools | 7 (elected Members), 8 (traded services) and 9 (governing bodies & academies) | Last tracked 25 November 2015<br>Recs 7, 8, 9 included in the work programme |
| We need to get it right: A health check into the Council's role in tacking Child Sexual Exploitation (CSE) | 1 - 19 | Last tracked 25 November 2015<br>Next tracking 10 February 2016 |
| Work Experience for School Age Children – the role of the City Council | 1, 2 and 3 | Last tracked 21 October 2015<br>Next tracking 20 January 2016 |

# 4    Inquiry Schedule

## Short Inquiry – Children Missing from Home, Care and School

| Date | Item |
|---|---|
| October / November 2015 | Evidence gathering |
| November 2015 | Committee agree draft report |
| 7 December 2015 | Draft report to the Executive |
| December 2015 | Committee agree final report |
| 12 January 2016 | City Council |

# 5    Useful Acronyms

| | | |
|---|---|---|
| AD = Assistant Director<br>APA = Annual Performance Assessment<br>BEP = Birmingham Education Partnership<br>BESD =Behavioural, Emotional, Social Difficulties<br>BSCB = Birmingham Safeguarding Children Board<br>BSWA = Birmingham and Solihull Women's Aid<br>BSWA = Birmingham Social Work Academy<br>CAF = Common Assessment Framework<br>CAFCASS = Child & Family Court Advisory Support Service<br>CAMHS = Child and Adolescent Mental Health Services<br>CEOP = Child Exploitation and Online Protection<br>CBB = Community Based Budget<br>CC = Children's Centre<br>CHIPS = Challenging Homophobia in Primary Schools<br>CIC = Children in Care<br>CICC = Children in Care Council<br>CIN = Child In Need<br>COBS = City of Birmingham School<br>CPD =Continuing Professional Development<br>CPR = Child Protection Register | CRB = Criminal Records Bureau<br>CSE = Child sexual Exploitation<br>CTB = Children's Trust Board<br>CYPF = Children, Young People and Families<br>DFE =Department for Education<br>DLT = Directorate Leadership Team<br>DCSC = Disabled Children's Social Care<br>DSP = Designated Senior Person<br>DV = Domestic Violence<br>EDT = Emergency Duty Team<br>EFA = Education Funding Agency<br>EHC = Education, Health and Care plan (to replace SEN statements from Sept 2014)<br>EWS = Education Welfare Service<br>EYFS = Early Years Foundation stage<br>FCAF = Family Common Assessment Framework<br>F&A = Fostering and Adoption<br>FGM = Female Genital Mutilation<br>FNP = Family Nurse Partnership<br>FSM = Free School Meals<br>FSW = Family Support Worker<br>IA = Initial Assessment<br>IAT = Integrated Access Team<br>IRO = Independent Reviewing Officer<br>LAC = Looked After Children<br>LACES = Looked After Children Education Service<br>  Key Stage 1(Ages 5-7) Years 1 and 2<br>  Key Stage 2 (Ages 7-11) Years 3, 4, 5 and 6<br>  Key Stage 3 (Ages 11-14) Years 7, 8 and 9<br>  Key Stage 4 (Ages 14-16) Years 10 and 11 | LADO=Local Authority Designated Officer<br>LSCB = Local Safeguarding Children Board<br>MASH = Multi Agency Safeguarding Hub<br>NASS = National Asylum Support Service<br>NEET = Not in Education, Employment or Training<br>NQSW = Newly Qualified Social Worker<br>NQT= Newly qualified teacher<br>NRPF = No Recourse to Public Funds<br>Ofsted = Office for Standards in Education<br>PCT = Primary Care Trust<br>PDR = Personal Development Review<br>PEP = Pupil Education Plan<br>PEx = Permanent Exclusions<br>PGCE = Post Graduate Certificate of Education<br>PIE = Pride in Education<br>PPS = Parent Partnership Services<br>PRU = Pupil Referral Unit<br>RAG = Red, Amber, Green<br>SCR = Serious Case Review<br>SEN = Special Educational Needs<br>SENAR= SEN Assessment and Review<br>SENDIASS = SEND Information, Advice and Support Service<br>SENCO = Special Educational Needs Coordinator<br>SEND = Special Educational Needs and Disability<br>SEDP = Special Education Development Plan<br>TA=Teaching Assistant<br>TAF = Team Around the Family<br>TM=Team Manager<br>UASC = Unaccompanied Asylum Seeking Children<br>YDC = Young Disabled Champions<br>YOS = Youth Offenders Service<br>YOT = Youth Offending Team |

# 6    Forward Plan for Cabinet Decisions

The following decisions, extracted from the Cabinet Office Forward Plan of Decisions, are likely to be relevant to the Education and Vulnerable Children remit.

| ID Number | Title | Cabinet Member | Proposed Date of Decision |
|---|---|---|---|
| 000219/2015 | Manor Park Primary School conversion to Academy Status | Children's Services | 16 Nov 2015 |
| 000234/2015 | School conversion to an Academy – Wilkes Green Junior School | Children's Services | 08 Dec 2015 |
| 000759/2015 | Proposal to make a prescribed alteration to The Bridge School to increase the number of pupil places. | Children's Services | 08 Dec 2015 |
| 000760/2015 | Proposal to make prescribed alterations to Uffculme School to increase the number of pupil places | Children's Services | 08 Dec 2015 |
| 001083/2015 | Contract Award for Children's Residential Homes Externalisation | Children's | 08 Dec 2015 |

| ID Number | Title | Cabinet Member | Proposed Date of Decision |
|---|---|---|---|
|  | (P0266) - Private | Services |  |
| 000232/2015 | School Organisation Issues which may include Closures, Amalgamations, Opening of a new School - standing item | Children's Services | 26 Jan 2016 |