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

SCHOOLS, CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE

WEDNESDAY, 23 NOVEMBER 2016 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 **APOLOGIES**

To receive any apologies.

3 - 6 3 **ACTION NOTES**

To confirm the action notes of the meeting held on the 12 October 2016.

7 - 54 4 **BIRMINGHAM SAFEGUARDING CHILDREN BOARD (BSCB) ANNUAL REPORT – 2.00PM – 2.40PM**

Penny Thompson, Chair of BSCB to discuss the annual report.

55 - 86 5 **HEADLINE DATA FOR CITYWIDE SCHOOL ATTAINMENT STATISTICS – 2.40PM – 3.20PM**

Colin Diamond, Executive Director for Education; Richard Browne, Intelligence Manager; Tim Boyes, Chief Executive, Birmingham Education Partnership (BEP) and Tracy Ruddle, Director of Continuous School Improvement, BEP to provide an update.

87 - 132 6 **SCHOOL PLACES SUFFICIENCY UPDATE – 3.20PM – 4.00PM**

Emma Leaman, Assistant Director, Education & Infrastructure to provide an update.

133 - 142

7 **WORK PROGRAMME**

For discussion.

8 **DATES OF FUTURE MEETINGS**

To note the dates of future meetings on the following Wednesdays at 1400 hours in the Council House, Committee Rooms 3 & 4:-

7 December, 2016
25 January, 2017
8 February, 2017
22 March, 2017
26 April, 2017

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

To consider any request for call in/councillor call for action/petitions (if received).

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

SCHOOLS, CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY (O&S) COMMITTEE – PUBLIC MEETING

14:00 hours on Wednesday 12 October 2016, Committee Rooms 3 & 4 – Actions

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Present:

Councillor Susan Barnett [Chair]

Councillors: Barry Bowles [Deputy Chair], Sue Anderson, Matt Bennett, Kate Booth, Debbie Clancy, Shabrana Hussain, Valerie Seabright and Alex Yip.

Other Voting Representatives: Sarah Smith, Church of England Diocese and Samera Ali, Parent Governor Representative.

Also Present:

Claire Bell, West Midlands Police
David Bishop, Head of Service, Alternative Provision & Independent Education
Debbie Currie, AD, Child Protection, Performance and Partnership
Seamus Gaynor, Head of Strategic Management
Alastair Gibbons, Executive Director for Children Services
Cathryn Greenway, Senior Commissioning Officer
Emma Rohomon, Licensing Manager
Amanda Simcox, Research & Policy Officer, Scrutiny Office
Tony Stanley, Chief Social Worker
Benita Wishart, Overview & Scrutiny Manager, Scrutiny Office
Julie Young, AD, Education and Skills

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1. NOTICE OF RECORDING/WEBCAST

The Chairman advised that this meeting would be webcast for live or subsequent broadcast via the Council's Internet site (which could be accessed at "www.birminghamnewsroom.com") and 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.

2. APOLOGIES

Apologies were submitted on behalf of Councillor Julie Johnson, Councillor Martin Straker Welds, Evette Clarke, Parent Governor Representative and Richard Potter, Roman Catholic Representative

3. ACTION NOTES

(See document No 1)

RESOLVED:-

The action notes of the meeting held on the 21 September 2016 were confirmed subject to the Voluntary Children's Trust report going to Cabinet in January 2017 and not Council.

4. TRACKING: CHILDREN MISSING FROM HOME AND CARE INQUIRY

(See document No 2)

Claire Bell, West Midlands Police and Tony Stanley, Chief Social Worker provided a progress report on the recommendations. It was agreed that recommendation 1 regarding the Runaways Charter was achieved fully and recommendation 2 regarding the overarching strategy was not achieved - progress made.

RESOLVED:-

- Progress noted and there will be a report back on 26th April 2017. The update to include the key measures of success that will be used and the WMP to come back with case studies.

5. UPDATE ON CHILD SEXUAL EXPLOITATION (CSE)

(See document No 3)

Claire Bell, West Midlands Police, Alastair Gibbons, Executive Director for Children Services, Debbie Currie, AD, Child Protection, Performance and Partnership, Cathryn Greenway, Senior Commissioning Officer and Emma Rohomon, Licensing Manager provided an update on the progress made with CSE generally and recommendation 6.

RESOLVED:-

- Rec 6 was agreed as achieved – late and therefore all the recommendations within the report have been concluded.
- Information was requested on what has been done regards awareness raising in communities and the impact of this (page 36 in the pack / page 4 of the report).
- More information was requested on the Birmingham Safeguarding Children Board's (BSCB) securing advertising space with Birmingham Football Association who are developing an A4 Young People's information folder which will be distributed to young people through secondary schools, colleges and youth centres via FA Soccer Coaches and also through football grounds and club shops on match days from mid-August onwards for 12 months.'

- To report back on 26th April 2017 and include further analysis around trends.
- Committee to decide whether this is to have a broader focus – eg FGM and radicalisation.
- Licensing to redraft the letter to taxi drivers and send to Members for comment.

6. MISSING FROM EDUCATION

(See document 4).

Julie Young, AD, Education and Skills and David Bishop, Head of Service, Alternative Provision and Independent Education provided an update on those pupils who were missing from education and whose whereabouts were unknown.

Members requested that they receive an updated appendix 3 – weekly CNES report with an explanation of the cohorts.

Members wanted to have a wider discussion looking at children 'missing education', including exclusions and transport issues.

RESOLVED:-

- The report was noted and an updated appendix 3 to be forwarded to Members with an explanation of the cohorts.
- Cllr Valerie Seabright to set up a working group to look at wider issues, e.g. exclusions and transport.

7. WORK PROGRAMME 2016-17

(See document 5)

The Chair informed Members that the Ofsted Inspection and the Multi-Agency Safeguarding Hub (MASH) / Children's Advice and Support Service (CASS) items would be discussed in December rather than November due to the Ofsted report not being available until after the November meeting.

RESOLVED:-

That the work programme be noted and if Members have anything they want to be added then they should contact the Chair or the Scrutiny Officers.

8. DATES FOR FUTURE MEETINGS

The dates were noted.

9. REQUEST(S) FOR CALL IN/COUNCILLOR CALL FOR ACTION/PETITIONS

None.

10. OTHER URGENT BUSINESS

None.

11. AUTHORITY TO CHAIRMAN AND OFFICERS

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.

The meeting ended at 16.36 hours.

Report to Schools, Children and Families Overview and Scrutiny Committee

November 2016

Birmingham Local Safeguarding Children Board Annual report 2015 / 16

1.0 Purpose of report and decisions to be made

1.1 To present to the Committee the Birmingham Safeguarding Children Board (BSCB) Annual Report 2015/16 for consideration and discussion.

2.0 Summary

2.1 The BSCB Annual report provides a full description and robust analysis of the Board's activities in 2015/16 and the impact of that activity on improving outcomes for the children and young people of the City. The report reflects on the positive progress over this period and sets out the challenges being addressed in the Business Improvement Plan 2016/17.

3.0 Recommendations

3.1 The Committee receives the BSCB Annual report 2015/16

4.0 Context

4.1 The BSCB is an independent statutory multi – agency Board established under Section 13 of the Children Act 2014, with two statutory objectives:

- *To coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and*
- *To ensure the effectiveness of what is done by each such person or body for those purposes.*

4.2 Independently chaired, the Board is required to report annually on the effectiveness of those two objectives. The Report must be presented to the Chief Executive of the Local Authority, the Police and Crime Commissioner and the Chair of Health and Wellbeing Board. The overview and Scrutiny Committee have requested the BSCB present the key findings set out in the Annual report 2015/16 and report on progress in taking forward the six challenges

5.0 Main Issues

5.1 The report has been drafted in line with national guidance on what a good report should contain. It assesses the Board's work objectively against core functions of the LSCB set out in Statute and DfE guidelines.

5.2 The final section of the Report, identifies the key challenges ahead that have shaped the safeguarding priorities set out in the Business Improvement Plan 2016/17

5.3 The challenges are:

1. That the BSCB is influential in making the aspiration to become a Family Friendly City a reality.

2. For the BSCB to move from ensuring there are safe systems in place, to ensuring safe, consistent and sustainable multi – agency practice is in place at every stage of the child's journey to keep them safe.

3. That the BSCB endorses the multi – agency Domestic Abuse Strategy incorporating a whole city, whole system approach and receives a six month progress report detailing the impact on reducing risk for children living in violent households.

4. The BSCB supports the Strategic Leaders' Forum to review the strategic partnership arrangements which discharge the functions of Safeguarding Children and Adults, Community Safety and Health and Wellbeing, clarifying lines of accountability.

5. The Police and Local Authority to jointly lead a review of the city's approach to Child Sexual Exploitation and missing children. That the findings are presented to the Board to inform development of CSE strategy and practice.

6. The safeguarding system aims to manifestly become a learning system undertaking systemic audits, assurance work and sharing lessons from individual cases and themed reviews to support improvement and provide evidence for assurance.

6.0 Looking Ahead – Business and Improvement Plan 2016 / 17

6.1 Throughout the year ahead the Board will closely monitor progress on responding to the identified challenges and ensuring effective implementation of the Business and Improvement Plan. The major challenge for the Board looking forward, is having the impact on practice that is needed to improve the quality of safeguarding and the degree to which we make a real difference to children's lives.

Contact Officer Details:

Penny Thompson CBE, Independent Chair BSCB
Simon Cross, Business Manager BSCB
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Email: simon.cross@birmingham.gov.uk

Date: 31st October 2016

DRAFT
Annual Report 2015/16

Birmingham Safeguarding Children Board

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Part 2 - The effectiveness of safeguarding arrangements in Birmingham

Part 3 - The effectiveness of the Birmingham Safeguarding Children Board

Part 4 – Analysis, conclusions, sufficiency statement and challenges

Part 5 – Supporting material

Foreword from the Outgoing Independent Chair

I had the great privilege of chairing the Birmingham Safeguarding Children Board (BSCB) for four and a half years. This is my last Annual Report for that term of office, details the Board's work up to March 2016 which is the point I handed the baton on to the incredibly capable hands of Penny Thompson.

This report, which covers the second year of the Board's Strategic Plan 2014-17, shows that in 2015/16 we made further incremental progress, slowly but inexorably forward. We built on the positive progress in 2014/15 and consolidated the major changes introduced that year. At times it felt like we had made real progress and then something else demonstrated that despite the progress things were still not good enough to be assured that all the children and young people in the city were safe, happy and achieving their very best.

In 2014/15 I said that "*there is of course much more still to do*". The ambition to ensure the children of Birmingham get the service they deserve remains foremost in the Board's work. The increase in pace in 2014/15 was increased still more in 2015/16. We focussed on the key priorities we set ourselves, adapted to address additional priorities as the year progressed and began to build the confidence needed to move from inadequate to adequate services.

I left feeling that whatever the future held the Board was in the right place to move forward.

I am grateful to the many great staff in every service that I met, the children, young people and communities who contributed to the work of the Board, the dedicated safeguarding professionals in the city, the Board and the hard working staff in the Business Support Unit for the support over my last year of office and wish them all well in 2016/17 and onwards– stick at it!

Jane Held

Response from the Incoming Independent Chair

Thank you to Jane Held for steering the BSCB over the past four and a half years. I took over the Chair, charged with reviewing partnership arrangements and sustaining and accelerating progress on delivery of the Strategic Plan 2014-17. I am delighted with the spirit of the welcome I have received, and the readiness to contribute to my 'listening and looking' exercise. As a result of my deliberations we have agreed to reinforce the importance of the safeguarding system of leadership, assurance and learning, and connectivity into the wider strategic partnership working.

Our shared and agreed purpose remains to ensure that Birmingham becomes confidently regarded and evidenced to be a safe and sound place in which to grow up in. I am confident that the journey is well underway, the destination clear, and progress is speeding up.

Penny Thompson, CBE

Introduction

Each Local Safeguarding Children Board is required to produce and publish an Annual Report evaluating the effectiveness of safeguarding in the local area.

This Annual Report provides a rigorous and transparent assessment of the performance and effectiveness of the partnership arrangements to safeguarding and promote the wellbeing of children and young people in Birmingham during 2015/16. The report examines how the Birmingham Safeguarding Children Board (BSCB) discharged its statutory role and functions as defined in national guidance Working Together to Safeguard Children (2015).

The BSCB is a statutory body established under the Children Act 2004. It is independently chaired (as required by statute) and consists of senior representatives of all the principle stakeholders working together to safeguard children and young people in the City. Its statutory objectives are to:

- Co-ordinate local work to safeguard and promote the welfare of children and young people.

- To ensure the effectiveness of that work

Whilst highlighting achievements and progress, the report will identify the challenges ahead, areas of weakness and the action that is being taken to improve performance and outcomes for children, young people and the families in Birmingham. The report comprises of five sections:

- Context and key facts about Birmingham.
- The effectiveness of safeguarding arrangements in Birmingham
- The effectiveness of the Birmingham Safeguarding Children Board
- Analysis, conclusions, sufficiency statement and challenges
- Supporting material

Part 1 – Context and Key Facts about Birmingham

Population

In terms of population Birmingham is the largest UK City outside of London with an estimated population of over 1.1million as of 2014. The City is estimated to have grown by 3% between 2011 and 2014 alone, which is at a faster rate than the national average.

This growth brings with it may challenges; Birmingham already has a larger than average household size and a higher proportion of overcrowded households than a country as a whole. Birmingham's population is expected to grow by a further 150,000 people by 2031, and it is estimated that the city will need a further 80,000 houses by this time. This will have a significant impact on our schools and education services.

Birmingham is one of the youngest cities in Europe with just under 46% of the population aged under 30. Within the next 5 years the population aged between 0 and 4 is due to grow by 1.1% to 87,753 children; the 5 to 9 population is expected to grow by 5.0% to 84,588 but the largest growth in Birmingham's children will be the 10 to 14 age group – increasing by 7.7% to 78,876.

Diversity

Birmingham is a welcoming place and is proud of its "super-diversity". Academic research suggests that there are people from nearly 200 countries who have made Birmingham their home. The 2011 Census revealed that just over two in five people (42.1%) classified themselves within an ethnic group other than which British, compared to 30% in 2001, a rise of 12%.

The demographic makeup of Birmingham's young people has also changed significantly over recent years and is becoming increasingly diverse. For example, according to the 2011 census over 60% of the under 18 population is now from a non-white British background, compared to around 44% in 2001.

Language

Some 7.5% of households in Birmingham do not have/use English as their main language.

Two-fifths (43%) of Birmingham's school children have a first language that is known or believed to be other than English. This equates to 38,089 pupils, which is 1.3% more than in 2014.

Deprivation

Birmingham has significant pockets of deprivation across the city.

According to the 2015 Index of Multiple Deprivation (IMD), Birmingham is ranked the 6th most deprived Local Authority district in relative rankings. The income deprivation affecting children index (IDACI) ranks Birmingham 15th nationally, with over 30% of children living in a deprived household.

Poverty

The most recent estimates of child poverty show that 37% of children in Birmingham were living below the poverty line in 2014 after housing cost. This is significantly above the UK average of 25%. Amongst all local authorities, Birmingham is ranked as the eight highest for child poverty.

In terms of complexity of services there are:

- 447 schools in the city, comprising a mix of academies, free schools, and maintained schools.
- 938 children are receiving elective home education.
- Of the total school population 34,289 have special educational needs.
- There are 73 children's centres.
- 10,750 different young people aged 11-25 received a youth service and 62% of them were from BME backgrounds.
- Between April 2015 and March 2016 there were 2031 crimes against children recorded across Birmingham investigated by specialist child abuse teams, a 34% increase on the previous year.

- The Youth Offending Service provided more than 3,059 programmes during the year.
- There are 3 Clinical Commissioning Groups (CCGs) in the city with 275 GP practices, with 1,148 GPs.
- The Board estimates that the total workforce in daily contact with children and young people just in the statutory sector is above 85,000.

As a consequence outcomes for children and young people are very mixed. There were 2,006 young people aged 16-19 years old not in education, employment or training (NEET) (5.4%), there were 1,807 children in care and 851 children the subject of a child protection plan. 95.8% of care leavers were in suitable accommodation and 42 out of 85 care leavers were NEET at the end of March 2016.

Government Intervention

Historically the City's Children's Services have been failing for some time. In May 2014 an Ofsted Inspection rated the service as 'Inadequate' which has resulted in the Department for Education appointing Lord Warner as Children's Commission to oversee a programme of improvement. Children's Services remain subject of Government Intervention. The Children's Commissioner is now Andrew Christie.

Part 2 – The effectiveness of safeguarding arrangements in Birmingham

Three year Strategic Plan 2014-17

In 2014 the Board agreed a three year Strategic Plan, "Getting to Great 2014-17". At the conclusion of the first year of the strategy the Board reviewed progress taking account of new and emerging priorities when ratifying the Annual Business and Improvement Plan 2015/16. The Board's priorities remain focused on the three same key strategic priorities.

- The voice of the child – central to everything we do.
- We provide early help –when problems first arise.
- We run safe systems – to ensure children are properly safeguarded.

The Strategic Plan also highlights the underpinning behaviours referred to as the Birmingham Basics, which are expectations of anyone who works with children, young people, their families and their communities.

The Birmingham Basics are:

- The child comes first.
- Do simple things better.
- Never do nothing.
- Do with, not to, others.
- Have conversations, build relationships.

Strategy and Partnerships

The Council's improvement journey is being driven through three significant strands of work, which are subject to regular ongoing external scrutiny and review by Ofsted, the Department for Education and the Department for Communities and Local Government;

- The Children's Services Commissioner and the Children's Services Improvement Plan
- The Education Commissioner and Improvement Plan
- Implementation of the 'Kerslake Report' findings to improve partnership working and development of performance management arrangements

There is an opportunity to strengthen strategic oversight, coordination and accountability of the BSCB, the Community Safety Partnership, Health and Wellbeing Board, and Adult Safeguarding Board.

As the lead agency, Birmingham City Council are engaging with key stakeholders to review and redesign a new partnership framework for multi-agency co-operation, co-ordination and commissioning of services to meet children's needs. The Board welcomes this approach and believes there is a real opportunity to enhance the role of the Strategic Leaders Forum to take the holistic oversight of partnership priorities, intervention and performance of services for

children, young people and families in Birmingham.

Organisational change across partnerships

As well as the impact of the ongoing improvement programmes, a number of organisations were undertaking significant restructuring, which can impact on the stability and consistency of practice.

During the year reassurance was sought from:

- (Probation) Community Rehabilitation Company
- The National Probation Service
- A merger of Birmingham Children's Hospital and Women's Hospital Trust
- Birmingham Children's Social Care
- Consolidation of drug and alcohol services by Change Grow Live
- Forward Birmingham (Life course based 0-25 mental health service)

The BSCB has secured appropriate assurance, representation and engagement from the new organisations at Board level and throughout the safeguarding structure. Organisation change and its impact remained on the Board's Risk Register and action to mitigate risk is regularly reviewed.

Engagement with Children and Young People

The Board and its partners are very aware of the need to engage with children and young people in a meaningful way to understand and act on their views and concerns.

Whilst work in 2015/16 has continued to map agencies engagement with children and young people it is recognised that the Board does not yet have a comprehensive overview of the impact that children and young people's views are having on the improvement and development of services. During the next 12 months the Board wants to establish the impact of children and young people.

The Board directly engaged children and young people in designing the BSCB Annual Report. Young people have helped to review and develop the BSCB website and twitter page.

The Children in Care Council (CiCC) regularly enable children in care and care leavers to have a voice and meaningful engagement on those issues that impact on their lives. The CiCC are helping to shape the priorities for the Corporate Parenting Board and are actively involved in attending and hosting events.

During 2015/16 the CiCC identified the following campaigns:

- Pocket Money – they initiated a review of the guidance in relation to pocket money so that children and young people are much more aware of their rights and entitlements.

- Sleepovers – they asked for the guidance to be reviewed and reissued to remind carers and social workers that the process should not be as complicated, to ensure young people don't miss out on opportunities.

- Sharing positive stories – it was recognised that people only hear about children in care when things sadly go wrong, which can be particularly upsetting for a child in care. The CiCC wanted to change this perception as they know that being in care can be a positive story and want to ensure the positives get shared as often as they can. Resources have been produced to promote this work and all of the quotes are from the children that were talked to during development.

External Inspections and Reviews

The Board receive and review findings from inspection reports. This provides a more comprehensive understanding of practice across the whole system and supported the identification of key common themes and challenges.

Care Quality Commission Inspections (CQC)

The CQC undertake inspections of health providers and Clinical Commissioning Groups (CCGs), during 2015/16 they carried out 3 inspections in Birmingham, these were:-

- Queen Elizabeth Hospital -8/03/2016 this concentrated on the adult cardiac

surgery and contained no children safeguarding concerns.

- Royal Orthopaedic Hospital – 29.09.2015 covers adults and children's critical care and outpatient's diagnostics and imaging.

The CQC inspection of the Royal Orthopaedic Hospital identified some areas of poor practice. There were two areas linked to children; one was around safeguarding training of staff which was below the trust target, and the other raised concerns around the care of children in the High Dependency Unit. The trust has provided the Board with evidence and assurance that all safeguarding concerns are being appropriately addressed.

- University Hospital Birmingham – 15.05.2015 covers adults and children's urgent and emergency services, medical care, surgery, critical care, outpatients and diagnostic imaging and outpatients (sexual health services)

CQC stated "*staff demonstrated knowledge and understanding of safeguarding and of the trust's process for reporting concerns. They understood their role in protecting children and vulnerable adults*".

The full inspection reports are available to download from the Care Quality Commission website; http:// www.cqc.org.uk/.

Her Majesty's Inspectorate of Constabulary (HMIC)

In June 2014 West Midlands Police (WMP) had a National Child Protection Inspection; this was re-inspected by HMIC in July 2015. A number of inconsistencies remained in the management and the supervision of investigations across WMP, and in the assessment of risk. This adversely affects the quality and effectiveness of safeguarding practice, ultimately leaving children vulnerable to harm. Inspectors found some good examples of WMP protecting children who were most in need of help, with effective multi-agency work and a child-centred approach. However, poor supervision and record-keeping persist, undermining decision-making and safeguarding measures.

WMP identified child sexual exploitation (CSE) as a critical issue and has made some progress to improve its response, but there is still more to do to recognise and respond effectively to all children at risk of sexual exploitation.

The response to children who regularly go missing from home also requires further improvement, although inspectors were pleased to see that in most cases officers and staff understood the link between children who regularly go missing and sexual exploitation.

WMP has good working relationships with the seven Local Authorities and other services that operate within the WMP area. WMP is to be commended for its partnership working to provide 'street triage' services and alternative places of safety for children with mental health problems who might otherwise be detained in police custody. However, more needs to be done through joint working to deliver better services, particularly for children detained in police custody in need of alternative accommodation.

WMP have provided the Board with an update on their progress against the inspection recommendations.

Independent Reviews

An independent review of the Multi-Agency Safeguarding Hub (MASH) was commissioned in October 2015 by the Board following concerns relating to a 'significant dip' in contacts and referrals.

The review made 13 recommendations and the Local Authority have provided the Board with reassurance on how the findings are being taken forward. The review found some variability in threshold judgements, but overall the thresholds within MASH appeared to be consistent with the Right Service, Right Time model. The audit of cases suggested that thresholds are a greater concern in the Assessment and Short Term Intervention (ASTI) assessments than in the MASH.

The review was unable to bottom out the sudden reported sharp drop in contacts in October 2015. An analysis of contacts over the past 18 months

suggested that it was less of an anomaly than was at first thought and in fact the year from October 2014 to November 2015 saw a steady decline in contacts, with a decline (37%) in referrals occurring from October 2014 to March 2015, in comparison with a decline of 16% from September to November 2015.

Birmingham City Council, Internal Audit
A programme of audits for maintained schools is undertaken which includes a section on safeguarding. During the year 36 schools were visited and key findings reported to the Board, which found 60% of schools visited had appropriate internet monitoring system; 72% of schools visited were fully compliant with ensuring due diligence regarding the use of the school building inside and outside school hours as well as lettings; 74% had Governing Body approval for the Section 175 self-assessment.

Partner Compliance with Safeguarding

Each year all statutory partners undertake a self-assessment to determine how well they are safeguarding children and young people and promoting their welfare. This is part of their responsibilities under Section 11 of the Children Act 2004. The 2015/16 audit was completed by all statutory agencies except NHS England and West Midlands Ambulance service who completed a generic Section 11 audit for the whole of the West Midlands.

The aim of a Section 11 audit is to provide the Board with reassurance that organisations have good structures and processes in place to safeguard children. It provides a benchmark of current performance to enable organisations to monitor progress and quantify improvement in safeguarding practice over time. The audit was subject of a Peer Review in March 2016. The audit found good evidence of:-

- Senior management commitment to safeguarding is generally good across all agencies.
- Accountability framework generally good across agencies just one agency needs to do further work.
- Information sharing, listening to children, young people and families, supervision and Domestic Violence sections all showed improvement compared to last year.

Key areas were identified for improvement:-

- Staff understanding and application of Early Help within the context of Right Service, Right Time. There has been improvement since last year, but further work is required.

- The majority of organisations have a clear commitment to identifying and protecting victims of CSE. However, further work is required by organisations to raise awareness of CSE within frontline staff.

The challenges for 2016/17 are to ensure statutory partners all have action plans to fulfil any gaps identified in their Section 11 audit and to develop a simplified Section 11 for voluntary organisations to be rolled out in 2016/17.

The Board requires each statutory partner to submit an annual report together with an assurance letter from the Chief Executive or Chair of the organisation.

All agencies have provided an annual report, and the majority were analytical and open. The reports demonstrated their work to embed the Early Help Strategy and their engagement with the Early Help and Safeguarding Partnership (EHSP). They also provided assurance that CSE and Domestic Abuse have been incorporated into partners safeguarding work, with most identifying additional training for staff and a number of partners developing CSE Champions to support the wider workforce.

The majority of partner's referenced support for MASH and colocation to support decision making. There is strong evidence that all partners have engaged in training on Right Service, Right Time, with a number incorporating it into their internal safeguarding courses. A number of partners, in particular Health, identified that they had expanded their safeguarding teams.

Partners identified the need to improve attendance at child protection conferences. The

Local Authority has an action plan in place to resolve these issues. Further embedding of CSE, FGM and Domestic Abuse was a common theme across partners. The challenge for agencies and the Board is now to ensure the quality of the safeguarding work and that work undertaken can be shown to be having a positive impact on children and young people's lives.

Joint Commissioning

The Children's Joint Strategic Commissioning Board meets quarterly throughout the year and oversees the joint commissioning arrangements for children across a range of partners, including the Local Authority and South Central, Cross City and Sandwell and West Birmingham CCG's. This year the Board has been strengthened by the inclusion of representation from the Birmingham Education Partnership (BEP), bringing the voice of schools within the City.

Good progress has been made on a number of fronts this year in jointly commissioning services, with one of the highlights being the implementation of Forward Thinking Birmingham, a new ground breaking mental health service for children, young people and their families covering ages 0 to 25 years. The establishment of a process to commission a new model for Early Years Services across the City has also been overseen through this Board providing cross organisational input into its design and development. The Early Help and Partnership Board links into the Joint Commissioning Board in order to ensure services such as the Multi-Agency Safeguarding Hub (MASH), Child Sex Exploitation Team (CSE) and Multi-systemic Family Therapy are suitably co-commissioned where needed.

New for this year was the finalisation of a Memorandum of Understanding which ensured a shared understanding of the role and functions of the joint commissioning arrangements, and details those service areas where partners are jointly contributing resources together to ensure more effective and efficient commissioning of services. These include services for Looked After Children, health services provided into Special Schools and those early help service such as Home Start.

The Board monitors performance of these services at each meeting and constructive challenge from all partners is provided alongside supportive input to ensure areas of difficulty are addressed together.

The Annual Performance Report

An overview of performance against the Boards three priorities was presented and discussed at each Board and Executive Group meeting over the year. Further enhancements to the key data set and overall dashboard was made during the year to provide greater insight to performance to channel improvement activity. A detailed annual performance report was produced which examined each of the Board's priorities in terms of our three dimensions: 'how much are we doing?'; 'how well are we doing it?'; and 'what did we learn and change as a result?'

Priority 1 – Voice of the Child

How much have we done?

The Voice of the Child is embedded into the Board's quality assurance programme, with each audit methodology designed to capture evidence of the effectiveness of individuals and organisations engaging with children and young people.

The Board examined the extent of CSE and young people's understanding and awareness of Female Gentile Mutilation (FGM). A group of African pupils from a school in Birmingham helped provide a useful insight on targeting of awareness campaigns for vulnerable groups.

The BAIT CSE awareness programme enabled secondary school pupils to provide feedback on their awareness and understanding of CSE. Further work is required to evaluate the impact of BAIT.

Work is ongoing to capture CSE victims' perspective and to enable the Board to maximise learning in this important area.

How well have we done it?

Ten child protection case file reviews were carried out by a multi-agency audit team. The

audit identified that 7 out of the 10 cases required improvement.

The scope of the work covered the following areas:

- Visits – child's voice and needs clearly articulated.
- Child Protection Plan- SMART actions will clear timescales and outcomes, and that they meet the needs identified for the child.
- Supervision – decision making clearly articulated.
- Partner reports and timeliness of information and intervention by partners with actions in the child's plan.

One of the key findings identified that the views of children were not always clear in the conference and core group minutes or partner reports. Further training will emphasise how to record and capture the voice of the child within the child's case history and plans. Conference chairs and social workers meet with children prior to conference wherever possible regardless of the age of the child.

The audit identified some good practice to ensure the voice of the child is heard:

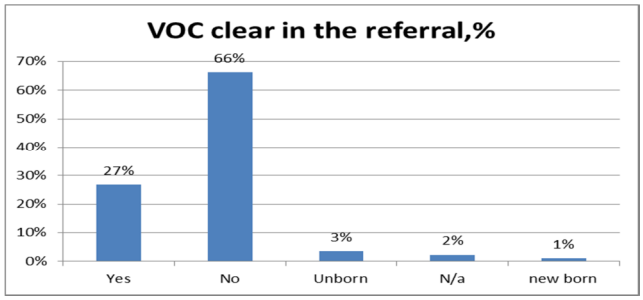
"Child was supported by the social worker to write to the chair to express her wishes and feelings. Her views from the letter were detailed in the documentation."

"There is clear evidence of supportive working with parents and older child to look at acceptable behaviours, practical support and strategies. Evidence that this improved her outcomes in respect of developing friendship groups."

An audit of FGM practice was completed in March 2016. The audit identified in four out of the five cases that the voice of the child was not evident and that opportunities for professionals to talk to young people were not always taken. Another area of concern was the identification of cultural background /ethnicity of the child and family. The recommendations from the audit will be followed up later in 2016, to assess progress against the recommendations.

An audit of re-referrals in 2015 also identified that only 27% of referrals clearly articulate the voice of the child. A good example of engagement found that 97% of looked after children participated in their reviews. Figure 1 - evidences that the voice of the child was taken into account.

Figure 1



What did we learn and change as a result?

All training courses delivered by the Board have been revised to strengthen the input around the voice of the child and incorporated into supervision standards guidance.

Priority 2 – Early Help

How much have we done?

During 2015/16 there were 1, 807 fCAF opened. Family support have opened 4,997 assessments from July 2015 to March 2016.

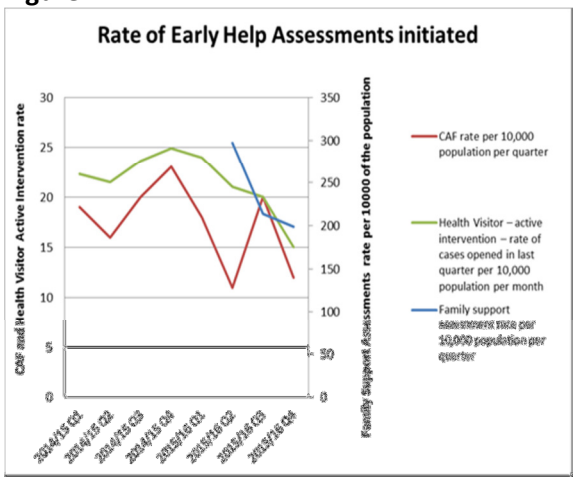
During the year the Early Help and Safegaurding Partnership oversaw the expanded phase 2 of the Think Family Programme a key element of the Early Help Strategy. The target is to achieve significant and sustained progress with 14,170 families by 2020, which equates to a target for 2015/16 of identifying and starting work with 2,409 families.

How well have we done it?

The target was exceeded with 3,623 families being worked with, securing an additional £1.2M funding to continue this work.
There are clear signs of progress in the way vulnerable families with multiple needs are supported. This includes availability of focused

intensive support provision, increased engagement with Think Family criteria by professionals across a range of services both internally and externally, and more widespread adoption of a whole family approach underpinned by family assessments. Figure 2 – Rate of Early help Assessments initiated.

Figure 2



What did we learn and change as a result?

Birmingham is contributing to the national evaluation of the programme through provision of National Impact Study and Family Progress Data submissions, as well as taking part in an Ipsos Mori survey of families receiving Think Family intervention. As yet though it is too early for the results of this evaluation to be available, but lessons have already been learnt and acted upon, including the critical importance of tackling worklessness and reinforcing joint working with DWP colleagues on referred cases, and developing robust methods of capturing distance travelled against Think Family criteria that capture professional judgement and the voice of the family. Important work is also underway to increase the extent to which Social Care colleagues adopt a whole family approach, and intensive Think Family provision is now available to support families with a Child Protection Plan in place.

Priority 3 – Safe Systems

How much have we done?

As part of evaluating whether systems are safe a range of data is considered, particularly data provided by Health, the Council and Police.

Figure 3 shows admissions due to unintentional and deliberate injury for children and young people under the age of 18 and will also include accidental injuries which are not of a safeguarding nature. This shows a clear cyclical trend across the years with an increase over quarter 2 during the winter months and decline in injuries through the spring into the summer months. There has been no significant change in the overall number of admissions due to unintentional or deliberate injury. However, Figure 4 provides a breakdown of deliberate and unintentional injuries. This shows that there has been a steady increase since quarter 2 of 2014/15 of young people who have been admitted for self-harm. There was also an increase in quarter 3 of the number of young people who were assaulted.

Figure 3

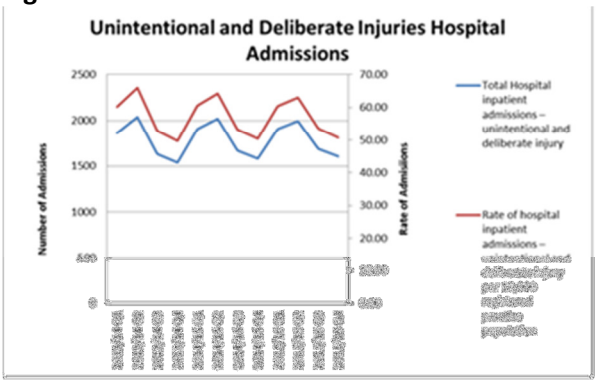


Figure 4

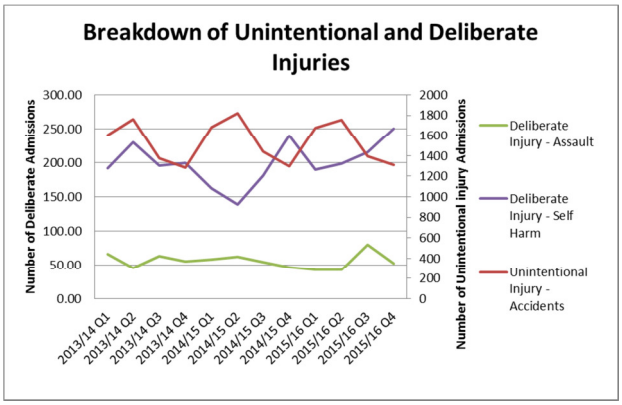
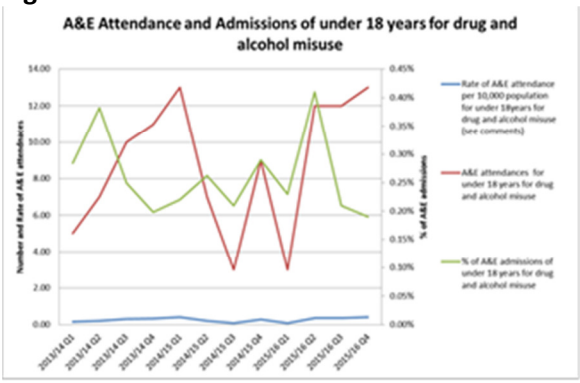


Figure 5 shows the accident and emergency attendance and admissions due to drug or alcohol misuse. The "blue line" represents the rate of young people and this show there has been no significant change over the 3 years. The red and green lines represent the number of

young people and show bigger variations but the numbers affected are really low.

Figure 5

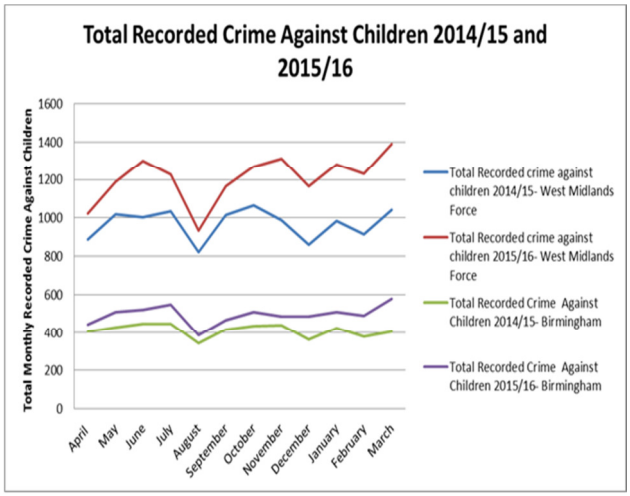


West Midlands Police data

The volume of cases that are being managed by Birmingham Child Abuse Investigation Teams (CAIT) continues to increase. Between April 2015 and March 2016 there were 2,031 recorded crimes across Birmingham investigated by the CAIT, this was a 34% increase from the previous year where 1,517 incidents were recorded.

Birmingham has followed the upward trend over the year for recorded crime against children, reaching a peak in March 2016. The two noticeable "dips" in the statistics in August and December are most likely attributable to school holidays when the number of referrals reduces significantly. Figure 6 details the total recorded crimes against children in Birmingham for the last two years.

Figure 6



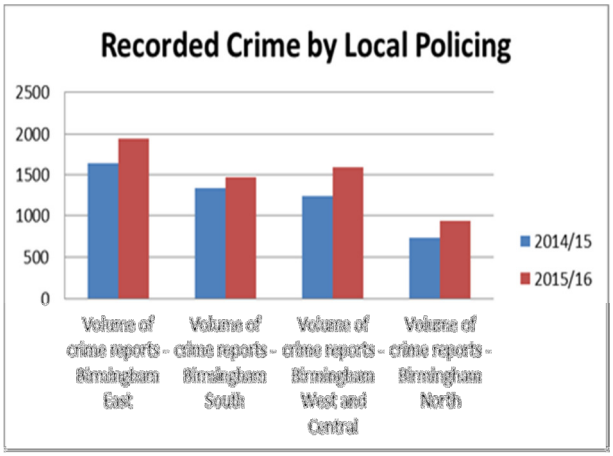
The last quarter (January to March 2016) has seen increased demand for Birmingham, 6% higher than quarter 3 (October to December 2015) and 28% higher than the same quarter in the previous year April 2014 to March 2015.

These crimes were committed by a parent or someone in care or control of the child at the time.

Across the West Midlands there were 5,267 reported crimes, which is a 43% increase from the previous year. The increase is primarily attributable to better recording practice since the introduction of the MASH. Birmingham accounts for an average 41% of the WMP total volumes. As at 1st April 2016 WMP are still investigating 386 of those Birmingham crimes, which is 19% of the Birmingham total.

Figure 7 provides details of the volume of crime reports split across the four Birmingham LPU's.

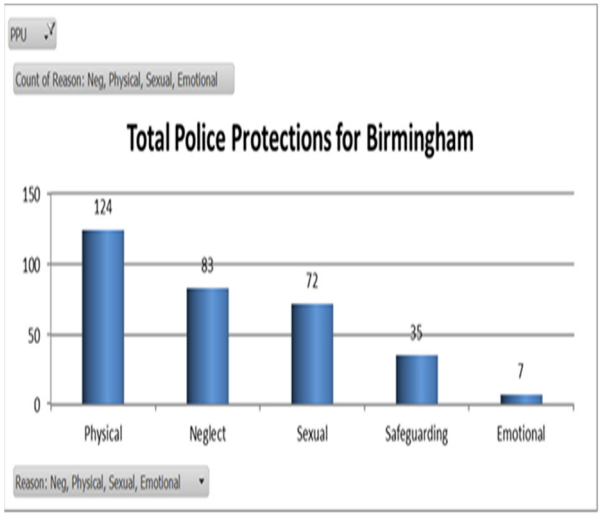
Figure 7



Police Protection

There were 321 (428 2014/15) occasions Police Protection was used in Birmingham between 1st April 2015 and 31st March 2016, involving 467 children. Figure 8 provides a breakdown by category.

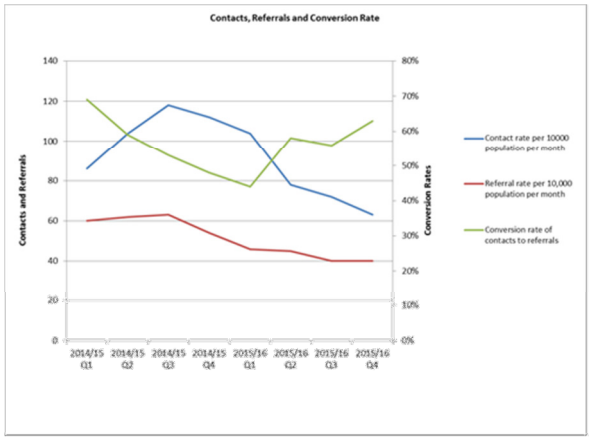
Figure 8



Multi-Agency Safeguarding Hub

In 2015/16 there were 13,013 referrals, 11,470 assessments were carried out, of which 3,781 were S47 enquiries. Figure 9 shows the conversion rate of contacts to referrals.

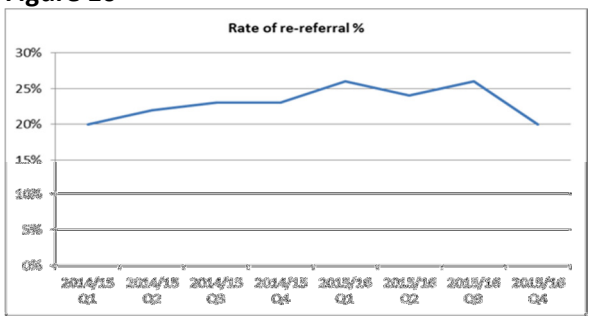
Figure 9



MASH had discretion in recording contacts deemed inappropriate or quickly providing advice, these were not logged as a contact. This practice ceased in May 2016. It is anticipated that there will be an increase in the number of contacts recorded.

Figure 10 shows the re-referral trends over the last 2 years. Re-referral rate is within target 18-25%.

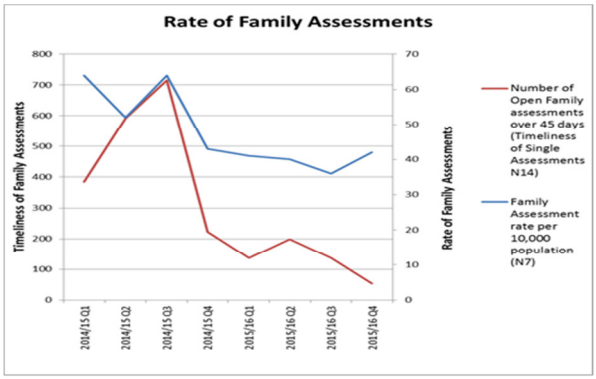
Figure 10



Family assessments should be allocated to a social worker within seven working days. During the year the number of unallocated family assessments dropped from 194 in Quarter 1 to 0 in Quarter 4. This indicates there has been a significant improvement in the allocation of cases within 7 days during the year.

Figure 11 shows the rate of open family assessments as at 31/03/2016 and how long they have been open. All family assessments should be completed within 45 days. Those over 45 days are out of time. In Quarter 1 137 Family Assessments were out of time, this came down to 53 in Quarter 4. The reduction in the last quarter is in line with the drop in the number of family assessments being opened.

Figure 11



The number of children with a child protection plan has steadily decreased from March 2015 to March 2016, this trend is continuing with the rate below the England average rate of 43 and the statistical neighbour average rate 50 at 31st March 2015.

The rate of children looked after in Birmingham at 31st December 2015 was 68 and by the end of March 2016 was 66. Birmingham is currently

above the England average rate which was 60, but below the Statistical Neighbour average rate 78.9 at 31st March 2016.

The number of children subject of a child in need plan increased for the first three quarters of the year and there was a slight drop in the last quarter. At the 31st March 2016 there were 2,088 children on a child in need plan.

Figure 12 shows that majority of child protection plans were in place to respond to children suffering emotional abuse or neglect. Only a small number of child protection plans were in place for children suffering from physical or sexual abuse (Figure 13).

Figure 12

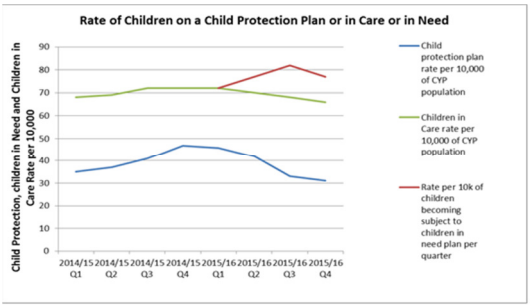
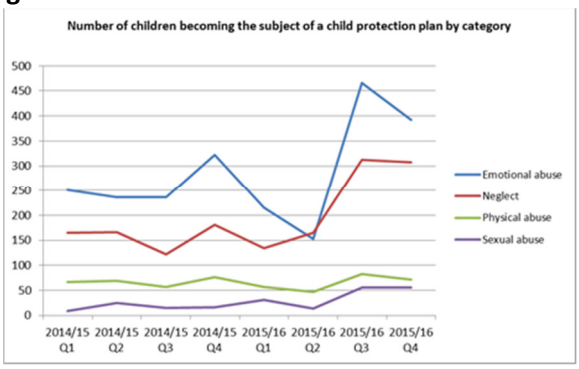


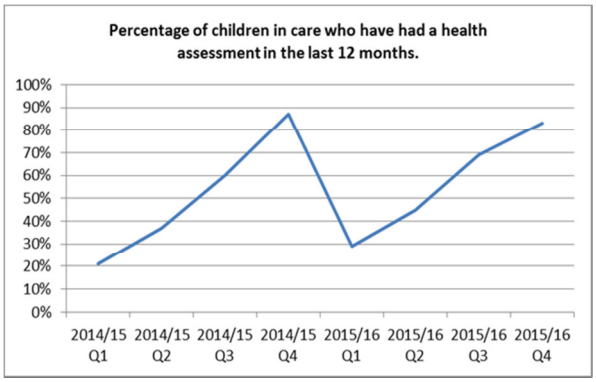
Figure 13



Health Assessments

Health assessments start at zero on the 1st April and build up over the year. Quarter 4 stands at 83%, in comparison to last year which stood at 87%. National average at 31st March 2015 for Health assessments was 90% over the year. Birmingham did not achieve the national average at the end of this year. Figure 14 – percentage of children in care who have had a Health Assessments in the last 12 months

Figure 14

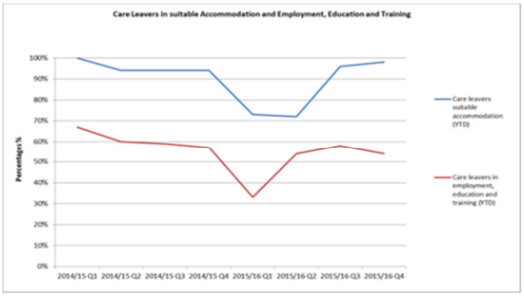


Care leavers

The data for care leavers starts again on the 1st April at which point any child aged 18 or over is included. Thus the first two quarters reflect work done to identify the current position with the new care leavers to see whether they are in suitable accommodation and in employment, education and training.

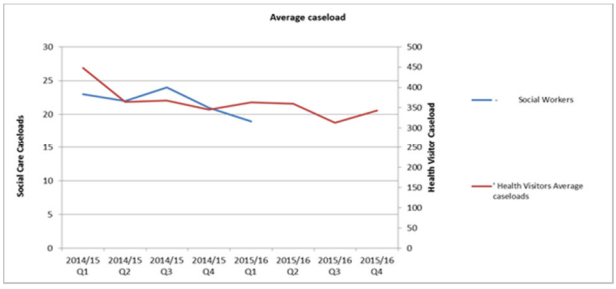
Care leavers in suitable accommodation stands at 98% (94% Q4 14/15). Care leavers in Employment, Education and Training stands at 54% (57% Q4 14/15). (Figure 15)

Figure 15



Average caseloads at the end of Quarter 4 for social workers were 15 cases and health visitors 343 cases. There have been reductions in professional's caseloads over the year. (Figure 16)

Figure 16



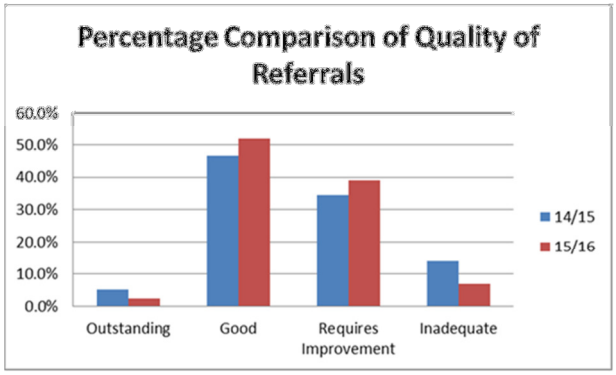
How well did we do it?

The Board audited referrals received by Children's Social Care. The audit used a random sample of up to 10 referrals per month. Over the year the following areas have been reviewed:-

- Voice of the Child (lived experience of the child moving forward).
- Quality of Referrals.
- Quality of Referral Judgments.
- Whether a re-referral could have been avoided?
- Why has the case been referred?
- Do we agree with the Front Door?
- Assessment of the Quality of referral?
- Consent.
- Referring agency.
- Family details.
- Partner agency details.

Whilst inadequate referrals decreased and good referrals increased slightly, some 40% still required improvement. (Figure 17)

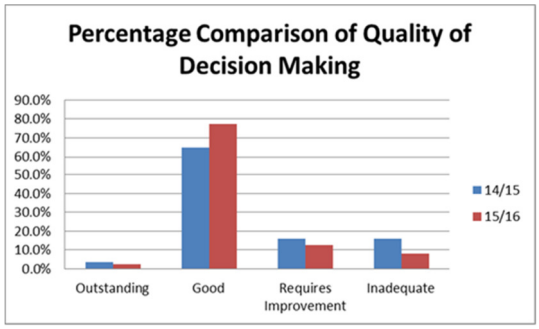
Figure 17



During the year the Board raised concerns around the recording of domestic violence on CareFirst as it shows as a police referral but it is actually from the DV triage team. These concerns were shared with MASH managers.

Quality of decision making is also assessed during the audit and this has shown a slight improvement in the decisions made in MASH. (Figure 18)

Figure 18

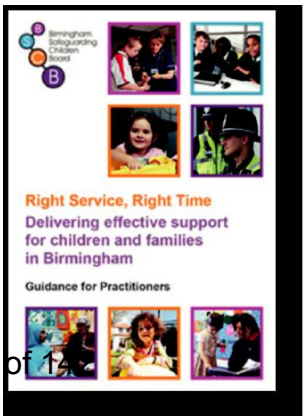


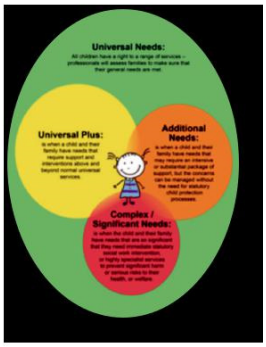
Right Service, Right Time

There is a requirement for LSCBs to publish threshold guidance setting out the process for early help, criteria to determine levels of need and when cases should be referred to Children's Social Care for assessment and statutory intervention. '*Working Together to Safeguard Children*' stipulates that the guidance must be understood and consistently applied by all professionals and ultimately lead to services that deliver the right help at the right time.

In March 2015 the Board revised and re-launched its threshold guidance Right Service, Right Time (figure 19), producing a comprehensive implementation plan to assist organisations embed the guidance in front-line practice. Supplementary guidance was also provided focusing on improving the quality of family assessments (fCAF) and referrals. An ambitious training programme aimed to train 15,017 front-line professionals throughout the year. To ensure consistency of approach 'Train the Trainer' events were held with 86 professionals from a broad spectrum of organisations being trained to deliver the Right Service, Right Time module.

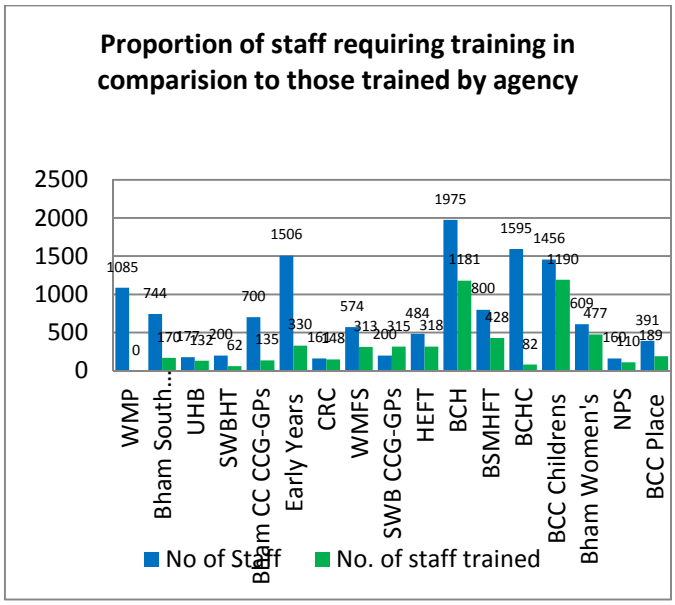
Figure 19





The Board conducted a six month impact assessment to evaluate how successful organisations had been in embedding the new guidance in front-line practice. Considerable progress had been made with 5,580 (37%) of staff having attended the Right Service, Right Time training. Figure 20 highlights the delivery of training during the first six months. There is good evidence of the positive impact of single agency training, with 80% of staff expressing confidence in determining levels of need and who to approach within their organisation for advice and guidance. The training package received unanimous praise from both trainers and delegates. The Board has now embedded Right Service, Right Time into both Level 1 and Level 2 Safeguarding training across the partnership.

Figure 20



The Board monitored the quality of referrals received by the MASH, between July and December 2015, to triangulate the findings from employee surveys and agencies own assessment of progress. The *'Front Door Reference Group'* audits identified incremental improvement in the quality of referrals but recognised further work is still required to ensure all organisations achieve the required standard. This supported the findings of the independent review of the MASH presented to the Board in March 2016

In September 2015 the Board required all statutory organisations to participate in an employee survey which provided important feedback from practitioners with 1,175 respondents from seventeen organisations taking part. There was a noticeable improvement in the levels of awareness with 83% of respondents confirming they knew how to access guidance on how to make a good fCAF and referral, disappointingly in 2013 only half of respondents displayed the requisite knowledge and understanding, triggering Board intervention to embed Right Service, Right Time across the children's workforce. The importance of which was reinforced by the recent Ofsted monitoring visit of Birmingham Children's Services in June 2016, which identified inconsistency in the application of thresholds between early help and statutory intervention across partner organisations.

The refresh of Right Service, Right Time scheduled for autumn 2016 will build in the learning from the Ofsted monitoring visit, changes to Children's Services which come to fruition in September 2016.

Early Help

The strategy for Early Help was agreed by partners, following consultation and was ratified by the Board in March 2015. An effective Early Help Strategy is a prerequisite of Local Authorities judged as Good or Outstanding by Ofsted. In summer 2015 the Early Help and Safeguarding Partnership, jointly chaired by Birmingham Children's Services and West Midlands Police, was established to operationalise and implement the strategy.

There are seven key workstreams to drive forward delivery of the Early Help Strategy, each jointly chaired by a senior manager from different partner organisation. There is strong evidence of partnership engagement into the early help agenda, with all of the workstreams making good progress in this first year.

1. Leadership Partnership Working and Governance
2. Strengthen and clarify the Early Help and Safeguarding front door pathway
3. Assessment and Interventions
4. Information Sharing
5. Localities and Pathways

6. Workforce
7. Commissioning

The Partnership has developed and agreed a 'plan on a page' to help communicate key messages, it has also developed a complementary outcomes framework that establishes a baseline for progress, with 10 outcomes and use 14 performance measures agreed to capture future progress. Each of the outcomes is owned by leaders from across the partnership.

There is now a more coherent 'front door' to early help services through the MASH. The model is being further refined and continuously improved with the launch of the Children's Advice Support Service and the creation of five locality based Early Help Panels planned for September 2016. There is agreement on adoption of 'Signs of Safety and Wellbeing' as a Framework for partnership working.

A conference on Early Help and Safeguarding was held in June attended by over 200 practitioners across all partners. Delegates received feedback on progress and contributed to shaping the future development of Early Help in the city.

The Early Help and Safeguarding Partnership's new framework has been endorsed by the Board and the Strategic Leaders Forum will be invited to ratify the proposals as Birmingham's approach to delivering Early Help and Safeguarding. The Strategic Leaders Forum will also be asked to consider supporting the aspiration of Birmingham becoming a ***Family Friendly City***.

Children in care and young people leaving care

Research and experience tells us that children and young people in care, as well as care leavers, are more likely to experience poorer health and lower educational achievement as well as having few employment opportunities. This year the Board closely monitored implementation of the Corporate Parenting Strategy, which set clear priorities, responsibilities and the aspirations of young people in care.

The Board have been reassured by the substantial progress made during the year, through effective engagement with the Children in Care Council (CiCC) to address those issues at the top of children's 'to do list', pocket money and overnight stays. The 'Birmingham Pledge' a series of ten promises to children in care, helps focus support to enable children to achieve and succeed.

The Board continues to seek tangible evidence that the ten promises are being kept and the CiCC strategy is fully implemented.

Private fostering

The Local Authority has a statutory duty for ensuring they are satisfied that the welfare of privately fostered children, or children who are likely to be privately fostered, are being safeguarded and promoted. The term privately fostered appertains to children under the age of 16, or 18 if the child is disabled, who is cared for (or will be cared for) and provided with accommodation by someone who is not a parent, a close relative or someone who has no parental responsibility for the child for a continuous period of 28 days or more. If the period of care is less than 28 days but there is an intention that it will exceed 28 days it is considered to be private fostering.

There is a duty placed on anyone involved in a private fostering arrangement to notify the Local Authority. Local Authorities do not formally approve or register private foster carers.

During 2015/16 there have been 34 new private fostering arrangements assessed, of which 15 remain and 19 have ended. There are currently 23 children being cared for under these arrangements, a slight decrease on previous years. Children living in private fostering arrangements receive regular visits from a social worker and there is evidence that good practice is being adhered to in that the children are being seen alone and their health and development needs are kept under review.

Given the size of Birmingham there is still under reporting of children in private fostering arrangements, the focus over the next 12 months will be on;

- Ensuring Privately Fostered children's views and interests are the focal point of the review process
- Reviewing the marketing material and Private Fostering webpages to enhance awareness raising activity

Safeguarding in schools

The Birmingham Education Partnership (BEP) has taken over supporting school improvement. However, the Local Authority has retained responsibility for supporting safeguarding in schools and has confirmed the safeguarding adviser's role and the resilience officer as permanent roles.

During the year the Safeguarding Officer established new arrangements for a cycle of 10 district Designated Safeguarding Leads (DSL's) briefings and three area conferences which were all held on a termly basis. The attendance at one or more of the briefings and conferences increased from 65% to 85% of schools and is accessed by schools regardless of designation. This has encouraged peer to peer support and allowed the localisation of data feedback, and the strategic conferences at an area level. The events draw upon the analysis of the 2014/15 Section 175 safeguarding self-assessment and Keeping Children Safe in Education and Working Together (2015). A consistently high level of delegate satisfaction was received from these sessions with an average 29% increase in delegates' knowledge and skills after the session.

The focus on building resilience has enabled engagement with schools across all designations in the UNICEF Rights Respecting Schools Award. To date 130 schools are registered to achieve the award. This is a proactive process weaving the UN Convention on the Rights of the Child through the life of the school and academic research evidences impact on improving safeguarding.

Advisers are now supporting Initial Teacher Training both through Birmingham's teaching schools and with Higher Education providers to ensure that Prevent and Safeguarding are given an applied practice focus. This spans early years to secondary. A training matrix is in development to enable schools to access the range of training and support available to them and a resource base will form part of that. This includes curriculum tools, lesson plans, assemblies and model letters to respond to the increasing requests from parents to withdraw their children from various aspects of school life.

Bespoke support has been generated where serious weaknesses have been identified, either by school advisers, school improvement partners, schools, Ofsted, DfE and parent complaints raised through Ofsted. Specialist advice and support is offered and action plans are drawn up with support brokered according to need.

This included case management, identification of children at risk of radicalisation, CSE, FGM and Forced Marriage. The key themes have informed policy development, for example:

- No Platform Policy.
- Model Safeguarding Policy.
- Children Not Collected from School process.

This specialist adviser function has been endorsed in Ofsted feedback and validated by the Home Office. Feedback from schools consistently demonstrated that training and bespoke support has had significant impact in securing improvement over time and schools are becoming more focussed on the child's journey and lived experience.

Every school is expected to undertake a self-assessment of their safeguarding practice annually, report it to their governing body and act on the findings. This is referred to as the Section 175 report. Safeguarding in Education (Section 175) has been carried out in the city for the last four years. The compliance rate has significantly improved from 63% in 2012/13 to 97.3% in 2015/16, this also now includes Children's Centres and Further Education Colleges, 99% of schools completed the self-assessment.

Analysis of the findings this year shows an improvement in all the areas identified last year.

During the next year the Board will focus on:-

- Review the self-assessment tool in conjunction with new Keeping Children

Safe in Education 2016 and Ofsted Safeguarding Inspection methodology

- Work with colleges and children's centres to improve their self-assessment of safeguarding in their settings.
- Develop and deliver training for school DSLs on supervision.
- Develop peer to peer support within schools to ensure that the work on the self-assessments is being moderated by an external person.
- Further analysis on self-assessment findings to be undertaken for different school settings i.e. secondary, primary, independent, maintained, to identify their specific needs.
- Develop curriculum support for primary schools safeguarding training.
- Local Authority to ensure DSL networks and conferences include specific inputs on the training needs identified.

There remains a significant gap in school practice in relation to children missing from education, the recognition of safeguarding risk and appropriate response for children with additional needs and disabilities, children who are excluded, and children educated at home.

Ofsted carried out a review of education in May 2016 and identified a number of areas of concern. An action plan has been drawn up to deal with the issues raised and work is ongoing to resolve the key issues as quickly as possible.

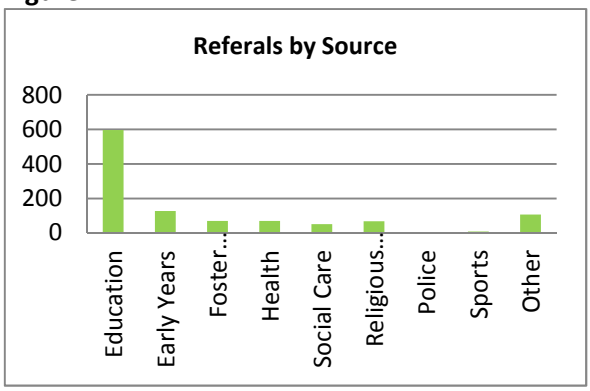
Allegations against persons in positions of trust

The role of the Local Authority Designated Officer (LADO) is a statutory function defined within Working Together to Safeguard Children (2015) providing a national framework for the management of allegations against people who work with children regardless as to whether they are paid or unpaid or volunteers, casual, agency or self-employed.

During the year Birmingham strengthened resilience and capacity within the LADO service to meet rising demand and ensure compliance with the latest guidance, which requires a qualified social worker to oversee the allegation procedure. The LADO provides advice and guidance to employers and voluntary organisations, liaising with the Police, Ofsted and other agencies to ensure transparency and cases are dealt with diligently and expeditiously. In 2015/16 the LADO received 1,100 referrals, compared with 1,076 last year and 864 in 2013/14, which represents an increase of 24.5%. Just under a quarter of the referrals (270) proceeded to formal investigative meeting. Although dealing with a significant number of allegations all cases were resolved within the 12 month timescale prescribed in national guidance.

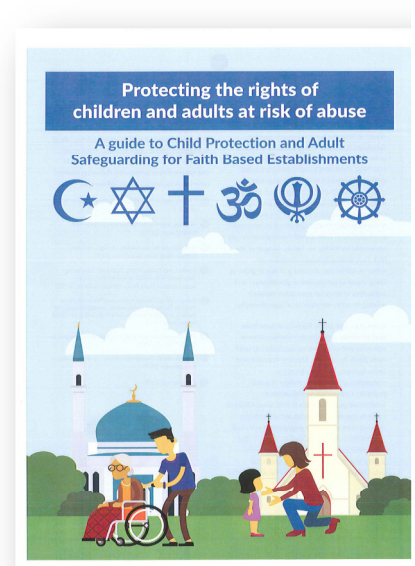
The largest number of referrals were received from education and this continues a year on year trend. The figures for this year are 596 as compared to 331 last year, an 80% increase. A significant number of these referrals were received as parental complaints from Ofsted. The referrals from education are now broader and will not just involve staff members but may also include referral about education transport and possibly voluntary agencies that may be using the school site. This reflects a greater understanding about the role of the LADO and schools' willingness to refer anyone of concern that has any connection with the school. Figure 21 provides a breakdown of referrals by source.

Figure 21



The LADO service continues to strengthen its support for faith based organisations, supplementary schools and madrassas. Working alongside Faith Associates Birmingham has produced a guide to child protection and adult safeguarding for faith based establishments (figure 22). The research behind this work received recognition as good practice at an international conference hosted by Birmingham University.

Figure 22



The main focus for the next twelve months will be enhancing data analysis to identify trends to cascade good practice. The service will also seek to expand training for voluntary sector, residential care, colleges and fostering services on the management and reduction of allegations.

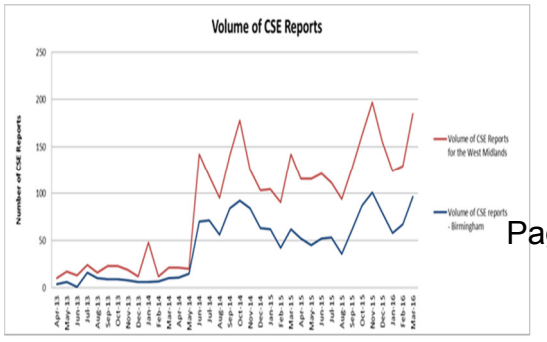
Key vulnerable groups in the City

Tackling Child Sexual Exploitation (CSE)

Home office has identified CSE as a national threat; tackling CSE is and will remain a top priority for the city. It is known that there are a significant number of children and young people who have been exploited or are at risk of exploitation in the city.

The red line in figure 23 shows the total number of crime or non-crime recorded by WMP during 2015/16 with a CSE "Special Interest Marker. The Blue line shows the number for Birmingham.

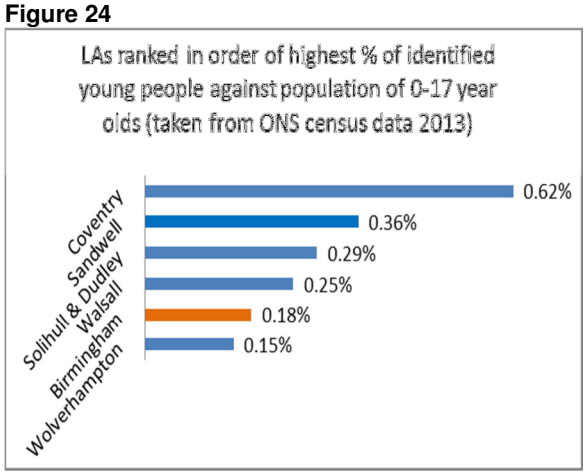
Figure 23



The police recorded 1,635 incidents involving CSE across the West Midlands in 2015/16, a 27% increase on the previous year. Birmingham accounts for 48% of all CSE reports across the West Midlands. There were 787 CSE related incidents for Birmingham, an 11% increase on last year's 712 incidents. A rise in the level of reporting was anticipated as increased awareness raising has enabled professionals to better identify risks of CSE. This resulted in 248 young people aged between 11 and 17 being identified as at risk of CSE in March 2016.

When taking into account the population of young people aged under 18yrs, the city has a lower level of young people identified at risk of CSE in comparison with other Local Authorities across the West Midlands. Figure 24, identifies level of risk by Local Authority. It is probable that the date underestimates the actual extend of CSE and the risk of CSE in the city.

Figure 24



Partnership work to eradicate CSE is coordinated at a regional level through the West Midlands Preventing Violence against Vulnerable People Board (PVVP) and locally through the BSCB Strategic CSE Sub-Group. The PVVP Board provides quarterly Strategic Assessments, which analyse the scale and nature of CSE across the region. They coordinate the ongoing regional public awareness campaign, whilst providing a regional framework to maximise partnership intervention focused on victims, offenders and locations.

Throughout the year the Board have worked closely with Birmingham City Council's Education and Vulnerable Children's Overview and Scrutiny Committee to review and drive progress on implementing the 19 recommendations from '*We Need to Get It*

Right' – A Health Check into the Council's Role in Tackling Child Sexual Exploitation, published in December 2014. The findings informed the refresh of the Birmingham Multi-Agency CSE Framework and Strategy 2015-17. Significant progress has been made on taking forward the key findings from the Health Check and implementing the first year of the CSE Strategy, which has concentrated on embedding the Child Sexual Exploitation Operational Group (COG) and Missing Operational Group (MOG). Although, there are some very good examples of partnership working, overall progress has been slower than expected. Further work on strengthening the local strategic and operation arrangements is still required.

At an operational level partnership work is driven through the COG, which is chaired by West Midlands Police. The sharing of intelligence helps co-ordinate partnership activity at vulnerable locations, identifies patterns of offending behaviour, protects potential victims and targets perpetrators. COG has built upon the success of the ground-breaking injunctions to disrupt perpetrators, taken out last autumn, taking action at a number of licensing premises which were a risk to vulnerable young people. There is a need to further enhance the intelligence capacity and infrastructure that supports the COG, MOG and the Multi-Agency Sexual Exploitation (MASE) meeting arrangements.

At an individual case management level, there are standardised risk assessment processes in place where young people deemed at medium or high risk are subject of a MASE meeting chaired by a CSE Co-ordinator in Children's Services. Each MASE meeting results in a plan which is followed up and reviewed. MASE meetings focus on the needs of individual young people and their families; the intelligence from MASE is aggregated and informs tactical action undertaken through the CSE Operational Group. The number of CSE Co-ordinators are being expanded to three, to enable MASE meetings to be chaired by Area team managers who hold case responsibility for the young person, so there is no disconnect between the social work and the multi-agency plan.

Progress has been made in building the necessary structures, processes, and services to better understand prevalence, ethnicity, age and gender issues for offenders and victims, and the patterns of risk and offending behaviour. However, further work is still required to improve the consistency of information gathering and assessments to better target intervention. The recent Ofsted monitoring visit in May 2016 also highlighted inconstancy in these areas.

There is no doubting partner agencies commitment in the fight against CSE, from Chief Executive Officer through to frontline case workers. This was demonstrated in June 2016 by the Council's Chief Executive who hosted a national conference in Birmingham aimed at sharing best practice in tackling CSE. It gave a strong leadership message of personal commitment and the strength of partnership working to combat CSE across the region.

Missing Children

Last year WMP recorded 1,622 incidents of missing children in Birmingham, the vast majority relate to young people aged between 12 and 17, with 68 incidents relating to children under 12 years of age. There is correlation between heighten risk and the frequency and duration children are missing from home.

Figure 25 and 26 - The police system for recording missing persons is Compact Misper Live.

Figure 25

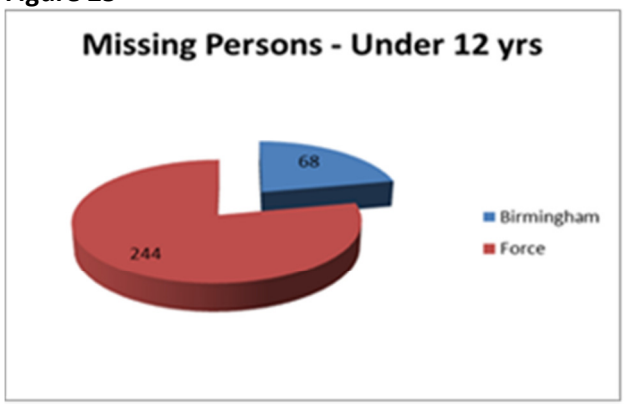
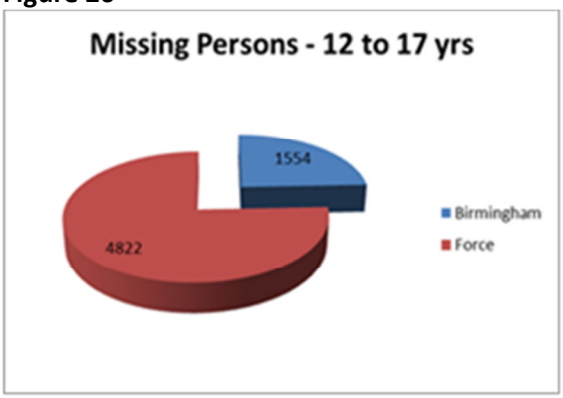


Figure 26



The Board gave evidence to the Birmingham City Council inquiry into Children Missing, published in January 2016. The inquiry found an absence of an overarching strategy for missing children. There was recognition of existing good work being undertaken, but there were concerns in relation to safeguarding practice and a lack of joined up working between partners and with the City Council is of great concern.

An Ofsted monitoring visit in May 2016, found that return home interviews are not always offered or undertaken and findings are not used to prepare and plan for interventions to reduce risk.

The Missing Operational Group established in autumn 2015, has made a significant impact on addressing the inquiry and Ofsted's findings to develop a more integrated approach to children missing from home, care, school and from view. The group have issued new 'Missing from Home and Care Practice Guidance' and are ensuring that there are robust data collection systems in place to enable the dissemination of intelligence to reduce and manage risk to children who go missing. The group facilitates the provision of intensive partnership intervention for those children at greatest risk. There is further work required to build confidence in the effectiveness of children in need and child protection practice for children who frequently go missing.

The Council's Overview and Scrutiny Committee continue to monitoring implementation of the findings and highlighted the commitment of West Midlands Police, The Children's Society and the Council in prioritising the improvements and for implementing the 'The Runaways' Charter' which aims to enhance partnership working to build a safety net for children who run away from home.

Domestic Abuse

Birmingham's multi-agency response to domestic abuse and other forms of gendered violence is led by the Violence Against Women & Children Steering Group of the Community Safety Partnership. The group oversaw the implementation of the West Midlands Domestic Violence and Abuse Standards published in September 2015.

In March 2016 the Board advocated for stronger strategic leadership of the way Birmingham as a whole city and whole system deals with domestic violence and its impact on victims and families, especially children. Strategic planning, service developments, response capacity and commissioning practice as well as the response to individual families and their children is disconnected, incoherent and silo'ed and that there is both a duplication of activity and significant gaps in activity.

It is crucial that the Adult and Children's Safeguarding Boards, Community Safety Partnership and the Violence against Women Steering Group collaborate more effectively to tackle domestic abuse. The Strategic Leaders' Forum for children could provide this requisite oversight. In 2016/17 proposals to extend the formality and remit of the Strategic Leaders' Forum are being developed.

In responding to the Board's concerns a detailed needs assessment has been undertaken which identified that by the time they reach adulthood, at least 1 in 5 children in the city will have been exposed to domestic abuse and low levels of reporting often hide their experiences from public services. There has been an increase in reporting to the Police, partly because domestic abuse has increased since the economic crisis.

During 2015/16, 77% of children in need were living with domestic abuse locally, compared to 48% of those nationally; notifications to joint screening of domestic abuse cases known to the police increased by 29%; referrals for adults (including parents) at high risk of serious harm or death increased by 36%. The findings from domestic homicide reviews emphasis the scale of the problem and the detrimental impact on

children living in violent households that requires a change in approach.

Weaknesses in the multi-agency response to safeguarding children featured in over 80 percent of domestic homicide reviews and significant numbers of Serious Case Reviews in the city. The requirement to undertake a domestic homicide review arises where domestic abuse has led to a person's death.

Since the reviews were introduced in 2011, 13 children in Birmingham have been bereaved through the homicide of their mother, two during 2015/16 and in one case, a baby was killed alongside their mother. The reviews have revealed archetypal patterns of abuse and a lack of awareness on the part of most agencies in how the features of coercion and control in domestic abuse impact upon families.

The domestic homicide reviews have suggested that the national approach to safeguarding children living in violent households is intrinsically flawed, as it fails to understand how agencies inadvertently increase risk. Meaningful engagement with abused mothers and their children requires a different approach in the face of the often overwhelming coercion and control that they face. In the light of this understanding the city is embarking on a new domestic abuse strategy which will focus on the three areas of prevention:

- Changing attitudes to domestic abuse amongst children , young people and communities (primary prevention)
- Early identification and early help in domestic abuse with 'trusted professionals' and across health and social care settings, accompanied by a workforce development plan, best practice guidance and toolkits (secondary prevention).
- Safety and support of those known to be experiencing domestic abuse and a stronger focus on those perpetrating abuse: developing an abuser management framework and strengthening the relationships between adult and child public protection processes (tertiary prevention).

The Board have been consulted on, and endorsed the draft strategy, which will be launched in autumn 2016. In order to drive this change there will be an expectation that each strategic partnership charged with public protection and safeguarding in the city, will drive elements of this strategy forward over the coming year.

Tackling Female Genital Mutilation (FGM)

The Board provides strategic oversight, support and scrutiny of the partnership activity to eradicate FGM, which is coordinated regionally by the Preventing Violence against Vulnerable People Board and locally through Birmingham Against Female Genital Mutilation (BAFGM). In 2015/16 the Police received 38 reports in relation to FGM, with the courts issuing 3 FGM Protection Orders.

BAFGM have contributed to the West Midlands Police and Crime Panel enquiry in tackling FGM undertaken in June 2015. Commissioning multi-agency training for professionals dealing with FGM and launching a bespoke website to enable access to training and resources, the site has had 2,500 hits already. A lesson pack for Key Stage 2 children was developed and training provided for all schools attended by over 100 teachers.

The Serious Crime Act 2015 brought about mandatory reporting of FGM by healthcare professionals and teachers from 31st October 2015, however, despite this welcomed legislation, there has not been a successful prosecution anywhere in country. Birmingham has gained the first FGM Prevention Order in the region to protect the daughter of an asylum seeker who was still resident in the country of origin.

The key challenge remains changing the mind set of communities to this abhorrent crime; this requires continued emphasis on raising community awareness of the health risks and the criminal sanctions for perpetrators. To this end a conference is planned in Birmingham to coincide with International Day of Zero Tolerance for FGM on 6th February 2017.

Tackling Radicalisation

The Community Safety Partnership provides strategic oversight of the Birmingham Prevent Programme, delivering a comprehensive programme of multi-agency and multi-

disciplinary training. During 2015/16 WRAP training was delivered to over 15,000 front-line staff in schools, and are moving into a train the trainer model for 2016/17 with a target to have over 300 Workshops Raising Awareness of Prevent (WRAP).

In October 2015 the Council appointed a family support worker for Prevent providing additional capacity for family support guardians engaged in raising awareness and delivering a consistent message across all services. The role has supported families where there has been a heightened risk of influence to extremism and radicalisation. Support has included the use of child protection plans and multi-agency early help plans, as well as being support through universal services.

Through the 'No Platform' Policy, the Council have put into place a system to prevent the use of Local Authority venues from providing a platform for extremist speakers. There are also established 'due diligence' systems in place to ensure groups that work with the Birmingham Prevent Programme do not hold, or engage with, extremist views or groups. In September 2015 the 'No Platform' Policy was rolled out to schools.

Alongside the Prevent Duty the Counter Terrorism and Security Act 2015 also placed Channel on a statutory footing. Channel is a multi-agency panel that aims to provide a mechanism to identify and provide support to vulnerable individuals at risk of radicalisation. It is modelled on other successful risk management processes such as child protection, domestic violence and management of high risk offenders. Channel helps to evaluate referrals of individuals at risk of being drawn into terrorism and must work alongside mainstream safeguarding processes. The Birmingham Channel panel is fully established and membership constantly reviewed. Interim referral pathways to Channel from MASH are in place and are being reviewed alongside work with the Public Protection Unit.

In March 2016 West Midlands Counter Terrorism Unit launched 'Project Caireen' to enhance safeguarding of children, young people and vulnerable adults from the risks of terrorism and domestic extremism.

Modern Day Slavery

West Midlands Police hosted a partnership event in November 2015 to focus on Modern Slavery and new legislation that makes provision for the prosecution of and prevention of a number of exploitative crimes involving both adult and child victims. Exploitation includes Domestic Servitude, Forced Labour and Sexual Exploitation. The West Midlands Regional Anti-Trafficking Network draws together a number of statutory and non-statutory agencies, to raise awareness, improve information flow and enhance partnership arrangements to identify and recover victims. The National Referral Mechanism is key and the West Midlands area is now the second highest generator of victim referrals.

Unfortunately, although identification is steadily increasing, victims' are rarely supportive of Criminal Justice intervention and work is underway to explore non-victim centred opportunities to tackle those responsible for these crimes. To further support issues aligned to the trafficking/exploitation of children, the Panel for the Protection of Trafficked Children has recently been set up and is chaired by Barnado's as a sub-group of the Regional Anti-Trafficking Network. This is supported by a Regional CSE Co-ordinator, and looks to enhance the understanding of Slavery within relevant partner agencies so as to enable a better understanding of the true nature and extent of Modern Day Slavery within the area.

Forced Marriage and Honour Based Abuse

Forced marriage is a hidden based crime and the level of reporting does not represent the true picture, with only 12 forced marriage incidents within Birmingham being reported during 2015/16, which resulted in the granting of 6 Forced Marriage Protection Orders. There is a need to enhance both professional and community awareness, building on the event hosted in Birmingham in June 2016 to commemorate the tragic death of a victim of forced marriage.

Some of these cross cutting safeguarding issues require effective intervention at both local and regional level. The Strategic Leaders Forum could provide the requisite strategic oversight

to maximise finite partnership resources to tackle CSE, trafficking, honour based violence and forced marriage.

Children's Social Care

This report does not comment in-depth on Children's Social Care, as both the quality and effectiveness of practice is the subject of a range of other reports. The Council's own self-assessment identifies the same areas of strength and weakness that the Board considered over the year, and addressed a range of issues that had been raised. Over 2015/16 there was increasing evidence of improvement, and the stability of a strong leadership team, was clearly beginning to make an impact. Much of the core business of Children's Social Care chimes with the core business of the Board. At times over the year keeping the Board's priorities aligned with the improvement plan priorities and actions was difficult.

Children's Social Care Leaders made sensible decisions for their own service and drove them forward, but without the degree of multi-agency discussion needed at times to avoid perverse consequences. The Board became increasingly able to debate these matters maturely with appropriate constructive challenge as the pace and quality of change increased.

The significant changes made include "*Our model for children's services*" in August 2015, and in February 2016 "*Our support for children and families"*. These, plus the establishment of the multi-agency Early Help and Safeguarding Partnership in summer 2015 all had a positive impact, with a calmer more stable service, more manageable caseloads and reduced staff turnover. The new Assessment and Short-Term Intervention Teams (ASTI) were established by the autumn 2015 and were very busy and still needing stabilising and embedding by March 2016.

There remained many areas of weakness. The MASH front door was still fragile, systems to respond to missing children under-developed, stability of the workforce was not achieved in every area of the city, and support to teenagers and care leavers in need of improvement.

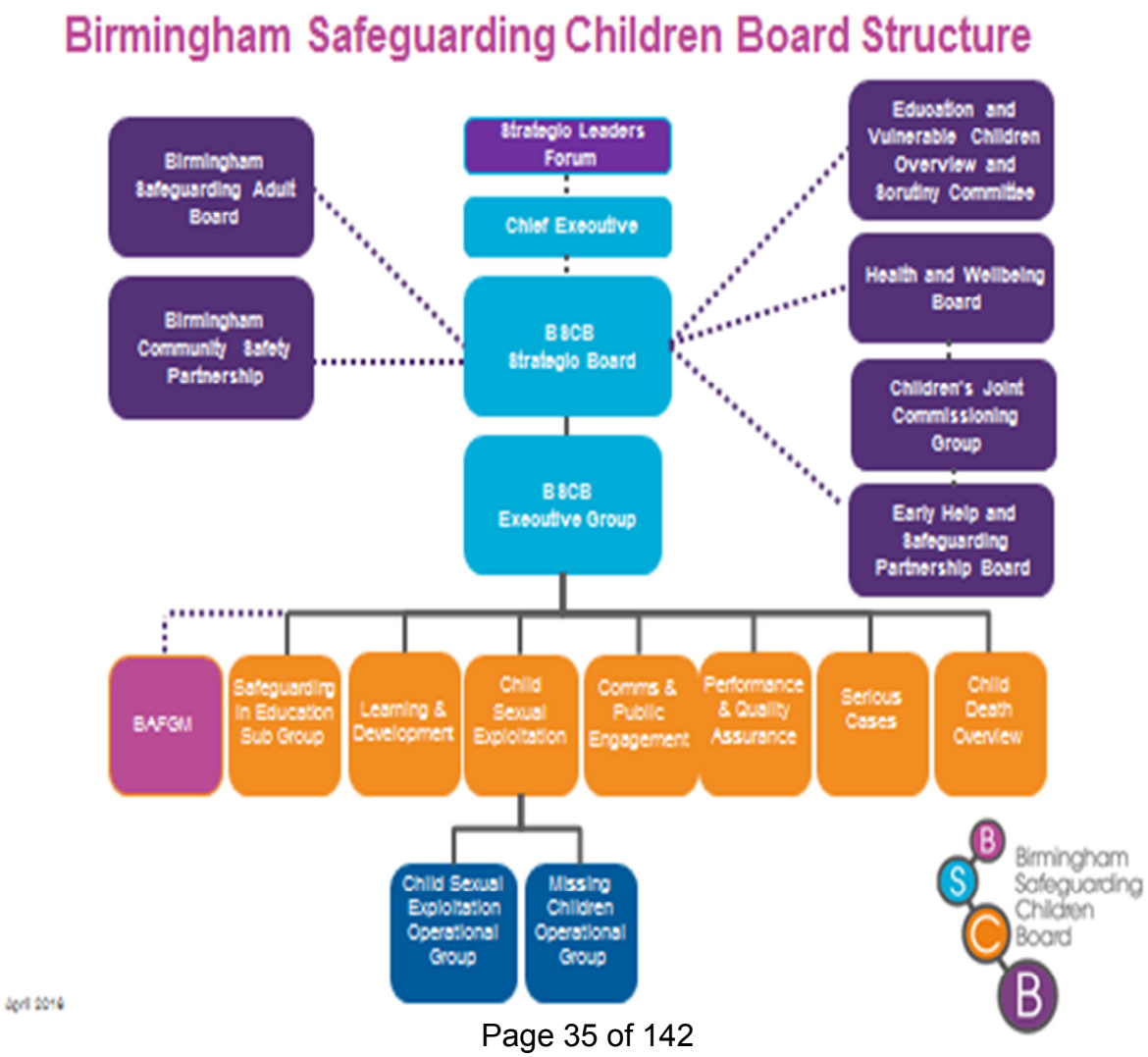
Part 3 - The effectiveness of the Birmingham Safeguarding Children Board

The Board discharges its statutory objectives functions supported by an Executive Group and series of Sub-Groups (figure 27). This section of the report examines the governance and accountability arrangements, budget utilisation and implementation of the Business and Improvement Plan 2015/16.

The strategic role of the Board is to provide independent oversight of the effectiveness of partnership collaboration to safeguard and promote the welfare of children in Birmingham. The Board provides leadership, co-ordination and appropriate challenge to drive improvement safeguarding practice across all local agencies. However individual agencies are responsible and accountable for the provision of services.

Working Together to Safeguard Children 2015 sets the national context and framework for Local Safeguarding Children Board's. The Board fully complies with the strategic guidance. The Chief Executive of Birmingham City Council is responsible for the appointment and removal of the Independent LSCB Chair with the agreement of statutory partners Chief Executives and lay members. Membership of the Board comprises of 53 members, including Lay Members and a participant observers. The diversity of the city is reflected by the make-up of membership of the Board, with a gender ratio of 55% female and 45% male representatives from different faiths, cultures and communities.

Figure 27



During 2015/16 the Board met on five occasions, supported by bi-monthly Executive Group meetings. The geographical boundary of the Board's strategic responsibility is coterminous with that of Birmingham City Council and includes all those statutory agencies that operate within this area. The Board's span of influence and collaboration has expanded regionally through the Preventing Violence against Vulnerable People Board to tackle Child Sexual Exploitation, Trafficking and Female Genital Mutilation this approach maximise resources to impact on those issues that transcend geographical boundaries.

Independent Oversight

The Board's two Lay Members operate as full members of the Board, providing further independent oversight and challenge on the safeguarding arrangements in the city. The lay members have helped strengthen links with the public and community groups on child safety issues, particularly through their contribution to public awareness campaigns and quality assurance programme.

The Lead Member for Children's Services is actively engaged in the drive to improve outcomes for children, regularly attending the Board in her role as a Participating Observer.

The Independent Chair established a Practitioners Forum to consult and engage with front-line professionals across a wide range of agencies. The quarterly meetings enable professionals to influence change and provide direct feedback on new initiatives and how effectively they are be implemented. The 149 members have made a significant contribution to the Board's work over the last year, particularly around the redesign of the Multi-Agency Referral Form and the refresh of threshold guidance. Representatives from the forum participated in the independent review of the MASH and the programme of joint case file audits overseen by the Performance and Quality Assurance Sub-Group.

Transformation Project

The Board responded to concerns raised by Lord Warner and some partners about the effectiveness of Local Safeguarding Children Board's ability to provide strong independent challenge and impetus to the improvement journey.

The Independent Chair is overseeing a Transformation Programme to implement the findings of the National Review of LSCBs undertaken by Allan Wood CBE.

The Wood Review's key findings include:

- New requirement on three key partners, Local Authority, Police and the Health Service.
- Expectation on schools and child protection agencies to co-operate with new arrangements.
- No requirement for LSCB with set membership – too large and unwieldy.
- Greater flexibility in developing arrangements to respond to local need and better agency investment.
- Department of Health to oversee the review of Child Deaths.
- SCRs replaced by national and local reviews

Governance Arrangements

The Board provided strategic oversight of partnership activity through implementation of a three year Strategic Plan and annual Business and Improvement Plan. The Board is supported in the discharge of its statutory functions by an Executive Group and seven Sub-Groups. The Board also provides support and direction for the Birmingham Against Female Genital Mutilation Group.

Implementation of the Business and Improvement Plan 2015/16 is delivered through the Sub-Group structure and approved Work Programmes. The Sub-Group Chairs played a pivotal role in directing partnership endeavour in achieving its safeguarding priorities.

The chairing arrangements for the Sub-Groups appropriately reflect the requisite expertise, seniority from a range of key stakeholders:

1. Communications and Public Engagement – Midlands and Lancashire NHS CSU.
2. Child Death Overview Panel – Public Health.
3. Strategic Child Sexual Exploitation – Birmingham City Council.
4. Serious Case Review – Birmingham South Central CCG.

5. Learning and Development – Birmingham City Council.
6. Safeguarding in Education Sub-Group – Birmingham City Council.
7. Performance and Quality Assurance – Birmingham City Council.

The Independent Chair and Business Manager met on a bi-monthly basis with Sub-Group Chairs and Programme Managers to monitor and drive progress on work programmes. The forum identified opportunities for collaborative working, avoid duplication of effort and facilitate debate to improve partnership arrangements and performance.

Board Attendance, Representation and Engagement

Organisational attendance and representation at the Strategic Board (figure 28) is good demonstrating a strong commitment and collective responsibility for safeguarding and promoting the welfare of children and young people in the city.

This commitment is replicated throughout the children's safeguarding from Board level, Executive Group and the Sub-Group structure. The table below (figure 29) provides a pictorial overview of agency engagement and attendance throughout the safeguarding structure. Organisational restructuring has adversely impacted on the attendance and contribution of some agencies at the Sub-Group level. During the next 12 months membership will be streamlined in light of the 'Wood Review' with the Local Authority, Health and Police having leadership responsibility for the multi-agency safeguarding arrangements.

Figure 28 – BSCB Attendance April 2015 – March 2016

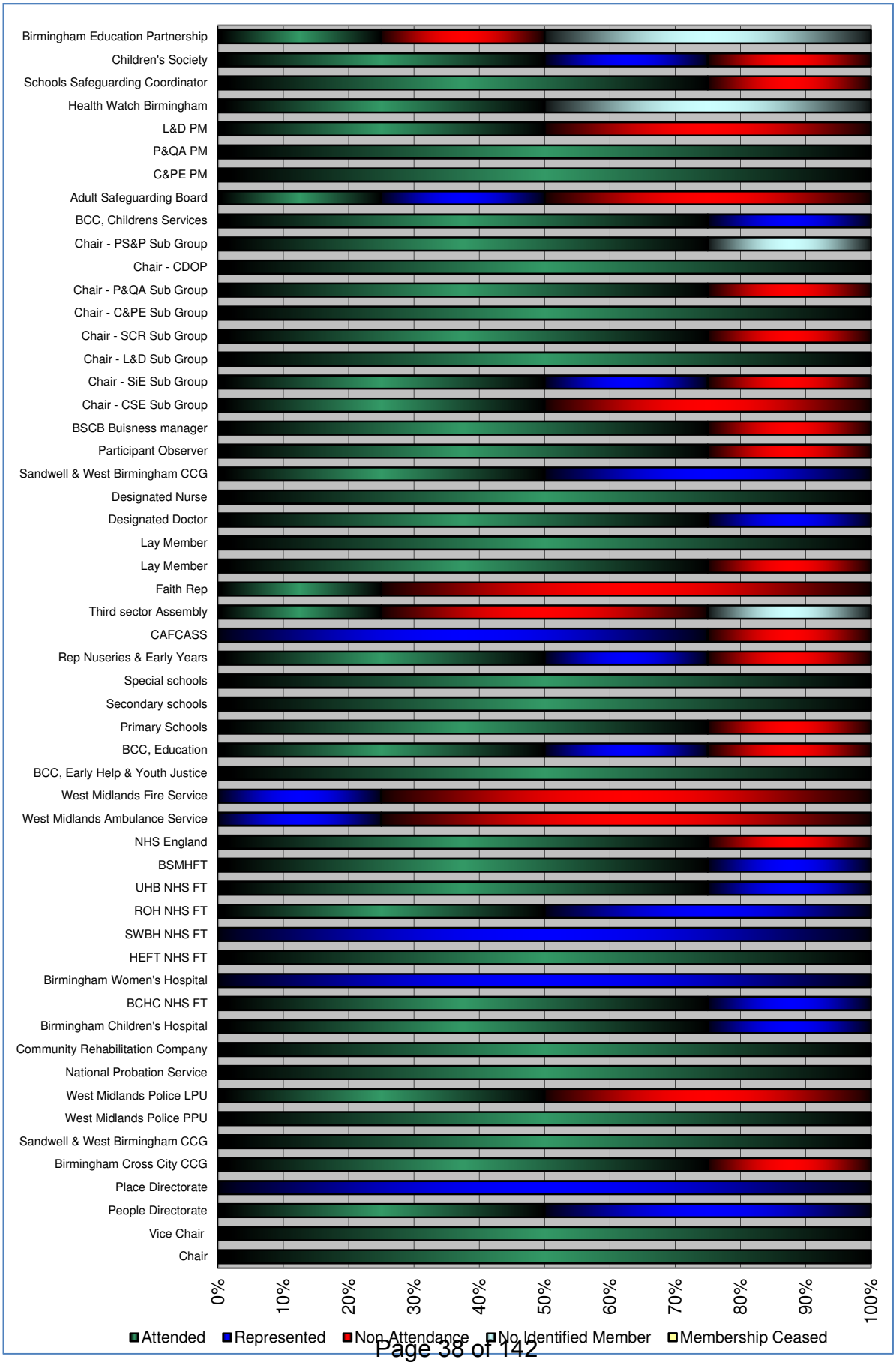


Figure 29 - Agency Attendance by Sub-Group April 2015 – March 2016

- Green: The named member attended 80% or more of the meetings
- Blue: The named or nominated members attend 80% or more of the meetings
- Red: The named or nominated members attended less than 80% of the meetings

	Board	Exec	CDOP	Comms	CSE	Education	L&D	QI&O	SCR
People's Directorate									
Place Directorate									
Economy Directorate									
BSCB									
Primary Schools									
Secondary Schools									
Special Schools									
Nursery / Early Years									
WM Police									
National Probation									
CRC									
Vol / Third Sector									
Youth Offending									
Public Health									
Bham South Central CCG									
Cross City CCG									
SWB CCG									
Designated Doctor									
Designated Nurse									
NHS England									
BCH / CAMHS									
BCHC									
BSMHFT									
BWH									
HEFT									
ROH									
SWBH									
UHB									
WMA									
WMF									
Lay Members									

A dedicated Business Support Unit supports the work of the Board and is currently hosted by the City Council, but funded by key statutory partners.

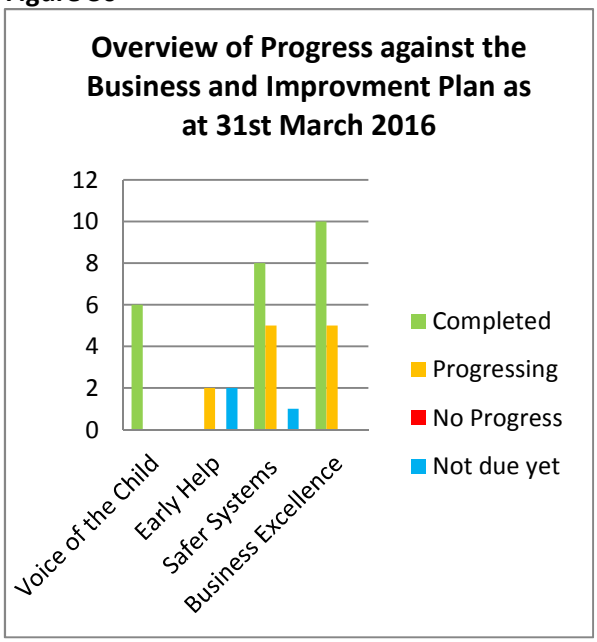
In 2015/16 the Business Support Unit was directly managed by the Independent Chair. The Business Manager provided the Independent Chair with regular performance updates on the efficiency of the administrative systems that impact on the effectiveness of the Sub-Group Structure.

Business and Improvement Plan

The Business and Improvement Plan 2015/16 continued to focus on the four key strategic safeguarding priorities from the previous year. Voice of the Child, Early Help, Safer Systems and Business Excellence.

The Executive Group monitored progress throughout the year, with the outstanding actions informing the business planning cycle and the development of the work programme for 2016/17. Figure 30 provides an overview of progress against each of the priority areas.

Figure 30



Significant progress has been made on the priorities set out in the Business and Improvement Plan during the year, but the Board is cognisant of the further work required to provide the requisite assurance of the impact on frontline practice.

Finance

The BSCB budget for 2015/16 amounted to £788,429, made up of contributions from statutory key agencies and a carry forward of £105,870 from the previous year.
Figure 31 provides a breakdown of the components of the budget detailing individual agencies contributions (£674,409) and income generation (£8,150).

Figure 31

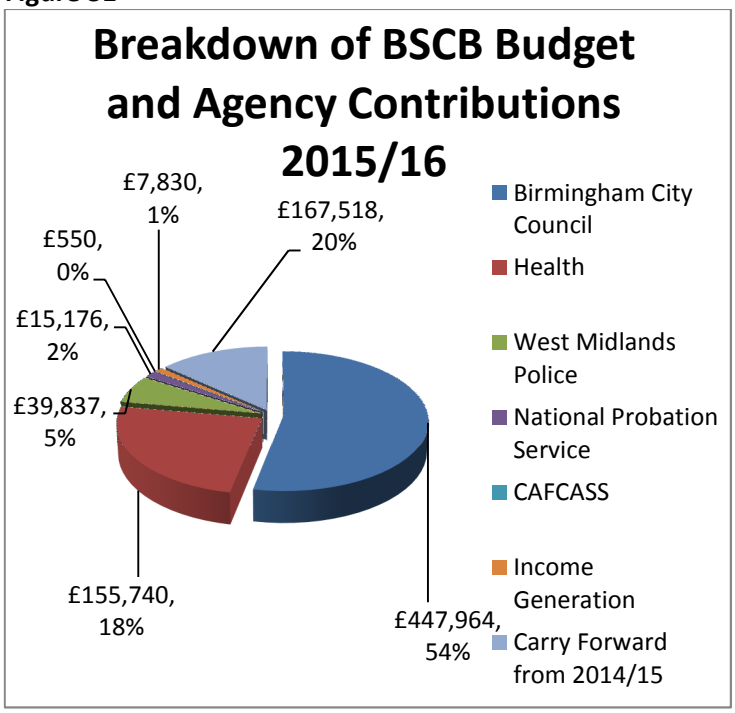
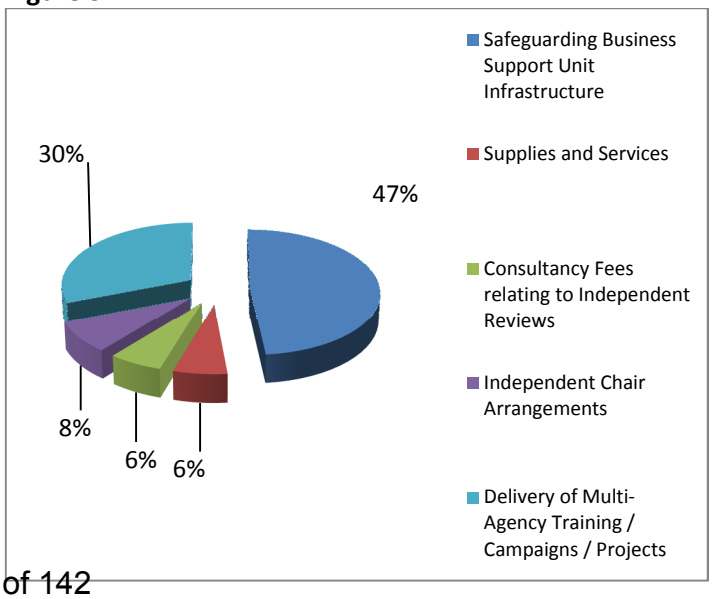


Figure 32 provides details of expenditure during 2015/16 which concentrated on five core business areas.

Figure 32



Birmingham City Council also continues to make a significant contribution in kind, by the provision of office accommodation, IT, Legal, Financial and HR support for the BSCB Business Support Unit. The impact of public sector funding will result in a £79,849 reduction in the budget for 2016/17.

Performance & Quality Assurance Sub-Group

The Performance and Quality Assurance (P&QA) Sub-Group provides a pivotal role in overseeing implementation of the quality assurance and audit programme. A key element is coordinating the annual Section 11 safeguarding audit and peer review moderation process, to validate the audit findings.

The Front Door Reference Group continued to undertake monthly audits of referrals into the MASH. A total of 88 cases were independently reviewed and for the second year in a row there has been an improvement on the overall quality of referrals.

The P&QA Sub-Group completed an audit of Child Protection Cases and a detailed analysis of cases involving FGM and CSE to identify areas for practice improvement. The audit findings have been acted upon and steps taken to implement all the findings.

A CSE case file audit commenced in February 2016 identified important learning which has informed the further development of the CSE pathways and will assist in enhancing consistency of case management through the MASE structure.

WMP and Children's Social Care are leading a review of the Initial Child Protection Conference arrangements aimed at enhancing partnership engagement in the 'Strengthening Families 'model to provide better outcomes for children and families.

Safeguarding in Education Sub-Group

The Board has continued to work closely with the Local Authority, Schools and Birmingham Education Partnership to ensure processes are in place to support schools to own and fully engage with statutory responsibilities for safeguarding children and young people. The Sub-Group provides a conduit between the 526 education establishments and the LSCB.

During the year the group successfully coordinated and evaluated the annual Section 175 self-assessment, which saw a 97% completion rate. The delivery of 'Right Service, Right Time' training is another significant piece of work, with 75% schools having already undertaken the training. Approved lists of supply agencies for Head Teachers have been produced disseminated and the group have contributed to the development of new guidance on children 'Not Picked Up from School' has been endorsed by the group.
In 2016/17 the focus will be;

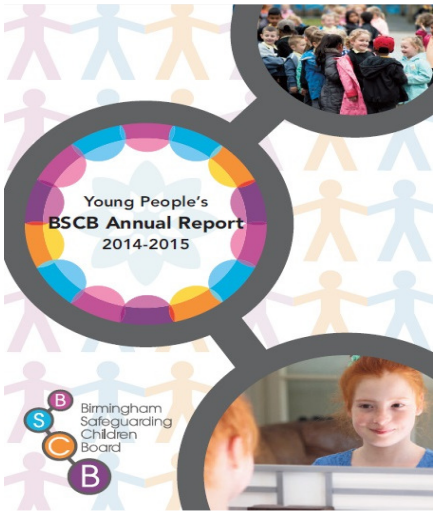
- Undertaking un-announced audits of non-compliant schools in the annual Safeguarding in Education Self-assessment.
- Provide a Peer Support programme to cascade safeguarding good practice amongst schools.
- Strengthen engagement with Further Education Colleges and alternative providers in the city.
- Increase the quality assurance and safety checks in the independent sector and the unregistered/unregulated provision of schools and colleges.
- Develop the registration of out of school educational settings, including quality assurance of safeguarding.

Communication & Public Engagement Sub-Group

During the last twelve months the Sub-Group have gained a much better insight on how organisations are consulting and engaging with children and young people on safeguarding issues, this has identified areas for further work before the Board can satisfied that the 'voice of the child' is being heard loud and clear.

Young people helped to design, edit and produce the first young people's version, of the annual report, which is available to download from the BSCB website. (Figure 33)

Figure 33



The Board launched a Safer Sleeping' campaign from March 2016, focused on reducing the risk of sudden infant death syndrome and the potential dangers of 'overlaying' a persistent feature of a small number of child deaths each year. Health Visitors are providing all new mothers with a 'safer sleeping' resource pack at the28 week antenatal visits which is reinforced following the birth of the child at the first post-natal visit. The campaign evaluation will be presented to the Board later in the year.

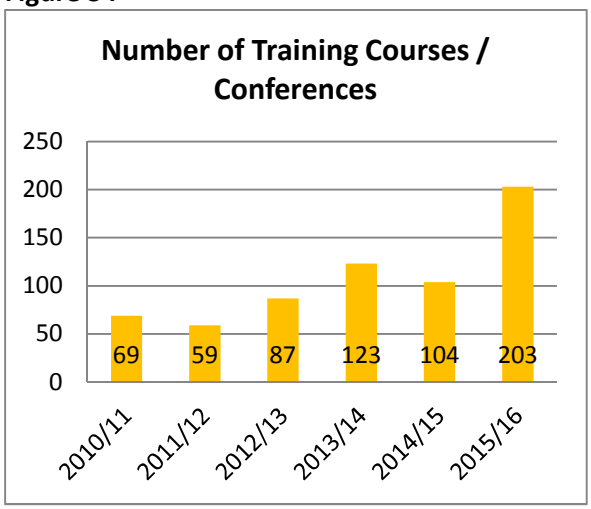
Looking ahead the Sub-Group are planning public awareness campaigns around CSE and FGM. The Board will also continue to expand the use of social media to better target key messages for young people and safeguarding professionals.

Learning & Development Sub-Group

The children's workforce in Birmingham is estimated at 85,000, creating a significant challenge in ensuring the consistency and quality of safeguarding training. The Board therefore prioritises finite resources on the delivery of high quality multi-agency training for those professionals who can make the maximum impact on safeguarding children and young people across the city. The Board's Training Offer aims to compliment and build on each agency's own training.

During 2015/16 a financial carry forward from the previous year was reinvested to deliver additional multi-agency training. This enabled the commissioning of 203 training courses, delivering 4,489 training places, nearly double the number of course and places of the previous year. An extra 55 courses were delivered to help embed new threshold guidance, 'Right Service, Right Time'. Figure 34 shows the increase in training delivery of over the last six year.

Figure 34



The Learning and Development Sub-Group made significant impact during the year:

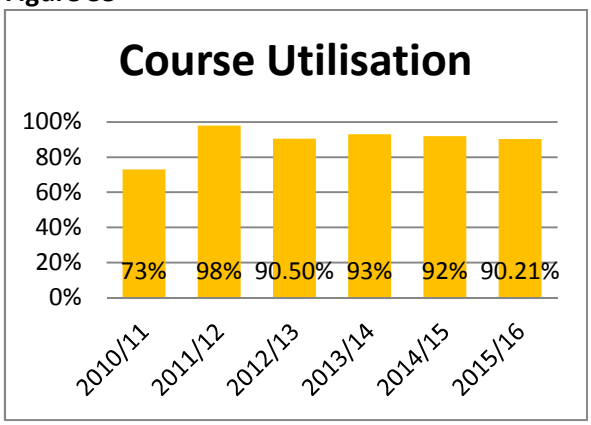
- All commissioned training material incorporated the 'Voice of The Child' practice standards.
- New training modules on CSE, learning form SCRs and FGM have been developed and rolled out.
- Development of a standardised child protection Level 1 and 2 modules for use by all agencies in Birmingham.
- Guidance on the safeguarding content of Induction Programme for the children's workforce.
- Development of 'Right Service, Right Time' training materials/trainer's pack to support the embedding of threshold guidance.
- Robust evaluation of training that informs the development of the training programme 2015/16.

A major step change this year has seen expansion of the partnership training network, with each statutory organisation identifying facilitators to deliver bespoke safeguarding modules designed by the Sub-Group. This approach is improving consistency and quality

of training delivery across the children's workforce.

Overall course utilisation remains high 90%, however there has been a slight decrease on the previous year. Work is being undertaken to improve the marketing and advertising of courses to enhance take up by key professionals. Figure 35 provides an overview of course utilisation in comparison with previous years.

Figure 35



Priorities for the forthcoming 12 months are inextricably linked to the learning and development priorities set out in the three year strategic plan.

Strategic Child Sexual Exploitation Sub-Group

In March 2015 the Board ratified the revised Child Sexual Exploitation Strategy 2015-17 aimed at eradicating CSE.

The strategy is built around four key strands:

- Prevention.
- Protection.
- Disruption.
- Prosecution.

Throughout the year the Board worked closely with the Council's Education and Vulnerable Children Overview and Scrutiny Committee to review and drive progress on the effective implementation of the 19 recommendations from '*We Need to Get It Right*' – A Health Check into the Council's Role in Tackling Child Sexual Exploitation, published in December 2014. Significant progress has been made in taking forward the key findings.

The Group have reviewed the referral pathways for CSE and developed operational guidance to incorporate the development of the MASE during the restructuring of Children's Social Care. Further work is still required to refine the guidance as the new service model is implemented.

The BAIT CSE education resource and teaching plan developed by the Sub-Group for pupils aged between 11 to 17year olds has received recognition as good practice. The resource has now been shared with LSCBs across the region for dissemination to all Secondary Schools and Further Education Colleges. The Sub-Group are undertaking further work to evaluate the impact of BAIT on changing young people's awareness and understanding of risk of sexual exploitation.

A comprehensive programme of CSE training and e-learning is in place for professionals working with children and families at risk of CSE through the BSCB website.

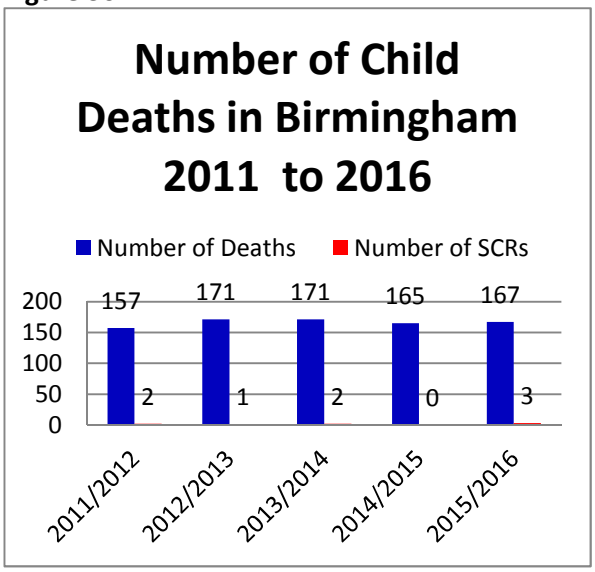
During the next year the focus will be on enhancing the governance and accountability arrangements to ensure the group has the right strategic representation, performance framework and resource to deliver on the year two priories;

- Embed identified learning from Joint Target Area Inspections deep dive of CSE.
- Undertake a public awareness campaign on the dangers of CSE
- Carry out a post implementation review of the MOG arranements.to identify next steps.
- Development of a Joint Strategic Needs Assessment for CSE
- Strengthen the pathways between CSE Operation Group and the Multi-Agency Safeguarding Hub to secure the requisite expertise earlier in identified cases of CSE.
- Expand the programme of CSE multi-agency training to enhance staff skills, knowledge, professional competence and confidence to address CSE.
- Develop outcome based performance framework to evaluate the impact of MASE intervention.
- Evaluate the impact of BAIT educational resource pack raising young people's awareness of the risk of CSE.

Child Death Overview Panel

The Board has a statutory duty to review and enquire into the deaths of all children under the age of eighteen. The Child Death Overview Panel (CDOP) oversaw the review of the 165 deaths that occurred between 1 April 2014 and 31 March 2015. The responsibility for determining the cause of death rests with the coroner or the doctor who signs the medical certificate of the cause of death and is not therefore the responsibility of the Child Death Overview Panel. Figure 36 provides a comparison of the number of child deaths in relation to the number of serious case reviews commissioned each year between 2011 and 2016.

Figure 36



CDOP's role, under a chair that is independent of service provision responsibilities, is to:

- Classify the cause of death according to a national categorisation scheme;
- Identify factors in the pathway of death, service/ environmental/behavioural, which if modified would be likely to prevent further such deaths occurring; then
- Consider recommendations on these factors for action to the Safeguarding Children Board, who then arrange to ensure any appropriate actions agreed with partners.

A separate Annual Report providing in-depth analysis and learning of why children die is published by the Board each year. The report provides an overview of the work of CDOP and the associated work of the Sudden Unexpected Death in Childhood (SUDIC) Team.

The findings from the CDOP Annual Report are referred to the Director for Public Health and the Health and Wellbeing Board in order to inform their work particularly in terms of the on-going issues relating to higher incidents in certain populations in the city.

The emerging themes from the review of child deaths during 2015/16 are:

a) The high Infant Mortality Rate in Birmingham, particularly the influence of very early births (prematurity) and the impact of life limiting congenital anomalies.
b) Deaths due to Asthma, particularly lessons for the management of asthma and responses to serious changes in health status.
c) The planning and delivery of care at the end of life for those with life limiting and threatening conditions.
d) The systematic provision of bereavement support for families of children who die.

Serious Case Reviews Sub-Group

Serious Case Reviews Sub-Group (SCR) oversees the commissioning of the independent reviews process when a child dies or is serious injured and child abuse is suspected of being a contributing factor. The aim is to maximise learning from these tragic cases and identify any improvement in individual agency and multi-agency working to effectively safeguard children. The group ensures that the learning and action plans have been fully implemented.

Serious Case Reviews (SCRs) are not inquiries into how a child died or was seriously harmed or about who is culpable. These are matters for the Coroner and criminal courts.

Published Serious Case Reviews

During the year the findings from two SCRs, the tragic death of Kieron Barley and Fenton Hogan were published. The full reports are available through the Board's website. Kieron died at the hands of his mother and her partner. Kieron's mother was sentenced to 15 months in prison for 'child cruelty' (this was later halved on appeal) while her partner pleaded guilty to manslaughter and was sentenced to eight years. Fenton was given methadone by his mother. In March 2015 she was found guilty of the

manslaughter and sentenced to six years imprisonment.

Key learning from Serious Case Reviews

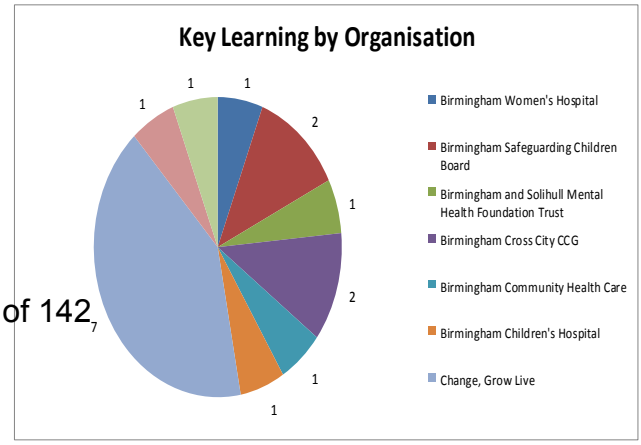
The key learning identified through the review processes inform policy development, training delivery, communication and public engagement and audit activity to evidence learning has been effectively implemented. The key messages are:

- Ensuring that pregnant vulnerable women are identified and appropriate assessments undertaken in respect of any risks to their unborn children and that safeguarding referrals are made when necessary.
- The importance of recognising, listening to, and talking to children and young people living in families where substance misuse is a key part of their daily life experiences.
- The importance of recognising when intervention requires escalation into formal safeguarding processes and ensuring that action occurs.
- Parents should be informed of the dangers of children ingesting methadone or being given it in a misguided attempt to pacify them.
- To consider parenting capacity when parents have mental health problems especially if they are enduring and long lasting. This is particularly important for practitioners who just see the adult.
- The importance of considering both parents' ability to parent a child particularly with a new born baby.
- Ensuring better communication between acute and community staff where parents are being readmitted to hospital and the care of a child needs to be considered.
- Staff need to ensure that they engage with young people especially when there are concerns for their welfare.
- When young people who are potentially at risk of CSE and are approaching 18 years of age, staff should consider how best to support them in the transition from children's services to adult services.
- The importance of recognising self-harm can be a marker of suicide but also other risks to the child.
- Multiple A&E attendances are important in any age in childhood including adolescence and may indicate safeguarding concerns.
- When assessments are made it is important to identify that every risk has been addressed before finalising the assessment.
- If a number of agencies are involved in supporting a young person there should be clear agreement about which agency assumes lead responsibility and this should include the wishes of the young person.
- Whilst interagency working, information sharing and linking of referrals should now be improved with the advent of MASH this should not detract from other responses such as interagency "conversations" and professionals meeting to discuss difficult cases that may not meet a Safeguarding threshold but would benefit from help and support.
- Professionals need to understand and use Think Family Guidance (SCIE30, 2011) and principles in daily practice and in partnership with others.
- Historical information and the need for specialist assessments must be considered when developing a child protection plan.
- The voice and lived experience of children should be evidence in professionals' assessments of both the child and the adult.
- All information, whether gathered by statutory agencies or people in the community, should be considered when looking at risk to women and children where there is domestic abuse.

Ensuring lessons are learnt

The Board closely monitors the effective implementation and compliance with the key recommendations from Serious Case Reviews and Learning Lessons Reviews. Quarterly reports provide reassurance of how learning is being embedded into front-line practice. Figure 37 denotes the identified leaning by organisation, reinforces that safeguard is everyone's business!

Figure 37



Looking forward

The Wood Review published in March 2016 has recommended that the government discontinues Serious Case Reviews, and establishes an independent body to oversee a new national framework for inquiries into child deaths and case where children have experienced serious harm. The proposals require LSCBs to carry out and publish the lessons from local reviews to cascade learning. The Board will await further guidance. In the interim the Board will continue to progress six ongoing Serious Case Reviews and three Learning Lesson Reviews; when completed the reports will be submitted to the Department for Education, to contribute to national learning and the findings will be published.

Part 4 – Analysis, conclusions, sufficiency statement and challenges

In determining the extent of progress made during 2015/16 the report responds to six key questions that benchmark the effectiveness of the Board's work to safeguard and promote the wellbeing of children and young people.

The five key questions are:

- What is it like to be a child growing up in Birmingham?
- Are children safer in the city?
- Are we making significant progress with our strategic objectives?
- Do we have sufficient assurance about the practice of all statutory partners?
- What impact is the Board having?

The conclusions are informed by the analysis of the outcomes of work undertaken during the year, the identified challenges ahead and how this shapes the priorities for 2016/17.

What is it like to be a child growing up in Birmingham?

During 2015/16 the Board learnt a lot more about the life experience of children in the city. Building upon the findings of the Children's Commissioners Report, "It takes a City to raise a Child" and the Joint Strategic Needs Assessment, which collectively provided an overview of the issues impacting on children and young people's health and welfare.

The Board had data available to aid understanding of the demographic factors, as well as the social, environment, educational and aspirational ones that affected the Board's ability to promote the welfare of the children of the city and meet their needs.

The report of the Birmingham Child Poverty Commission, set up in the spring of 2015, recognised that not only does it take a city to raise a child, it takes a city prepared to work to lift families out of poverty, increase social mobility, prosperity and aspiration amongst the city's children and young people.

The Board supports the aspiration of Birmingham becoming a ***Family Friendly City***.

Challenge 1: That the BSCB is influential in making the aspiration to become a *Family Friendly City,* a reality.

Are children safer in the city?

The significant progress during the year driven by the Early Help and Safeguarding Partnership has made an impact on keeping children safer, earlier. The work of the MASH, whilst still not as robust as is needed helped focus activity, and develop a better shared understanding of need, risk and what good practice looks like. Partners have more confidence in getting a response from Social Care and Social Care more confident that what is brought to their attention are the appropriate concerns.

Referrals dropped by the end of the year, whilst early help support increased. Cases by year end were allocated by Children's Social Care within timescales and the tools for assessments as well as the child protection processes, using the "Strengthening Families" model of practice were revised, refreshed and clear. The use of the threshold guidance was and is more consistent, and professionals do know what standards are expected of them.

The child protection system was refreshed, the Strengthening Families approach reinforced, simplified and promoted, and the Independent Reviewing Service reviewed, reorganised and stabilised. This brought more challenge and less delay into the system. In addition the approach became more family focused and respectful, with more proportionate and SMARTER child protection and child in need plans.

Despite this it has still not gone far enough, fast enough. The degree of consistency remains a significant concern. There is still a long way to go before every child gets a consistent response and is safely cared for as a consequence. Timeliness remains a concern and whilst the most at risk got a swift response over the year, many others waited for assessments, and support, and help for too long.

Over the year the Board began to move from trying to solve our practice by reviewing systems and reorganising structures to focusing far more on whether the workforce had clear guidance, support and supervision, knew what

was expected of them, had the capacity to do it, in order to ensure practice was good enough. Every partner agency engaged with this, and every partner accepted that far more is needed.

The relationship between partners became more robust and transparent, enabling effective challenge of performance. This was particularly evident at the Executive Group which became more strategic and forward thinking, with a common purpose. This was a big improvement but it also needs to translate from strategic leadership to impact on front line practice.

Challenge 2: The challenge for the BSCB is to move from ensuring there are safe systems in place, to ensuring safe, consistent and sustainable multi-agency practice is in place at every stage of the child's journey to keep them safe.

Are we making sufficient progress with our strategic objectives?

In 2015 the Board reviewed and refreshed it's strategic plan, setting out key safeguarding priorities for next three years;

- The voice of the child – to ensure that everything we do is informed by children and young people's experiences, views, wishes and feelings.
- We provide early help – when problems first arise.
- We run safe systems – to ensure children are properly safeguarded.

At the end of the second year of implementation of the strategy significant progress had been made on addressing and delivering on these strategic objectives.

Although there is better understanding of the extent of consultation and engagement with children and young people, further work is required to provide the requisite assurance that the voice of the child is being heard loud and clear.

Work to drive forward the Early Help arrangements was good. The Board supported and contributed to the establishment of the Early Help and Safeguarding Partnership, and the development of the Early Help Strategy.

In the first two years the 'Safe Systems' work has focused on the continuing development of the MASH and embedding the 'Strengthening Families' model of child protection case conferences, in both areas there is incremental progress. The Board highlighted the need for a whole city and whole system approach to tackle domestic abuse and greater coordination and collaborative working between the key statutory partnerships that impact on children's lives in the city.

Challenge 3: That the BSCB endorses the multi-agency Domestic Abuse Strategy incorporating a whole city, whole system approach and receives a six month progress report detailing the impact on reducing risk for children living in violent households.

There is an opportunity to enhance partnership working, maximise finite public sector resources to deliver better outcomes for children by better strategic coordination and collaboration between the Health and Wellbeing Board, Adult Safeguarding Board, Community Safety Partnership, Early Help and Safeguarding Partnership and the Children's Safeguarding Board.

Challenge 4: The BSCB supports the Strategic Leaders Forum to review the strategic partnership arrangements which discharge the functions of Safeguarding Children and Adults, Community Safety and Health and Wellbeing, clarifying lines of accountability.

Do we have sufficient assurance about the practice of all statutory partners?

The Board has in this last year made significant improvements in its assurance systems, performance analysis and quality assurance activity. The annual assurance cycle has been operating for two years providing a far more robust scrutiny and challenge system for the Board.

The BSCB Executive Group took monthly reports on performance and the story behind the data improved through the year. This led to better informed debate and challenge in relation to the evaluation of the three year MASH development programme, as well as the effectiveness of the child protection system including planning and reviews.

Peer challenge events continued which enabled sharing of good practice and verification of organisation's self-assessment judgements, actions and impacts from the previous year's Section 11 audit findings.

Significant work has been undertaken with schools through Head Teachers and the DSL network in terms of safeguarding practice, by the end of the year schools were clearer about what was expected of them.

Progress on developing robust systems in relation to missing children from home, care, education and view was too slow, further work is required to embed the new arrangements for the dissemination of intelligence from return home interviews to support planning intervention to reduce risk.

Despite the prioritisation of CSE throughout the year, progress was slow and agreement about the best approach was not always reached strategically and operationally. In the more serious cases action was coordinated to safeguard victims and disrupt perpetrator activity. However, there was inconsistency in service delivery and practice in lower risk cases.

Challenge 5: The Police and Local Authority to jointly lead a review of the city's approach to Child Sexual Exploitation and missing children. That the findings are presented to the Board to inform development of CSE strategy and practice.

Overall the Board was far better informed about the quality of practice and about how well children and young people were safeguarded. Partners, as well as schools were able to demonstrate their own effectiveness and provide the Board with assurance, and the degree to which gaps and weaknesses were being addressed. However how well applied that understanding was by partners to the areas that needed addressed was variable, and in the case of CSE and missing, ineffective.

It is clear that there is still a big gap between knowing what is not working and doing something about it. At times and that the Board's influence is not as strong as it should be.

Challenge 6: The safeguarding system aims to manifestly become a learning system undertaking systemic audits, assurance work and sharing lessons from individual cases and themed reviews to support improvement and provide evidence for assurance.

What impact is the Board having?

Despite the difficulties set out above, the Board in 2015/16 was a significant and influential part of the improvement journey in Birmingham. The Board had clear impact on the development of Right Service, Right Time, and the work to improve child protection systems. A range of other systems and processes were also developed with support and challenge from the Board, not always proactively enough but always when challenge was needed.

It has also been influential in developing a coherent Early Help Strategy and helped establish the Early Help and Safeguarding Partnership.

Throughout the year the Board engaged the key educational stakeholders, Birmingham Education Partnership, the Local Authority Education Department, Head Teachers and Governors to work together to enhance safeguarding in education. The DSL network has become influential in highlighting weaknesses, and in supporting the roll out of both CSE awareness and Prevent work as well as FGM.

The Board have made a significant contribution to the ongoing development of the MASH, providing robust challenge and support through a monthly case audit programme and commissioning an independent review to inform the next phase of the improvement journey.

Lay Members provided the Independent Chair with feedback on the effectiveness of the Board arrangements. The Practitioners Forum was an important sounding board over the year and was influential in informing the development of a range of Board products. Although relatively small in numbers the forum was an important channel for communicating with the children's workforce.

The learning and workforce development activity undertaken by the Board was extensive and well received, delivering 203 training courses for 4,489 delegates. The successful roll out of 'Right Service, Right Time' threshold guidance was another significant achievement

during the year. However the dissemination of learning from Serous Case Reviews was less effective during this period due to delays in finalising a number of reviews. This did not prevent organisations acting quickly to implement action to address any early learning emerging from the review process. The value of doing the reviews was mitigated by the limitations in being able to apply the learning. The learning was so generic to the whole improvement journey itself that it was hard to distinguish when change was as a result of SCR findings and when it was from a broader programme of change.

The Board by the end of 2015/16 was driving forward a clear, strategic, managerial and operational programme based on its priorities. This was playing an important part in the overall improvement programme, was valued by partners and well supported by them.

Summary, Conclusions and sufficiency statement:

The Board in 2015/16 was maturing, developing and improving at a steadily increasing pace. There was an open debate about the best way to move forward as a Board in terms of an innovative approach to improving the Board's impact and effectiveness. This considered progress made and progress still to make. Partners saw the Board as an essential part of the checks and balances in the safeguarding system with key responsibilities for performance, quality, assurance and applied learning.

Clarity about the functions and responsibilities of the Board was matched with a focus on delivery, and on driving forward a model of partnership assurance based on high support, high challenge and outcomes focused activity.

The deep rooted endemic and engrained challenges faced in Birmingham had a negative influence on the degree the Board could fulfil all its roles, particularly with competing strategic drivers in the form of the Improvement Plans and the Commissioners.

The Board are able to provide substantial evidence of the co-ordination and effectiveness of partnership activity to safeguard and promote the wellbeing of children, young people and families in Birmingham.

We cannot as yet demonstrate that we meet the criteria for a good LSCB; we are still a long way from that. However we can demonstrate further progress over the year against the criteria in terms of:

- The priority given to safeguarding by statutory LSCB Members and how that is demonstrated both through Section 11 assessments, sound financial contributions and in person contributions to the audit and scrutiny activity.
- Our policies and procedures, and the way we review these.
- Case file audits and the use of data and audit evidence to determine priorities for the Board, the challenge we put into the system and the assurances we seek.
- Our influence in informing senior leaders, and our contribution to planning and commissioning activity.
- The provision of a good level of high quality training.
- The degree of cooperation with and support to the Early Help and Safeguarding Partnership (EHSP)
- The contribution to EHSP's first year's work programme.

Looking Ahead – Business and Improvement Plan 2016/17:

The findings of the Annual Report together with the six challenges have helped shape and inform the development of the safeguarding priorities set out in the Business and Improvement Plan for 2016/17, the final year of the current strategic plan.

Throughout the year ahead the Board will closely monitor progress on responding to the identified challenges and ensuring effective implementation of the Business and Improvement Plan. The major challenge for the Board looking forward is having the impact on practice that is needed to improve the quality of safeguarding and the degree to which children's welfare is promoted in Birmingham, making a real difference to children's lives by ensuring the 12 pledges in the BSCB's priorities are more than aspirational and become reality.

Business and Improvement Plan Priorities for the 2016/17 are:

The voice of the child – to ensure that everything we do is informed.by children and young people's experiences, views, wishes and feelings.

By 2017 we will know that:

1. All the children getting support say they feel heard.
2. Most children getting support say they feel safer as a result.
3. All our statutory agencies have systems in place to engage with, involve, see, listen to, and respond to the children and young people using their services

We provide early help – when problems first arise.

By 2017 we will know that:

1. The majority of children and young people living in families which need early help get it quickly.
2. The number of early help assessments and has increased, year on year, and the number of referrals has decreased, year on year.
3. All our statutory agencies can demonstrate how well they identify, assess and engage in providing early help services to children and families.
4. Families are involved in solving their problems and developing their own solutions in every situation.

We run safe systems – to ensure children are properly safeguarded.

By 2017, we will know that:

1. The number of re-referrals and children made subject to a protection 4 plan for the second time are both reducing year on year.
2. Children and families are assessed and receive the right service at the right time, within relevant statutory timescales.
3. Where children are the subject of a family support or child protection plan the family can tells us they know what has to happen why and by when, and what will happen if this isn't achieved.
4. All our statutory agencies are able to demonstrate how well their safeguarding systems are functioning, what needs to be improved and what action they are taking to achieve this.
5. Whole city and whole system strategy to tackle Domestic Abuse.

Glossary:

A&E	Accident & Emergency
ACE	Aspiring to Clinical Excellence
ADHD	Attention Deficit Hyperactivity Disorder
ASTI	Assessment and Short Term Intervention
BAAF	British Association of Adoption and Fostering
BAFGM	Birmingham Against Female Genital Mutilation
BCC	Birmingham City Council
BCHC	Birmingham Community Health Care
BE	Birmingham East
BEHSP	Birmingham Early Help and Safeguarding Partnership
BEP	Birmingham Education Partnership
BME	Black and Minority Ethnic
BN	Birmingham North
BSCB	Birmingham Safeguarding Children Board
BSMHFT	Birmingham and Solihull Mental Health Foundation Trust
BWH	Birmingham Women's Hospital NHS Foundation Trust
C&PE	Communications and Public Engagement
CAF	Common Assessment Framework
CAITs	Child Abuse Investigation Teams
CC CCG	Cross City Clinical Commissioning Group
CCGs	Clinical Commissioning Groups
CDOP	Child Death Overview Panel
CiC	Children in Care
CMOG	CSE and Missing Operational Group
COMMS	Community and Public Engagement
CP	Child Protection
CPC	Corporate Parenting Board
CP-IS	Child Protection Information Sharing Project
CQC	Care Quality Commission
CQUIN	Commissioning for Quality and Innovation
CRC	Community Rehabilitation Company
CSE	Child Sexual Exploitation
CYP	Children and Young People
DCLG	Department for Communities and Local Government
DfE	Department for Education
DHR	Domestic Homicide Review
DSLs	Designated Safeguarding Leads
DV	Domestic Violence
DVA	Domestic Violence and Abuse
fCAF	Family Common Assessment Framework
FDRG	Front Door Reference Group
FGM	Female Genital Mutilation
GP	General Practitioner
HE	Higher Education
HEFT	Heart of England NHS Foundation Trust
HM	Her Majesty's
HMIC	Her Majesty's Inspectorate of Constabulary
HR	Human Resources
HWB	Health and Wellbeing Board
ICPC	Initial Child Protection Conference

IMR	Individual Management Review
IRIS	Identification and Referral to Improve Safety
IT	Information Technology
L&D	Learning and Development
LA	Local Authority
LAC	Looked After Children
LADO	Local Authority Designated Officer
LGBT	Lesbian, Gay, Bisexual, Transgender
LLR	Learning Lessons Review
LPUs	Local Policing Units
LSCB	Local Safeguarding Children Board
MAPPA	Multi-Agency Public Protection Arrangements
MARF	Multi-Agency Referral Form
MASE	Multi-Agency Sexual Exploitation
MASH	Multi-Agency Safeguarding Hub
MOG	Missing Operational Group
NE	Lincolnshire North East Lincolnshire
NEET	Not in Education Employment or Training
NFA	No Further Action
NHS	National Health Service
NICE	National Institute for Health and Care Excellence
NPS	National Probation Service
NSPCC	National Society for the Prevention of Cruelty to Children
OCC	Office of Children's Commissioner
OSC	Office of Surveillance Commissioners
P&QA	Performance and Quality Assurance
PCC	Police and Crime Commissioner
PCSO's	Police Community Support Officers
PHSE	Personal Social and Health Education
PVVP	Preventing Violence Against Vulnerable People
ROH	Royal Orthopaedic Hospital
RSRT	Right Service, Right Time
S17	Section 17
S47	Section 47
SAs	Single assessments
SC CCG	South Central Clinical Commissioning Group
SCR	Serious Case Review
SEND	Special Educational Needs and Disability
SUDIC	Sudden Unexpected Death in Childhood
SWB CCG	Sandwell and West Birmingham Clinical Commissioning Group
SWM	Staffordshire and West Midlands
TAF	Team Around the Family
TF	Think Family
TR	Transforming Rehabilitation
WMA	West Midlands Ambulance Service
WMF	West Midlands Fire Service
WMP	West Midlands Police
WRAP	Workshop to Raise Awareness of Prevent
YJB	Youth Justice Board
YMCA	Young Men's Christian Association
YOS	Youth Offending Service
YTD	Year To Date

Appendices:

The below appendices are available to read and download from the BSCB website.

1. Getting to Great – Strategic Plan 2015-17 and Business Improvement Plan 2015/16
2. Strategy for Early Help in Birmingham
3. Birmingham Child Death Overview Panel Annual Report 2015/16
4. Multi-Agency Child Sexual Exploitation Framework & Strategy 2015-17

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BIRMINGHAM Education Partnership

Birmingham City Council

Provisional Education Performance 2016

Schools, Children and Families Overview and Scrutiny Committee

23rd November 2016

Introduction

- 2016 saw many changes in the assessment arrangements for schools in England.
- As highlighted by the Department of Education, this means not all results are comparable to previous years
- This report covers performance across all Key Stages
- This is provisional data – final data released at the end of 2016 and beginning of 2017
- Full report looking at detailed analysis of examination results will be delivered in Spring

Summary

- Primary School performance below average across both attainment and progress measures
- However we have had a fall in the number of schools below national floor standard
- Early Years Foundation Stage performance has improved but gap not closed with national levels
- GCSE results more promising – especially compared to statistical neighbours and the other Core Cities.
- A slight fall in the proportion of children achieving 5 A* to C GCSEs including English and Maths – but there was also a drop in performance nationally.
- The new measures of “Progress 8 and Attainment 8” – indicate Birmingham is in line with National.
- Birmingham is also in line with the National average of children achieving the English Baccalaureate

Early Years Foundation Stage

Early Years Foundation Stage Profile (EYFSP)

The EYFSP summarises and describes pupils' attainment at the end of the EYFS.

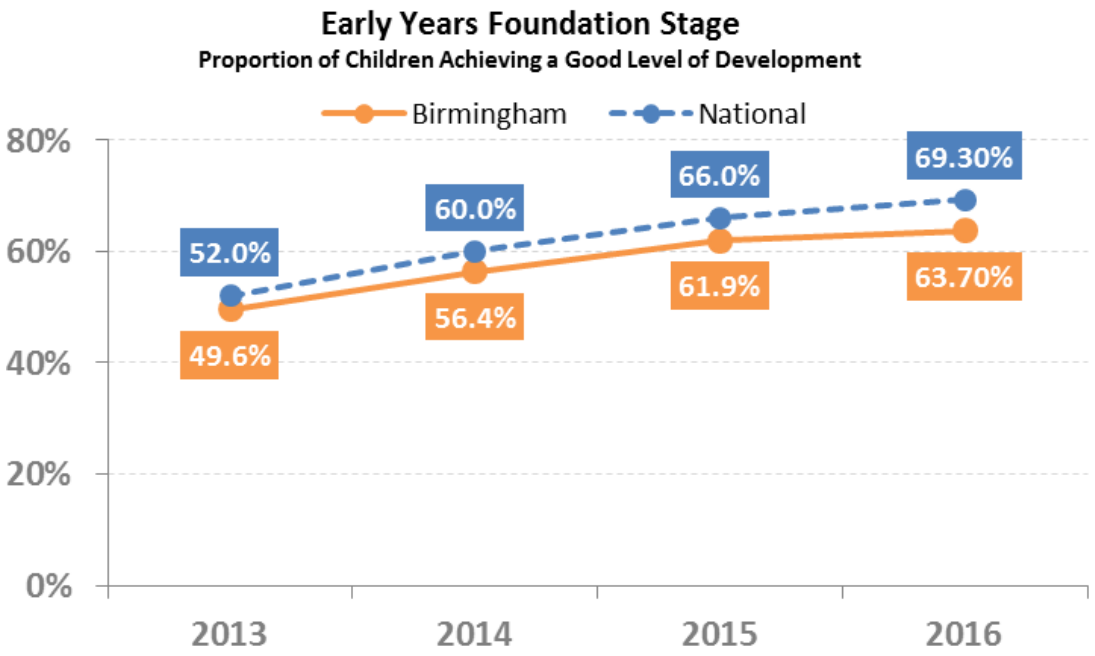
The purpose of the assessment is to gain insight into levels of children's development and their readiness for the next phase of their education

The EYFSP gives:

- the pupil's attainment in relation to the 17 early learning goals (ELG) descriptors
- a short narrative describing the pupil's 3 characteristics of effective learning

"Good Level of Development" is a standard way of measuring performance. A child achieves GLD if they achieve "expected level" in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.



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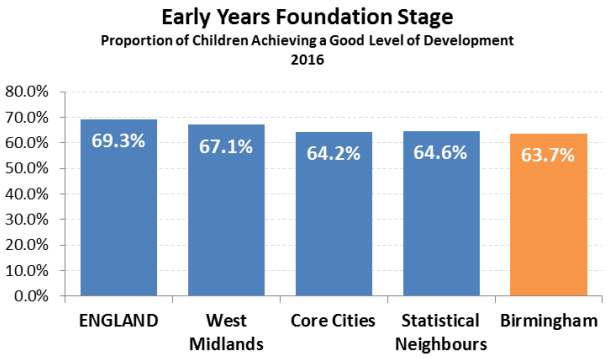
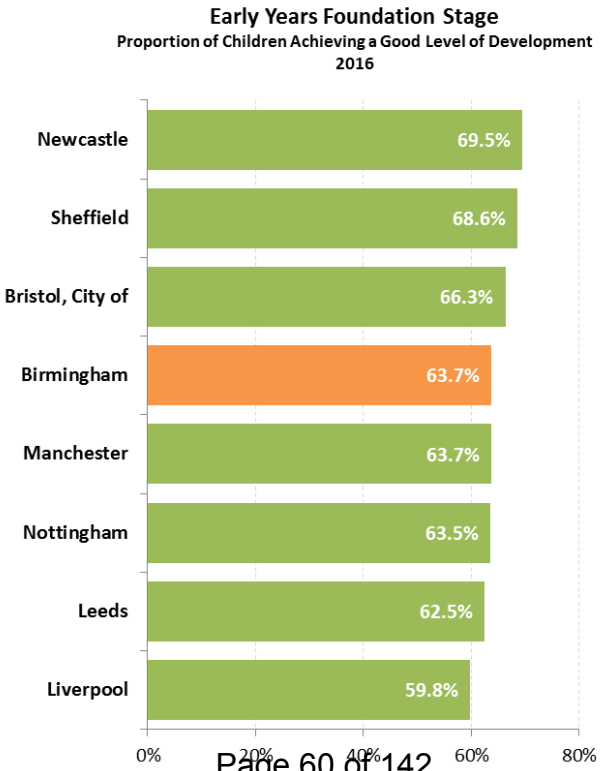
EYFS Comparisons



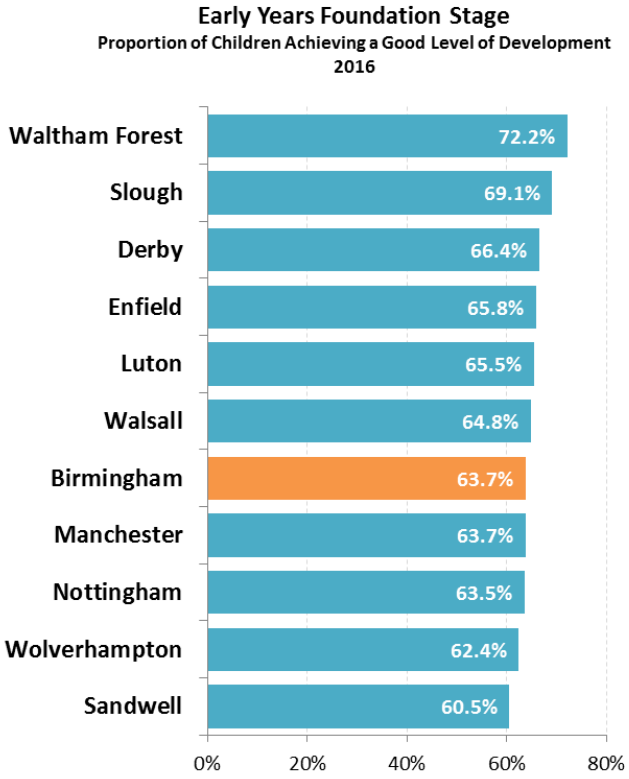
Birmingham's LA wide education performance is usually benchmarked against national, west midlands and statistical neighbours.

While underperforming against the average, performance is not the worst in either group

Core Cities



Statistical Neighbours



Birmingham City Council

Key Stage 1

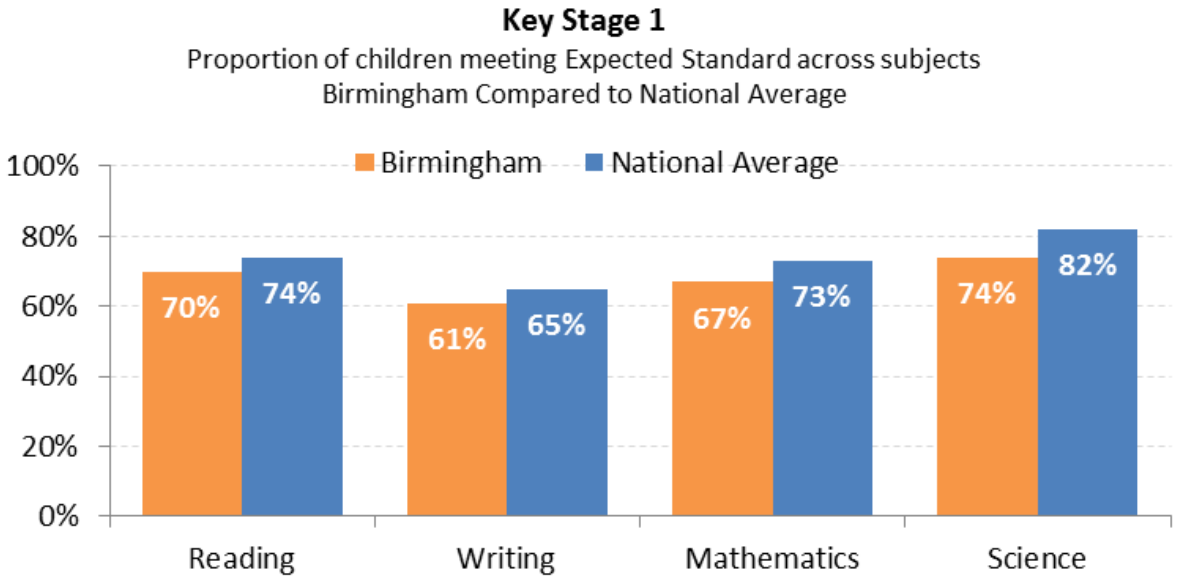
Key Stage 1 Performance

From 2016 KS1 outcomes are no longer reported using levels.

A new teacher assessment framework has been provided being partly informed by the use of tests with a scaled score outcome.

The chart right shows the proportion of pupils working at least at the expected standard as indicated by Teacher Assessment.

Birmingham has a lower proportion of children reaching the standard across all subjects, with the greatest gap at science



Birmingham City Council

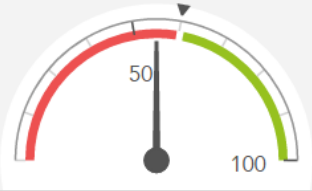
Key Stage 1 – Summary Performance

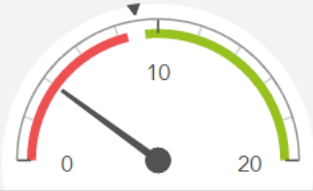
Taken from fft aspire

LA KS1 Attainment 2016 · Actual results

16181 pupils

% Expected Standard + (Re, Wr, Ma)	% Higher Standard (Re, Wr, Ma)
55%	4%
Significantly below the national average (60%)	Significantly below the national average (9%)

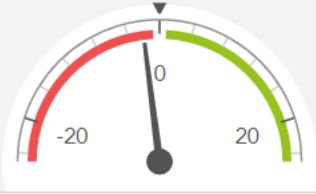


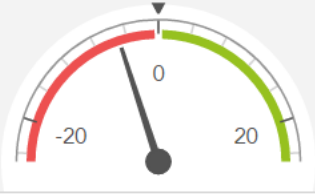


LA KS1 Progress 2016 · Value Added

15276 matched pupils

% Expected Standard + (Re, Wr, Ma)	% Higher Standard (Re, Wr, Ma)
-2%	-5%
Significantly below the national average (0%)	Significantly below the national average (0%)





Birmingham City Council

Key Stage 2

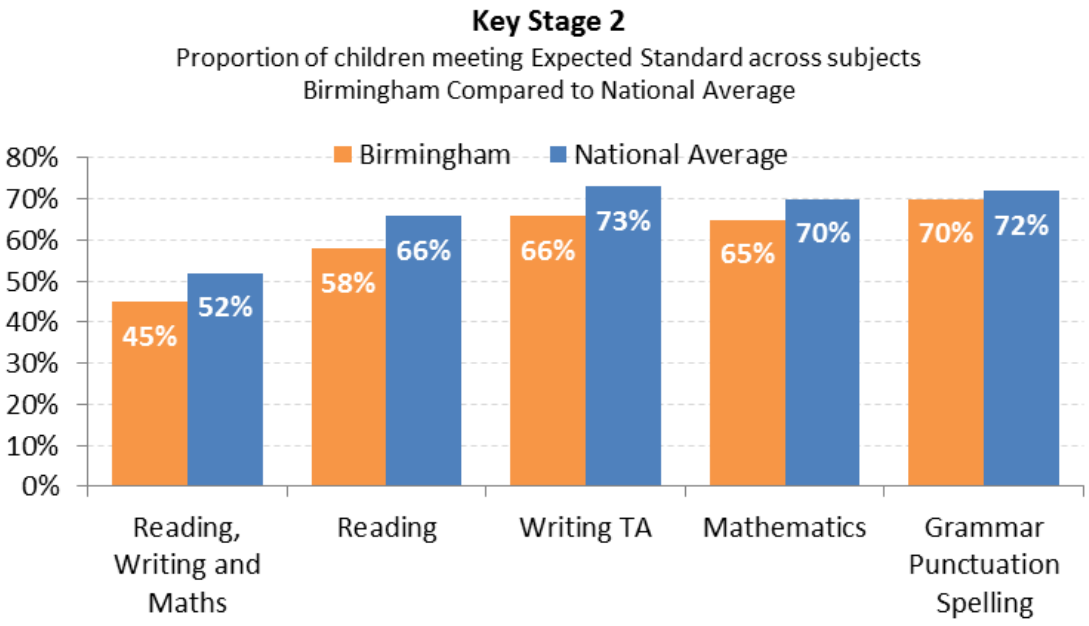
Key Stage 2 Performance

The assessment processes at Key Stage 2 also changed significantly in 2016. This makes comparison with previous years misleading.

In 2016 schools are held to account for the percentage of pupils achieving the expected standard at the end of KS2 and whether they make sufficient progress based on a new, value-added measure of progress.

A school will fall below the floor standard in 2016 where fewer than 65% of pupils achieve the expected standard and pupils do not make sufficient progress.

Reading, Maths and Grammar punctuation & spelling are primarily informed by tests with a scaled score of 100 indicating the pupil reaching the expected level. Writing remains as a teacher assessment.



Birmingham City Council

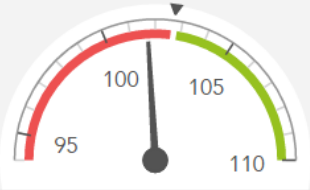
Key Stage 2 – Summary Performance

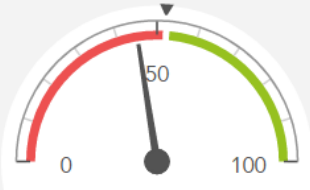
Taken from fft aspire

LA KS2 Attainment 2016 · Actual results

14814 pupils

Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)
101.7 ↓	45% ↓





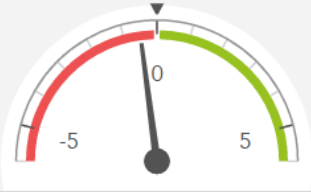
Significantly below the national average (102.7) ◀

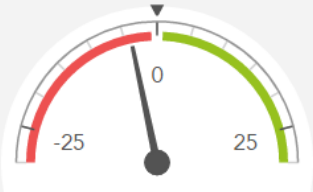
Significantly below the national average (52%) ◀

LA KS2 Progress 2016 · Value Added

13764 matched pupils

Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)
-0.5 ↓	-4% ↓



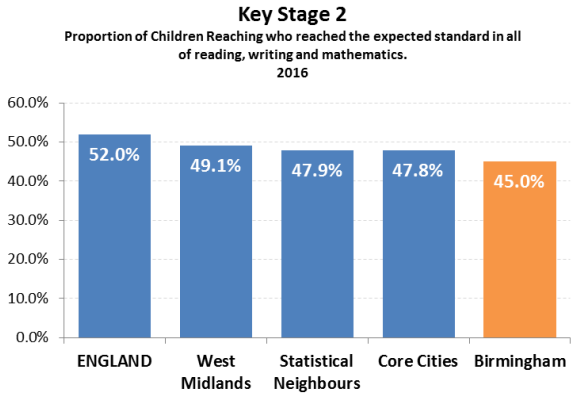


Significantly below the national average (0) ◀

Significantly below the national average (0%) ◀

Birmingham City Council

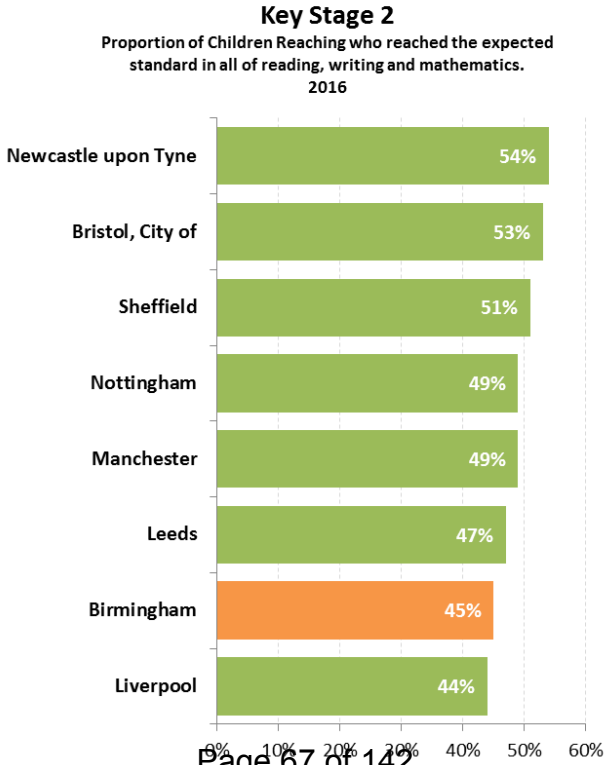
Key Stage 2 Comparisons



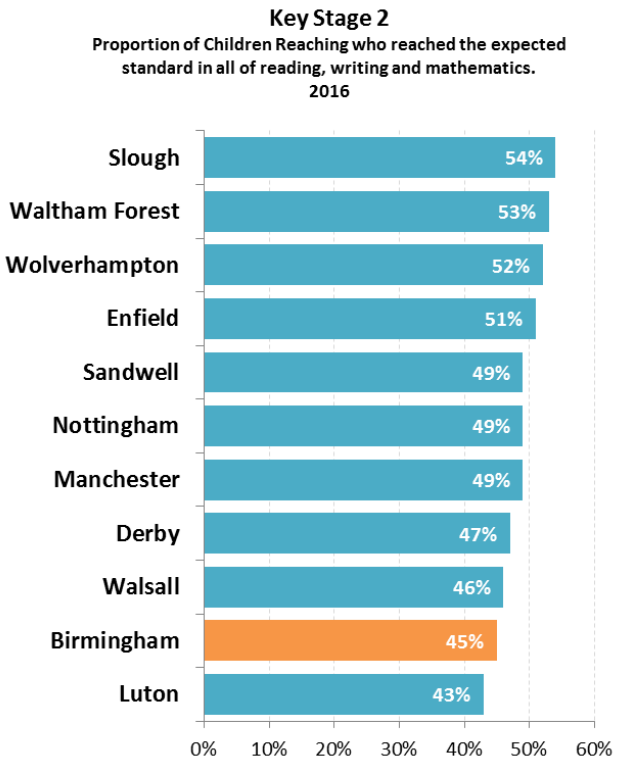
As with the other Key Stages Birmingham's performance is usually benchmarked against national, west midlands and statistical neighbours.

While underperforming against the average, performance is not the worst in either group.

Core Cities



Statistical Neighbours



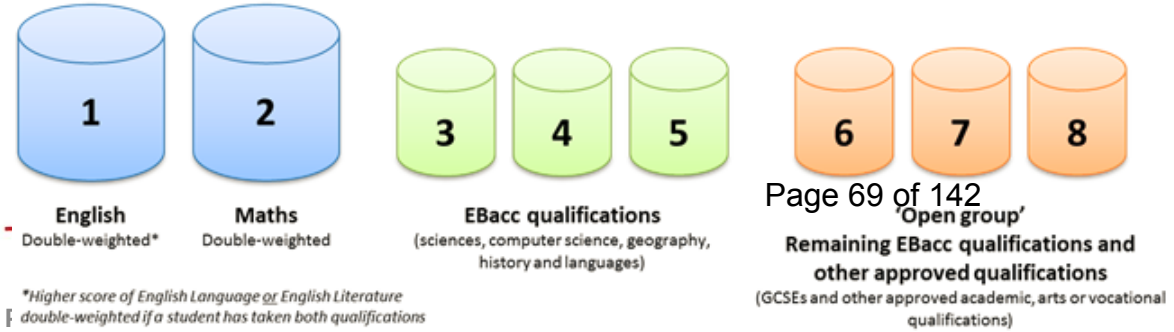
Birmingham City Council

Key Stage 4

Birmingham City Council

New Key Stage 4 Accountability Measures
Attainment 8 and Progress 8

- Changes at GCSE with two new headline measures, Attainment 8 and Progress 8.
- **Attainment 8** measures the achievement of a pupil across 8 qualifications including maths (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
- **Progress 8** is a value added measure focusing on the progress a pupil makes from the end of primary school to the end of secondary school.



Birmingham City Council

Attainment 8 Example

- Table right shows how a particular pupils' attainment 8 score is calculated
- Attainment 8 score = (Qa1 + Qa1) + (Qa2 + Qa2 as taken English literature) + Qa4 + Qa6 + Qa8 + Qa3 + Qa5 + Qa9
- = (7 + 7) + (8 +8) + 6 + 7 + 7 + 6 +5 +6
- = **67**

GCSE grade	2016 Points	2017 and 2018 Points
G	1.00	1.00
F	2.00	1.50
E	3.00	2.00
D	4.00	3.00
C	5.00	4.00
B	6.00	5.50
A	7.00	7.00
A*	8.00	8.50

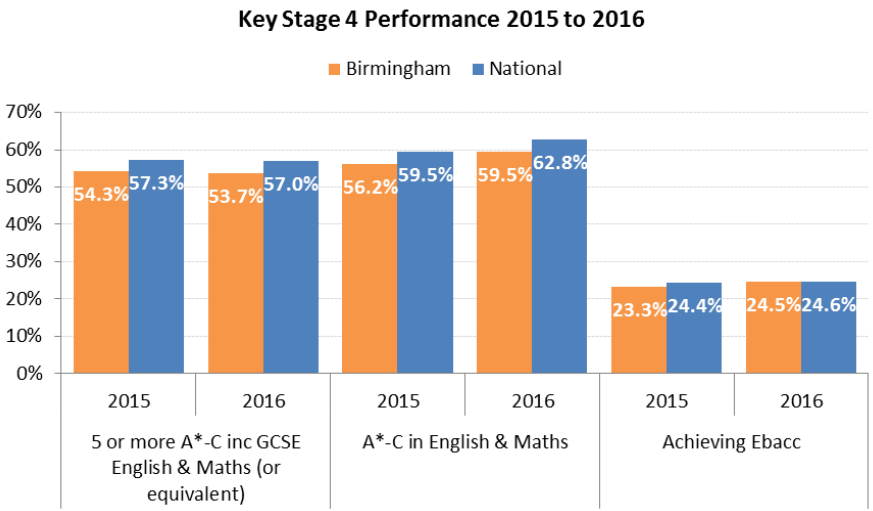
ID	Qualification	Grade	Points	Included in the measure	Element	Doubled?	Total points
Qa1	GCSE mathematics	A	7	✓	Maths	✓	14
Qa2	GCSE English language	A*	8	✓	English	✓	16
Qa3	GCSE English literature	B	6	✓	Other	×	6
Qa4	GCSE additional science	B	6	✓	EBacc	×	6
Qa5	GCSE art	C	5	✓	Other	×	5
Qa6	GCSE core science	A	7	✓	EBacc	×	7
Qa7	GCSE French	C	5	✓	Other	×	5
Qa8	GCSE Spanish	B	6	✓	EBacc	×	6
Qa9	GCSE religious studies	D	4	×			

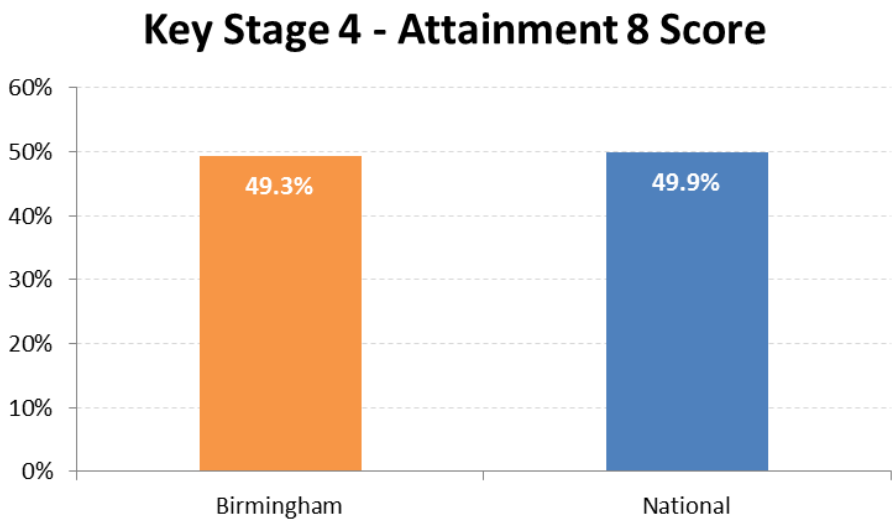
Progress 8

- Progress 8 scores will be calculated for pupils for the **sole** purpose of calculating the school's Progress 8 score
- A pupil's Progress 8 score is defined as their Attainment 8 score, minus their estimated Attainment 8 score. The estimated Attainment 8 score is the average Attainment 8 score of all pupils nationally with the same prior attainment at KS2.
- Progress 8 a score of 0 shows a school's progress is in line with national progress, a score of +1 shows the school's pupils make a grade more progress than national, a score of -1 shows the school's pupils make a grade less progress than national.

Birmingham City Council

Key Stage 4 Summary





Birmingham Progress 8

Performance

Compared to **-0.03** nationally (state funded)

0 +/- 0.02

Birmingham City Council

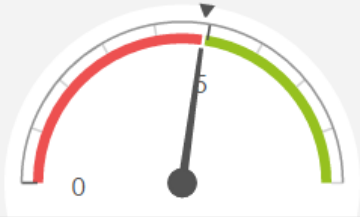
Key Stage 4 – Summary Performance

Taken from fft aspire

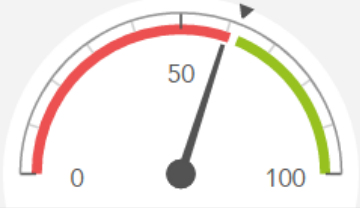
LA KS4 Attainment 2016 · Actual results

12049 pupils

Attainment / Progress 8 (Overall)	% A*-C English & Maths
4.9 ↑	60%



In line with the national average (4.9) ◀

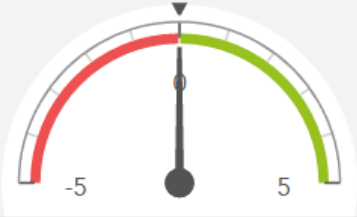


Significantly below the national average (62%) ◀

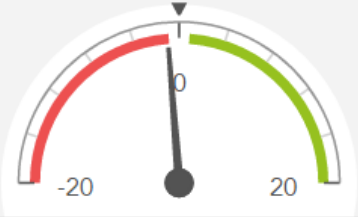
LA KS4 Progress 2016 · Value Added

12046 matched pupils

Attainment / Progress 8 (Overall)	% A*-C English & Maths
+0.00 ↓	-1%



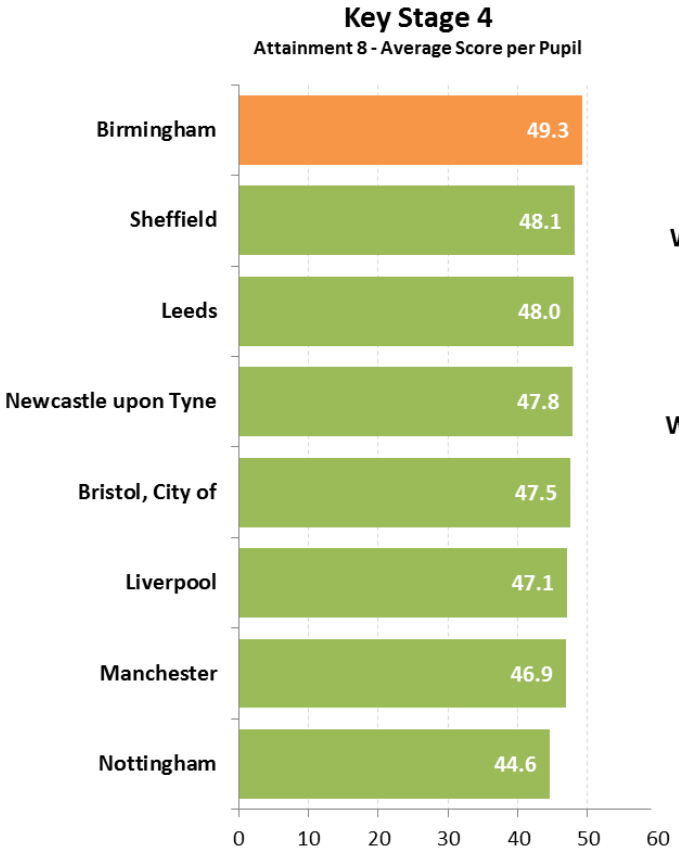
In line with the national average (0) ◀

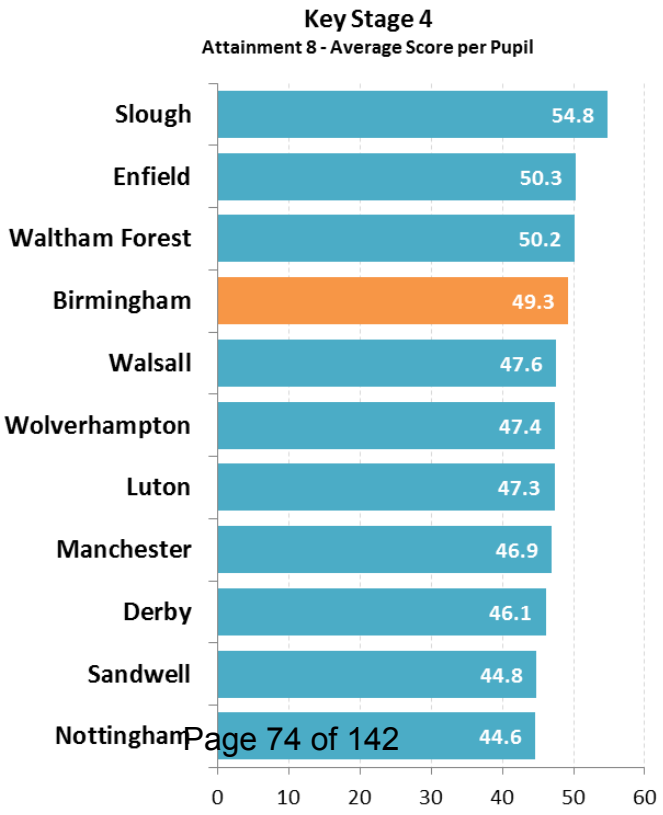


In line with the national average (0%) ◀

Birmingham City Council

GCSE Attainment 8 comparisons

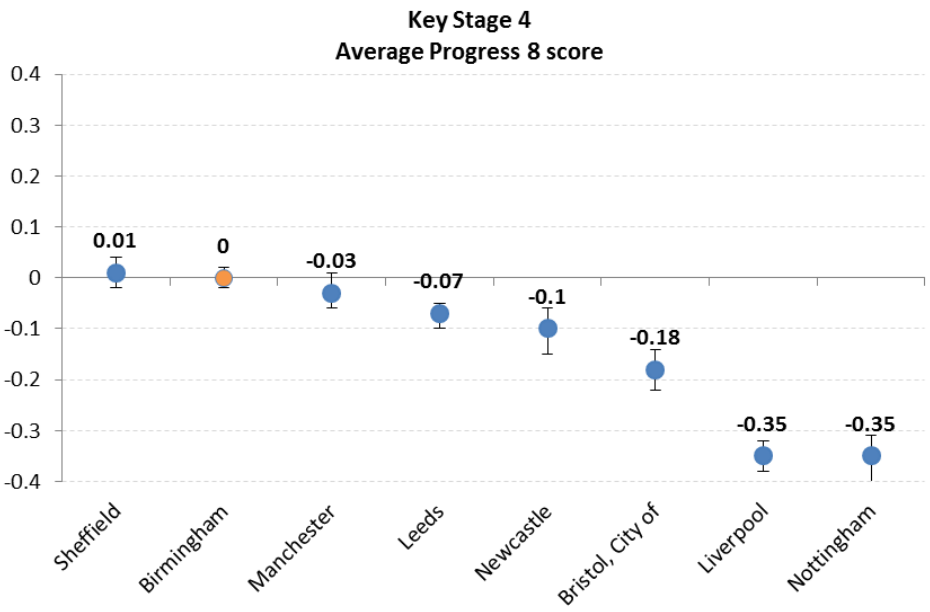


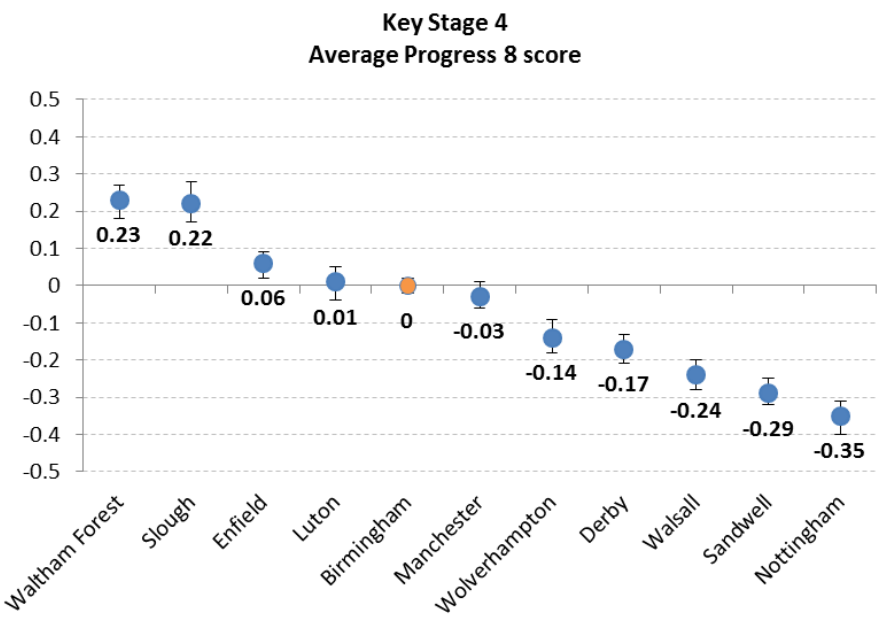


The chart left compares Birmingham's average attainment 8 score with the rest of the English core cities and Birmingham's statistical neighbours. Birmingham compares very well on this measure.

Birmingham City Council

GCSE Progress 8 Comparisons





In terms of Value-added – Birmingham again performs favourably against its Core City and statistical neighbour peers

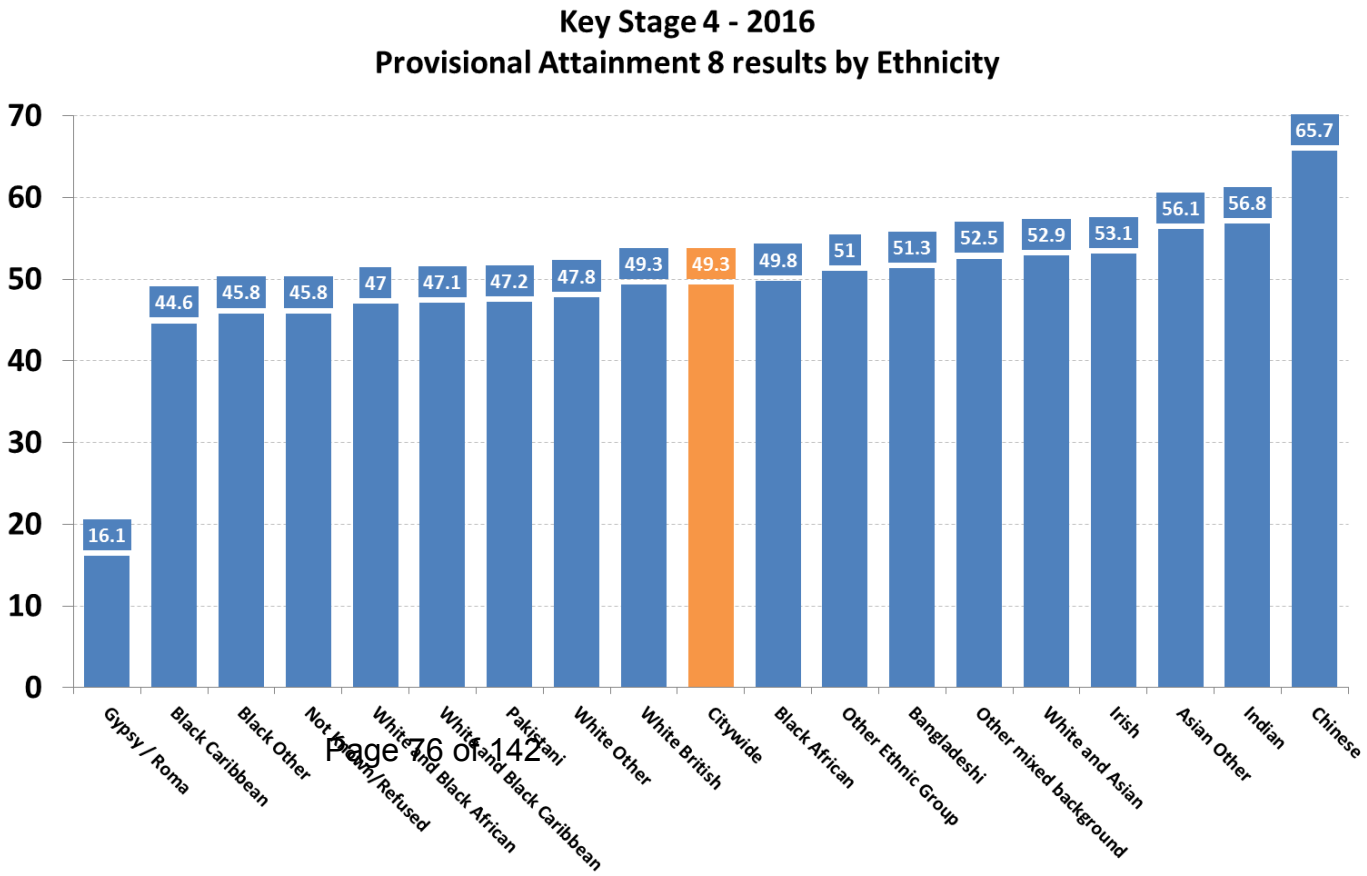
Birmingham City Council

Key Stage 4 - Ethnicity

The chart right shows provisional GCSE results (Attainment 8) for ethnic groups in Birmingham.

It is not yet possible to benchmark each group by national equivalents, so results here are compared to the Birmingham overall average.

It should be noted that each group has different cohort sizes – ranging from 22 pupils from Gypsy/Roma heritage to 4070 from a White British background

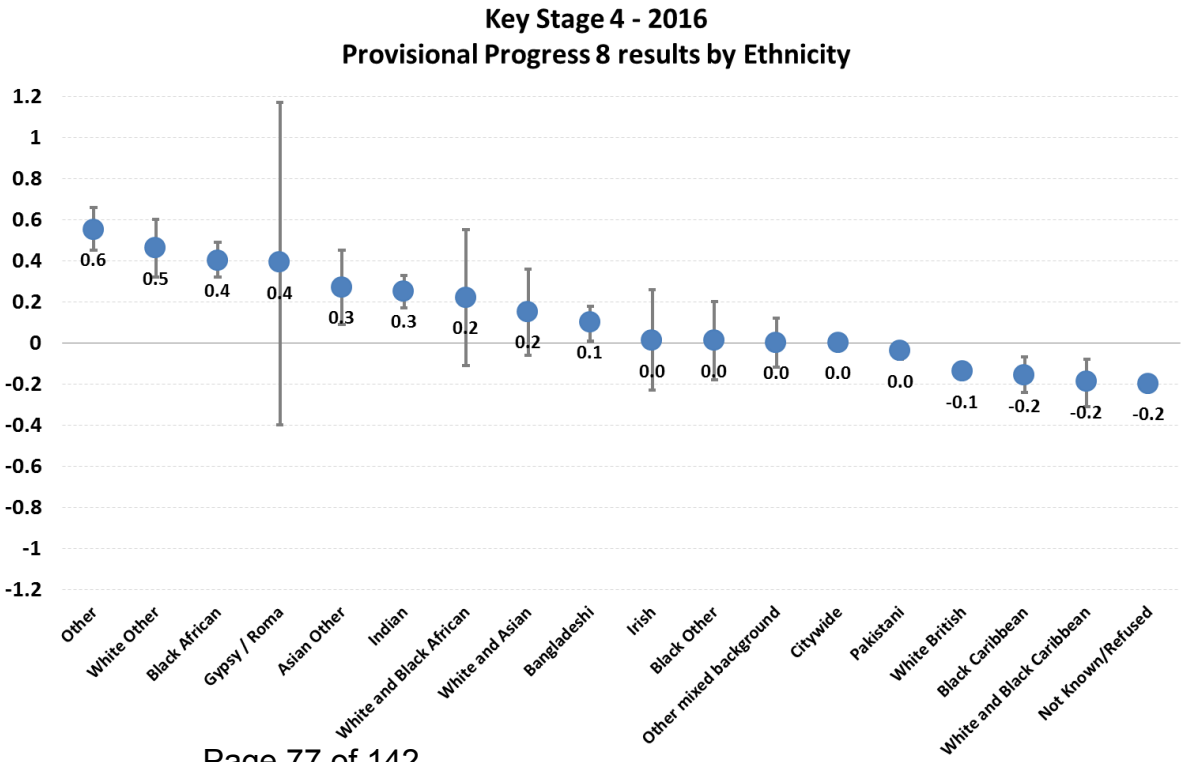


Key Stage 4 - Ethnicity

The chart right shows provisional Progress 8 results for ethnic groups in Birmingham.

These figures are built on individual student progress 8 figures against their value added cohorts.

Groups where a smaller numbers will generally have larger confidence intervals.



Birmingham City Council

Effect of Moderation

2016	KS1								KS2	
	Reading		Writing		Maths		Combined		Writing	
	EXS	GDS	EXS	GDS	HS	GDS	EXS	HS	EXS	GDS
National	74%	24%	66%	13%	73%	18%	60%	9%	74%	14%
Birmingham	69%	14%	61%	6%	67%	11%	55%	4%	69%	6%
Not moderated	69%	14%	61%	7%	67%	11%	55%	4%	70%	7%
Moderated	70%	13%	60%	6%	67%	9%	54%	3%	65%	4%

The main issues were as follows:

- Understanding of the need for 'secure fit' not best fit
- Assessment of spelling
- Understanding and interpreting the qualifiers some, many, most
- Expectation of accurate sentence construction (grammar)
- Consistent and accurate use of punctuation
- Lack of editing opportunities.

- Moderation appears to have had little impact at Key Stage 1
- At Key Stage 2 there was a greater difference between moderated and unmoderated schools
- Birmingham was moderated by the STA at Ks1 and 2 and the moderators found the processes used to be sound.
- 75 schools were moderated with 35% of the judgements for teacher assessment changed up or down during the process. 1 formal appeal was received and acted on and the moderator judgement was upheld by an external moderation manager from another LA.
- Some unmoderated schools (15) had much greater percentage of GDS than any who were moderated
- S4E investigated this and all schools reported that they were confident in their secure fit judgements.

Birmingham City Council

School Floor & Coasting Standards

- At Primary Level according to provisional data there are **17** schools not meeting the floor standards (there were 25 according to the different standard in 2015). There are **19** schools now defined as ‘coasting’ (14 of which are not below floor)

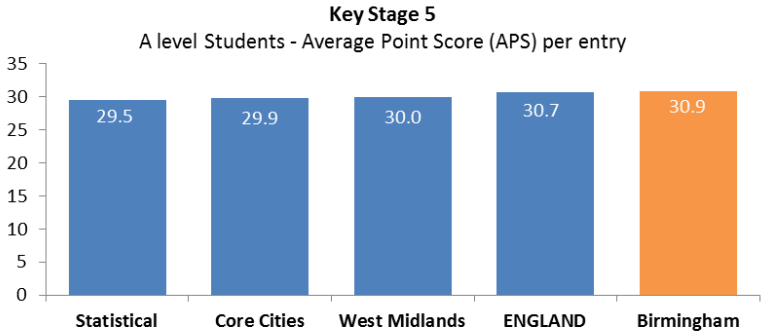
- At Secondary Level there were **4** schools below the floor standards (compared to 13 in 2015), There are **8** schools defined as ‘coasting’ (6 of which are not below floor)

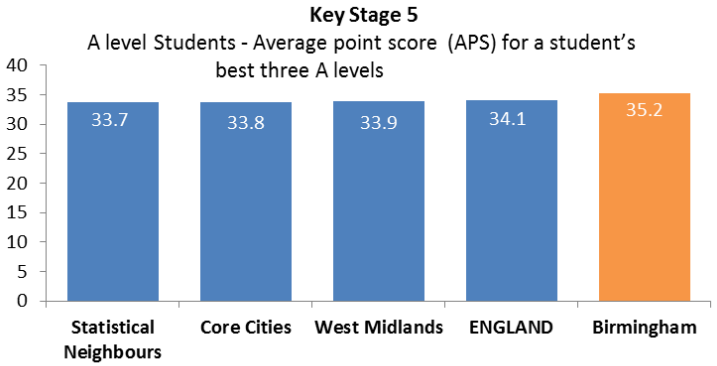
**2016 is the first year the coasting measure comes into effect, schools must be below the coasting threshold in three consecutive years to fall into this measure. No school is confirmed as being below floor or as coasting until final performance tables are published in December & January.*

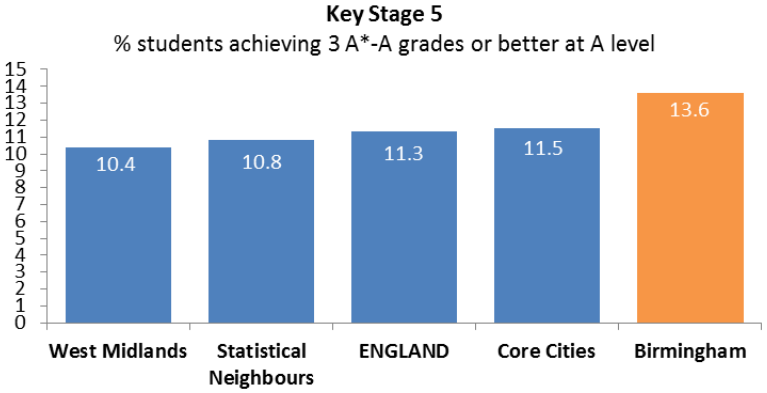
Key Stage 5

Birmingham City Council

Key Stage 5 comparisons





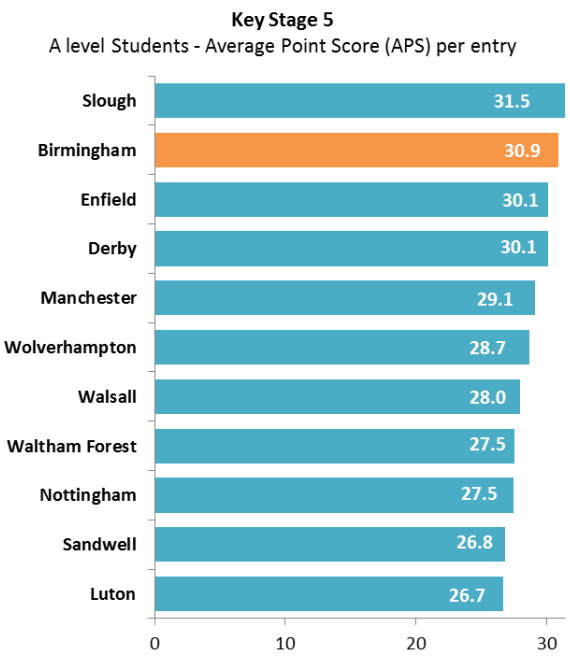


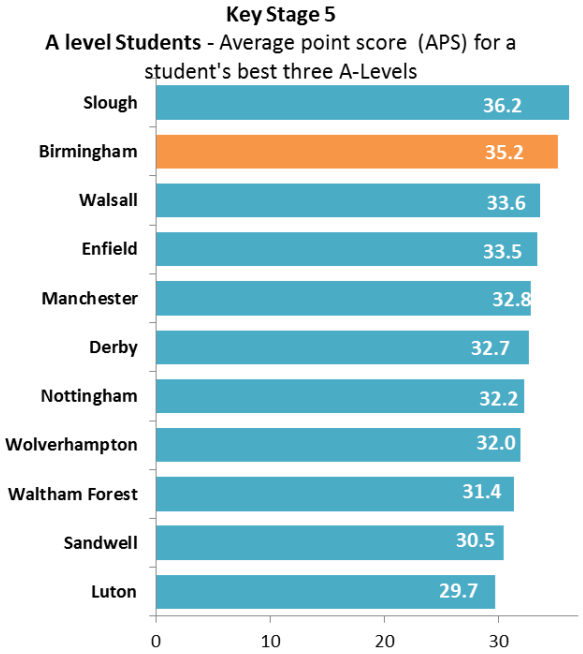
Data here covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs) and state-funded special schools.

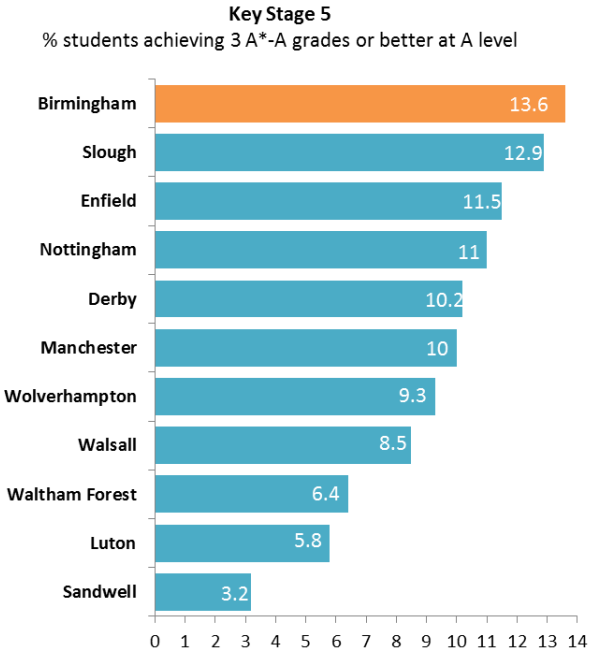
It excludes FE sector colleges, pupil referral units (PRUs), alternative provision (AP), hospital schools, non-maintained special schools, other government department funded colleges, independent schools, independent special schools and independent schools approved to take pupils with special educational needs (SEN).

Birmingham City Council

Key Stage 5 comparisons







Birmingham City Council

- Ofsted Rating

Birmingham City Council

Current Ofsted Position (Local reporting as of 4th October)

Phase	Total Schools	Good/Outstanding		Requires Improvement /Inadequate		Special Measures	
		Count	%	Count	%	Count	%
Nursery	27	27	100%	0	0%	0	0%
Primary	298	240	81%	58	19%	14	5%
Secondary	82	58	71%	24	29%	11	13%
Special	27	22	81%	5	19%	3	11%
PRU	5	3	60%	2	40%	1	20%
Total	**439**	**350**	**80%**	**89**	**20%**	**29**	**7%**

***All open schools within the LA are included that have had an Ofsted inspection. Where an establishment has not been inspected since becoming an academy, the inspection of the previous establishment is used. Free schools without an inspection are not included as there is no previous establishment to match to.**

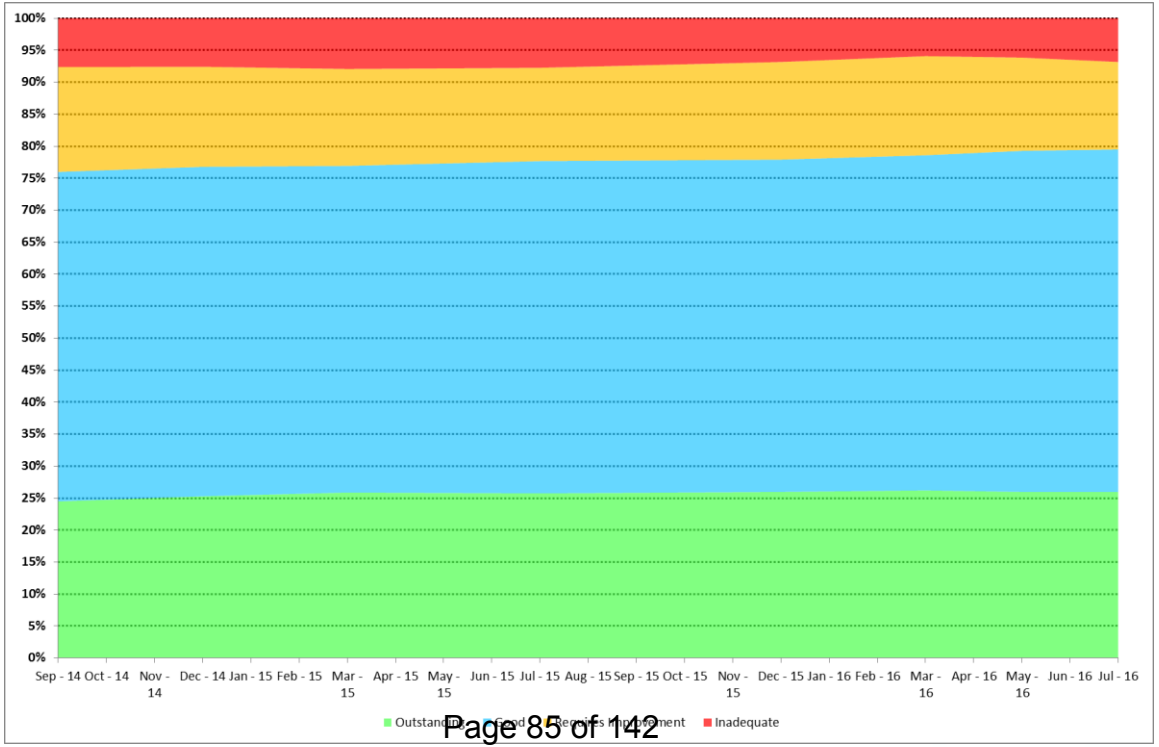
NEW FREE SCHOOLS WITHOUT AN INSPECTION ARE NOT INCLUDED

Birmingham City Council

Current Ofsted Position (National released data as of July 2016)

Sept 2014
Number of schools in Special Measures
30

Sept 2014
Proportion Good/Outstanding
76.0%



July 2016
Number of schools in Special Measures
30

July 2016
Proportion Good/Outstanding
79.5%

Birmingham City Council

Report to the Schools, Children and Families Overview & Scrutiny Committee Overview and Scrutiny Committee

October 2016

A Progress Report on the Education Sufficiency Programme

Purpose of the Report

To brief the Children & Education Overview and Scrutiny Committee on the current position regarding school places in Birmingham. The briefing includes the ongoing work with school place planning, school admissions and partners to deliver places through Basic Need funding. A report on the sufficiency of special school places is not included and is within the scope of the Inclusion Commission.

Recommendation

That the Committee note the information contained in the report.

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1 The current picture of sufficiency of mainstream school places in Birmingham to meet Basic Need

- After a period of increasing birth rates, we are now due to see three years of birth rate decline. We expect demand for places in Reception to reduce from 2017.
- More children are joining our schools during each year. Increasing numbers of families and young adults choose to re-locate to Birmingham. We call this cohort growth.
- Cohort growth remains on an upward trend as increasing numbers of families and young adults choose to re-locate to Birmingham.
- The Local Authority's Additional Primary Places programme has successfully met the demand for increased places in Reception without creating oversupply. There is a risk of oversupply as birth rates decline; however, the spaces created may be helpful to meet increased demand from cohort growth.
- The demand for secondary school places is beginning a period of sustained growth. Although there may be some hotspot areas where we will look to create additional places, places are likely to be met mainly from within existing supply until at least 2017/18.
- Birmingham schools continue to work in partnership with the City to meet Basic Need. Many have taken on the tremendous challenge of expanding while maintaining momentum on school improvement. Significant expertise has developed across our school leaders and their commitment to working with the Local Authority to provide sufficient places remains invaluable.

2 Plans for meeting growth in demand

- The City's key priority is that every child receives a great education. The main priority in selecting schools for expansion is that they are located where places are needed, and that wherever possible additional places are provided in schools judged by OFSTED to be good or outstanding. It is sometimes the case that OFSTED judgements change during or after an expansion project.
- Forecasts of demand over the past two years have been within 1% accuracy for the total numbers of places required in the City. The accuracy of forecasts at District and Ward level is more variable due to the changing patterns of parental preference and the changing supply of places from expanded schools and Free Schools.
- A range of models will continue to be used and developed to create additional places. The strategy to make better use of existing space is proving extremely successful and ensures that we can meet requirements within available resource.
- There are fewer vacancies in expanded schools than across non-expanded schools. This indicates that the new places are generally popular and have been provided where they are needed.
- An annual cycle of activity sets out what places we expect to need on a 3-year planning horizon for primary phase. This year we are moving to a 5-year planning horizon for secondary phase although we expect there to be significant movement in our forecasts beyond 3 years due to the unpredictable nature of cohort growth, particularly in the context of Brexit. All schools are invited to express interest in expanding and there are clear criteria for identifying preferred options for expansion.

- It is feasible that a significant proportion of the additional secondary places required by 2019 will be created in existing secondary schools, using capital investment to re-model and refurbish existing space. There is also an opportunity to align Free School proposals to areas of greatest need and to co-ordinate new schools with the expansion of existing provision. The context of the central government Free Schools programme and decisions by schools to expand independently of the City's basic need requirements continues to be highly challenging.
- Completely new major housing developments where there are no local schools will require entirely new schools to be built.

3 Meeting parental preference

- The City's objective is to ensure all schools are supported on their journey to becoming good or outstanding. It is a key priority to ensure our least popular schools are effectively supported on their improvement journey to become schools of choice within local communities.
- There is substantial variation in the degree to which parental preference is met across different wards. Figures also change significantly from one year to the next depending on a range of factors. It is essential to recognise that low parental preference does not necessarily reflect a lack of local school places. The quality of local provision is a significant factor.
- It is possible that figures for meeting parental preference at secondary will reduce over the next 3 years as the number of surplus places reduces; this is also likely to have a positive impact on school improvement. We may see preference rates for primary schools increase as birth rates decrease.
- The picture of parental preference in our secondary schools is skewed by the number of unsuccessful applications for grammar schools. 11% of pupils applied unsuccessfully for a grammar school place (1st preference) for 2016 entry.

4 In-Year Admissions

- There was a net increase of over 1000 new pupils (YR-Y6) joining our primary schools over the period Oct 2015-May 2016. Over 9000 applications were processed during the same period. There was a net increase of nearly 400 new pupils (Y7-9) joining our secondary provision and over 2000 applications were processed during the same period.
- The process of offering places is currently managed by schools and applications are received from newly arrived families (new to UK or new to Birmingham) or from families seeking an alternative school place.
- Where children and families are unable to secure a school place from applying directly to a school, the School Admissions team will process and secure a place for that child with the aim of keeping to a minium the length of time any child is oout of school

5 Successes, risks and issues in meeting our statutory duty to provide sufficient school places

- Over 15,000 additional primary places have been created to date through the Local Authority Basic Need programme.
- We are continuing to make best use of existing space within our schools.
- Collaborating with partners to secure successful project delivery, the Council has developed a Learning Chalet model as an effective temporary solution for school places that is highly efficient to deliver and very cost effective.
- Managing in-year admissions is an increasing challenge. We continue to need more schools willing to create additional places in yrs 1-6 through bulge / flexible expansion, in light of impending birth rate drop.
- The oversupply of secondary school places in some areas continues to create a major risk to the sustainability of our least popular schools. This needs to be carefully managed in light of forthcoming additional demand.
- Visibility of vacant school places across our schools is a challenge, however we are developing enhanced ICT processes to support this recording and analysis.
- Greater compliance and co-operation across all schools to take in-year admissions and Fair Access is needed to reduce the length of time children are out of school.
- Plans for large housing estates present a challenge as school places will be required in advance of occupation.

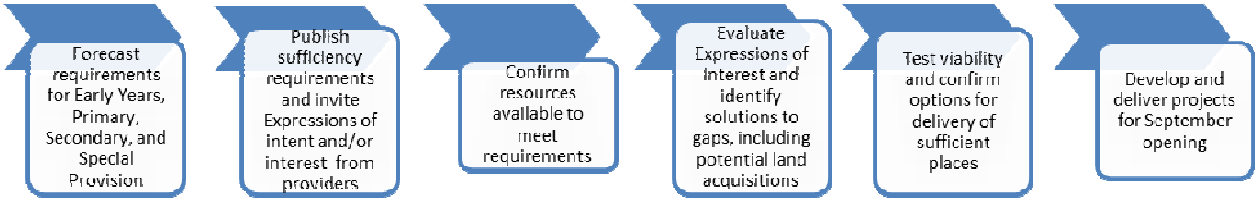
Background and Context

Birmingham is a growing City with a young population. The City Council has a statutory duty to ensure there are sufficient schools for all Birmingham children and young people. In order to meet this duty, it is essential that we have a robust understanding of the supply of and demand for school places through school place planning, accompanied by a Basic Need Strategy that ensures sufficient school places are provided to meet local need. At its very essence, the Basic Need programme is part of the wider school improvement strategy to deliver our ambition for every Birmingham child to attend a good school.

Under the direction of the Cabinet Member for Children, Families and Schools, the responsibility for the Basic Need programme, including school place planning and the schools expansion programme, sits within the Education and Skills Infrastructure Team (EdSI) in the Education and Commissioning section of the People Directorate.

The Basic Need programme covers all school places across mainstream and special schools from the statutory school ages of 4 – 16. Early years and post-16 planning and provision are aligned to the Basic Need Programme but are not in the scope of this report.

The City's Basic Need Strategy is set out in Appendix 1. An annual cycle of activity takes place to maintain sufficient school places to meet Basic Need:



Education Sufficiency Requirements are published annually setting out the number and location of new places we expect to require. An annual schools capital programme brings forward proposals for school expansions requiring capital investment. School organisation proposals are taken through statutory consultation processes as required.

Co-ordination of place planning and the schools expansion programme has specific complexities in a landscape where more schools have autonomy to increase the number of places they offer and where central government is delivering the Free Schools and Academies programmes. Admissions arrangements and the processes for administering admissions are closely linked to the school place planning process and there are therefore close working relationships between the respective Local Authority teams.

To date, there has been highly effective partnership work between Birmingham schools and the Local Authority to respond to the growth in demand. Since 2010, up to and including Sept 2016, over 15,000 additional places have been provided for Primary aged pupils in large part through the permanent expansion of 61 mainstream schools. We are deeply appreciative of the hard work undertaken by all our partners, and in particular schools and governing bodies who step forwards to support the Local Authority to meet its statutory duty.

1. The current picture of school places in Birmingham to meet Basic Need sufficiency

1.1 Demand Overview: How is the demand for school places changing? What do we know about growth in demand?

1.2 Supply Overview: How has the supply of school places changed since September 2015? What do we know about free schools?

1.1 Demand Overview

Two distinct elements inform and contribute to forecasts for school places:

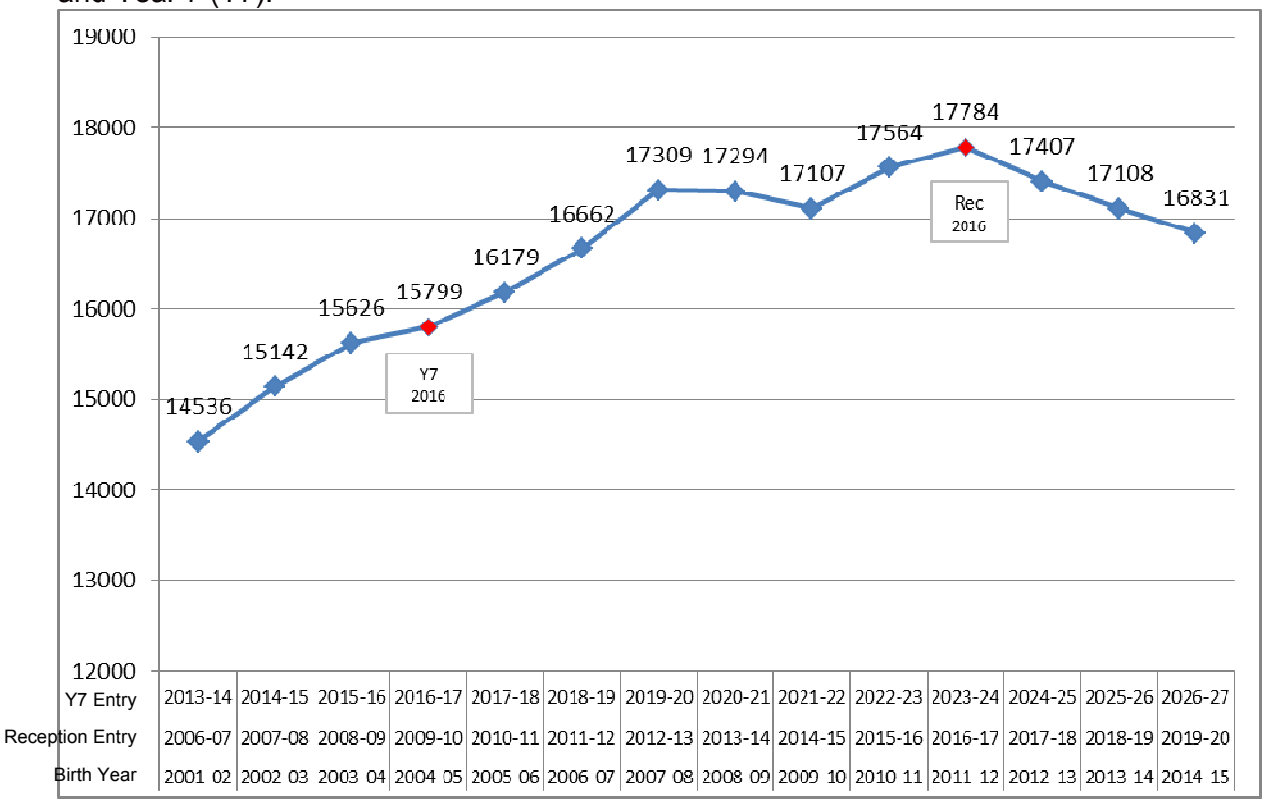
a) Increased Birth Rates and

b) Cohort Growth, including housing developments

Births

Birth rates are now about to decline after a sustained increase since 2001. The peak year of births has entered Reception in 2016. This cohort will reach Year 7 in 2023.

Graph 1 illustrates the total number of births in Birmingham, by year of entry into Reception (R) and Year 7 (Y7):



Graph 1: Total number of births in Birmingham by Year of School Entry. Source: ONS Live Birth Data reported annually

The graph highlights the birth rate increase that has already impacted on primary place planning as well as the imminent impact of this growth on our secondary school pupil numbers. It appears that birth rate is due to reduce from 2017 however it is difficult to predict how recent increases in people moving into the City will impact on birth rates.

Cohort Growth

Primary

There are more pupils in primary provision in Birmingham than previously. As a result of more people moving into the City than leaving there is increasing net growth of each cohort and this is particularly evident during Primary School years, suggesting that families with young children may be particularly attracted to Birmingham as a place to live. Table 1 below shows the increased conversion rate of numbers of pupils requiring a Reception place from the numbers of pupils born in the City.

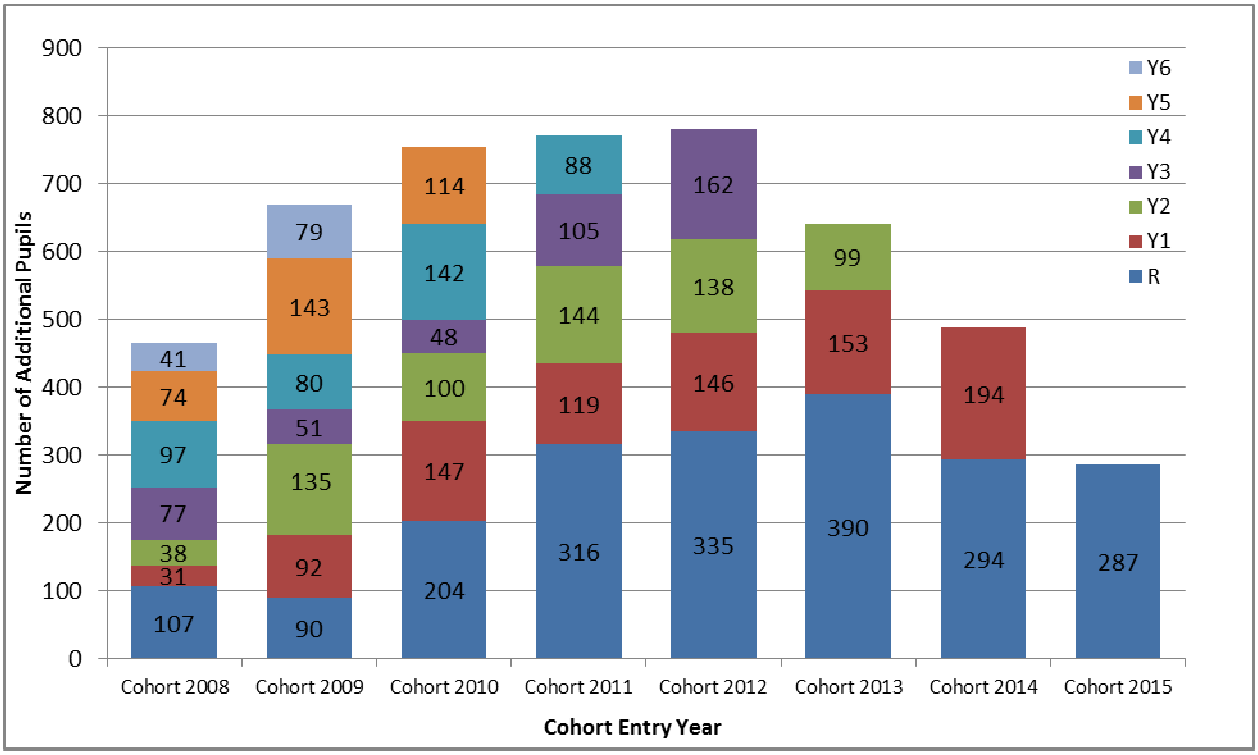
Birth/YR Comparison	Conversion births to requirement for Reception place	Number of places converted to Reception places in comparison to previous year
Births entry 2012/YR Oct 2012	88.2%	-72.00
Births entry 2013/YR Oct 2013	88.6%	+66.00
Births entry 2014/YR Oct 2014	89.5%	+167.00
Births entry 2015/YR Oct 2015	91.0%	+225.00

Table 1: Conversion birth to Reception places using birth rates and census information. Source: ONS data reported annually, School Census Data reported termly

The levels of cohort growth across the City are unprecedented and continue to increase beyond expected levels. It is now reasonable to expect a cohort to grow by anything between 750-1900 additional places (25-63FE) over the 7 years between Reception and the end of Year 6.

In 2014, for example, nearly 300 additional pupils had joined the Reception year group by the time the cohort became Year 1 in 2016. The May-Oct term sees the largest growth in cohort numbers as a result of families moving into the City and pupils being placed over the Summer months for September start. We can therefore expect further growth between now and Oct 2016 (figures in italics).

Graph 2 shows the net growth to date of each primary cohort group which has started since 2008:



Graph 2: Primary Cohort Net Growth, Oct to Oct. Source: School Census Data reported termly

Supporting commentary on Graph 2
If we look at the cohort that started Reception in 2012: by the time they reached Year 1 they had grown by 335 pupils, they had grown a further 146 before they reached Year 2, a further 138 by the time they reached Year 3 and a further 162 by the end of Year 3 in May 2016. To date this is a total cohort growth of 781 pupils or over 26FE over 3.75 years. This is the equivalent to more than double the number of pupils that the cohort starting in Reception 2007 grew by the time the cohort had left Y6 in July 2014.

Table 2 below provides a summary of the total growth by cohort since 2008. It shows the steep increase in cohort growth over time. For example the cohort starting in 2014 has grown by more pupils in five terms than the cohort of 2008 grew in full over a 7 year period.

Year Cohort	2008	2009	2010	2011	2012	2013	2014	2015
Number of Years Growth R-Y6	7	7	6	5	4	3	2	1
Total Pupil Net Growth to May 2016	465	670	755	772	781	642	488	287

Table 2: Overview of Primary Cohort Net Growth since 2008. Source: School Census Data reported termly

Secondary

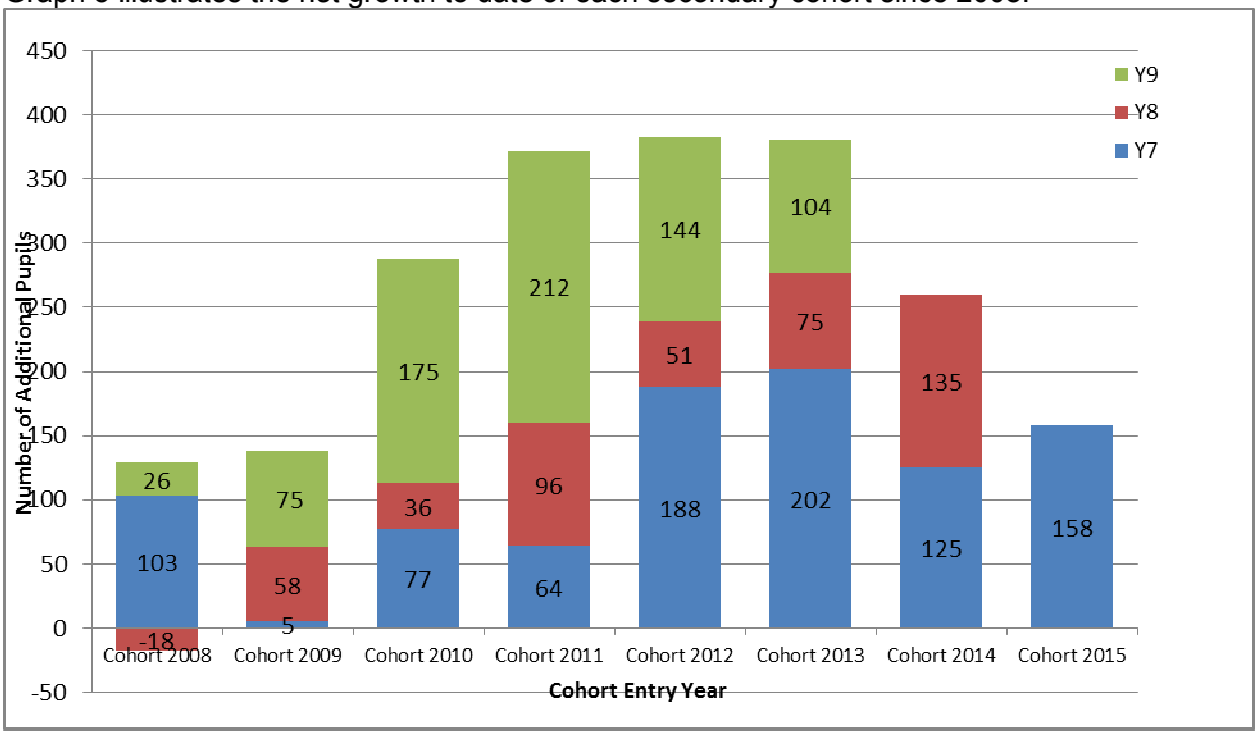
There are now more pupils entering Year 7 in Birmingham than previously and this is expected to continue until at least 2023. Traditionally there is a difference in the number of pupils leaving Year 6 to entering Birmingham school provision in Year 7, however this gap is now reducing. (At Year 7, pupils have a wider variety of choice of provision such as independent or specialist provision, as well as provision over the border in our neighbouring authorities. As neighbouring authorities also grow, their availability of places for Birmingham pupils may reduce.) The table below shows the increased conversion rate of numbers of Year 6 pupils to those requiring a Year 7 place.

Y6/Y7 Comparison	Conversion Year 6 pupils to requirement for a Year 7 place	Number of places converted to Year 7 places in comparison to previous year
Y6 May 2012/Y7 Oct 2012	91.5%	-11
Y6 May 2013/Y7 Oct 2013	90.6%	-111
Y6 May 2014/Y7 Oct 2014	93.0%	+269
Y6 May 2015/Y7 Oct 2015	93.6%	+42

Table 3: Conversion Year 6 to Year 7 places using census information. Source: School Census Data reported termly

Cohorts are increasing annually. It is now reasonable to expect a cohort to grow by 395-450 additional places (13-15FE) over the 3 years between Year 7 and end of Year 9. In 2013, for example, over 200 additional pupils had joined the Year 7 cohort by the time they entered Year 8 in 2014. Years 10 and 11 traditionally see a decrease in cohort size as schools are far less likely to take new students in during the GCSE phase.

Graph 3 illustrates the net growth to date of each secondary cohort since 2008:



Graph 3: Secondary Cohort Net Growth. Source: School Census Data reported termly

Supporting commentary on Graph 3
If we look at the cohort that started in Year 7 in 2012: by the time they reached Year 8 they had grown by 188 pupils, they had grown a further 51 before they reached Year 9 and a further 144 by the time that they reached Year 10 in 2015. This is a total cohort growth of 383 pupils or nearly 13FE over 3 years. Secondary cohorts traditionally reduce in size during years 10 and 11.

Table 4 provides a summary of the total growth by cohort since 2008. It shows the increase in cohort growth over time. For example the cohort starting in 2015 has grown by more pupils in two terms than the cohort of 2009 grew by the time they left Y9.

Year Cohort	2008	2009	2010	2011	2012	2013	2014	2015

Year Cohort	2008	2009	2010	2011	2012	2013	2014	2015
Number of Years Growth Y7-Y9	3	3	3	3	3	3	2	1
Total Pupil Net Growth to May 2016	111	138	288	372	383	381	260	158

Table 4: Overview of Secondary Cohort Net Growth. Source: School Census Data reported termly

Mobility

While the figures above clearly show the change in the total numbers of pupils per year group, these numbers do not represent the actual numbers of children who move in and out of Birmingham during the year. As such, the figures do not provide a true picture of pupil mobility which is extremely high in a number of our schools and in some areas of our City. The volume of applications for places 'in-year' that is challenging to manage and coordinate. Please see section 4.3 for details on which schools are taking significant numbers of in-year admissions.

Some pupils from Birmingham attend schools in neighbouring authorities, and some pupils in neighbouring authorities attend school in Birmingham. This creates an 'in-flow' of pupils coming into Birmingham and an 'out-flow' of pupils going to other authorities to attend school. We are a net importer of pupils from Staffordshire, however a net exporter to our other surrounding authorities of Sandwell, Solihull, Walsall, Worcestershire, Dudley and Warwickshire. A map of pupil movement can be found in Appendix 2.

Housing developments are taken into account within our forecasting where planning permissions or permitted development rights have been granted. Work is required to further understand the mobility caused by new housing developments; a new housing development may encourage relocation of existing Birmingham families or attract new families from out of the City.

There are two significant developments which will impact demand for school places in the City; both will deliver 6000 dwellings each and require additional schools. There is a Strategic Housing Land Availability Assessment (SHLAA) which sets out strategy and will inform future development of housing in the city.

1.2 Supply Overview

Primary

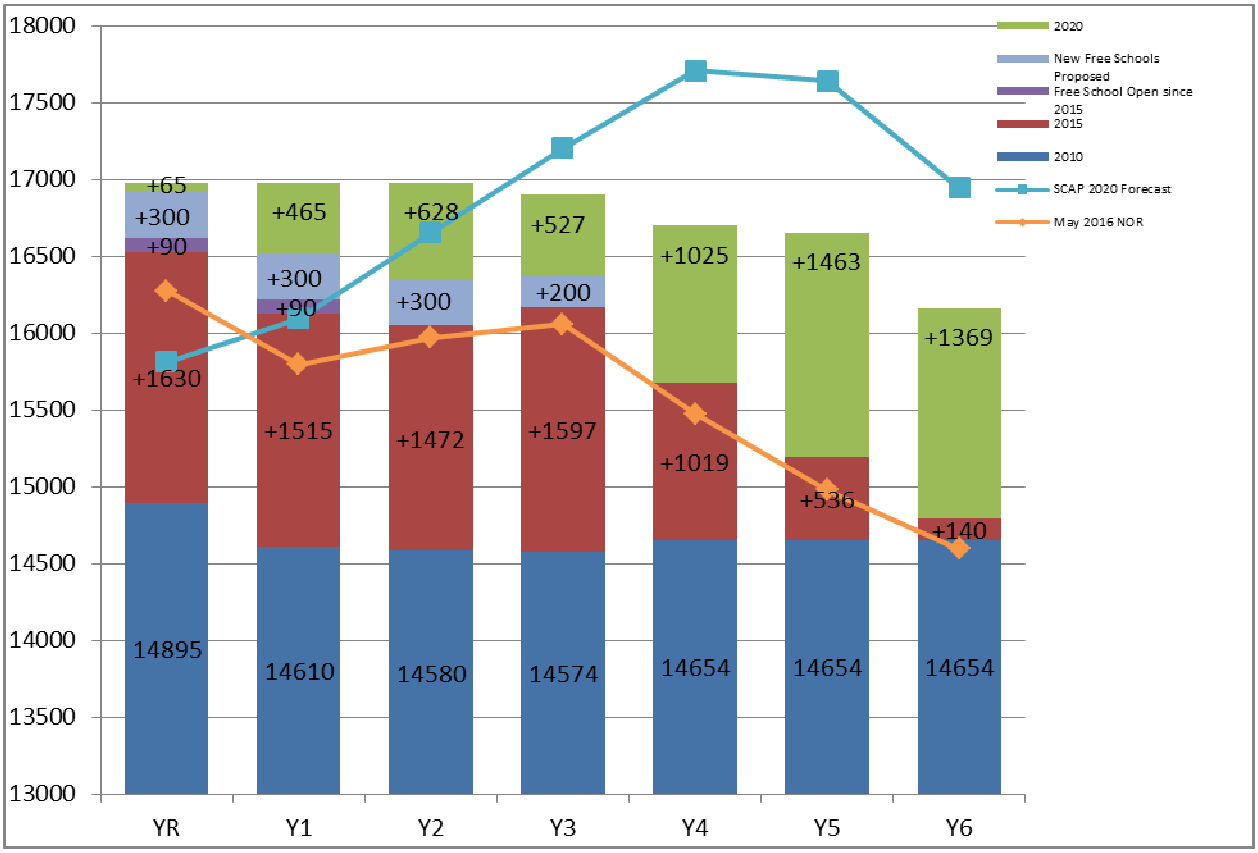
In Birmingham, the Additional Primary Places (APP) programme commenced in 2010 in response to the growth in demand. The large majority of additional places have been created through expansion of existing schools. The total supply of places across our primary schools continues to increase year on year as the schools that we have expanded gradually fill. In addition, new places are being provided by Free Schools. Table 5 below shows the number of additional Reception places created annually since 2010 through the Basic Need programme or by own admission authority schools / free schools.

	2010	2011	2012	2013	2014	2015	2016
Additional Reception places created	**390**	**550**	**499**	**330**	**190**	**466**	**255**
Local Authority coordinated (Basic Need programme)	390	490	499	330	190	276	165
Own admission authority or new free school	-	60	-	-	-	190	90

Table 5: Overview of Additional Reception places. Source: School Supply Master db

Appendix 3 shows a map of the additional primary places created to date.

Graph 4 illustrates how the supply of primary places in 2010, 2015 and 2020 will change based on the Additional Primary Places programme, confirmed additional places created by own admissions authorities and new approved Free Schools. The capacity within our primary schools is compared to current numbers on roll (NOR) at May 2016, and forecast numbers for May 2021 (2020 academic year).This graph assumes that when schools open or expand, year groups will fill year on year (i.e. for example a Free School will only open with places in Reception and will fill one year at a time).



Graph 4: Primary capacity by year group against forecast pupil numbers. Source: School Census Data May 2016, SCAP 2016, School Supply Master db

Of the additional 455 Reception places potentially being created between 2015 and 2020, 390 places are from 3 proposed free schools and only 65 from planned Additional Primary Place projects.

The provision of additional Reception places may exceed demand by 2020 in light of forthcoming birth rate reductions. However, there may remain pockets of local pressure that are not visible when looking at whole City data.

Graph 4 clearly illustrates the need for additional places in Y3-6 by 2020. There may be opportunities to make use of existing places already provided to accommodate this cohort growth. An expanded or new school might open classes in higher year groups by re-allocating infant class resources and physical capacity. The annual sufficiency cycle will therefore create opportunities for further discussion with local schools, the Regional Schools Commissioner and Education Funding Agency about different ways to make use of existing resource to meet changing patterns of demand.

Table 6 is an overview of how the current numbers on roll (NOR) compare to 2020 forecasts.

Year Group	R	Y1	Y2	Y3	Y4	Y5	Y6
2020 Forecast	15810	16096	16653	17204	17706	17641	16946
May 2016 NOR	16275	15794	15968	16056	15472	14979	14593

Table 6: Total numbers on roll by year group in Birmingham mainstream schools against forecast pupil numbers for 2020. Source: School Census Data May 2016, SCAP 2020

Secondary

In September 2014, the Additional Secondary Places (ASP) programme commenced providing additional places in specific localised pressure areas. Some additional places were created in 2012 during the Building Schools for the Future programme. Appendix 4 shows a map of the additional secondary places created to date.

The large majority of additional secondary school places provided in the City since 2010 have been created by new Free Schools and by schools that are their own admissions authority. It is notable that these additional secondary places have been provided somewhat in advance of the growth in the secondary school population. This creates specific issues for our least popular schools struggling to fill places and facing increased uncertainty over pupil numbers and school budgets. Table 7 below shows the number of additional Year 7 places created annually (increases to Published Admission Number) since 2010 by the Local Authority or own admission authority/free schools.

	2010	2011	2012	2013	2014	2015	2016
Additional Year 7 places created	7	123	297	184	457	628	63
Local Authority coordinated Admissions/Basic Need programme	-	12	37	21	150	100	25
Own admission authority or new free school	7	111	260	163	307	528	38

Table 7: Overview of Additional Year 7 places. Source: School Supply Master db

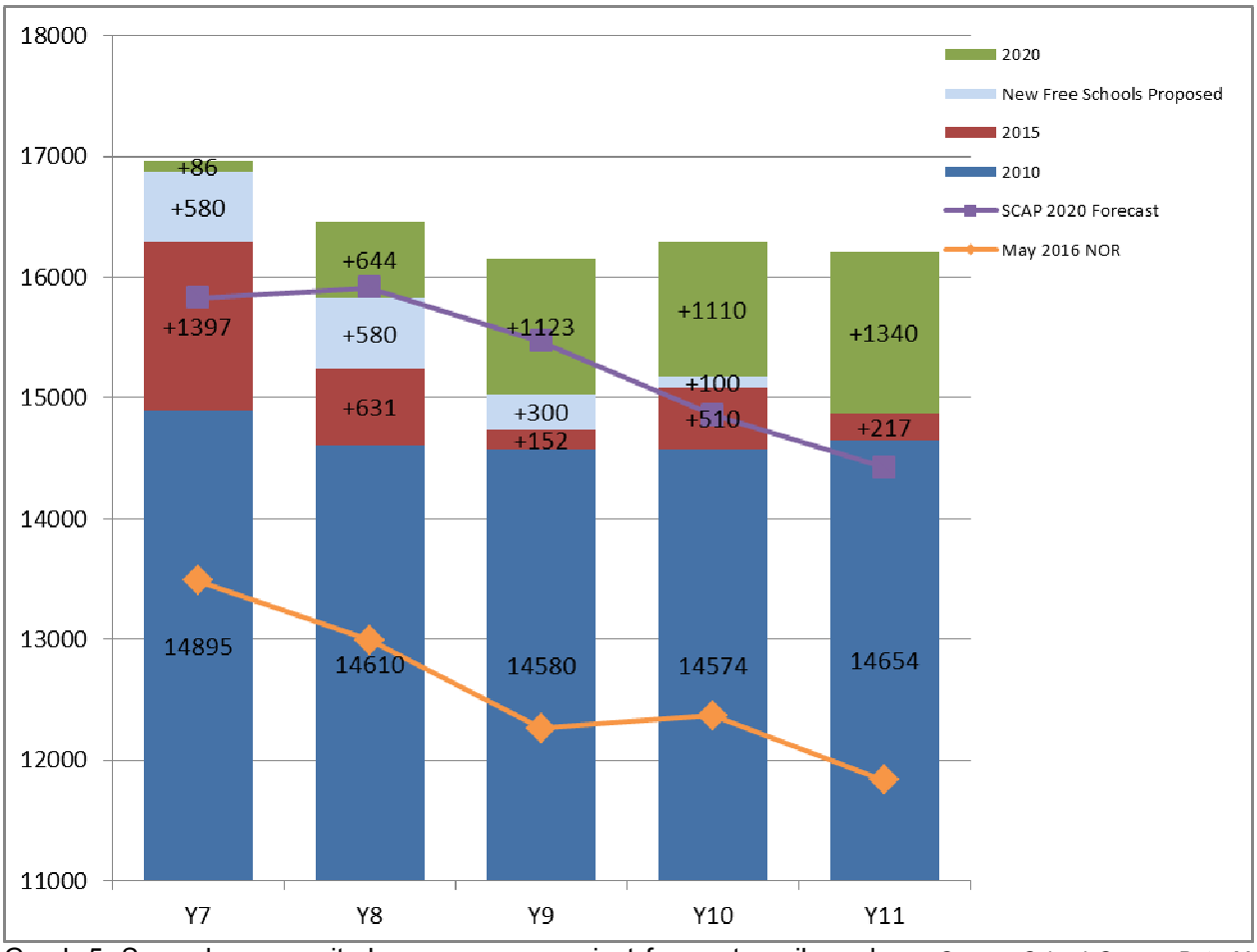
In the secondary phase in particular, schools that are their own admissions authority (Academies, Free Schools and Voluntary Aided or Foundation schools) are also offering more places. Largely the additional supply created by these additional offers above PAN is uncoordinated, and therefore unplanned for.

Mainstream Provision, places above PAN	2014	2015	2016
Number of additional places offered above PAN	223	270	229
Number of schools offering above PAN	27	31	34
Number of schools offering 10 places and over	10	12	8

Table 8: Number of places offered above PAN

Our Education Sufficiency Requirements map our forecast demand against what we know about the supply of school places. There are specific challenges for us to know whether own admission authority schools will expand and to have certainty about the number of places provided in a particular year of entry by new Free Schools. In order to carry out our duty and inform our planning, we request this information in full from all partners in our annual Basic Need Cycle and we publish what we know (including approved free schools) in our annual Sufficiency Requirements. The landscape of supply against demand continues to change as a result of these different variables.

Graph 5 illustrates how the supply of secondary places in 2010, 2015 and 2020 will change based on the Additional Secondary Places programme, confirmed additional places created by own admissions authorities and new approved Free Schools. The capacity within our secondary schools is compared to current numbers on roll (NOR) at May 2016, and forecast numbers for May 2021 (2020 academic year). This graph assumes that when schools open or expand, year groups will fill year on year (i.e. a Free School will open places in Year 7 and fill one year at a time).



Graph 5: Secondary capacity by year group against forecast pupil numbers. Source: School Census Data May 2016, SCAP 2016, School Supply Master db

Of the potential 466 Year 7 places being created between 2015 and 2020, 380 are from 3 proposed free schools and the remainder are from planned additional secondary place projects or coordinated increases by own admission authorities. There is a good appetite among existing secondary schools to expand wthin existing buildings and it is entirely possible that a significant proportion of the increased secondary demand to 2018 will be met through expansions of existing schools before the need to introduce new schools. Please see Appendix 6 for information on schools who have expressed interest to date.

Table 9 is an overview of how the current numbers on roll compare to 2019 forecasts.

Year Group	Y7	Y8	Y9	Y10	Y11
2020 Forecast	15827	15914	15470	14861	14423
May 2016 NOR	13487	12994	12267	12370	11834

Table 9: Total numbers on roll by year group in Birmingham mainstream schools against forecast pupil numbers for 2020. Source: School Census Data May 2016, SCAP 2020

Table 10 demonstrate the level of vacancies at May 2016 (academic year 2015/16). 80% of the overall Y7 vacancies are across 8 schools (50% in only 4 schools), with the remaining 20% scattered across 23 schools.

2015	**Y7**	**Y8**	**Y9**	**Y10**	**Y11**
Number On Roll (May 2016)	13487	12994	12267	12370	11834
Number of Vacancies	917	745	995	1191	1426
Number of Vacancies expressed as Form of Entry (1FE = 30 pupils)	31	25	33	40	48
% Surplus	6%	5%	8%	9%	11%
No. of schools with vacancies	31	27	21	19	20
No. of schools operating over 10% surplus in year group	14	14	15	25	31

Table 10: vacancies in Y7-11. Source: Schools census Data May 2016

We anticipate that all of the surplus places in current Year 7-9 will be needed over the next 3 years to meet the impending growth (subject to the management of further supply from Free Schools and schools expanding autonomously). The immediate issues associated with low pupil numbers are therefore predicted to reduce year on year provided all partners coordinate their admissions and support this approach. The level of surplus in Y7 has dropped from 10% in 2013, 7% in 2014 to 6% in 2015. Work has been underway to support those schools facing the most significant sustainability challenges.

Graph 5 also highlights the oversupply of places in Key Stage 4 (Y10 and Y11), with supply planned to already be greater than numbers forecast for 2019. This is in large part the result of increased places provided by Studio Schools and University Technical Colleges . Interestingly however, these schools attract significant interest from pupils out of city and therefore are generally not locally serving as the following table demonstrates.

14-19 Provision		**Capacity**	**Oct 2015**	**Out City**	**Birmingham**
4000	Birmingham Ormiston Academy	950	Number of Pupils	753	317
			% of Pupils	70%	30%
4003	Aston University Engineering Academy	600	Number of Pupils	72	398
			% of Pupils	15%	85%
4010	Waverley Studio College	300	Number of Pupils	0	152
			% of Pupils	0%	100%

Table 11: Residence of pupils attending 14-19 provision. Source: Schools census Data May 2016

The increasing appetite among FE providers to extend provision and pathways for young people aged 14-16 may further impact on the oversupply of places at Key Stage 4.

Free Schools

A full list and map of Free Schools opened or approved to open in Birmingham is provided in Appendix 5.

The central government Free Schools programme invites applicants to set up new schools in areas where there is considered to be a demand for more high quality school places. Studio

Schools offer provision for 14-19 year olds usually with one or more specific links to business / industry. Local coordination seeks to ensure where possible that new Free School places align with Basic Need.

The capacity figures provided above includes indication of proposed Free Schools, communicated to us by the Education Funding Agency (EFA). This carries with it a certain level of risk as schools may not open as planned, on time or in the original location. This risk is managed within the Basic Need programme and related project identification process to ensure contingency plans are in place in the event schools do not opened as anticipated.

The Local Authority encourages Free School applicants to consider pressure areas (sufficiency requirements) when developing their proposals and we share information about potential sites that align. There is no obligation for applicants to inform the Local Authority of their plans however we have built close working partnerships with EFA and many free school proposers. The availability of buildings / sites affects the EFA's decision on an eventual Free School location and opening date. In reality, lack of available sites often means that the exact location of a Free School is determined very late in its approval process. In this context, it is highly challenging to co-ordinate the Local Authority's Basic Need programme with Free School proposals due to the very different timescales and processes for approvals, school organisation, land acquisition, planning requirements and development. Continued dialogue has been progressed between the EFA Free Schools Team and the Local Authority's School Place Planning explicitly in order to reduce these risks.

The Government published guidance in July 2015 advising that any new school required by the Local Authority in response to Basic Need must be an Academy (Free School) and the Local Authority must provide the land and capital for the school buildings. This carries significant risk for the Local Authority to secure all capital funding needed to deliver these places particularly in light of forthcoming requirements for additional secondary places. To mitigate this we are proposing a co-design and co-delivery tool to support the coordination of how additional secondary places will be created between now and through to 2022. We expect to continue our policy of making best use of existing space to provide additional places so that we can manage the increased demand within the resources available.

2. Plans for meeting growth in demand

2.1 How accurately can we and do we forecast where additional places will be needed?

2.2 How many additional places been provided and how many more are planned since we reported to Scrutiny in September 2015?

2.3 What is our approach to meeting growth in demand in Primary phase from 2017 – 2019

2.4 What is our approach to meeting growth in demand in Secondary Phase from 2017-2022

2.1 Pupil Forecasts

Forecasting Methodology

Birmingham is a large city and for planning and governance purposes is divided into 40 planning areas at primary (Ward boundaries) and 10 planning areas at secondary (District boundaries). While School Place Planning remains a city-wide strategy, our forecasting builds in a range of factors that influence demand for school places at Ward and District level, including:

- Birth rates (Office of National Statistics, ONS live births data)
- Conversion of birth rates to applications for Reception places (past 3 years)
- Conversion of Year 6 students to Year 7 applications (past 3 years)
- Demand for Birmingham school places from neighbouring / other authorities (past 3 years)
- Cohort growth annually by year group (termly school census data over last 3 years)
- Parental Preference (last 3 years admissions data)
- Housing growth (housing plans with outline or detailed planning permission or known to be under construction)
- Long term ONS projections for our City's population

Our annual school place forecasts of demand build in allowances for in-year growth that are adjusted every year to reflect the latest available school census data. In addition, we factor in additional places expected to be required as a result of new housing.

Further details on the forecasting methodology used is reported annually to the DfE as part of the School Capacity Return (SCAP) and can be found in the latest published Sufficiency Requirements: www.birmingham.gov.uk/schools/esr.

Our forecast represents the best estimate of the number and location of places that will be needed based on the most recent patterns of resident population, preference and offers, cohort growth, housing proposals and supply of places. Many of these variables change considerably from one year to the next, sometimes with limited predictability. There is therefore always a level of expected variance between our forecasts and the actual demand. For example, it may be that the popularity of one or more schools in a particular area changes as a result of an OFSTED inspection; this will inevitably have an impact on parental preferences and may reduce or increase the likelihood of local parents attaining a school of first preference.

Ward and District boundaries are to an extent artificial lines in the context of school place planning as families living close to a border may be best served by schools in neighbouring Wards or Districts. While solutions to meeting Basic Need are not driven by these boundaries, we

are able to assess how well we are meeting demand by examining school offers at Ward and District level as a guide to the success of our Basic Need programme.

Forecast Reliability

Given the complexity of the different variables involved in the demand for school places, there will always be a gap between actual demand and forecast demand and we expect to be within 2.5% accuracy as a minimum performance standard at City level, with an aspiration to remain within 1.5%.

The next phase in our forecasting development is to establish the reliability of different variables that are used to build up the forecast and to explore upper and lower limits for our forecasts at City, District and Ward levels. Given the uncertainty around key variables when planning for supply, particularly for secondary provision, we are now using minimum; midpoint and maximum forecasts in order to mitigate risk of oversupply but ensure we have plans in place to meet continued levels of cohort growth.

Table 12 compares the forecast total number of pupils submitted in SCAP 2013, 2014 and 2015 versus the actual numbers on roll at the each term to provide the error rate or reliability figure.

Year Group	Entry Year	Term	Forecast	Actual NOR	% Error Margin[1]
Reception	**2013/14**	May	15903	15584	2.0
	2014/15	May	15627	15540	0.6
	2015/16	May	16116	16278	1.0
Year 7	**2013/14**	May	12272	12001	2.3
	2014/15	May	12721	12806	0.7
	2015/16	May	13430	13501	0.5

Table 12: Error rates at SCAP 2013, 2014 and 2015 forecasts Source: School Census Data, SCAP submissions
[1] Percentages shown as absolute variance and rounded to 1 decimal place

Please see Appendix 10 for a comparison of the RAG ratings used for 2016 entry to the previous publication, and efforts to meet Basic Need and improve parental preference.

2.2 How many additional places been created since we reported to Scrutiny in September 2015 and how many are planned?

The following additional primary and secondary places have been opened for September 2016.

2016/17	R	1	2	3	4	5	6	7	Grand Total
Total Places Created	375	150	45	240	182	45	15	63	1052
Local Authority Basic Need Programme	255	60	45	240	182	45	15	-	842
Free Schools / own Admission Authority Schools (planned/factored into requirements)	120	90	-	-	-	-	-	63	210

Table 13: Additional Places created for 2016/17

A full list of expansions currently underway can be found in Appendix 9.

Delivery Models

There is a need to consider a variety of models provide additional places so that we build in the flexibility to meet expected and unpredicted Basic Need including cohort/'in-year' growth. We invite school partners to consider different models.

The models currently being implemented are:

a) **Permanent Expansion** creates permanent capacity to take additional pupils year on year. It usually means expanding a school by 1 form of entry (1FE or 30 places) until every year group has increased by 1FE. A permanent expansion will start either in Reception, Year 3 or Year 7. Historically, permanent expansions have filled year-on-year, however it is our expectation moving forwards that permanently expanded schools may open classes in some year groups simultaneously when needed. A permanent expansion can also include a change of age range e.g. primary to all-through.

b) **Temporary or Bulge Expansion** A 1FE Bulge expansion starting in Year 2 would create 30 places in Year 2, moving into Year 3, 4, 5, 6 as the children move through the school. Once a bulge class has left, we would hope to negotiate a potential new bulge in a year group where there is a demand for additional places. A temporary expansion creates capacity on a temporary basis, sometimes prior to a permanent solution.

c) **Flexible Expansion** creates additional places across a number of year groups where needed. Schools implementing this model are developing a range of ways in which classes and intervention programmes are organised so that the class sizes are preserved while the school is able to offer places flexibly to meet demand, in particular for sibling places. The advantages of flexible expansion are that schools can offer places to siblings who are in different year groups. Some schools may be able to offer expansion within their existing buildings by reinstating redundant space or simply increasing their admission number. Others may require curriculum analysis to support making the best use of available space or internal reconfiguration of spaces to support educational continuity.

A strategy explored over the last 18 months has been to open some 'bulge' classes during the year and not at the start of a term. In general this approach has been successful in mitigating movement of pupils at existing schools. If the places are opened in a popular school however, parents may still chose to take up the opportunity of moving their child mid-year. To inform schools of this possibility, we run a waiting list assessment on the school who is proposing to take additional places, so we can determine which schools may be impacted if families do chose to take up the place. A considerable number of our schools already experience significant turnover in pupil numbers, particularly in areas of newly arrived families or families in temporary accommodation, and the creation of a bulge at a neighbouring school will not be helpful to them. We do continue to require additional places throughout an academic year in order to respond to in-year demand and continue to be receptive in exploring further ideas to meet this requirement. It would be useful for schools to adopt a consistent approach in maintaining waiting lists to ensure that the information is continually refreshed and parents are clear about the likelihood of receiving an offer for a place. Lessons continue to be learnt regarding additional in-year bulge classes so that places are not offered without due diligence and evaluation of the school's expression of interest, and that communication between Local Authority and schools about the timing and phasing of the additional places is robust.

To date, no entirely new primary schools have been proposed by the LA to meet Basic Need: expansions of existing schools have been considered largely cost-effective and have enabled us to provide additional places where they are needed without creating oversupply in a locality (see section 2.3). Large housing developments will require new free schools in order to ensure the development is sustainable and marketable.

Case Studies of APP Schools

Case studies of how some of the schools have been expanded to meet Basic Need:

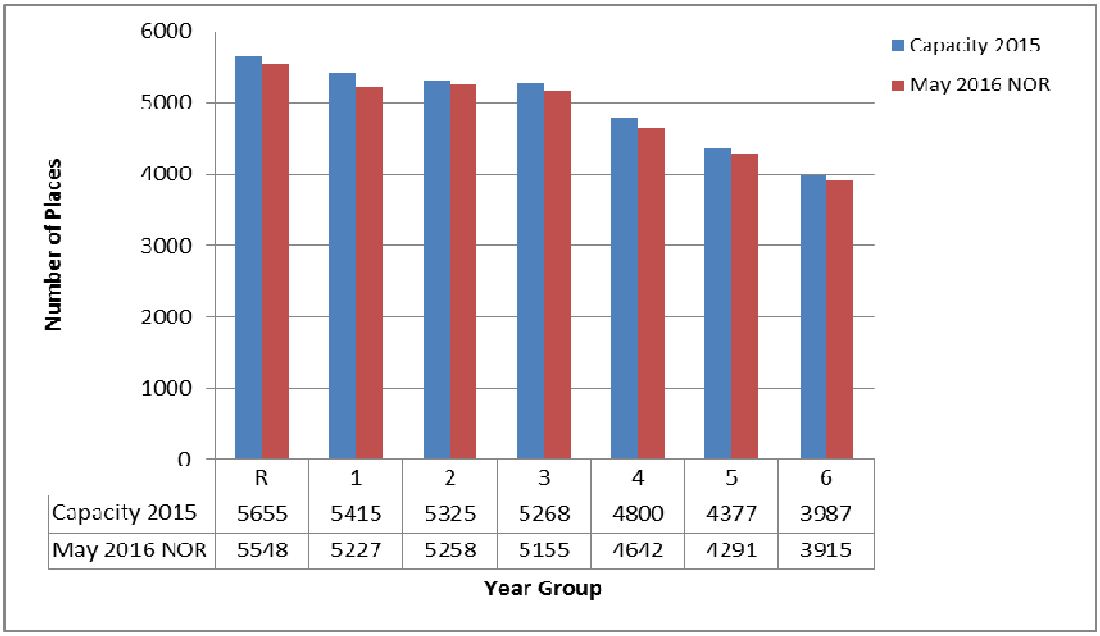
Learning Chalets: Education Infrastructure's Basic Need team has been busy over the summer delivering multipurpose modular buildings to meet the City's requirements for temporary accommodation for September 2016. A total of ten Learning Chalets have been installed at a number of primary schools across the City including Chad Vale, Moor Hall, Kings Rise Academy, Ward End and West Heath. Further details can be found in Appendix 8.

Bournville All-through School: Bournville School was expanded on 2016 by way of lowering the age range to accept primary age pupils. Education and Skills Infrastructure (EdSI) team have worked closely with Acivico and BCC procurement colleagues to formulate a way of delivery for a project that is unachievable through the current Construction West Midlands (CWM) arrangements. This consists of working with Acivico to produce high level tender information, procuring a contractor from the open market through Find It In Birmingham and BBC procurement, with EdSI undertaking all other construction professional services. EdSI delivered the project in order to meet the required time scales and ensure places were available for September 2016. The project converted existing available secondary school spaces into a new primary facility along with consolidating the rest of the secondary school estate to compensate for the loss. Work started in July 2016 on the refurbishment of 10 existing classrooms plus associated spaces, plus alteration works to 22 other rooms elsewhere in the secondary school split over three phases. Phases One and Two were handed over on time and on budget allowing the new primary school children to be accommodated and the secondary school spaces used as of September 2016. Phase Three is due to handover in November and expected to be on time and on budget. EdSI have found that delivering in this fashion has dramatically reduced delivery periods, reduced EdSI's professional services expenditure and construction costs per meter square.

Starbank All-through School: Starbank School completed on the 8th August 2016 and is the largest all-through school outside of London providing 2,160 pupil places to the city of Birmingham. The project was an £18 million pound flagship scheme delivered by Acivico for client EdSI. The teams experience in the education sector blended with the collaborative "one team" approach of working with partners Thomas Vale Construction has enabled the team to deliver this innovative project 3 weeks ahead of programme and within the client's budget. The contractor was procured via the CWM framework. Contractors were asked to look at a refurbishment option alongside a new build option to ensure that a cost effective and fit for purpose building was provided. Due to City's need for secondary places the project also included the provision of temporary accommodation on an annexe site while the construction of the new build was carried out to allow the school to take the secondary pupils. The scheme achieved a gross all in cost of £1,925 which when benchmarked with other local authorities is extremely competitive. The development of the scheme allowed for a Sports England compliant sports hall as well as an external cricket wicket and football pitch to enable the site to be used by the local community as dual use. This will ensure that the school stays within the heart of the community and has the potential to generate income to ensure the buildings are maintained to provide educational services.

Success of Additional Places provided to date

Graph 6 illustrates how many of the places provided to date on the APP programme were filled in May 2016. The small number of spare places in years 1 – 6 evidences the recent cohort growth pressures seen across the City. There is a very limited supply of vacant school places for in-year admissions in many parts of the City and it can be challenging for families moving to the City to find places at the same school for siblings across different year groups.



Graph 6: Places filled in schools expanded to provide Additional Primary Places by looking at places available and numbers on roll. Source: School Census Data May 2016 and EDSI School Supply Records.

Table 14 below summarises the percentage of places filled in those schools expanded under APP and the percentage of places filled for the whole school estate.

Year Group	Year	R	Y1	Y2	Y3	Y4	Y5	Y6
% APP Schools Filled	2015	93%	98%	99%	97%	98%	100%	100%
	2016	98%	97%	99%	98%	97%	98%	98%
% All Schools Filled	2015	96%	98%	98%	97%	97%	97%	97%
	2016	98%	97%	99%	99%	98%	98%	98%

Table 14: % places filled in all and expanded schools in comparison to last year. Source: School Census Data Jan 2015 and May 2016

This data indicates that the additional places provided in our expanded schools are in demand. The fill rate is comparable between all schools and only expanded schools showing the pressure on all schools to meet demand.

2.3 What is our approach to meeting growth in demand in Primary phase from 2017 – 2019

We are looking at reutilising space within primary schools to meet anticipated cohort growth. We are also hoping to implement more of the fit-for-purpose Learning Chalets outlined above as the need for expansion to meet cohort growth continues.

Within the secondary sector we anticipate that additional places will be met by schools with existing spare places and by schools offering over PAN annually.

2.4 What is our approach to meeting growth in demand in Secondary Phase from 2019-2022

Between 2017 and 2022 we expect to need between 89 and 111 new forms of entry. The big challenge for Birmingham is to ensure new places are provided in a co-ordinated way so that we

get the right number of new places in the right place at the right time.

At present, a small number of schools carry very high numbers of vacancies and it is a priority to make sure that we make best use of existing places and spaces when planning to meet growth in demand.

Government policy allows schools that are their own admissions authorities to increase the number of places they offer without consulting the Local Authority. However, all schools have a duty to co-ordinate their admissions and therefore should notify the Council of expansion plans in time for us to plan accordingly.

At this time, while the Local Authority can and must go through statutory consultation to expand Local Authority Maintained schools, we are not allowed to open new LA Maintained schools. Any new school must be an Academy (Free School). We expect to need a minimum of 5-6 new schools by 2022 to meet Basic Need, but this will depend on how many of our existing schools decide to expand. We continue to work closely with the DFE to appraise Free school proposals and ensure they fit with what the City needs.

Our approach to planning additional secondary places will be based on securing co-operation between all schools and the Department for Education; there is enough opportunity for any school wishing to expand to be able to take more pupils over the next 5 years. For successful quality improvement across schools, it will be vital that everyone agrees only to expand where and when needed. We are in the process of creating tools that will enable everyone to see what is required when and to play a part in the co-design and co-delivery of the new school places we will need.

3. **Meeting parental preference:**

3.1 How well are we meeting parental preference?

3.2 What impact does growth in the school population have on how well we meet parental preference?

3.1 Meeting parental preference

The data provided in Appendix 7 provides information on preferences for ward of residence for 2016 entry, numbers of pupils placed and also the number of appeals. It is evident that there is significant variation between wards and also that this can vary hugely from year to year.

The Basic Need programme is not a programme to provide additional places to meet parental preference. The Local Authority's overarching priority is to support every school on its journey to good or outstanding provision so that no school and no child is left behind.

When places are provided to meet growth in pupil numbers, the first priority is to ensure those places will be close to the increased demand. Parental preference is considered in appraising which schools to expand so that wherever possible, expansions increase the number of places in Good or Outstanding schools. It is also important to note that a school's OFSTED rating may change before, during or after an expansion programme. The emphasis therefore remains on supporting all schools to maintain their school improvement journeys and to ensure additional places are provided in the right places to meet local need and improve the local offer.

Reception Entry 2016

The following data tables provide information on how well different areas are served to meet first preference applications. The overall Birmingham average for pupils receiving an offer for a place of first preference in 2016 is 84.9% which is an improvement of 0.2% from 2015 entry. The England average was 87.8% in 2015. The number of pupils receiving a place of preference (1-3) is 94.8%, a decline of 0.3% from 2015. The number of pupils placed (offered an alternative school) is 5.5%, an increase of 0.3% from 2015.

Table 15 shows the 10 wards with highest percentage first preference places for Reception entry 2016 compared to 2015. There are now 6 wards where over 90% of applications were offered a first preference, against 3 wards in 2015 and therefore opportunity to achieve a place of first preference is improving in some areas.

	2015		2016	
WARD	**FIRST PREF**	**%**	**FIRST PREF**	**%**
Bordesley Green	696	93.80%	640	93.57%
Lozells And East Handsworth	503	92.80%	498	92.74%
Washwood Heath	594	90.83%	634	89.17%
Sparkbrook	542	89.29%	484	93.44%
Oscott	297	88.39%	353	92.65%
Hodge Hill	461	88.15%	483	89.94%
Aston	522	87.88%	510	89.95%
Perry Barr	324	87.80%	307	87.97%
Soho	430	87.76%	472	87.57%
Springfield	491	87.52%	502	87.46%
Bournville	278	80.12%	265	89.53%
Selly Oak	161	84.74%	167	90.27%

	2015		2016	
WARD	**FIRST PREF**	**%**	**FIRST PREF**	**%**
South Yardley	513	85.50%	502	92.79%
Sutton New Hall	194	81.86%	193	89.77%

Table 15: Highest ten wards for % first preference offers, Reception 2015 and 2016. Source: Schools Admissions

The ward achieving highest rates of parental preference is Bordesley Green in East Birmingham. Five additional place projects have taken place to date within primary places within this ward. Bournville was in the bottom ten wards for first preference in 2015 and in the top ten wards in 2016.

Table 16 shows the 10 wards with lowest percentage first preference places for Reception entry.

	2015		2016	
WARD	**FIRST PREF**	**%**	**FIRST PREF**	**%**
Handsworth Wood	274	80.59%	324	82.65%
Quinton	293	80.49%	297	82.73%
Bournville	278	80.12%	265	89.53%
Kings Norton	287	78.63%	300	86.21%
Sutton Trinity	219	77.94%	258	82.17%
Longbridge	295	77.84%	321	78.10%
Stockland Green	261	76.32%	293	80.72%
Erdington	263	75.57%	252	80.00%
Edgbaston	124	75.15%	131	71.58%
Ladywood	185	70.08%	182	72.22%
Bartley Green	301	82.02%	331	81.13%
Billesley	294	86.22%	329	78.71%
Hall Green	299	81.69%	305	81.55%
Harborne	205	85.06%	205	73.21%
Kingstanding	333	81.82%	348	78.56%

Table 16: Lowest ten wards for % first preference offers, Reception 2015 and 2016. Source: Schools Admissions

The ward achieving lowest rates of parental preference is Edgbaston in central Birmingham. There is a concentration of new free schools which have opened within the vicinity and therefore we expect parental preference rates to improve over time. Additional primary place projects in Bournville and Sutton Trinity have improved the respective ward figures between 2015 and 2016. Additional primary places in Erdington have improved first preference offer rates for 2016 and these figures are expected to further improve. Hall Green and Harborne continue to be pressure areas with limited options for solutions, but we continue to explore options in neighbouring areas.

Appendix 7 provides a full break down of how each ward compares when considering a number of wider parental preference measures including number of offers for a place of preference, number of pupils placed and number of appeals by ward. In general, for areas where first preference offers are less successful, more placements are likely and more appeals are submitted.

Year 7 Entry 2016

The following data tables provide information on how well different areas are served to meet first preference applications. Secondary aged pupils are more mobile than their primary aged counterparts and have a greater choice in the type of provision on offer. The overall Birmingham average for pupils receiving an offer for a place of first preference in 2016 is 69.4%; an improvement of 0.9% from 2015 entry. The England average was 84.2% in 2015. However, this needs to be considered in relation to the fact that for entry in September 2016 10.9% of the entire

cohort of applicants unsuccessfully named a grammar school as their first preference. In 2016, the number of pupils receiving a place of preference (1-6) is 93.7%, an improvement of 0.2% from 2015. The number of pupils placed (offered an alternative school) is 6.4%, a decline of 0.2% from 2015.

Table 17 shows the 10 wards with highest percentage first preference places for Year 7 entry 2016 compared to 2015. There are now 4 wards where over 80% of applications were offered a first preference, against 3 wards in 2015 and therefore opportunity to achieve a place of first preference is improving in some areas.

	2015		2016	
WARD	**FIRST PREF**	**%**	**FIRST PREF**	**%**
Longbridge	271	85.49%	272	87.46%
Sheldon	229	84.81%	222	83.46%
Sutton Trinity	240	81.36%	252	79.50%
Kings Norton	225	78.95%	261	84.19%
Bartley Green	265	75.93%	205	67.88%
Hodge Hill	377	75.70%	401	77.12%
Bournville	214	74.31%	223	77.43%
Northfield	211	74.30%	231	77.52%
Oscott	218	73.65%	228	70.81%
Aston	426	73.45%	405	74.86%
Quinton	225	69.88%	229	76.08%
Sutton Four Oaks	242	71.39%	242	83.45%

Table 17: Highest ten wards for % first preference offers, Year 7 2015 and 2016. Source: Schools Admissions

The areas well served appear to be on the edge of the city, with access to places of choice limited in inner city areas. The ward achieving highest rates of parental preference is Longbridge in south Birmingham.

Table 18 shows the 10 wards with lowest percentage first preference places for Year 7 entry.

	2015		2016	
WARD	**FIRST PREF**	**%**	**FIRST PREF**	**%**
Perry Barr	203	65.06%	229	62.91%
Handsworth Wood	227	64.67%	242	65.58%
Hall Green	250	64.27%	244	65.07%
Kingstanding	249	63.36%	252	62.84%
Weoley	223	62.99%	239	66.39%
Washwood Heath	451	62.64%	439	60.80%
Bordesley Green	427	62.43%	441	64.95%
South Yardley	290	57.54%	328	63.69%
Harborne	111	50.92%	111	55.50%
Edgbaston	75	44.91%	69	46.31%
Selly Oak	96	67.13%	109	62.29%
Soho	320	68.09%	320	64.39%
Sparkbrook	393	67.64%	386	64.55%

Table 18: Lowest ten wards for % first preference offers, Year 7 2015 and 2016. Source: Schools Admissions

The ward achieving lowest rates of parental preference is Edgbaston in central Birmingham. There is a concentration of new free schools which have opened within the vicinity and therefore we expect parental preference rates to improve over time in Edgbaston, Perry Barr and Hodge Hill.

Appendix 7 provides a full break down of how each ward compares when considering a number of wider parental preference measures including number of offers for a place of preference, number of pupils placed and number of appeals by ward. In general, for areas where first preference offers are less successful, more placements are likely and more appeals are submitted.

Further work is underway to review those wards and areas where parental preference is least well met. It is important to understand there are a host of reasons that may lie behind these figures: for example, in some areas of the City parents may be more likely to include unrealistic preferences and/or be unwilling to put a local school due to concerns regarding quality of provision.

3.2 Impact of growth in pupil numbers on how well we meet parental preference

A breakdown of the number of applications and how well preference is met is published annually by School Admissions.

Table 19 below provides data at Offer Day for the last 5 Reception admissions entry rounds 2013 to 2016:

Birmingham pupils applying for a Birmingham school	**2013**		**2014**		**2015**		**2016**	
	%	Pupil Nos	%	Pupil Nos	%	Pupil Nos	%	Pupil Nos
Number of Applicants	100	15011	100	15358	100	15785	100	16141
Offered 1st preference	85.6%	12849	86.9%	13346	84.7%	13369	85.6%	13827
Offered a preference 1-3	95.8%	14380	95.5%	14667	94.8%	14964	94.8%	15316

Table 19: Numbers of applicants and offers for Reception admissions rounds 2013-16.
Source: Schools Admissions data

While the numbers of pupils being offered a first preference or a preference 1-3 has increased year on year since 2013, the increased cohort size in 2015 has led to a drop in the percentage figures for meeting parental preference, although the percentage of pupils offered their first preferred school has increased for 2016. Birth rates for 2017, 2018 and 2019 are lower so we expect parental preference figures for Reception places to improve next year accordingly.

Table 20 provides data at Offer Day for the last 5 Year 7 admissions entry rounds 2013 to 2016:

Birmingham pupils applying for a Birmingham school	**2013**		**2014**		**2015**		**2016**	
	%	Pupil Nos	%	Pupil Nos	%	Pupil Nos	%	Pupil Nos
Number of Applicants	100	13303	100	14000	100	14625	100	14760
Offered 1st preference	73.6%	9786	70.3%	9842	68.5%	10016	69.2%	10216
Offered a preference 1-6	94.9%	12621	93.7%	13120	93.4%	13661	93.3%	13782

Table 20: Numbers of applicants and offers for Year 7 admissions rounds 2012-16.
Source: Schools Admissions data

In comparing this parental preference data with national benchmarks and statistical neighbours, it must be noted that the very high demand for grammar schools and faith schools in Birmingham skews the data; the number of applicants submitting preferences for those schools far exceeds the number of places available. For entry in September 2016, there were 1,614 Birmingham pupils who unsuccessfully named a grammar school as their first preference; this equates to 10.9% of the entire cohort of applicants. This factor significantly reduces the number of children who were offered their first preferred school although the percentage of pupils offered this has improved for 2016 entry.

It should be noted that the percentage figures above for meeting parental preference do not include children who receive a place at a school of preference where that school is in a neighbouring authority. In addition, we are unable to calculate a figure that includes admissions to free schools in their first year of opening when their admissions are not co-ordinated with the Local Authority. These factors impact on the comparability of data from one year to the next due to changing factors that impact on the data set.

4	**In-Year Admissions**
4.1	What is the current process for managing in-year admissions?
4.2	How many applications for places in-year are received?
4.3	Which schools are experiencing greatest numbers of in-year growth?
4.4	What options are available to the Local Authority to address the increasing volume of in-year admissions?

4.1 What is the current process for managing in-year admissions?

In-Year applications may arise for a number of reasons, for example, where a family has moved to Birmingham or if a parent/carer wishes to move their child from one school to another at a time outside the normal admissions round.

The Local Authority, schools and academies will work together to coordinate in-year applications.

The Local Authority will provide a Local Authority Preference Form for parents to complete when applying for a school place and will provide details of schools with places available. In the first instance, parents will be requested to make applications directly to the school(s) concerned. Parents/carers can apply for a place for their child at any time and to any school.

The law relevant to admissions states schools and academies must, on receipt of an in-year application, notify the Local Authority of both the application and its outcome, this will also allow the Local Authority to keep up to date with figures on the availability of school places in Birmingham.

Parent/carers who live in Birmingham who have not been offered their preferred school will be advised of their right of appeal.

Children who are not offered a place at any of their preferred schools, following consultation with another admission authority if appropriate, will be offered a place at a Birmingham Local Authority maintained school, academy or free school near to the child's home address, that has a vacancy. The Local Authority will be informed by schools and academies of any child who has not taken up a school place so that appropriate action can be taken.

Children who live in Birmingham whose parents have refused the school place offered may be issued with a formal notice advising of their legal requirement to ensure that their child is in receipt of a suitable education whether in school or otherwise. Where a child is not receiving suitable education, further action may be taken against a parent under Birmingham Local Authority's School Attendance process.

4.2 How many applications for in-year places are received?

Table 21 below shows that the increase in the number of preferences submitted and the increase in pupils applying for an in-year place annually. This has led to an increase into the number of LA placements for pupils requring a secondary place.

Year	Phase	No of Prefer-ences	Difference compared to previous year %	No of Pupils	Difference compared to previous year %	No of LA Placed	Difference compared to previous year %
2016/17 (up to 31.10.16)	Primary	5904	N/A	2892	N/A	771	N/A
	Secondary	3124	N/A	1378	N/A	436	N/A
2015/16	Primary	16,644	-0.6%	8,454	0.5%	1,752	-13.7%
	Secondary	5,702	13.5%	3,361	14.1%	659	19.0%
2014/15	Primary	16,741	10.4%	8,415	3.8%	2,031	1.1%
	Secondary	5,026	16.9%	2,945	17.6%	554	-13.3%
2013/14	Primary	15,168	-54.5%	8,110	-34.5%	2,009	-21.4%
	Secondary	4,301	-70.9%	2,504	-61.8%	639	-42.2%

Table 21: Overview of in-year applications over 2013/14 to 2015/16. Source: School Admissions

The tables following show the difference between the net change of pupils to the number of known in-year admission applications received during the same period. Through existing regional forums, we are working with Local Authority partners to establish a clear picture of the number of applicants with and without a school place to better understand the growing demand nationally and cross-border.

Primary R-Y6	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Net In-Year Change, Schools Census Oct 2015-May 2016	287	194	99	162	88	114	79	1023
Number of Applications, In-Year Admissions Oct 2015-May 2016	488	1519	1579	1535	1569	1271	1291	9252

Table 22: Overview of Primary Cohort Net Growth and number of applications over same period Source: School Census Data reported termly

Secondary Y7-Y9	Y7	Y8	Y9	Total
Net In-Year Change, Schools Census Oct 2015-May 2016	158	135	104	397
Number of Applications, In-Year Admissions Oct 2015-May 2016	374	791	861	2026

Table 23: Overview of Secondary Cohort Net Growth and number of applications over same period Source: School Census Data reported termly

4.3 Which schools are experiencing greatest numbers of in-year growth?

The tables which follow show the schools gaining pupils during Oct 2015 to May 2016 (in-year) across Primary and Secondary provision. Most of the primary schools are part of additional place programmes and funded for additional places. Most of the secondary schools are undersubscribed.

School Name	DfE	Total NOR R-Y6 Oct 2015	Total NOR R- Y6 May 2016	Net Change R- Y6 Oct 15-May 16	Rank
Billesley Primary School	2072	504	557	53	1
Nansen Primary School	2038	827	870	43	2
Anderton Park Primary School	2062	612	650	38	3
Brookfields Primary School	2034	350	386	36	4
St. Clare's Catholic Primary School	3406	391	426	35	5
Mere Green Primary School	2463	249	281	32	6
Bellfield Infants School	2239	181	210	29	7
Grestone Academy[1]	2138	572	597	25	8
Bordesley Village Primary School	2002	426	450	24	9
Benson Community School	2435	511	532	21	10
The Oaklands Primary School	2064	292	313	21	-
Paganel Primary School	2021	307	328	21	-

Table 24: Top 10 Primary Schools gaining pupils in-year Oct 15-May 16 Source: School Census Data reported termly

[1]Not an additional place programme school

School Name	DfE	Total NOR Y7-11 Oct 2015	Total NOR Y7-11 May 2016	Net Change Y7-11 Oct 15-May 16	Rank
Kingsbury School & Sports College	4330	774	831	57	1
Great Barr School	5403	1551	1603	52	2
International School	4244	656	699	43	3
Moseley School	4245	1098	1133	35	4
Hillcrest School A Specialist Maths and Computing College and Sixth Form Centre	4012	431	465	34	5
Lordswood Boys School	4057	342	367	25	6
Small Heath School[1]	5401	1063	1086	23	7
Archbishop Ilsley Catholic Technology College and Sixth Form Centre[1]	4804	999	1022	23	8
Hamstead Hall Academy[1]	4240	900	917	17	9
Harborne Academy	6910	567	582	15	10

Table 25: Top 10 Secondary Schools gaining pupils in-year Oct 15-May 16 Source: School Census Data reported termly

[1]Not historically undersubscribed

4.4 What options are available to the Local Authority to address the increasing volume of in-year admissions?

At the current time, in-year applications are made direct to schools. Schools have a statutory duty to inform the Local Authority (LA) of each application and its outcome. Where a child is identified as being without a school place, School Admissions, on behalf of the LA, will offer a place at a nearby school with availability.

Due to there being a limited number of school places in certain year groups in certain parts of the city, parents are making applications to a number of local schools to try and secure a school place. Each of these schools is then required to notify the LA of the application, which results in an increase in notifications being made to the LA.

In a context of increasing in-year admissions, the current system of families applying directly to schools will be reviewed to explore whether some or all of this function should be managed centrally. This review will explore whether alternatives would lead to longer or shorter periods of time for children and families to find a school place and will assess what may work best as more schools become academies.

As well as reviewing in-year admissions, we will review our Fair Access Protocol by Easter 2016. This protocol sets out the route through which specific groups of vulnerable children seeking a school place may be allocated a place in a way that ensures all school take a fair share of children out of school and likely to need additional support.

5.0 Successes and challenges in meeting our statutory duty to provide sufficient school places

Successes

- Over 15,000 additional primary places have been created to date through the Local Authority Basic Need programme, of which 2340 are Reception places. 345 additional Year 7 places have been created to date through the Local Authority Basic Need programme.
- There has been a Lean Review of our Basic Need capital programme. The main recommendations for the pilot schemes include a streamlined approval process for selection of a single contractor and a strong integrated delivery model. The intended outcome is delivering to the nationally set per square meter rate for new build projects, an end to end delivery process and a delivery team that works in partnership across BCC, Acivico and the contractor. Early indicators are positive for delivering high quality schemes on time within the allocated budget and with minimum disruption to education continuity.
- Many of our permanent school expansion schemes start life in temporary buildings. For many years we have been tied to costly solutions with impact on revenue budget. We have now sourced an innovative solution in the form of our 'learning chalets' (please see Appendix 8) which give us flexibility on delivery timescales and an opportunity to explore all options for permanent solutions.
- Partnerships arrangements with schools remain critical to the successful delivery of all projects as some of the smaller primary schools link long term sustainability with opportunities offered through various types of expansions.
- Strengthened relationships between the City Council and the Department for Education (DfE) in particular the Regional Schools Commissioner (RSC) continues to yield improved co-ordination of place planning. The Department has also shown a great deal of interest in our learning chalets.
- We reported on the success of our strategy to make best use of existing space last year; this has yielded further results as we have been able to use the space analysis to implement the

strategy to build what is needed rather than an aspiration that has an ongoing impact on school budget.

- Building on the strong partnerships created through the expressions of interest process with our school partners, we intend to co-design and co-construct solutions with schools in the context of falling birth rates and increasing cohort growth. This has only become possible through the work we have done on producing annual Education Sufficiency Requirements continuing to create a greater understanding that requirements can change rapidly as a result of changing patterns of supply and demand.

Challenges

- The oversupply of secondary school places in some areas continues to create a major risk to the sustainability of our least popular schools. The vast majority of secondary school places that are currently vacant will be needed to meet future growth in demand. There is therefore an interim period in those schools that continue to contend with extremely high mobility of pupils. We have worked with Schools Forum and Birmingham Education Partnership to use a combination of growth and falling roll funding to enable the most impacted schools resource for the high turnover. Work is also underway to use the Fair Access Protocol to ensure that all schools take a share of vulnerable pupils without a school place..
- It is an on-going challenge to provide the additional places we require within the Basic Need capital funding allocations made by the Education Funding Agency. The ongoing demand for additional special school places coupled with demand for secondary school places creates additional pressure on the capital funding available. Our future Basic Need capital allocations will be reduced as a result of Free School places provided by central government, regardless of whether those places in fact meet Basic Need. Our strategies to provide ‘more for less’ are therefore key to delivering everything we need.
- Co-ordination of place planning remains highly challenging in the context of increased autonomy for individual schools. We are working closely with our RSC, multi-academy trusts and the Dioceses to ensure schools co-ordinate any changes to their admission numbers, but many continue to exercise their freedom to expand without the agreement of the Local Authority.
- The year on year fall in birth rate and the continued upward trend in cohort growth across all year groups from Reception to Year 9 means we will need increasingly flexible solutions to meet Basic Need. In primary it is highly likely that schools in some areas may find themselves with empty classrooms unless they engage with us now to co- construct solutions to meet the cohort growth. Similarly provisions with empty years 10 and 11 places will need to consider expanding younger year groups as more pupils enter the secondary phase.
- Plans for large housing estates present a challenge as school places will be required in advance of all houses being occupied. Birmingham is operating a twin tracked system of eliciting contributions from developers - Section 106 and Community Infrastructure Levy (CIL). Although CIL has been in operation since January 2016, there have been no contributions from any developments. This is putting a further financial strain in the existing basic need budget. In addition, there are raised expectations from highways and transportation for education to contribute towards traffic calming measures. Traffic Regulation Orders (TROs) are often included as planning conditions which must be discharged using the only funds we have available - the basic need pot.

Next Steps

- Continue with the lean review of delivering additional places to meet government rates for refurbished projects.

- Use different procurement routes available to us through the Education Funding Agency and Find It In Birmingham to ensure we are achieving best value for our money.
- As birth rate falls year on year, work with schools at risk of carrying empty classrooms to co-design options to accommodate cohort growth.
- Use learning chalets to create flexibility within our secondary school estate to create additional places as a reactive measure.
- Use existing capacity available within our secondary school sector before commissioning any new provision.
- Use our Fair Access Protocol to ensure pupils without a school place can access a school as close to where they live as possible.

Appendix 1: Basic Need Strategy (Source: EdSI)

Our strategy in Birmingham to meet Basic Need has 4 key strands:

i) Make optimum use of existing space, buildings and sites to provide sufficient, suitable, high quality additional places where needed;

ii) Work with Maintained Schools, Free Schools and Academies to meet Basic Need through co-ordinated expansion plans;

iii) Allocate annual Basic Need Capital investment effectively and efficiently to areas where basic need requirements can only be met through either re-modelling, refurbishment or new-build projects, ensuring that the needs of our most vulnerable young people are prioritised and capital projects make best use of existing resources;

iv) Identify alternative funding sources and models to deliver requirements including Section 106, school contributions, bidding opportunities, Local Co-ordinated Voluntary Aided Programme (LCVAP), Community Infrastructure Levy, future Basic Need allocations, diversion of other capital funding

Whenever possible, additional places to meet Basic Need will be introduced at the start of a Phase i.e. in Reception and Year 7. However, the unpredictable nature and location of cohort growth means that it is necessary at times to implement reactive Basic Need measures and introduce additional classes during a phase of education in order to meet our statutory duty to provide sufficient places. The level of net migration into the primary phase of education means that supplying sufficient places in Reception for all of the expected cohort growth to Year 6 would leave far too many reception places unfilled. In essence, we will continue to need to provide additional classes as cohorts move through the primary phase in order to manage the current levels of cohort growth.
In the event that the supply of school places exceeds demand in an area to a degree that threatens the sustainability of local provision, the Local Authority will consider temporary or permanent decommissioning of places in order to support a sustainable, high quality local offer.

Placing Schools at the Heart of Meeting Basic Need
To place schools at the heart of meeting Basic Need in Birmingham, we will:

- Share requirements for additional places regularly with all school partners and Early Years Providers;
- Invite Free Schools and schools that are their own admissions authority to share and co-ordinate their expansion intentions so that requirements can be modified to factor in new provision;
- Invite schools and education providers to express interest in expanding their provision in order to identify optimum solutions to meeting Basic Need and, where necessary, identify projects for Basic Need capital investment;
- Ask schools to work with the Local Authority to identify additional funding streams and alternative funding models to meet Basic Need.

Criteria for Expansion to meet Basic Need
Expressions of Interest in expansion from school partners will be evaluated against the following key criteria:

i) Location in relation to Basic Need i.e. how well the additional places are located to meet growth and, in the case of Special School provision, whether the school is able to meet the needs of the additional young people requiring a Special School place;

ii) Standards in the school: it is expected that schools that expand will be Outstanding or Good;*[1]

iii) The capacity of the school to provide suitable accommodation on the site, within existing space and within planning / buildability constraints;

iv) Popularity of the school;

v) Potential of any expansion to create overprovision or reduce diversity of provision in an area.*[2]

Process for Decommissioning of School Places

Given the complexity and range of specific local issues that will need to be considered in the event of the need to de-commission school places, a policy and process will be developed for consultation to be reviewed annually. The following criteria are likely to be key considerations:

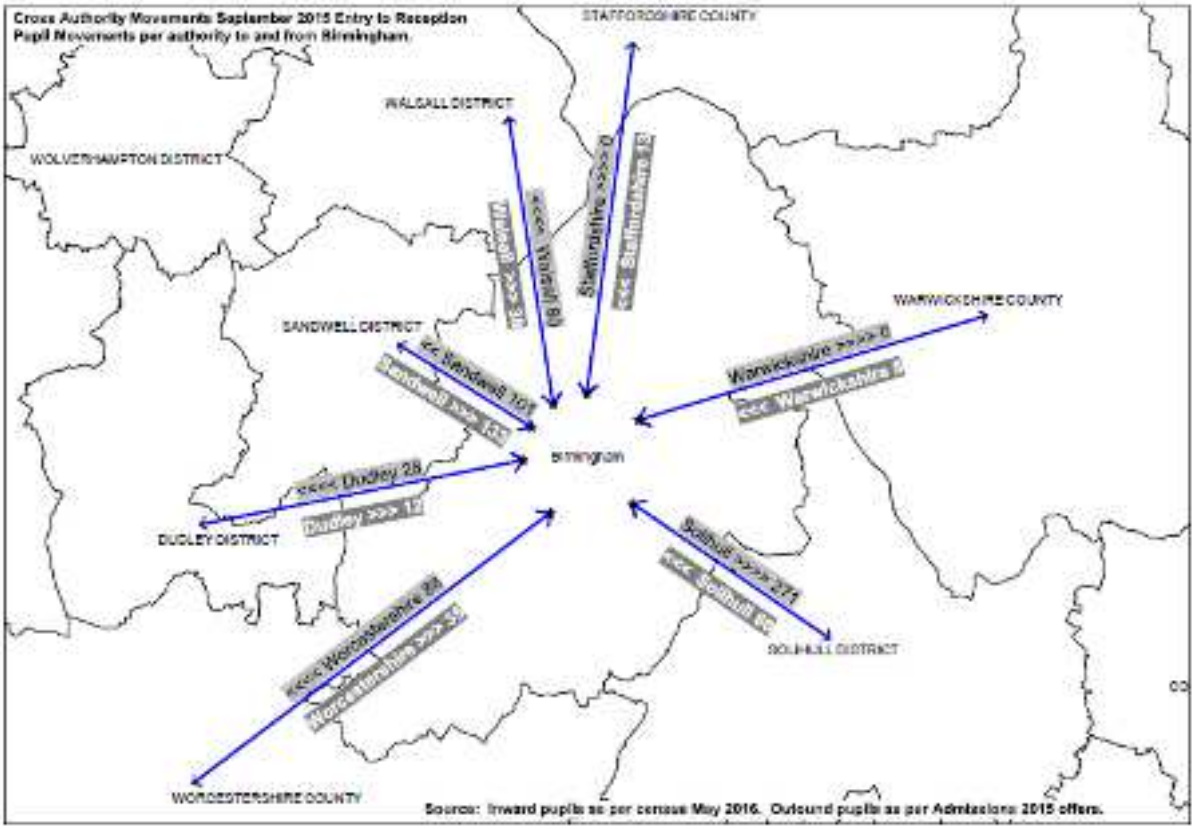
i) Potential of any decommissioning to leave children and families without the option of a local school place;

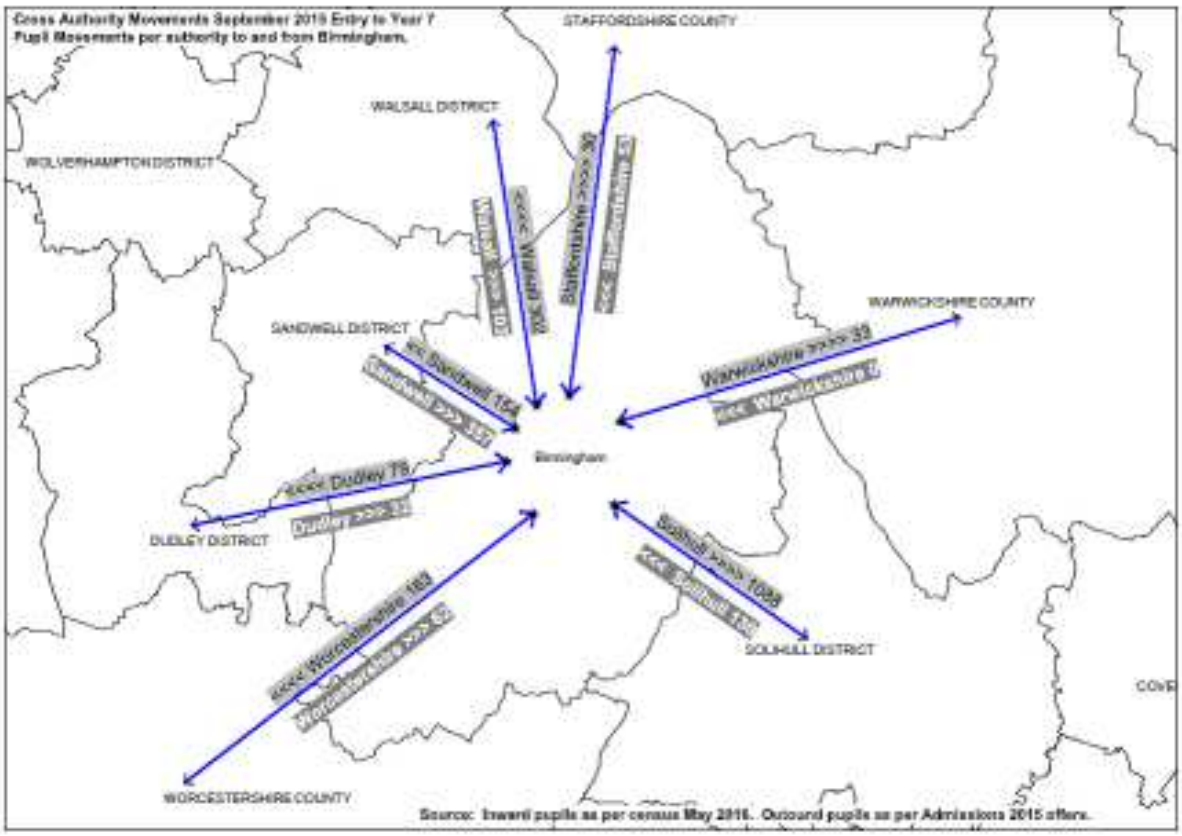
ii) Standards in the school;

iii) The implications for the school running costs of reducing pupil numbers, in particular in relation to fixed overheads such as PFI contract obligations;

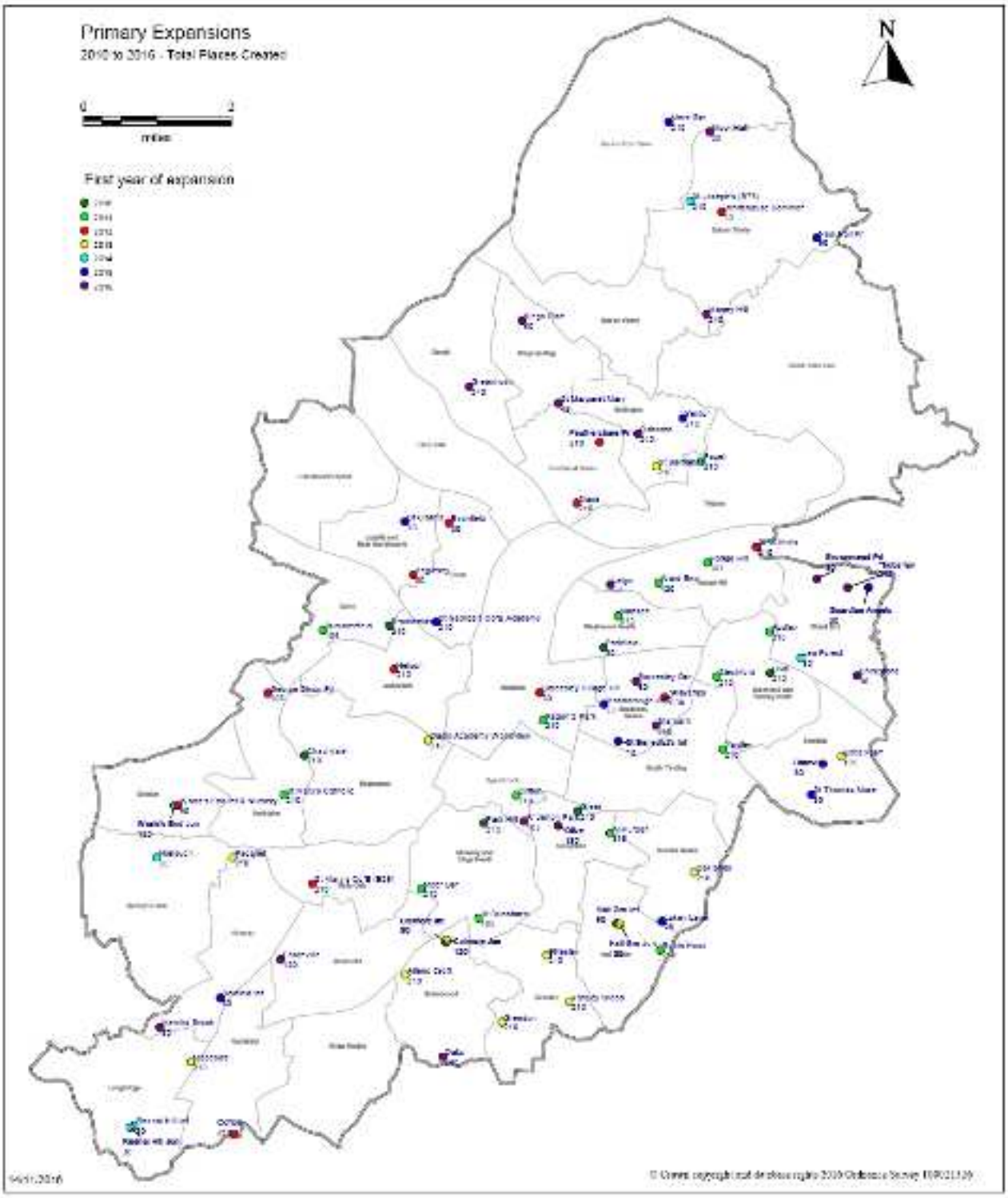
iv) Popularity of the school.

Appendix 2 – Movements Into/Out of Birmingham for Reception & Year 7 (Source: EdSI)

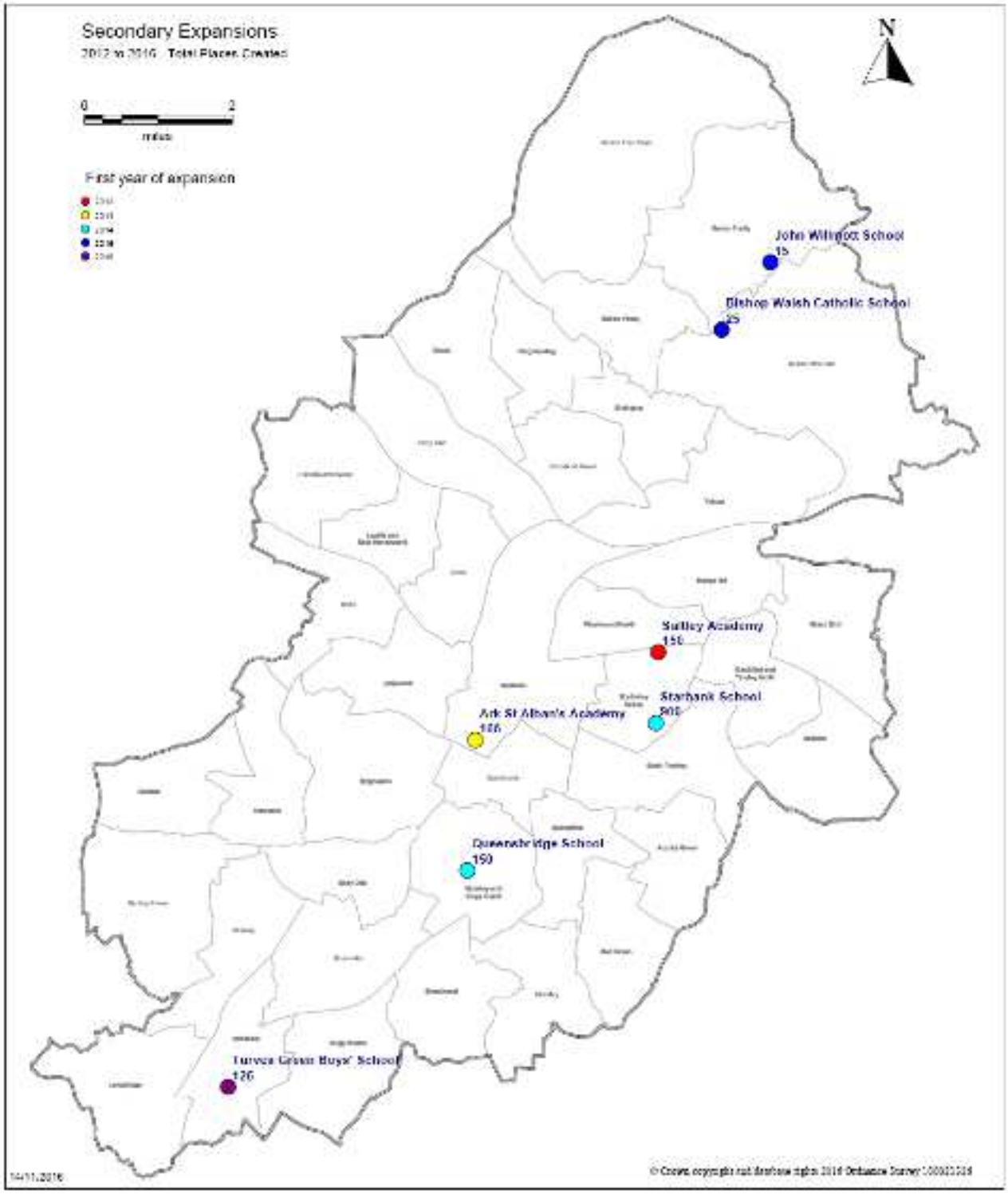




Appendix 3: Primary Expansion Programmes 2010-16 (Source: EdSI)



Appendix 4: Secondary Expansion Programmes (Source: EdSI)



Appendix 5: Open and Proposed Free Schools (information as known at 31st October 2016) (Source: EdSI)

Establishment	DFE	Opening Date	DfE Stage	Pupil Needs	Planned Capacity	Lower Age	Upper Age	Faith	Gender	Postcode	Ward	District
Nishkam Primary	2032	01/09/2011	Open	Mainstream	420	4	11	Sikh		B21 9SN	Soho	Ladywood
Nishkam High	4004	01/09/2012	Open	Mainstream	700	11	19	Sikh		B19 2LF	Aston	Ladywood
Perry Beeches II	4002	01/09/2012	Open	Mainstream	620	11	18			B3 1SE	Ladywood	Ladywood
East Birmingham Network Academy	1105	17/09/2012	Open	Alternative	90	13	16			B26 1AL	South Yardley	Yardley
Perry Beeches III	4011	01/09/2013	Open	Mainstream	620	11	18			B15 1LZ	Ladywood	Ladywood
Waverley Studio College	4010	01/09/2013	Open	Mainstream	300	14	19			B9 5QA	Bordesley Green	Hodge Hill
St George's Academy	1108	01/09/2013	Open	Alternative	110	14	16			B19 3JG	Aston	Ladywood
REACH Free School	1107	01/09/2013	Open	Alternative	64	11	16			B14 7BB	Moseley and Kings Heath	Hall Green
Perry Beeches IV	4016	01/09/2014	Open	Mainstream	620	11	18			B1 3AA	Ladywood	Ladywood
City United Ltd Academy	1109	01/09/2014	Open	Alternative	50	13	16			B6 4EA	Nechells	Ladywood
The University of Birmingham School	4014	01/09/2015	Open	Mainstream	1150	11	19			B29 6QU	Selly Oak	Selly Oak
										Admissions policy based on 4 Nodes across Selly Oak/Hall Green (2)/Ladywood		
Eden Boys' School	4021	01/09/2015	Open	Mainstream	700	11	19	Islamic	Boys	B42 2SY	Perry Barr	Perry Barr
King Soloman's International Business School	4020	01/09/2015	Open	Mainstream	1050	4	19	Christianity		B7 4BB	Nechells	Ladywood
Perry Beeches V	4019	01/09/2015	Open	Mainstream	1320	4	19			B10 0HJ	South Yardley	Yardley
East Birmingham Network Academy 2	1110	01/09/2015	Open	Alternative	90	13	16			B23 6DE	Stockland Green	Erdington
The Edge Academy	1111	01/09/2015	Open	Alternative	140	11	16			B31 2LQ	Northfield	Northfield
Olive Primary School	2167	01/09/2016	Open	Mainstream	700	4	11	Islamic		B11 4DY (temp)	Springfield	Hall Green (temp)
										Admissions policy based on 4 Nodes across Hall Green (2)/Ladywood/Yardley		
Perry Beeches - Primary School I	*tbc*	01/09/2017 *tbc*	Pre-opening	Mainstream	700	4	11			*tbc*	Ladywood	Ladywood
Perry Beeches VI	*tbc*	01/09/2017 *tbc*	Pre-opening	Mainstream	1320	4	19			*tbc*	Perry Barr	Perry Barr
Proposal A	*tbc*	01/09/2018	Proposal	Mainstream	800	11	19	Islamic	Boys	*tbc*	*tbc*	Perry Barr
Proposal B	*tbc*	01/09/2018	Proposal	Mainstream	700	4	11	Islamic		*tbc*	*tbc*	Ladywood
Proposal C	*tbc*	01/09/2018	Proposal	Mainstream	900	11	18			*tbc*	*tbc*	Ladywood
Proposal D	*tbc*	01/09/2019	Proposal	Mainstream	1150	11	19	Christianity		*tbc*	*tbc*	Selly Oak
Proposal E	*tbc*	01/09/2019	Proposal	Mainstream	840	11	19			*tbc*	*tbc*	Hodge Hill

Appendix 6: Secondary Schools that have expressed interest in expansion (information as known at 31st October 2016) (Source: EdSI)

DFE	School Name	Type	Ofsted	Ward	Proposed Year Start	Current PAN	Proposed PAN	Proposed Additional Places
4193	Wheelers Lane Technology College	Community School	1	Moseley & Kings Heath	2016	125	130	5
5413	Bishop Challoner RC	Voluntary Aided School	4	Moseley & Kings Heath	2017	180	210	30
4323	Rockwood Academy	Academy Converter	2	Washwood Heath	2017	120	180	60
4323	Rockwood Academy	Academy Converter	2	Washwood Heath	2019	180	240	60
4018	Saltley Academy	Academy Sponsor Led	4	Bordesley Green	2018	210	240	30
4084	Washwood Heath Academy	Academy Converter	2	Washwood Heath	2018	270	285	15
4004	Nishkam High School	Free Schools	1	Aston	2017	100	125	25
4115	Bordesley Green Girls	Community School	1	Nechells	2018	120	125	5
4063	Kings Heath Boys	Community School	2	Billesley	2016	120	150	30
4129	Dame Elizabeth Cadbury	Foundation School	2	Bournville	2017	125	150	25
5414	Kings Norton Girls	Academy Converter	2	Bournville	2018	160	190	30
4301	John Wilmott School	Community School	4	Sutton Trinity	2018	195	225	30
								355 11.5FE

Appendix 7: Preference Information 2015 Admissions Round (Source: School Admissions)

Table A: Reception Entry 2016 – Preference Information
Green - 10 highest parental preference measures / Orange - 10 lowest parental preference measures

WARD	FIRST PREF	%	SECOND PREF	%	THIRD PREF	%	PLACED	%	Grand Total	Appeals Received	% Appeals
Acocks Green	403	83.09%	39	8.04%	14	2.89%	29	5.98%	485	18	3.09%
Aston	510	89.95%	36	6.35%	5	0.88%	16	2.82%	567	15	2.58%
Bartley Green	331	81.13%	32	7.84%	16	3.92%	29	7.11%	408	19	3.26%
Billesley	329	78.71%	37	8.85%	13	3.11%	39	9.33%	418	16	2.75%
Bordesley Green	640	93.57%	29	4.24%	8	1.17%	7	1.02%	684	5	0.86%
Bournville	265	89.53%	18	6.08%	4	1.35%	9	3.04%	296	2	0.34%
Brandwood	309	84.20%	26	7.08%	11	3.00%	21	5.72%	367	22	3.78%
Edgbaston	131	71.58%	12	6.56%	14	7.65%	26	14.21%	183	11	1.89%
Erdington	252	80.00%	35	11.11%	8	2.54%	20	6.35%	315	14	2.41%
Hall Green	305	81.55%	37	9.89%	16	4.28%	16	4.28%	374	10	1.72%
Handsworth Wood	324	82.65%	33	8.42%	8	2.04%	27	6.89%	392	23	3.95%
Harborne	205	73.21%	19	6.79%	16	5.71%	40	14.29%	280	27	4.64%
Hodge Hill	483	89.94%	27	5.03%	6	1.12%	21	3.91%	537	26	4.47%
Kings Norton	300	86.21%	20	5.75%	7	2.01%	21	6.03%	348	11	1.89%
Kingstanding	348	78.56%	37	8.35%	19	4.29%	39	8.80%	443	39	6.70%
Ladywood	182	72.22%	24	9.52%	11	4.37%	35	13.89%	252	2	0.34%
Longbridge	321	78.10%	35	8.52%	13	3.16%	42	10.22%	411	17	2.92%
Lozells and East Handsworth	498	92.74%	21	3.91%	4	0.74%	14	2.61%	537	14	2.41%
Moseley and Kings Heath	252	88.11%	20	6.99%	9	3.15%	5	1.75%	286	1	0.17%
Nechells	510	85.57%	46	7.72%	10	1.68%	30	5.03%	596	16	2.75%
Northfield	304	86.61%	28	7.98%	10	2.85%	9	2.56%	351	12	2.06%
Oscott	353	92.65%	19	4.99%	4	1.05%	5	1.31%	381	10	1.72%
Perry Barr	307	87.97%	23	6.59%	6	1.72%	13	3.72%	349	14	2.41%
Quinton	297	82.73%	30	8.36%	10	2.79%	22	6.13%	359	10	1.72%
Selly Oak	167	90.27%	9	4.86%	4	2.16%	5	2.70%	185	2	0.34%
Shard End	423	83.10%	31	6.09%	15	2.95%	40	7.86%	509	24	4.12%
Sheldon	276	87.07%	22	6.94%	5	1.58%	14	4.42%	317	15	2.58%
Soho	472	87.57%	26	4.82%	13	2.41%	28	5.19%	539	21	3.61%
South Yardley	502	92.79%	21	3.88%	10	1.85%	8	1.48%	541	5	0.86%
Sparkbrook	484	93.44%	20	3.86%	6	1.16%	8	1.54%	518	6	1.03%
Springfield	502	87.46%	37	6.45%	10	1.74%	25	4.36%	574	10	1.72%
Stechford and Yardley North	354	87.84%	19	4.71%	5	1.24%	25	6.20%	403	14	2.41%
Stockland Green	293	80.72%	29	7.99%	9	2.48%	32	8.82%	363	15	2.58%
Sutton Four Oaks	243	85.26%	23	8.07%	14	4.91%	5	1.75%	285	6	1.03%
Sutton New Hall	193	89.77%	8	3.72%	8	3.72%	6	2.79%	215	6	1.03%
Sutton Trinity	258	82.17%	23	7.32%	12	3.82%	21	6.69%	314	21	3.61%
Sutton Vesey	238	84.40%	29	10.28%	5	1.77%	10	3.55%	282	10	1.72%
Tyburn	320	81.84%	24	6.14%	17	4.35%	30	7.67%	391	19	3.26%
Washwood Heath	634	89.17%	53	7.45%	11	1.55%	13	1.83%	711	28	4.81%
Weoley	309	82.40%	34	9.07%	12	3.20%	20	5.33%	375	26	4.47%
AVERAGE		84.90%		6.92%		2.71%		5.48%			2.50%
TOTAL	13827		1091		398		825		16141	582	

Table B: Year 7 Entry 2016 – Preference Information

Green - 10 highest parental preference measures / Orange - 10 lowest parental preference measures

WARD	FIRST PREF	%	SECOND PREF	%	THIRD PREF	%	FOURTH PREF	%	FIFTH PREF	%	SIXTH PREF	%	PLACED	%	Grand Total	Appeals Received	% Appeals
Acocks Green	274	74.25%	39	10.57%	21	5.69%	8	2.17%	2	0.54%	3	0.81%	22	5.96%	369	13	0.98%
Aston	405	74.86%	59	10.91%	28	5.18%	11	2.03%	7	1.29%	3	0.55%	28	5.18%	541	52	3.92%
Bartley Green	205	67.88%	53	17.55%	17	5.63%	6	1.99%	1	0.33%	1	0.33%	19	6.29%	302	21	1.58%
Billesley	285	72.89%	40	10.23%	23	5.88%	8	2.05%	2	0.51%	1	0.26%	32	8.18%	391	31	2.33%
Bordesley Green	441	64.95%	80	11.78%	57	8.39%	25	3.68%	9	1.33%	11	1.62%	56	8.25%	679	118	8.89%
Bournville	223	77.43%	42	14.58%	18	6.25%	2	0.69%	0	0.00%	1	0.35%	2	0.69%	288	7	0.53%
Brandwood	200	66.01%	43	14.19%	20	6.60%	11	3.63%	4	1.32%	4	1.32%	21	6.93%	303	15	1.13%
Edgbaston	69	46.31%	36	24.16%	13	8.72%	8	5.37%	4	2.68%	3	2.01%	16	10.74%	149	22	1.66%
Erdington	177	66.29%	35	13.11%	23	8.61%	5	1.87%	3	1.12%	6	2.25%	18	6.74%	267	20	1.51%
Hall Green	244	65.07%	55	14.67%	22	5.87%	17	4.53%	7	1.87%	12	3.20%	18	4.80%	375	10	0.75%
Handsworth Wood	242	65.58%	53	14.36%	21	5.69%	12	3.25%	14	3.79%	7	1.90%	20	5.42%	369	25	1.88%
Harborne	111	55.50%	32	16.00%	26	13.00%	11	5.50%	6	3.00%	5	2.50%	9	4.50%	200	21	1.58%
Hodge Hill	401	77.12%	37	7.12%	28	5.38%	12	2.31%	12	2.31%	4	0.77%	26	5.00%	520	37	2.79%
Kings Norton	261	84.19%	27	8.71%	9	2.90%	5	1.61%	2	0.65%	1	0.32%	5	1.61%	310	2	0.15%
Kingstanding	252	62.84%	45	11.22%	22	5.49%	12	2.99%	12	2.99%	6	1.50%	52	12.97%	401	36	2.71%
Ladywood	133	68.21%	24	12.31%	10	5.13%	5	2.56%	1	0.51%	1	0.51%	21	10.77%	195	9	0.68%
Longbridge	272	87.46%	22	7.07%	8	2.57%	1	0.32%	1	0.32%	1	0.32%	6	1.93%	311	4	0.30%
Lozells and East H'sworth	369	65.43%	82	14.54%	45	7.98%	25	4.43%	8	1.42%	5	0.89%	30	5.32%	564	56	4.22%
Moseley and Kings Heath	162	66.67%	31	12.76%	16	6.58%	12	4.94%	3	1.23%	1	0.41%	18	7.41%	243	16	1.20%
Nechells	348	70.02%	56	11.27%	28	5.63%	17	3.42%	7	1.41%	5	1.01%	36	7.24%	497	74	5.57%
Northfield	231	77.52%	30	10.07%	20	6.71%	6	2.01%	1	0.34%	3	1.01%	7	2.35%	298	7	0.53%
Oscott	228	70.81%	37	11.49%	17	5.28%	7	2.17%	4	1.24%	8	2.48%	21	6.52%	322	21	1.58%
Perry Barr	229	62.91%	43	11.81%	31	8.52%	13	3.57%	10	2.75%	4	1.10%	34	9.34%	364	52	3.92%
Quinton	229	76.08%	28	9.30%	17	5.65%	9	2.99%	4	1.33%	4	1.33%	10	3.32%	301	7	0.53%
Selly Oak	109	62.29%	26	14.86%	20	11.43%	8	4.57%	2	1.14%		0.00%	10	5.71%	175	11	0.83%
Shard End	254	67.91%	54	14.44%	25	6.68%	7	1.87%	3	0.80%	1	0.27%	30	8.02%	374	6	0.45%
Sheldon	222	83.46%	24	9.02%	5	1.88%	5	1.88%	2	0.75%		0.00%	8	3.01%	266	2	0.15%
Soho	320	64.39%	67	13.48%	33	6.64%	17	3.42%	11	2.21%	2	0.40%	47	9.46%	497	46	3.46%
South Yardley	328	63.69%	72	13.98%	36	6.99%	18	3.50%	15	2.91%	7	1.36%	39	7.57%	515	52	3.92%
Sparkbrook	386	64.55%	93	15.55%	32	5.35%	21	3.51%	11	1.84%	4	0.67%	51	8.53%	598	98	7.38%
Springfield	407	69.10%	74	12.56%	49	8.32%	19	3.23%	7	1.19%	6	1.02%	27	4.58%	589	50	3.77%
Stechford and Yardley N'th	281	67.87%	52	12.56%	26	6.28%	8	1.93%	5	1.21%	3	0.72%	39	9.42%	414	45	3.39%
Stockland Green	188	67.38%	30	10.75%	16	5.73%	10	3.58%	3	1.08%	3	1.08%	29	10.39%	279	28	2.11%
Sutton Four Oaks	242	83.45%	25	8.62%	14	4.83%	4	1.38%	1	0.34%		0.00%	4	1.38%	290	6	0.45%
Sutton New Hall	173	73.93%	29	12.39%	8	3.42%	12	5.13%	3	1.28%	2	0.85%	7	2.99%	234	14	1.05%
Sutton Trinity	252	79.50%	40	12.62%	11	3.47%	7	2.21%	2	0.63%	2	0.63%	3	0.95%	317	16	1.20%
Sutton Vesey	167	66.27%	23	9.13%	11	4.37%	12	4.76%	9	3.57%	7	2.78%	23	9.13%	252	42	3.16%
Tyburn	218	68.34%	40	12.54%	19	5.96%	10	3.13%	4	1.25%	3	0.94%	25	7.84%	319	35	2.64%
Washwood Heath	439	60.80%	103	14.27%	39	5.40%	23	3.19%	16	2.22%	13	1.80%	89	12.33%	722	173	13.03%
Weoley	239	66.39%	61	16.94%	28	7.78%	9	2.50%	1	0.28%	2	0.56%	20	5.56%	360	28	2.11%
AVERAGE		69.39%		12.59%		6.20%		3.00%		1.42%		1.05%		6.36%			2.50%
TOTAL	10216		1842		912		438		219		155		978		14760	1328	

Appendix 8: Learning Chalets (Source: EdSI)

Education Infrastructure's Basic Need team has been very busy over the summer delivering multipurpose modular buildings to meet the City's requirements for temporary accommodation for September 2016. A total of ten Learning Chalets have been installed at a number of primary schools across the City including Chad Vale, Moor Hall, Kings Rise Academy, Shirestone Academy, Ward End and West Heath. Here's what some of those Head Teachers think about their latest acquisitions:

"The chalet is well constructed and provides suitable accommodation for our after school provision. It is modern, well ventilated and we used the flexibility in the design to add a toilet and kitchen facilities. We are very pleased with both the product and the installation process."
Andrew Steggall, Moor Hall Primary School

"*Our learning chalet is perfect for the purpose of small group learning and teaching and provides a calming and welcoming multi-purpose space that the children and teachers love."*
Paul Samson, Chad Vale Primary School

Chalets can accommodate up to 30 pupils in a range of configurations, allowing for maximum flexibility. They can be fitted out to suit any type of need, e.g. specialist teaching areas, toilets, showers, medical rooms, etc. Chalets are fully compliant with building controls and can be installed with either temporary or full planning consent, subject to finishes.

If you are interested in finding out more about our Learning Chalets please contact edsi.enquiries@birmingham.gov.uk or phone 0121 303 8847.

Appendix 9 – Additional Places Capital Programme (Source: EdSI)

DFE	School Name	Year additional places open from	Phase	Scheme	Ward
3401	St Joseph's RC Primary	2014	On site	1FE expansion	Sutton Trinity
3349	St Thomas More RC Primary	2015	On site	0.5FE expansion	Sheldon
2283	Marlborough Juniors	2015	On site	Flexible in-year expansion	Bordesley Green
3361	St Margaret Mary's RC Junior and Infants	2015	Under development	0.5FE expansion	Kingstanding
3302	St Barnabus CE Primary	2014	Under development	1FE expansion	Erdington
2485	Yenton Primary	2014	In development (pilot)	1FE expansion	Erdington
2463	Mere Green Primary	2015	In development (pilot)	1FE expansion	Sutton Four Oaks
2436	Osborne Primary	2016	In development (pilot)	1FE expansion	Erdington
2420	Maney Hill Primary	2015	In development (pilot)	1FE expansion	Sutton Trinity
4017	Bournville School	2016	In development (pilot)	2FE primary annex by lowering age range	Bournville
2416	Moor Hall Primary	2016	Under development (feasibility)	Potential[1] 1FE expansion	Sutton Trinity
2435	Benson Community School	2014	Under development (feasibility)	Provision of four classrooms to accommodate bulge years	Soho
3015	St Mary's CE Academy, Handsworth	2015	Under development (feasibility)	0.5FE expansion	Lozells and East Handsworth
2152	Brownmead Primary	2016	Under development (feasibility)	Potential[1] 1FE expansion	Shard End
4084	Washwood Heath Academy	2017	Under development (feasibility)	Potential[1] 2FE primary annex by lowering age range	Washwood Heath
2019	West Heath Primary	NA	Under development (feasibility)	Re-providing 2FE Primary School to overcome current condition which is not fit for purpose	Northfield
2246	The Meadows Primary	NA	Under development (feasibility)	Re-providing 9 classrooms to overcome current condition which is not fit for purpose	Longbridge

[1] Awaiting school organisation approvals

Appendix 10 – Comparison of Reception RAG data 2015 to 2016 (Source: EdSI and School Admissions) – key below.

Ward	Actual change in Births and Trend (2015 to 2016)		Change in 2016 RAG Rating 'Risk of insufficient places' 2015 to 2016) 2015 | 2016			Additional Reception Places Created for 2016 Entry	% Change in 1st Pref[1] Success Rate (2015 to 2016)	% Change in 1-3 Pref[2] Success Rate (2015 to 2016)	% Change Placed[3] (2015 to 2016)	Comments
Hall Green	40	↑			↑	0	+0.86	+1.50	-1.18	Additional places have been created through nodal admissions policy of a new Free School to meet Basic Need and this has potentially resulted in improved parental preference rates.
Moseley and Kings Heath	23	↑			→	0	+1.32	+2.60	-1.86	Fewer pupils entering the cohort in adjacent areas have potentially led to improved parental preference rates.
Sparkbrook	-103	↓			→	0	+4.69	+2.40	-0.77	Fewer pupils entering the cohort has potentially led to improved parental preference rates. 100% of residents achieved their first preference for 2016 entry.
Springfield	-24	↓			→	90	-0.90	+0.21	+0.26	Additional places have been created in this ward by the addition of a Free School and this has potentially resulted in improved 1-3 preference rates.
Bordesley Green	-24	↓			→	0	-1.30	+1.13	-1.27	Fewer births for the entry cohort have potentially led to improved 1-3 preference rates and placements. 100% of residents achieved their first preference for 2016 entry. There is 1 pupils being electively home schooled from this ward.
Hodge Hill	16	↑			→	0	-0.78	-0.62	-1.06	Additional places have been created in adjacent wards to meet Basic Need however this has not improved parental preference rates for the area.
Shard End	12	↑			↑	30	+1.83	-0.95	+1.15	Additional places have been created in this ward to meet Basic Need and this has potentially resulted in1st preference rates although number of placed pupils has slightly increased.
Washwood Heath	20	↑			→	0	-1.86	-1.17	+0.91	Additional places have been created in adjacent wards to meet Basic Need however this has not improved parental preference rates for the area.
Acocks Green	53	↑			→	0	-0.61	-0.51	+0.25	Additional places have been created in adjacent wards by addition of a Free School however this has not improved parental preference rates for the area and the area has not benefitted from the nodal admissions policy.
Sheldon	0	↓			↑	45	+6.77	+4.98	-1.54	Additional places have been created in this ward to meet Basic Need and this has potentially resulted in improved parental preference rates.
South Yardley	-54	↓			→	0	+6.25	+1.69	-3.19	Fewer pupils entering the cohort have potentially led to improved parental preference rates. Additional places have also recently been created in this ward by the addition of a Free School.
Stechford and Yardley North	18	↑			→	0	+1.08	-1.38	+1.24	Additional places have been created in adjacent wards to meet Basic Need and this has potentially resulted in improved 1st preference rates although number of placed pupils has slightly increased.
Erdington	20	↑			↑	30	+5.48	+5.29	-4.28	Additional places have been created in this ward to meet Basic Need and this has potentially resulted in improved parental preference rates.
Kingstanding	16	↑			→	30	-5.56	-3.75	+2.17	Additional places have been created in adjacent wards to meet Basic Need however this has not improved parental preference rates for the area.
Stockland Green	-31	↓			→	0	+3.86	+0.52	-1.71	Additional places have been created in adjacent wards to meet Basic Need and fewer pupils entering the cohort have potentially resulted in improved parental preference rates.
Tyburn	28	↑			→	0	-5.33	-4.12	+2.33	Additional places have been created in adjacent wards to meet Basic Need however this has not improved parental preference rates for the area.
Sutton Four Oaks	-17	↓			→	0	+3.33	+4.48	-5.14	Additional places have been created in adjacent wards to meet Basic Need and this has potentially resulted in improved parental preference rates.
Sutton New Hall	7	↑			→	0	+6.92	+4.46	-6.07	Additional places have been created in adjacent wards to meet Basic Need and this has potentially resulted in improved parental preference rates.
Sutton Trinity	29	↑			↑	0	+3.32	-1.37	+0.28	Additional places have been created in this ward to meet Basic Need and this has potentially resulted in improved 1st preference rates although number of placed pupils has slightly increased.
Sutton Vesey	28	↑			↑	0	+2.61	+3.69	-3.09	Additional places have been created in adjacent wards to meet Basic Need and this has potentially resulted in improved parental preference rates.

Ward	Actual change in Births and Trend (2015 to 2016)		Change in 2016 RAG Rating 'Risk of insufficient places' 2015 to 2016) 2015 | 2016			Additional Reception Places Created for 2016 Entry	% Change in 1st Pref[1] Success Rate (2015 to 2016)	% Change in 1-3 Pref[2] Success Rate (2015 to 2016)	% Change Placed[3] (2015 to 2016)	Comments
Bartley Green	-7	↓			→	0	-1.70	-0.98	+1.66	Additional places have been created in adjacent wards to meet Basic Need however this has not resulted in improved parental preference rates.
Edgbaston	34	↑			→	0	-3.18	+0.50	-0.94	A proposal for additional places was intended for adjacent wards however there has been a delay to this and therefore parental preference rates have not improved.
Harborne	16	↑			↑	0	-10.07	-4.96	+8.07	A build solution has not received the approval needed to be created. This area requires attention to meet Basic Need and improve parental preference rates.
Quinton	-13	↓			↑	0	+2.26	+3.56	-4.31	Fewer pupils entering the cohort have potentially led to improved parental preference rates. Additional places have been created in adjacent wards to meet Basic Need and this has potentially resulted in improved parental preference rates.
Kings Norton	-2	↓			↑	0	+5.62	-0.65	-0.55	Fewer pupils entering the cohort have potentially led to improved parental preference rates. Additional places have been created in adjacent wards to meet Basic Need and this has potentially resulted in improved parental preference rates.
Longbridge	-28	↓			→	0	+3.01	+0.28	+4.42	Additional places have been created in nearby wards to meet Basic Need and this has potentially resulted in improved parental preference rates although number of placed pupils has slightly increased.
Northfield	40	↑			→	0	-2.74	-3.99	-0.60	Additional places have been created in adjacent wards to meet Basic Need however this has not improved parental preference rates for the area.
Weoley	-5	↓			→	30	-4.43	-3.68	+0.77	Additional places have been created in this ward to meet Basic Need. Parental preference rates have not improved as yet.
Billesley	35	↑			→	0	-9.28	-7.84	+5.81	More pupils are entering the cohort. Parental preference rates have not improved.
Bournville	2	↑			↑	60	+7.71	+3.55	-4.16	Additional places have been created in this ward to meet Basic Need and this has potentially resulted in improved parental preference rates.
Brandwood	-5	↓			→	0	-3.42	-3.12	+1.15	Additional places have been created in adjacent wards to meet Basic Need however this has not improved parental preference rates for the area.
Selly Oak	-1	↓			→	0	+6.45	+2.69	-2.04	Additional places have been created in adjacent wards to meet Basic Need and this has potentially resulted in improved parental preference rates.
Aston	-14	↓			→	0	+0.33	+0.03	+0.13	Fewer births for the entry cohort have potentially led to improved parental preference rates.
Ladywood	16	↑			→	0	-1.94	-3.36	+1.77	More pupils are entering the cohort. Additional places are needed locally to improve parental preference.
Nechells	-42	↓			↑	0	-0.04	-1.08	+0.18	Whilst there are sufficient places for residents in the area and fewer pupils entering the cohort, parental preference still continues to be an issue.
Soho	68	↑			→	0	-1.68	-2.10	-0.12	More pupils are entering the cohort. Additional places are needed locally to improve parental preference.
Handsworth Wood	8	↑			→	0	+0.39	-2.05	+0.42	Additional places have been created in adjacent wards to meet Basic Need and this has potentially resulted in improved 1st preference rates. This area is popular for newly arrived families.
Lozells and East Handsworth	-8	↓			→	0	-0.05	-2.07	+1.32	Whilst there are sufficient places for residents in the area and fewer pupils entering the cohort, parental preference still continues to be an issue. This area is popular for newly arrived families.
Oscott	24	↑			↑	0	+2.80	-0.77	-1.96	Additional places have been created in this ward to meet Basic Need and this has resulted in improved 1st preference rates.
Perry Barr	45	↑			→	0	-0.01	-0.46	-0.62	More pupils are entering the cohort. Additional places are needed locally to improve parental preference.

[1] Offer for a school that was named as 1st preference / [2] Offer for a school that was named as 1, 2 or 3 preference / [3] No offer for a school of preference, and therefore LA placed at an alternative

↑	Increased/Improved
↓	Declined
→	Unchanged

BLANK

Schools, Children and Families O&S Committee: Work Programme 2016/17

Chair:	Cllr Susan Barnett
Committee Members:	Cllrs: Sue Anderson; Matt Bennett; Kate Booth; Barry Bowles; Debbie Clancy; Shabrana Hussain; Julie Johnson; Chauhdry Rashid; Valerie Seabright; Martin Straker-Welds and Alex Yip Representatives: Samera Ali, Parent Governor; Evette Clarke, Parent Governor, Richard Potter, Roman Catholic Diocese; and Sarah Smith, Church of England Diocese
Officer Support:	Link Officer: Seamus Gaynor Scrutiny Team: Benita Wishart (464 6871) & Amanda Simcox (675 8444) Committee Manager: Louisa Nisbett (303 9844)

1 Priority Issues

1.1 The following were highlighted in June as the priority issues for the committee's 2016/17 municipal year:

- Birmingham Education Partnership (BEP) / School improvement [Sept 2016 & Mar 2017]
- Child Sexual Exploitation (CSE) and Children Missing from Home and Care [Oct 2016]
- Corporate Parenting & Children in Care [sessions to be confirmed]
- School exclusions [not programmed]
- Social Care Improvement Journey [Dec 2016 with Cabinet Member]
- Special Educational Needs [Inclusion Commission Sep 2016 & Jan 2017]
- Special Guardianship Orders (SGOs) [not programmed]
- Voluntary Children's Trust [Sep 2016, Jan 2017 & additional session(s) to be confirmed]

1.2 Annual reports/updates on:

- School places sufficiency
- School attainment
- Birmingham Safeguarding Children Board (BSCB)
- Portfolio Budget

2 Meeting Schedule

All at 2 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
15 June 2016 Committee Room 2	Informal Meeting to discuss the Work Programme	
20 July 2016 Send out: 12 Jul 2016	The Education and Children's Social Care Improvement Journey. • Andrew Christie, Children's Commissioner for Birmingham to provide a SWOT analysis (robustness & risks). Will be available from 3.30pm. • Cabinet Member for Children, Schools and Families (discussion to include: Children's Services Voluntary Trust & SEN Commission) • Peter Hay, SD for People • Alastair Gibbons, Executive Director for Children Services ***Outcome***: *These discussions have informed the work programme.*	
21 September 2016 Send out: 13 Sep 16	Voluntary Children's Trust (2pm – 2.30pm) ***Outcome***: *Sessions will be built for Overview and Scrutiny and the wider political consultations/discussions.*	Councillor Brigid Jones and Peter Hay, Strategic Director for People
	Inclusion Commission (2.30pm - 3pm) **Outcome**: • *Information on the six work streams to be provided.* • *The process for appointing the young person and other representatives on the Inclusion Commission to be provided.* • *An update on the Inclusion Commission to be made at either the December 2016 or January 2017 committee meeting.*	Councillor Brigid Jones and Colin Diamond, Executive Director for Education

All at 2 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
	Birmingham Education Partnership (BEP) to discuss school improvement. This includes: • Summary of the work BEP do for BEP Members and then the work they are contracted to do under the BCC contract to set the context. • First year contract review. • Whether BEP is making a difference? • Whether BEP/BCC undertakes a survey? • How BEP broker relationships. ***Outcome***: *School attainment to be discussed more fully at the 22nd March 2017 committee meeting and Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, BEP to be invited.*	Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, BEP Colin Diamond as the Council's Commissioner
12 October 2016 Send out: 4 Oct 2016	Tracking: Children Missing from Home and Care Inquiry (previous progress report received April 2016) ***Outcome***: *Progress noted and there will be a report back on 26th April 2017. To include the key measures of success that will be used and the WMP to come back with case studies.*	Claire Bell, West Midlands Police and Tony Stanley, Chief Social Worker
	Update on Child Sexual Exploitation (CSE). To include a tracking report on Rec 6: awareness raising and licencing ***Outcome***: *Rec 6 was agreed as achieved – late. To report back on 26th April 2017. To include further analysis around trends.* *Licensing redrafted the letter to taxi drivers and Members were asked for comments.*	Claire Bell, West Midlands Police, Alastair Gibbons, Executive Director for Children Services, Debbie Currie, AD Child Protection, Performance & Partnership, Cathryn Greenway, Senior Commissioning Officer and Emma Rohomon, Licensing Manager
	Missing from Education ***Outcome***: *An updated Appendix 3 – weekly CNES report was forwarded.* *Cllr Valerie Seabright to set up a working group to look at wider issues, e.g. exclusions and transport.*	David Bishop, Head Of Service - Alternative Provision & Independent Education and Julie Young, AD - Education & Skills

All at 2 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
23 November 2016 Send out: 15 Nov 2016	Birmingham Safeguarding Children Board (BSCB) Annual report. Discussion to include: • Update on listening to children voices • Lessons learned from serious case reviews • Children trafficked into the UK • Issues arising from Section 11 and 175 audits (including how many schools haven't completed) • The strength of the partnership and capacity to prioritise safeguarding • Listening to Social Workers voices	Penny Thompson, Chair of BSCB / Simon Cross, Business Manager
	Citywide School Attainment Statistics – Headline data • Whether the different styles of moderation in schools have impacted on results of key stage 2. • Is there information about trends in the schools 'requiring improvement' and in the 'outstanding' schools?	Colin Diamond / Richard Browne
	School Places Sufficiency Update	Emma Leaman, AD - Education & Infrastructure
7 December 2016 Send out: 29 Nov 2016	Cabinet Member for Children, Schools and Families Six Month Update. To include: • The plan in response to Ofsted full inspection • Budget position • Inclusion Commission (either Dec or Jan)	Suman McCarthy Alastair Gibbons Colin Diamond (TBC)
	Multi-Agency Safeguarding Hub (MASH) / Children's Advice and Support Service (CASS)	Kay Child, AD, Integrated Services East
	Youth Justice Strategic Plan 2016 - 17	Dawn Roberts, AD, Early Help / Trevor Brown
25 January 2017 Send out: 17 Jan 2017	Inclusion Commission (either Dec or Jan)	Councillor Brigid Jones, Suman McCarthy and Colin Diamond (tbc)
	Children in Care (CiC), Corporate Parenting Update and improvements for care leavers (TBC). To include evidence gathering for Corporate Parenting inquiry (TBC)	Andy Pepper, AD, Children in Care Provider Services
8 February 2017 Send out: 31 Jan 2017	Update on the Child Poverty Commission's recommendations	Cllr Waseem Zaffar, Cabinet Member for Transparency, Openness and Equality, Marcia Wynter, Peter Hay, Jacqui Kennedy, Acting Strategic Director for Place

All at 2 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
	TBC	
22 March 2017 Send out: 14 Mar 2017	Christine Quinn, West Midlands Regional Schools Commissioner	Rachael McNaney, PA to Christine Quinn
	School Attainment Statistics for Secondary and Primary Schools (detail)	Colin Diamond / Richard Browne Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, BEP
	Radicalisation Agenda	Tony Stanley, Chief Social Worker
26 April 2017 Send out: 18 Apr 2017	Update on Children Missing from Home and Care	Claire Bell, West Midlands Police and Tony Stanley, Chief Social Worker
	Update on CSE	Claire Bell, West Midlands Police, Alastair Gibbons, Executive Director for Children Services, Debbie Currie, AD Child Protection, Performance & Partnership, Cathryn Greenway, Senior Commissioning Officer and Emma Rohomon, Licensing Manager

3 Outstanding Tracking

Inquiry	Outstanding Recommendations	Date of Tracking
We need to get it right: A health check into the Council's role in tacking Child Sexual Exploitation (CSE)	R6 - Awareness raising and licencing.	Last Tracked: 20 April 2016
Children Missing from Home and Care	R2 – Develop an overarching strategy for missing children so responsibilities are clear and understood, risk is managed well, especially for looked after children and persistent runaways, information is shared effectively and appropriate support is in place for children and families.	Update received: 20 April 2016

4 Visits

4.1 A visit to Leeds City Council on the 2nd August 2016: Education Awards Appeals (Home to School

Transport), Special Educational Needs (SEN), Leeds Safeguarding Childrens Board & Leeds' Scrutiny.

4.2 Further visits to be arranged to social work teams to talk to front line staff (South Area – Lifford House visited on 22nd July 2016).

4.3 Children in Care Council (CiCC) and work experience visit on 12th August 2016.

5 Inquiry

5.1 The committee to agree the topic for their inquiry. Corporate Parenting may be appropriate.

Inquiry – TBC

Date	Item
TBC	TOR Agreed
January 2017 TBC	Evidence gathering & Committee agree the draft report
TBC	Draft report to the Executive & Committee agree final report
TBC	City Council

6 Working Groups

6.1 The committee have discussed 'children missing from school' and Cllr Valerie Seabright tol set up a working group to look at the wider issues of children 'missing education', e.g. permanent exclusions.

6.2 A Working Group to assist with the Council's Early Years Review: Early Education and Childcare Offer has been set up:

Early Years Review: Early Education and Childcare Offer
Working Group Members: Cllr Susan Barnett, Samera Ali, Evette Clarke & Cllr Shabrana Hussain
Key Officer(s): Emma Leaman, AD, Education and Infrastructure, Lindsey Trivett, Acting Head of Early Years and Gill King, Inclusion Support Manager

Terms of Reference	The City Council is undertaking a programme of work for the Early Years Review into Early Education and Childcare Offer. The Working group will: • Contribute and add value to the Special Educational Needs and Disabilities (SEND) report and roll out. This includes: - Contribute to the draft report and recommendations from the Focus Group meetings (this will also be shared with all Committee Members). - Assistance with the promotion of the launch. • Contribute to improving the insufficient take up of nursery places for 2 year olds. This may include: - Briefing sessions (the Q&A could lead to a short report from the Working Group). - The voice of the parents and the impact. - Visits.

7 To be Programmed

7.1 Lorna Fitzjohn, Regional Director, West Midlands, Ofsted to attend after the full Ofsted inspection.

8 Useful Acronyms

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

9 Forward Plan for Cabinet Decisions

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

ID Number	Title	Proposed Date of Decision
000232/2015	School Organisation Issues which may include Closures, Amalgamations, Opening of a new school – Standing Item	20 Sep 16
000732/2015	Provision of Additional Places at Harborne Primary School (Lordswood Academy Annexe) to meet Immediate Need and Demographic Growth for September 2016 Onwards – FBC	16 Dec 16
002307/2016	Council run Day Care Services – Review of delivery and future options for sustainability	19 Dec 16
002325/2016	Update report on Academy Conversions for Period – 1 September to 30 November 2016	13 Dec 16
002600/2016	Unattached School Playing Fields – Disposal for Development	30 Jan 17

ID Number	Title	Proposed Date of Decision
002655/2016	Schools Private Finance Initiative & Building Schools for the Future Savings Review	21 Nov 16