

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.

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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

At 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



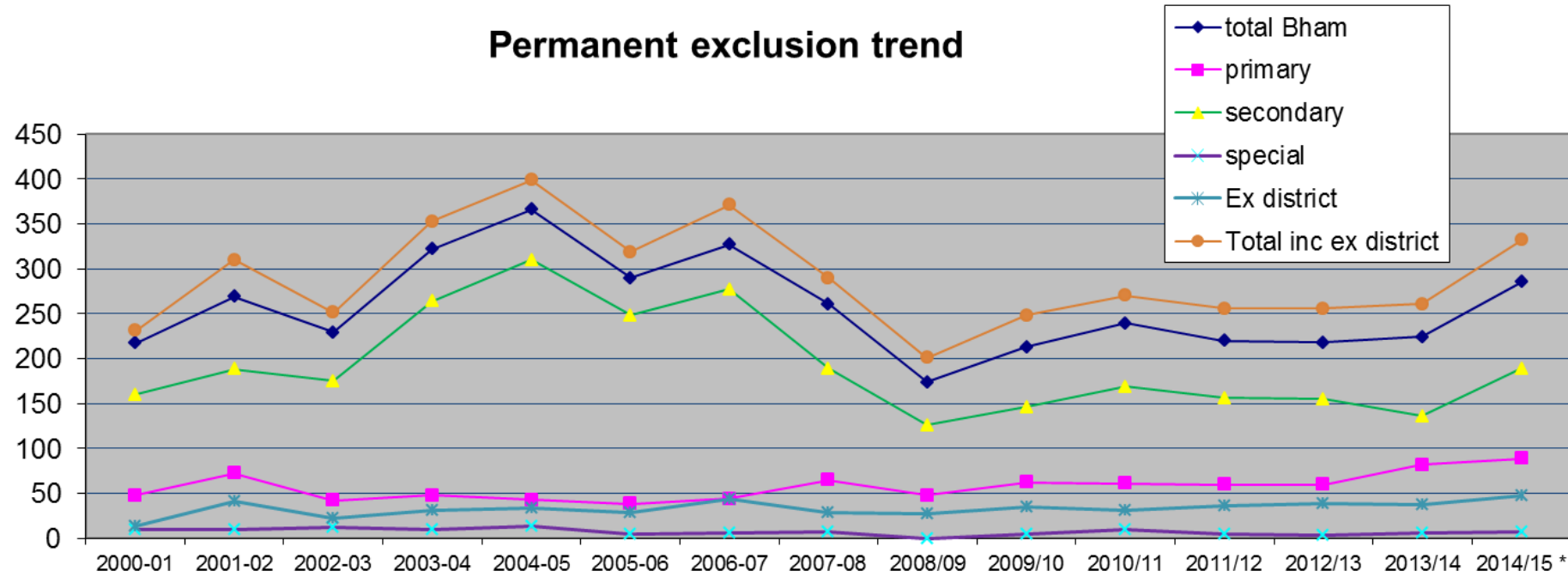
Fiona Wallace

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



Appendix 2

SEPTEMBER 2014 – JULY 2015 – Year 11 Accreditation

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	GCS E 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													

CITY OF BIRMINGHAM SCHOOL											LOWER & MIDDLE CENTRES					AUTUMN	SPRING	SUMMER																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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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%	

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)
<i>POTENTIAL 'IN YEAR' surplus/deficit</i>	<i>97,764</i>	<i>(265,075)</i>	<i>(437,128)</i>

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

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 take 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."

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 in Team Teach, a behaviour management CPD opportunity; this piece of work is ongoing into 2015-16.



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.	Centres have found that pupils have developed gross motor skills well through these sessions.

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.
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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. All pupils received participation medals and 1 st , 2 nd and 3 rd 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	<p>Schemes of work are reviewed and developed alongside specialist PE teachers.</p> <p>Curriculum offer is reviewed and improved alongside improving staff confidence and skill level.</p> <p>Rewards are offered routinely in PE for achievement and participation.</p> <p>Outdoor Education offer is increased and Primary specific activities are developed.</p> <p>Cycling proficiency and safety</p>	<p>Full-year review shows that schemes are continuing to develop in line with support offered.</p> <p>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.</p> <p>Rewards are being used for participation; continue to improve use of rewards for achievement.</p> <p>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.</p> <p>Primary aged pupils are all able to access, through curriculum and outdoor education sessions, cycling safety and proficiency sessions.</p>

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

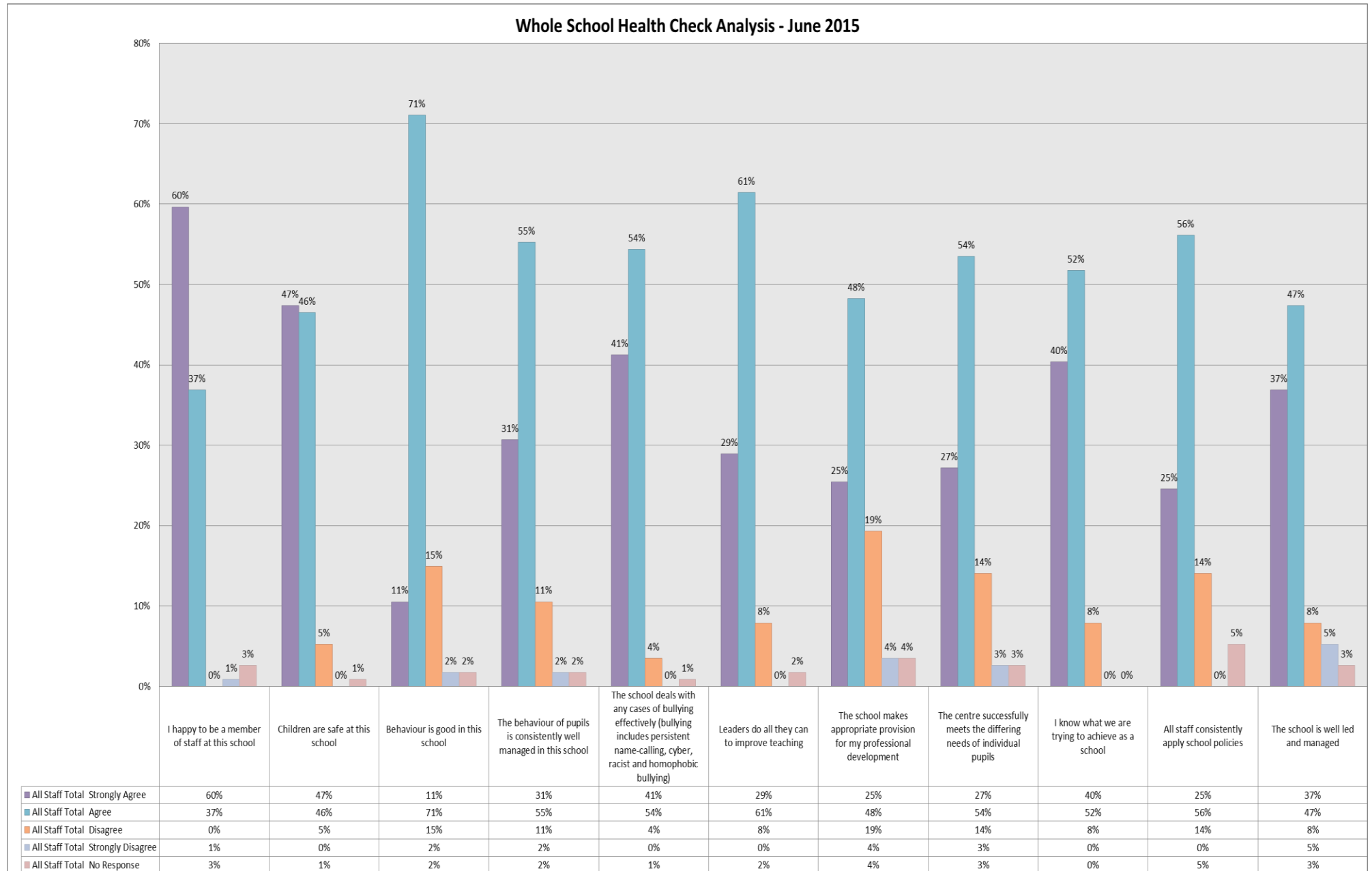
Signed by Date 10 September 2015

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



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 tl
- 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 r improving.
- 12) Too many children - unsafe