

EDUCATION SERVICES DELIVERY & IMPROVEMENT PLAN 2016 /17



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education@birmingham.gov.uk
twitter.com/BCCEducation

1. INTRODUCTION FROM THE LEADER OF BIRMINGHAM CITY COUNCIL

In introducing this plan I want to say a few words about my commitment to children and the challenge to all of us to do better for our children and young people.

As a teacher, it is something I feel very personally. It is more important to me than anything else I could ever do as Leader of this City Council.

This Council will put children front and centre in terms of priorities.

Safeguarding children remains our number one priority. But a good education, starting at the earliest stages of learning and care, is the best route to improving the lives of our citizens. Every child who lives in the city deserves to be educated in a good or outstanding school. Schools that are properly regulated and where children and young people are given the protections they deserve and the opportunity to learn in an atmosphere of curiosity, freedom and equality.

I have coined the phrase: 'Every Child, Every Citizen, Every Place Matters'. This is not just a slogan. It is a promise that every school matters, and everyone in those schools matter.

So, we will challenge provision where outcomes for our children are not good enough and we will ensure that the right support is put in place to see that swift improvements are made.

I want to see Birmingham recognised as the leading city for young people, for learning and for skills, in a city in which active citizenship and cohesive communities are a given. In a city where no young person is left behind, and education and employment is used to address inequality and introduce fairness. In a city in which we give our children and young people the best opportunities of any city, whether that is about learning, leisure, travel, connectivity or any other aspect of their lives.

I will work with other civic leaders including those who can be found in all our schools: certainly our governors, teachers and support staff; and, yes, civic leaders can be found amongst our children and young people.

Through this plan the Council will be an advocate for children and citizens, regardless of the future local authority role in education or the category of a school. This is at the core of our shared education vision and strategy.

Councillor John Clancy
Leader of Birmingham City Council

2. THE EDUCATION SERVICES DELIVERY & IMPROVEMENT PLAN 2016/17

2.1 The Future Landscape

Education has the power to transform lives; that is why in Birmingham we are continuing to improve learning across the City to drive positive outcomes for all Birmingham children.

This Education Services Delivery & Improvement Plan 2016/17 (the Plan) recognises Birmingham City Council's (BCC's) role as a champion for all of Birmingham's children, young people and their families. BCC will provide leadership by influencing, shaping and partnering. It is a one-year plan, focussing on the quality of learning provision, the safeguarding of children, extending opportunities for vulnerable children and harnessing exceptional leadership across and beyond the educational system. Underpinning the Plan is our aim to narrow the gap in achievement between those groups performing highly, above national average, and those groups that underperformed for a long time. This aim is hard wired into Birmingham Education Partnership's (BEP's) approach to school improvement.

The recently published White Paper, 'Educational Excellence Everywhere (March 2016)' outlines a future vision for education which builds on previous reforms. Nothing stays the same which means the role of BCC is ever changing. In the drive for consistently high quality education across Birmingham, there is a need for us to work with all educational leaders in order to secure improvement.

Whilst delivering these priorities, we will be working on a more radical, transformative plan for 2017/18 onwards in the light of imminent changes at national education policy level. This will be achieved by refreshing and updating the Plan as the future picture becomes clearer. The Adoption and Education Act has increased the powers of the Regional Schools Commissioner (RSC) and mandated that all schools found to require special measures will become academies. The new version of Schools Causing Concern guidance (March 2016) sets out the new arrangements for school improvement between local authorities and the RSCs. The Department for Education (DfE) is also consulting on ending Local Authority (LA) school improvement duties and the removal of almost all of the Education Support Grant (ESG) by September 2017. The new Act and the anticipated outcome of the consultation, combined with the debate generated by the White Paper will have a profound impact on BCC's role and relationship with schools.

BCC, like all other local authorities, will no longer be running schools in the traditional way but instead will be working in partnership with all education providers to achieve its aims.

2.2 Summary of the Plan

Birmingham Education Services are organised into core statutory and traded services delivered by BCC and its strategic partners (e.g. Services for Education (S4E) and BEP).

The Plan drives improvement across all education services and is designed to ensure that all of the progress and change to date is sustained, while continuing to meet new challenges.

The four key actions of the Plan are:

1. To work with strategic partners to build a great education offer for all in a changing landscape
2. To improve safeguarding and resilience for all to keep all children safe from harm
3. To champion fair opportunities for vulnerable children and young people
4. To ensure exceptional leadership across and beyond the education system.

This will be achieved via the delivery of actions across 22 service plans covering all education services. The service plans are explained in more detail in **Appendix 4 – The 22 Service Plans** are available at:

➤ www.birmingham.gov.uk/educationimprovement

To take account of the future landscape, these service plans will be refreshed at least annually to support the overall delivery of the single plan and keep it on track to achieve the required outcomes.

The service plans pull together all services' key activities to support the delivery of the priorities, vision and principles detailed in this paper.

The service plans are structured around each service within Education, as described in the Core Offer and Traded Offer to Schools documents. These documents can be found at:

- www.birmingham.gov.uk/education-coreoffer
- www.birmingham.gov.uk/tradingforeducation

Each service plan details:

- Activities and deliverables to be completed
- Performance indicators that will measure progress
- Outcome and impact to be achieved through completing the activity
- Officers leading the activities and timeframes for completion
- The headline service budget and number of Full Time Equivalent (FTE) staff dedicated to that service.

The plans also include core schools-facing services outside of the Education Services management structure such as Schools HR, Schools Financial Services and Stakeholder Engagement.

In outline, the Plan includes:

- The to-be-completed activities remaining from the Education and Schools Strategy & Improvement Plan 2015/16 (where the service agrees this action is still relevant)
- Actions to address the recommendations from the Local Government Association (LGA) Peer Review (November 2015), including the shape of the Education Improvement Group (EIG)

- The actions needed to secure the radical, sustained improvement of Birmingham's Education Services that:
 - Perform better
 - Are more efficient and effective
 - Are client-focused
 - Are commercially agile and responsive to the changing education landscape
- Deliverables to develop the relationship and structure of Education Services within the Directorate for People, including defining support service relationships with the Commissioning Centre of Excellence and Business Change
- Actions to:
 - Ensure closer working links between Education Services and Children's Social Care (CSC) services and with Health and other key stakeholders, to ensure joined up working on supporting children, their families and their schools. In particular, ensure there are links between the CSC 13 priorities 2016/17 and the 22 education service plans (and vice versa)
 - Link Social and Community Cohesion to the 14+ Pathways economic well-being work and key target outcomes (e.g. No Children NEET¹)
 - Build on the Ladywood Pathfinder project and the Birmingham Education Partnership (BEP) work in Districts to establish full links with BCC District structures
- Actions to ensure we are in line with Future BCC vision and value to support:
 - i. Protecting the most vulnerable children and young people
 - ii. Understanding service demand to do less directly and within smaller budgets
 - iii. Cross-organisational working
 - iv. Partnership working within BCC, across the city and regionally.

Appendix 3 (Co-ordination of the Plan), provides an outline of how delivery of the plan will be co-ordinated and managed.

In terms of closure of the 2015/16 Education Plan, **Appendix 1 (Self-Assessment of the 2015/16 Education Plan)**, provides a summary of key progress to date and **Appendix 2 (LGA Peer Review recommendations)**, provides an update against each of the LGA Peer Review recommendations.

¹ Not in Education, Employment or Training

3. BIRMINGHAM FACTS

Population

- In terms of population Birmingham is the largest UK city outside of London with an estimated population of over 1.1million² as of 2014. The city has also grown at a faster rate than the national average. It is estimated to have grown by 3% between 2011 and 2014 alone³
- This growth brings with it many challenges; Birmingham already has a larger than average household size and a higher proportion of overcrowded households than the 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 time⁴. This will have 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 to 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 78,876⁵.

² ONS Mid Year Estimates 2014 (1,101,360)

³ Difference between 2014 MYE and 2011 Census population

⁴ Based on the 2012 Strategic Housing Market Assessment, as used for the Birmingham Development Plan 2031 - <http://www.birmingham.gov.uk/plan2031>

⁵ ONS Population Projects 2012

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 home⁶. The 2011 Census revealed that just over two in five people (42.1%) classified themselves within an ethnic group other than white 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 rankings⁷. The income deprivation affecting children index (IDACI) ranks Birmingham 15th nationally, with over 30% of children living in a deprived household.

⁶ Institute for Research into Superdiversity (IRiS) University of Birmingham 2013

⁷ IMD 2015 for Birmingham data: <https://researchbcc.wordpress.com/2015/09/30/index-of-multiple-deprivation-2015-national-and-birmingham/>

Birmingham Education Overview

Source: EdSI Schools Database April 2016

446

Schools

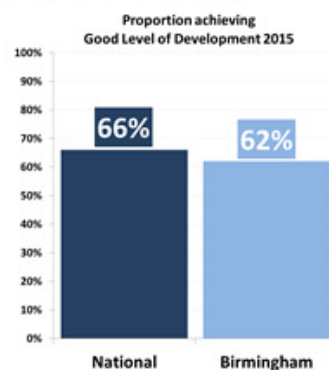
	LA	Academy	Free	Total
Nursery	27			27
Primary	207	90	1	298
Secondary	30	45	7	82
All Through	2	1	2	5
Special	24	3		27
Alternative			6	6
PRU	1			1
Total	291	139	16	446

Early Years and Children Centres

Nursery School	27
Nursery Class	174
PVIs	1,542
(of which Childminders)	620
EEE-Registered PVIs	707
(of which Childminders)	308
Children Centres	60

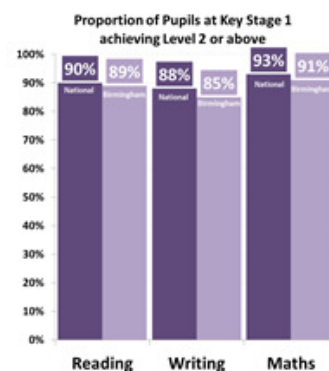
Early Years

In 2015 62% of pupils achieved a Good Level of Development



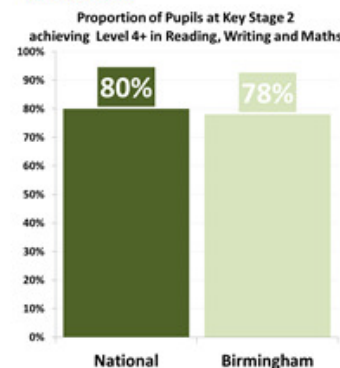
Key Stage 1

Birmingham is slightly below national average across reading, writing and maths



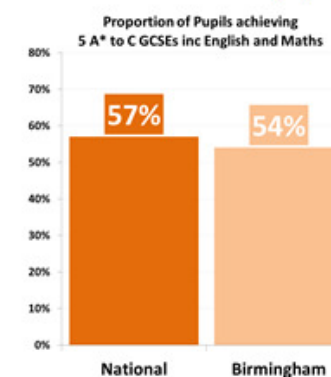
Key Stage 2

In 2015 78% achieved Level 4+ in RWM at Key Stage 2 (80% nationally)



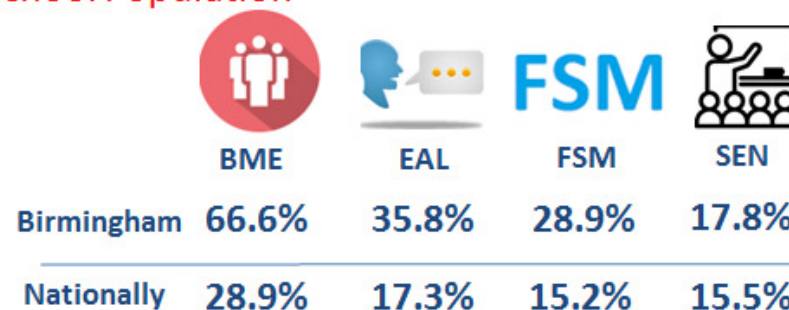
GCSE

In 2015 54% of pupils achieved 5 A* to C inc English and Maths below the national average (57%)



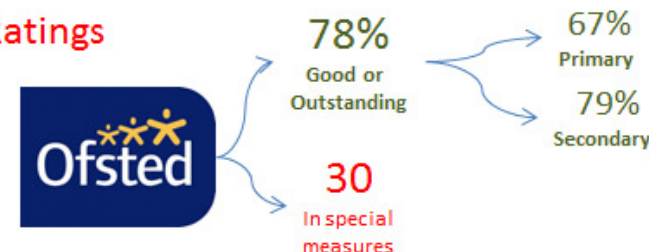
School Population

Census Jan 2015



Ofsted Ratings

February 2016



4. EDUCATION SERVICE PERFORMANCE MEASURES

4.1 The Education Performance Measures

The nine education measures included in the BCC Corporate Business Plan are:

1. Proportion of Pupils in Good/Outstanding Schools
2. Early Years Foundation Stage (EYFS)
3. Key Stage 2 Attainment
4. GCSE Attainment
5. Children in Care at GCSE
6. Percentage of Year 12-14 pupils Not in Education, Employment or Training (NEET)
7. School Places for Excluded Children
8. Special Education Needs (SEN) – Education Health and Care Plans (EHCP)
9. School Attendance.

The table below provides baseline data, comparators and targets for the nine performance measures, which will be used to determine the impact of the Plan and the effectiveness of the partnership with BEP. Due to changes in the way progress and attainment outcomes are to be measured, it has not been possible to provide numerical targets against some of the performance measures.

4.2 Performance Summary

- The proportion of good and outstanding schools has improved slightly and the number of schools in special measures has reduced slightly
- EYFS performance has improved in Birmingham across all subjects and areas. Birmingham is in line with statistical neighbours and core cities but below national average
- Key Stage 2 performance has improved in all areas and across subjects, however Birmingham is still slightly below national average and statistical neighbours
- GCSE performance has declined over the past 3 years and is now below national averages, however GCSE performance from Children in Care is above national comparators
- The proportion of 16 to 18 year olds classed as NEET decreased between 2014 and 2015; however, there is still a significantly above average proportion of the cohort whose situation is unknown.

Key Performance Measure	Baseline 2015/16	DOT	National Average	Statistical Group Average	Core City Average	2016/17 Target
Proportion of Schools Inspected as Good or Outstanding	78% (Feb 2016)	↑	81.8% (July 2015)	80.9% (July 2015)	78.2% (July 2015)	90%
Early Years Foundation Stage (Good Level of Development)	62% (2015)	↑	66%	62%	62%	70%
Key Stage 2 Attainment¹ (2015: Level 4 or above in Reading, Writing and Maths, 2016: TBC)	78% (2015)	↑	80%	79%	78%	In line with national average
GCSE Attainment² (2015: 5 A* to C inc English and Maths, 2016: TBC)	54.3% (2015)	↓	57.3%	51.9%	52.4%	In line with national average
Children in Care GCSE² (2015: 5 A* to C inc English and Maths, 2016: TBC)	16.7% (2015)	↑	13.8%	N/A	N/A	Above national average
Persistent Absence³ (2015 data: State-funded Pri, Sec and Special Schools - six half terms, 2016 - TBC)	4.0% (2014/15)	N/A	3.7%	3.9%	4.4%	In line with national average
Percentage of Pupils Not in Education Employment or Training	5.2% (2015/16)	↑	4.2%	4.8%	5.9%	4%
Excluded Children without a school place for more than 6 days	61 (March 2016)	TBC	N/A	N/A	N/A	0
Special Education Needs - Education Health and Care Plans Percentage of EHCPs completed within 20 weeks	71% (Mar 2016)	N/A	N/A	N/A	N/A	100%

N/A – Comparator Data not available

¹Key Stage 2 Assessment processes due to change in 2016

²GCSE Assessment process due to change in 2016

³Persistent absence definition changing for 2015/16 academic year

Statistical Group: Derby, Enfield, Luton, Manchester, Nottingham, Sandwell, Slough, Walsall, Waltham Forest, Wolverhampton

The above measures are the high level performance targets embedded in the Council wide Business Plan and this Plan.

However, these will be underpinned by a more detailed performance management framework – covering the whole of the Education and Skills landscape. This framework will contain more detailed measures around school attainment, attendance, and exclusions, along with destination measures for students at 16, 17 and 18 - for example the proportion gaining a Level 2 and 3 qualification.

It is also crucial that performance monitoring is disaggregated to ensure that support and interventions are targeted at the groups and places most in need. Therefore the wider performance management framework will embed “closing the gap” at its heart – with disaggregated analysis and information not just across schools, but also by districts and wards, disadvantaged and vulnerable children, and those community groups where performance has historically been below average.

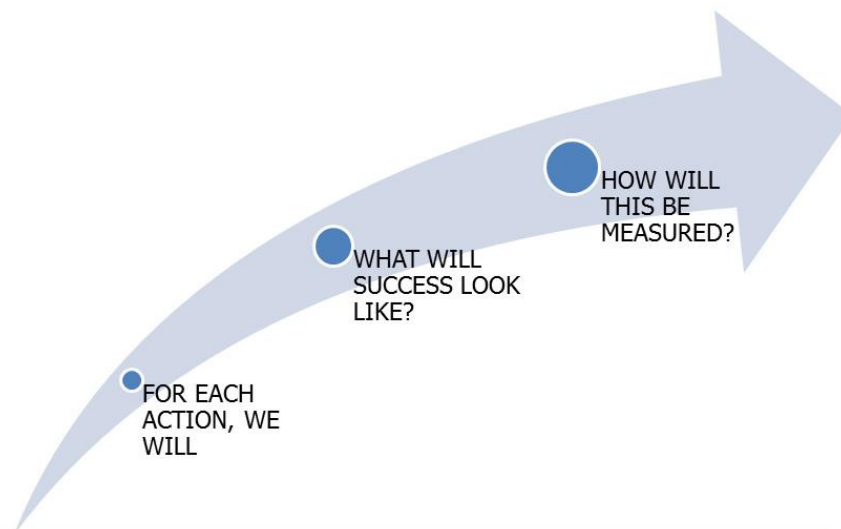
5. THE PLAN AND KEY ACTIONS

5.1 The Service Map

WE WANT TO GET TO....	BUT WE NEED TO KNOW WHERE WE ARE NOW?	IN ORDER TO ACHIEVE....	WHICH WE WILL DO BY.....	KEEPING TO SOME PRINCIPLES.....	DELIVERED VIA.....	WHILST TAKING ACCOUNT OF.....	
Achieving the Leader's Vision What success looks like	Baseline Data	Improved Outcomes	Delivering some key actions	Goals and Design Principles	22 Service Plans	Embedding and Sustaining Improvements from the 2015/16 Plan	The need to manage effectively and deal with changes and risks
WHERE IN THE PLAN WILL I FIND THIS?							
S1 Introduction from the Leader of the Council S5.2 The Key Actions - What Will Success Look Like?	S3 Birmingham Facts S3 Birmingham Facts - Birmingham Education Overview S4.2 Performance Summary	S4.1 The Education Performance Measures S4.2 Performance Summary (Targets) S5.2 The Key Actions - How Will This Be Measured?	S2.2 Summary of the Plan S5.2 The Key Actions	S2.2 Summary of the Plan App 4 The 22 Service Plans	S2.2 Summary of the Plan S5.2 The Key Actions - We Will App 4 The 22 Service Plans	App 1 Self-Assessment of the 2016/16 Education Plan App 2 LGA Peer Review Recommendations	S2.1 The Future Landscape S6 The Financial Landscape App 3 Co-Ordination of the Plan

5.2 The Key Actions

The tables below describe for each of the four actions:



The 4 key actions of the plan are:

1. To work with strategic partners to build a great education offer for all in a changing landscape
2. To improve safeguarding and resilience for all to keep all children safe from harm
3. To champion fair opportunities for vulnerable children and young people
4. To ensure exceptional leadership across and beyond the education system.

ACTION 1: TO WORK WITH STRATEGIC PARTNERS TO BUILD A GREAT EDUCATION OFFER FOR ALL IN A CHANGING LANDSCAPE		
WE WILL:	WHAT WILL SUCCESS LOOK LIKE?	HOW WILL THIS BE MEASURED?
Create a learning culture across the city that expects high levels of attainment for all children, starting from early years Shape school organisational proposals in order to ensure all Birmingham's children and young people are in receipt of a suitable education Sustain Inclusion through early intervention and collaboration Influence the 16-19 reforms Secure a traded offer that provides professional support and advice to subscribing schools and academies Engage with partners in reviewing and shaping a highly effective Early Years offer	Every family should be able to send their child to a good or outstanding early years setting, school or post 16 provider	Proportion of Good/Outstanding schools
	Wide range of settings positively engage all children and young people in quality education and learning pathways	Excluded children without a school place after 6 days Percentage of YR12-14 pupils NEET
	All children and young people make good educational progress and reach high levels of attainment, regardless of their background	Early Years - Proportion of children achieving a Good Level of Development Percentage of pupils reaching the expected standard at the end of KS2 KS4 - GCSE Attainment Average Progress 8 Score Percentage achieving threshold in English and maths Post 16 - Percentage of YR12-14 pupils NEET
	A successful traded programme which supports schools and academies in ensuring standards and training are of the highest quality	Proportion of Good/Outstanding schools
	High quality learning provision and progression pathways for all learners, including those with Special Educational Needs and Disabilities (SEND) Children in Care, in order to secure economic prosperity	Percentage of YR12-14 pupils NEET Children in Care at GCSE
	The Early Years sector delivering improved outcomes through a period of system change	Early Years - Proportion of children achieving a Good Level of Development

ACTION 2: TO IMPROVE SAFEGUARDING AND RESILIENCE TO KEEP ALL CHILDREN SAFE FROM HARM		
WE WILL:	WHAT WILL SUCCESS LOOK LIKE?	HOW WILL THIS BE MEASURED?
<p>Continue to work with schools and settings to ensure that all children and young people in Birmingham learn in an environment that is safe and promotes their overall well being</p> <p>Ensure closer working links with the police, social care, health and other agencies to ensure a partnership approach in protecting children, their families and schools</p> <p>Secure high quality Alternative Provision, Elective Home Education and Independent schools with focussed pathways for children who require non mainstream education</p> <p>Develop an integrated approach in the delivery of school attendance and children missing education</p>	Every pupil in alternative provision receives the same quality of education and care that they would get in a school classroom	Proportion of Good/Outstanding schools Excluded children without a school place after 6 days
	All children and young people have excellent school attendance records which enhances their ability to achieve well in education	School Attendance
	Robust tracking mechanisms that ensures all children are in suitable education, with swift safeguarding interventions for vulnerable children out of school	Children in Care at GCSE Percentage of Year 12-14 pupils NEET School Places for Excluded Children Special Education Needs - Education Health and Care Plans
	All children, young people and their families have access to early help and prevention support	School Attendance School Places for Excluded Children Special Education Needs - Education Health and Care Plans Children in Care at GCSE

ACTION 3: TO CHAMPION FAIR OPPORTUNITIES FOR VULNERABLE CHILDREN AND YOUNG PEOPLE		
WE WILL:	WHAT WILL SUCCESS LOOK LIKE?	HOW WILL THIS BE MEASURED?
Develop a new approach to SEND with shared outcomes across education, health and care for 0-25 year olds Embed the SEN Reforms Raise educational outcomes and narrow the gap for vulnerable groups	A co-produced future which offers education, health and care opportunities for young people and adults to reach their potential and to actively participate in community life throughout their lives	Percentage of Year 12-14 pupils NEET
	Access to high quality educational provision and effective support in place for children and young people with SEN	Percentage of EHCPs completed within 20 weeks
	Disadvantaged children and young people will perform at the same level as their peers	KS4 Progress 8 for Children in Care
	Deliver fair and sustainable funding	Proportion of Pupils in Good/Outstanding schools
	Parents/carers and children are empowered to improve educational outcomes	Early Years - Proportion of children achieving a Good Level of Development Percentage of pupils reaching the expected standard at the end of KS2 KS4 - GCSE Attainment Average Progress 8 Score Including Percentage achieving threshold in English and maths Percentage of YR12-14 pupils NEET

ACTION 4: TO ENSURE EXCEPTIONAL LEADERSHIP ACROSS AND BEYOND THE EDUCATION SYSTEM		
WE WILL:	WHAT SUCCESS WILL LOOK LIKE?	HOW WILL THIS BE MEASURED?
Continue to strengthen system leadership and school governance across Birmingham Review the commissioning agreement with BEP to lead sustainable school improvement Establish rigorous monitoring and use of data at all key stages to identify areas that need improvement Champion the needs of children and young people by strengthening networks, developing strategic partnerships and securing intelligent commissioning	Greater collaboration and effective partnerships taking collective responsibility for pupil outcomes and progress	Pupils in Good/Outstanding schools
	A school-led system with strong leadership at the heart of Birmingham's education system	Pupils in Good/Outstanding schools
	There is a detailed local intelligence about the quality and performance of Birmingham's education provision, starting from early years	Percentage of pupils reaching the expected standard at the end of KS2 KS4- GCSE Attainment Average Progress 8 Score Including Percentage achieving threshold in English and maths Percentage of YR12-14 pupils NEET
	Parents and carers state that their child has had the opportunity to attend great local provision and reach their full potential in a Birmingham school	Pupils in Good/Outstanding schools Special Education Needs - Education Health and Care Plans

6. THE FINANCIAL LANDSCAPE

The Dedicated School Grant (DSG) is the primary source of funding for schools and other eligible educational providers. It is a ring- fenced grant which is allocated to Local Authorities (LAs) in 3 blocks:

- **Early Years block** covering 2, 3 and 4 year olds for 15 hours provision a week in either nursery schools or primary schools with nursery classes or Private, Voluntary and Independent (PVI) registered providers
- **Schools block** covering pupils from Reception to Year 11 in primary and secondary schools
- **High Needs block** covering pupils and students from age 0 - 25 with high cost Special Educational Needs and Alternative Provision. As such funding will be allocated to special schools, primary and secondary schools with specialist resource bases, Further Education and Independent sectors.

The funding allocation received by LAs includes funding for academies and free schools. LAs apply their local formula (in line with prescribed statutory regulations) to calculate each school's delegated budget for the following financial year. In the case of academies and free schools, the budgets calculated by the LA are recouped by the DfE from the DSG and the DfE will fund them directly. It is therefore the case that as schools convert to academies during the year the LA's DSG will reduce as more recoupment is undertaken by the DfE.

The current DSG regulations allow for some centrally funded services and commitments to be funded from DSG but this is heavily prescribed and accounts for less than 10% of the overall DSG allocation in Birmingham's case. In many cases, approval will be required from Schools Forum, which is a statutory body in each LA that oversees the DSG funding arrangements and acts as both a body which we must consult with in certain areas and from which we must seek approval in other defined areas.

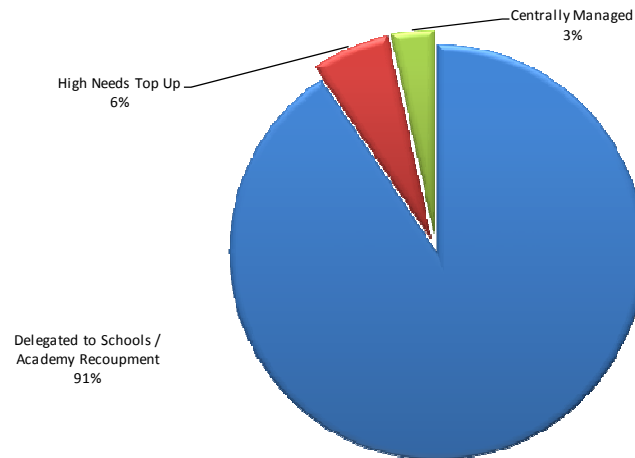
The following page contains two pie charts:

- One breaking down the School Funding sources
- The other breaking down the non school funding.

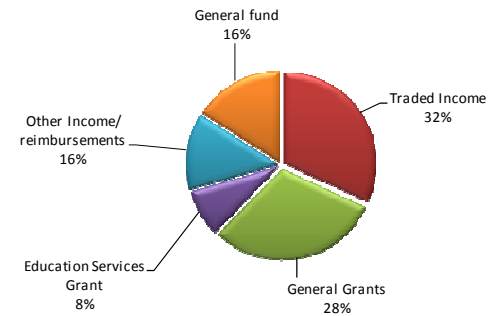
**Directorate For People
Funding Analysis 2016/17**

Direct School Funding

(Including Academy Schools - Includes DSG, PPG, Post 16, UIFSM & PE Sports Premium)



Non School Funding



	£'m
Dedicated Schools Grant	1,096.0
Pupil Premium Grant (Estimated)	93.1
EFA Post 16 Grant (Estimated)	12.6
Universal Infant FSM	13.3
PE & Sports Premium Grant	3.0
Total Schools Funding - as at 1 March 16	1,218.0

	£'m
Traded Income	46.7
General Grants	41.3
Education Services Grant	12.1
Other Income/ Reimbursements	22.7
General Fund	23.4
Total Non Schools Funding	146.2

Notes

DSG allocation does not include the use of 2014/15 carry forward balance in 2016/17.

To Prevent Double Counting - The EFA Post 16 does not include post 16 high needs places, as this is originally allocated in the DSG and subsequently recouped to be allocated back to schools, through the EFA Post 16 grant.

7. APPENDIX 1 – SELF-ASSESSMENT OF THE 2015/16 EDUCATION PLAN

Following Trojan Horse, BCC was required to produce an improvement plan to address the serious weaknesses exposed in its custodianship of education.

The Education Quartet (including the Education Commissioner) approved the Education and Schools Strategy & Improvement Plan on 1 December 2014 and it was subsequently approved by Cabinet in March 2015.

A key workstream of the 2015/16 plan was to strengthen BCC's duties to vulnerable schools as set out in the statutory Schools Causing Concern guidance. The Education Commissioner supported the proposal that the delivery of these duties should be commissioned from BEP. Twenty years of international evidence supports the view that the best, most sustainable form of school improvement is where strong schools support weaker ones. BCC officers, the Deputy Education Commissioner and BEP representatives worked from late 2014 to get the contract in place to commence on 1 September 2015. The early signs are that BEP has started its work strongly for BCC, having visited 87% of maintained schools. The formal contract monitoring is now in place and by the end of the school year in July 2016 BCC will have a full picture of BEP's first year in operation.

In terms of the overall plan, it is over 92% completed (as at end of April 2016). Any outstanding work has been carried forward into this Plan.

The Plan will ensure that the outcomes expected are carried forward and work is undertaken to ensure they are achieved (e.g. to ensure that the recommendations from the LGA Peer Review (November 2015) are addressed. This work is covered at **Appendix 2 - LGA Peer Review recommendations**).

The LGA Peer Review confirmed strong progress across all areas of the 2015/16 plan, with particular endorsements for the major achievements regarding progress for Safeguarding and Resilience, Strengthening Governance, the Education Data Dashboard (EDD) and School Improvement. Overall the direction of travel and political and officer leadership was validated, recognising the long journey ahead to consolidate the improvements.

In terms of a mini self-assessment of progress to date, the following table provides a current state of play for the 2015/16 plan as we move into the new 2016/17 plan. The self-assessment test covers:

1. Are more or fewer schools going into category this year?
2. How is BCC getting on with ensuring it knows all its schools?
3. How do we know Safeguarding and Resilience has improved and children in education are safer?
4. How are we ensuring children are safer in any educational context?
5. Could something like Trojan Horse happen again?
6. How do we know the outcomes from the Year 1 plan are being achieved?

TEST	RESPONSE
1. Are more or fewer schools going into category this year?	<p>The general trend this year has been an improvement:</p> <ul style="list-style-type: none"> • Over the past 12 months there has been an improvement in the overall inspection outcomes of many schools in Birmingham • At the beginning of April 2015, there were 32 schools in special measures. As of February 2016 this has reduced to 30 • There has been a rise in schools rated as Good or Outstanding (from 335 as of March 2015, to 344 as of March 2016) • As of March 2016, 83% of LA maintained schools are rated as Good or Outstanding (up from 81% a year ago) – with 69% of academies and Free Schools rated as Good/Outstanding (although these may refer to ratings before academisation) • In terms of national comparisons, the latest available position is from the start of the 2015/16 academic year. At this point, Birmingham had a lower proportion of schools classed as good or outstanding - at both primary and secondary level – when compared to core city and national averages • Birmingham also has the second largest proportion of schools classed as inadequate out of all core cities.
2. How is BCC getting on with ensuring it knows all its schools?	<p>BCC has improved communication and engagement with schools through the Communications Theme. The weekly School Noticeboard communications are published and communication channels are available to gather feedback from schools, which includes:</p> <ul style="list-style-type: none"> • A generic email address • Routes for raising complaints and also for whistleblowing • An education twitter account is available and used • Feedback of progress, including an invite for comment has been implemented via a Schools Survey channel. Later in the year we will be publishing a “You Said, We Did” document. <p>BCC also engages schools through publications such as the Core Offer and Traded Offer documents. In terms of engagement, The Core Offer includes a section on engagement which shows the channels used, this includes:</p> <ul style="list-style-type: none"> • Schools Forum • The BCC HTs Consultative Group • Primary Forum • Special Forum

TEST	RESPONSE
	<ul style="list-style-type: none"> • Secondary Forum • Nursery Forum. <p>So, schools know that they have a voice via these forums.</p> <p>In addition to this, there is engagement work via our Strategic Partners, for example, S4E and BEP.</p> <p>In particular, with effect from September 2015, BEP has been contracted to take over the SI work, previously undertaken by BCC. BEP has therefore undertaken many engagement events (e.g. the District Strategy Groups) and also visits from the District Leads working on SI to ensure BEP knows all schools and none are isolated. BEP has reported that⁸:</p> <ul style="list-style-type: none"> • For maintained schools, 87% have been visited by BEP and 66% of academy schools • District Strategy Groups are in place providing 82% coverage for maintained schools • The BEP staffing and Organisational structure are in place, enabling delivery of the contract • BEP has developed a framework for packages of support and work with schools • BEP now chairs the cross cutting group, which enables a focus (drive) on SI and also fosters close working between BCC and BEP for SI • BEP is engaged in the design authority meetings for the Education Data Board and there are discussions about collecting progress data. There will need to be detailed discussions about what BEP data will be shared with BCC for inclusion in EDD. <p>As part of the contract, information about schools is shared between BCC and BEP via the EDD. BEP chairs the cross cutting group where BEP and service leads from within BCC discuss schools that are potentially vulnerable and may require support. This captures potential issues from all service areas, such as safeguarding, governance, finance and HR, not just from the BEP/SI perspective.</p> <p>Finally, the other vehicle used to ensure BCC knows all its schools is via the EIG, a meeting attended by BCC, Ofsted, BEP and the RSC which discusses and also identifies schools potentially requiring school improvement support.</p>

⁸ All data as at 11 April 2016

TEST	RESPONSE
<p>3. How do we know Safeguarding and Resilience has improved and children in education are safer?</p>	<p>The Safeguarding and Resilience Theme is 99% complete (as at February 2016, with any delays simply around ensuring all schools receive the necessary guidance and training).</p> <p>The LGA Peer Review confirmed strong progress in this area (a few highlights are below):</p> <ul style="list-style-type: none"> <i>Safeguarding training and development for staff across the system is strong, embedded and of high quality. The Council differentiates between a universal, targeted and specialist offer drawing on Home Office training products and more local resources. Targeted responses follow identification either by schools, Ofsted or through s175 (Safeguarding) audits, and the Council has created a bespoke support where serious weaknesses have been identified, including case management, CSE, FGM and forced marriage. There are robust plans to develop the function with a proactive focus on engaging schools with the UNICEF Rights Respecting Schools Award, supporting schools to pro-actively weave the UN Convention of the Rights of the Child through the life of the school, and to adopt a train the trainer approach to ensure business continuity with 60 schools and multi-agency partners trained to deliver Prevent training</i> <i>Key officers are making a huge difference. The Resilience Advisor and the Safeguarding Advisor work together very effectively to bridge and broker support for schools and blend skill sets to ensure that bespoke support is available across universal, targeted and specialist responses. They are held in very high regard by everyone we spoke with.</i> <p>The LGA Peer Review also highlighted some areas for improvement, which included:</p> <ul style="list-style-type: none"> <i>There are significant concerns across the system about children missing from home or care, from education, or because they are unknown to the authorities. This was expressed by all of the stakeholder groups to the peer team. Linked to this is a concern about growth in the unregistered, unregulated and supplementary school providers exacerbating on-going risks, for example around Prevent, CSE and FGM. There is an expectation amongst partners that the Council will provide strong leadership in establishing a city wide risk assessment of all settings, but acknowledge that this must be a shared responsibility</i> <i>The 'fuzzy space' between Children's Social Care and Education was highlighted by internal and external stakeholders. This concerns the inevitable lack of clear demarcation between Education and Children's Services. Filling this space will require practitioners from both services to develop better knowledge of each other's policies and practice, and to develop a shared understanding. Managers have an important role to facilitate this process</i>

TEST	RESPONSE
	<ul style="list-style-type: none"> <i>There is a gap in a systematic roll out of Council Safeguarding training and risk assessment across the Private, Voluntary and Independent (PVI) sector. , This is an area of concern that needs to be addressed.</i> <p>This work has been carried forward into this Plan.</p>
<p>4. How are we ensuring children are safer in any educational context?</p>	<p>BCC has worked closely with Ofsted resulting in the closure of four unregistered independent schools. The ongoing collaboration between Ofsted and BCC has fostered a joint approach in addressing emerging issues in alternative and independent provision.</p> <p>On 7 December 2015 a meeting was held with a group of independent schools and included a representative of the Muslim Liaison Committee. Sir Mike Tomlinson spoke at the meeting and there were presentations on the requirements for registration as an independent school, safeguarding, governance and community cohesion. An Independent schools forum is being established alongside the regular nursery, primary, secondary and special forums.</p> <p>A suite of new policies have been written, including a Quality Assurance framework for Alternative Provision, which is being adopted and implemented. Key officers have been trained to level two safeguarding with further training in the pipeline. A significant number of quality assurance visits to providers have been scheduled. BCC has also drawn up a new framework to monitor Elective Home Education. BCC has been working with Faith Associates to launch a new safeguarding toolkit for supplementary schools and wider faith based establishments.</p> <p>Recruitment is underway for a new Head of Service post that will be line managed by an Education Services Assistant Director. It is expected that this post will be filled by Autumn 2016.</p> <p>A development programme has been delivered to the current team, who have all participated in training on visits to premises, health & safety, safeguarding, behaviour and attendance.</p>
<p>5. Could something like Trojan Horse happen again?</p>	<p>There is always a residual risk, but this is now considered by the Improvement Quartet to be extremely unlikely. There continues to be effort to manage issues as they arise concerned with extremism.</p> <p>In summary, the key steps put in place over 2015 to reduce this risk have been:</p> <ol style="list-style-type: none"> BCC knows more about all schools through improved data, information and intelligence, via: <ul style="list-style-type: none"> The EIG, where BCC, Ofsted, BEP and RSC meet to discuss risks and issues monthly

TEST	RESPONSE
	<ul style="list-style-type: none"> ○ BEP working as a strategic partner with BCC for school improvement and fundamentally as part of the contract to ensure we know all schools and ensure that none are isolated ○ Positive and two-way engagement between BCC and schools has improved (covered in the How is BCC getting on with ensuring it knows all its schools? row 2 above) <ol style="list-style-type: none"> 2. The channels for complaints and for whistleblowing have been improved and put in place to ensure anyone working with schools can report issues for investigation 3. Improvements have been made in the area of Strengthening School Governance – in particular, roles for oversight and intervention are now active in order for BCC to monitor and assess the quality, impact, strengths and weaknesses of governance. BCC is now more active in issuing warning notices and making interventions (i.e. IEBs) when issues are identified 4. The positive work BCC has undertaken on Safeguarding and Resilience and also Equality and Community Cohesion (see row 3 above on How do we know Safeguarding and Resilience has improved and children in education are safer?).
6. How do we know the outcomes from the Year 1 plan are being achieved?	<p>BCC has been testing outcomes on an ongoing basis via audits and the schools survey to ensure changes are embedded, sustainable and viewed in a positive way by schools. The ultimate test over time will be improved Ofsted judgements overall and no repeat of a Trojan Horse or similar event. An appropriate time to judge this and (for example) the performance of BEP for School Improvement will be at the end of school year 2015/16.</p> <p>In addition, BCC commissioned an LGA Peer Review (in Oct/Nov 2015) of the Education and Schools Strategy & Improvement Plan 2015/16 (programme) to test independently progress and outcomes. This involved the LGA Peer Review team talking to schools, our partners and to BCC members and officers. The report was generally positive, with some recommended areas for improvement.</p> <p>Scope and focus of the peer challenge</p> <p>BCC asked the peer team to challenge progress with implementing five of the workstreams:</p> <ol style="list-style-type: none"> 1. Build confidence in BCC's ability to lead the overall system of education through a relentless focus on core duties 2. Ensure that there are robust and effective governance arrangements in place and working effectively in schools 3. Work with schools to ensure that all children and young people in Birmingham learn in an environment that is safe

TEST	RESPONSE
	<p>and promotes their overall wellbeing</p> <ol style="list-style-type: none"> 4. Work with partners to deliver improvements in schools 5. Drive innovation and improvement through new district structures that promote collaborative leadership and enhance accountability. <p>In challenging these, the LGA Peer Review team was asked to focus on progress, outcomes and, where possible, impact of actions.</p> <p>Key Messages from the LGA Peer Review</p> <p><i>The Council has made good progress in progressing work across all of the five work streams and there is confidence amongst members, officers and partners that the basics are being put in place for a strong and effective city-wide system of school improvement. Stronger professional leadership of the service is making a significant impact and is seen by many as crucial. Governance is now high on the agenda and has a higher profile with schools and other stakeholders. The Council provides good training and support on safeguarding and practice in data management and audits have improved.</i></p> <p><i>The Birmingham Education Partnership (BEP) is widely regarded as the right vehicle for school improvement with good buy-in from schools. These are robust foundations for an education system that will transform the lives of children and young people. In addition to our feedback on each of the five work streams, there are some corporate reflections for you to consider:</i></p> <ul style="list-style-type: none"> • <i>Following the leadership election, Birmingham needs to demonstrate the political will and corporate capacity to ensure its resources are focused in shaping and delivering a shared vision which reflects its ambitions for 'the youngest city in Europe'</i> • <i>The political and managerial leadership of the City need to rigorously pursue the delivery of a shared ambition and vision for Education</i> • <i>Organisational transparency needs to be developed so that members, managers and partners can see the implementation of decisions and support growing self-awareness</i> • <i>Birmingham needs to develop a relationship with its schools that reflects its ambitions for the City and which ensures the delivery of its core responsibilities.</i> <p>Appendix 2 provides an update against each of the LGA Peer Review recommendations.</p>

8. APPENDIX 2 – LGA PEER REVIEW RECOMMENDATIONS

BCC commissioned an LGA Peer Review (in Oct/Nov 2015) for the Education and Schools Strategy & Improvement Plan 2015/16 (programme) to independently test progress and outcomes. This involved the LGA Peer Review team talking to schools, our partners and to BCC members and officers. The report was generally positive, with some recommended areas for improvement.

The LGA Peer Review team was asked to focus on progress, outcomes and where possible the impact of actions.

The LGA Peer Review team suggested that the Council considers the following actions. These are things the team thought would build on our main strengths and maximise our effectiveness and capacity to deliver future ambitions and plans for school improvement:

1. *Develop a clear education vision and strategy that aligns BCC's ambition, resources and desired outcomes for the City's children with its wider objectives*
2. *Provide training and development for all members involved in scrutinising education with clear line of sight from district level to the Council leadership*
3. *Develop a comprehensive risk assessment for Birmingham as a whole that incorporates all settings, including information relevant to the phase and sector, and this is a shared responsibility with partners*
4. *Develop the intelligent client role of BCC in relation to BEP and ensure that resources and ambitions are aligned*
5. *Determine an effective accountability model for BEP*

6. *Using learning from the Ladywood pathfinder, further develop the partnership role of BEP to enable schools to better meet the needs of young people within the City*
7. *Ensure that the Education Improvement Group provides effective and timely challenge where there is evidence of poor governance in schools*
8. *Ensure that the Education Improvement Group facilitates clarity about respective roles and responsibilities of partners to ensure that its positive impact is sustained*
9. *Encourage BEP to prioritise school improvement based on a single definitive process for identification of schools and their performance*
10. *Ensure that BCC staff undertaking visits to settings where there are concerns have the skills and authority to take necessary action*

The table below provides a progress update against each of these actions.

RECOMMENDATION	CURRENT STATUS
1. <i>Develop a clear education vision and strategy that align BCC's ambition, resources and desired outcomes for the City's children with its wider objectives</i>	A plan on a page has been drafted and is being shared with partners; children's partners are to be invited to an event (May/June) where the vision and the plan on a page will be tested.
2. <i>Provide training and development for all members involved in scrutinising education with clear line of sight from district level to the Council leadership</i>	<p>BCC and the LGA have agreed the core elements of the programme. Members from each of the main parties have agreed to help shape the programme and this is planned for late May.</p> <p>There are two work streams planned:</p> <ul style="list-style-type: none"> • Sessions for all members, for example, understanding education landscape, how members can help, how to deal with education appeals • "Specialist" sessions, especially for districts and Scrutiny.
3. <i>Develop a comprehensive risk assessment for Birmingham as a whole that incorporates all settings, including information relevant to the phase and sector, and this is a shared responsibility with partners</i>	<p>With effect from September 2015, BEP has been contracted to take over the SI work, previously undertaken by BCC. BEP has therefore undertaken many engagement events (e.g. the District Strategy Groups) and also visits from the District Leads working on SI to ensure BEP knows all schools and none are isolated. BEP has reported (as a highlight⁹) that 87% of maintained schools have been visited and 66% of academies.</p> <p>In addition to school visits, BEP has also been analysing schools which potentially require support by virtue of data (e.g. attainment, coasting schools) and has identified (currently) 78 schools requiring various levels of support¹⁰. Some of these data events have been joint BCC/BEP workshops looking at information and agreeing which schools should require appropriate levels of support.</p> <p>The risk assessment approach has been jointly agreed between BCC and BEP and is being documented as set of procedures and templates. This is also part of the work being undertaken to prepare for an inspection of the school improvement arrangements (LASI) between BCC and BEP.</p>

⁹ As at 11 April 2016

¹⁰ As at 6 May 2016

RECOMMENDATION	CURRENT STATUS
	<p>As part of the contract, information about schools is shared between BCC and BEP via the EDD. BEP chairs the cross cutting group where BEP and BCC service leads discuss schools who are potentially vulnerable and may require support. This captures potential issues from all service areas, such as, safeguarding, governance, finance and HR, not just from the BEP/ school improvement perspective.</p> <p>Another vehicle to ensure BCC knows all its schools is via the EIG, a meeting attended by BCC, Ofsted, BEP and the RSC at which the group discuss and identify schools potentially requiring support.</p>
<p>4. <i>Develop the intelligent client role of BCC in relation to the BEP and ensure that resources and ambitions are aligned</i></p>	<p>BCC is working with BEP to establish the Intelligent Client Function (ICF) and Quality Assurance framework and to ensure compliance with LASI framework.</p> <p>There was a joint LASI workshop with BCC and BEP on 3 February 2016 which identified clear actions and steps to prepare for an inspection (expected anytime from the summer term 2016).</p> <p>The early ICF work has already started by BEP sharing with BCC details of the work undertaken to date (for the first school term) and a business case detailing the overall demand for school improvement and their capacity to deliver. This work was shared with the Improvement Quartet in February 2016. Detailed work started during April 2016, with a Quality Assurance (QA) pilot of BEP activity (with most of the QA work to take place with all BEP District leads during June 2016). The first Contract Management Group (CMG) meeting took place on 10 May 2016.</p> <p>The CMG is the formal group and meeting by which BEP will be held to account for compliance with the contract and deliver of the outcomes.</p>

RECOMMENDATION	CURRENT STATUS
5. <i>Determine an effective accountability model for BEP</i>	<p>As outlined in 4 above, this is being achieved via the:</p> <ul style="list-style-type: none"> • Intelligent Client Function • Contract Management Group • Quality Assurance of BEP activity and work. <p>In the contract there are a broad range of indicators that when considered together give a view of the performance of the School Improvement contract. These include measures of compliance with the contract, of improvement of outcomes and output measures:</p> <ul style="list-style-type: none"> • Contractual Compliance - measures such as the recruitment of the required workforce, attendance at performance contract management meetings. • Outcomes - measures that capture the impact on the quality of education and improvement in education outcomes. • Outputs – these are the products of the activities undertaken by BEP in school improvement. These products are evidence of the activity of the BEP – so justify the expenditure and give assurance of the improvement in outcomes which will lag behind the activity. <p>Outcomes are the most important – the other measures provide context. The intention is that by considering these Key Performance Indicators (KPIs) the BEP and BCC partnership can understand and respond to changes in outcomes. These will form part of the contract and therefore define performance</p> <p>The early signs are that BEP has started its work strongly for BCC, having visited 87% of maintained schools. The formal contract monitoring is now in place and by the end of the school year in July 2016 BCC will have a full picture of BEP's first year in operation.</p>

RECOMMENDATION	CURRENT STATUS
<p>6. <i>Using learning from the Ladywood Pathfinder, further develop the partnership role of BEP to enable schools to better meet the needs of young people within the City</i></p>	<p>The Ladywood Pathfinder project (LDP) is now complete, a full lessons learned report has been produced and the work has been handed over to BEP.</p> <p>The final LDP Board meeting took place on 24 February 2016 and the Improvement Quartet endorsed its close down on 21 March 2016.</p> <p>The BEP report to Quartet on 8th February 2016, included a BEP view and update on LDP:</p> <ul style="list-style-type: none"> • <i>There is no question that this common thread of 'District' approaches has already gone a long way towards achieving the 'local face of education' requirement within the contract. 'Co-construction of services' is a much trickier aim. Ladywood was therefore chosen as a pathfinder district to see how far schools might actually start to work on a more localised approach to commissioned services. A series of workshops were held, looking at areas that included mental health provision, early intervention, school nursing, and recruitment. A number of key themes emerged:</i> <ul style="list-style-type: none"> ○ <i>'Commissioning' is still an idea that requires a lot of explanation and unpicking for schools.</i> ○ <i>The extent to which BCC services understand the implications and practices of partnership working with schools is still variable and potentially problematic.</i> ○ <i>The model that was piloted in Ladywood, of schools suggesting a more localised approach, generated a host of new ideas and collaborative thinking that schools found both exciting and empowering but that only drew on a small proportion of vocal schools and is not necessarily scalable.</i> • <i>The next step is a more detailed research project, led by the University of Birmingham Education Department, to look in detail at processes and barriers around early intervention referral. More broadly there is a great deal for BEP to do in progressing partnership working across all districts in ways that are strategic, sustainable and effective. BEP's place at the Strategic Leaders Group, the Joint Commissioning Group and the Health and Wellbeing Board mean we are approaching this process at the top as well as the ground level of schools in districts.</i>

RECOMMENDATION	CURRENT STATUS
<p>7. <i>Ensure that the Education Improvement Group provides effective and timely challenge where there is evidence of poor governance in schools</i></p>	<p>In addition to work outlined below for Action 8.</p> <p>A dedicated EIG dedicated a session has been held to discuss governance and how the governance service could be more effective and improved, including EIG's role in identifying risks and supporting interventions. This happened at EIG on 13 April 2016.</p> <p>Improvements have been made in the area of Strengthening School Governance – in particular, roles for oversight and intervention are now active in order for BCC to monitor and assess the quality, impact, strengths and weaknesses of governance</p> <p>BCC is now more active in issuing warning notices and making interventions (i.e. IEBs) when issues are identified.</p>
<p>8. <i>Ensure that the Education Improvement Group facilitates clarity about respective roles and responsibilities of partners to ensure that its positive impact is sustained</i></p>	<p>Based on the LGA Peer Review, EIG decided to re-model its meetings.</p> <p>Part A focusses on a key issue of concern to all parties. The first issue looked at was permanent exclusions. This led to real time data sharing of exclusions data between BCC/BEP/Ofsted and the RSC office. There was an immediate impact as Ofsted and RSC had previously relied on historic Raise data. Governance was included in discussions in April 2016.</p> <p>Part B continues to look at vulnerable academies and maintained schools with the addition of independent schools. DfE Independent Schools Division reps are now invited and have participated.</p>
<p>9. <i>Encourage BEP to prioritise school improvement based on a single definitive process for identification of schools and their performance</i></p>	<p>This is covered by actions 3, 4 and 5 above.</p> <ul style="list-style-type: none"> • Action 3 relates to risk assessments based on “knowing schools” and data sharing (between BCC/BEP) • Actions 5 and 6 relate to the Intelligent Client Function and the Contract Management Group, which also includes a BCC Quality Assurance of BEP work, to hold BEP to account for delivery of the contract and its outcomes.

RECOMMENDATION	CURRENT STATUS
<i>10. Ensure that BCC staff undertaking visits to settings where there are concerns have the skills and authority to take necessary action</i>	<p><i>A suite of new policies have been written, including a Quality Assurance framework for Alternative Provision, which is being adopted and implemented. Key officers have been trained to level two safeguarding with further training in the pipeline. A significant number of quality assurance visits to providers have been scheduled. BCC has also drawn up a new framework to monitor Elective Home Education. BCC has been working with Faith Associates to launch a new safeguarding toolkit for supplementary schools and wider faith based establishments.</i></p> <p><i>A new Head of Service post is being recruited and will be line managed by an Education Services Assistant Director.</i></p> <p><i>A development programme has been delivered to the current team, who have all participated in training on visits to premises, health & safety, safeguarding, behaviour and attendance.</i></p>

9. APPENDIX 3 - CO-ORDINATION OF THE PLAN AND GLOSSARY OF TERMS

Outlined here are the principles of governance for managing the delivery of the Plan. A detailed governance map will be produced, which will be agreed with all service areas, in order to provide a framework for the management of delivery and the review of progress/outcomes:

- **Organisation** - the Plan will be governed by the Education Senior Leadership Team (SLT) chaired by the Executive Director for Education, and including all Education Assistant Directors (AD).
There will be a monthly dashboard to review progress at SLT and provide more detail into AD management teams every month (part of service performance, linked to AD portfolios)
- **Stakeholder engagement** – Heads Consultative group and all the school forums and networks/consortia
- **Plans** - Single plan that is reviewed every quarter and fully revised once per year (continuous improvement)
- **Quality** –will be driven by service improvement and by understanding the performance measures and the work needed to “bridge the gap”
There will need to be a synchronisation of objectives within the Plan into team My Appraisal objectives (i.e. the link between service performance and operational (staff) performance)
- **Risk** - Single risk register reviewed monthly (e.g. categorised into education, programme, individual services)
- **Control** - Progress against budgets reviewed once each month (programme and operational budgets).

At this stage a few high level risks have been identified. A full risk and issue log will be maintained for the Plan.

DESCRIPTION	RISK/ISSUE	COUNTER MEASURES
Move to all schools becoming Academies by 2022 (Education Excellence Everywhere)	The White Paper, Educational Excellence Everywhere, which, if implemented by statute and subject to any amendments, is likely to compel or encourage all schools to have an academy plan in place by 2020 or be committed to converting by 2022, would have major consequences for the role of the Local Authority in the education of Birmingham children. Consequences that are understood at the moment include the administrative effort and cost to BCC when a school converts, and the loss of BCC assets on conversion which are transferred to the Academy (land etc.). Implementing this agenda will create resource pressures for BCC and may make some parts of the current business unsustainable or in need of fundamental re modelling. Other legislative changes may come in before 2020 in support of this agenda which could have further effects on BCC, all of which are unknown.	Good stakeholder engagement needs to be maintained between BCC, DfE, RSC and Multi-Academy Trusts (MATs) to ensure all parties are sharing information and are empowered to collaborate on the implementation of the academies agenda. Efforts need to be made to ensure that the transition to academies is staggered or phased and not all taking place at once. Further effort needs to be made to ensure schools join, or create, effective and high performing MATs. Horizon scanning and robust forward planning must take place to model the service in anticipation of the possibility of a full academy school estate to ensure Education Services are positioned to be sustainable and able to meet its statutory duties.
Embedding and operationalising recent Improvement Work and moving to a Continuous Improvement Model	There is a risk that the recent improvements made as a consequence of implementing the Education and Schools Strategy & Improvement Plan 2015/16 may not fully embed or be fully operationalised. This means that we are at risk of returning to previous modes of working, viewed as weak and not fit for purpose by the DfE and Ofsted, and letting Birmingham children down.	<p>We are moving to a model of Continuous Improvement with annual plans building upon the successes of the previous year. Each area will have ownership of detailed plans for improving their services and these will feed upwards to a strategic plan owned by the Executive Director. Regular Peer Review from partners will be conducted.</p> <p>At the same time there will be a strong push to ensure outstanding actions from the current plan are completed and actions from the LGA Peer Review are completed (which will ensure outcomes are fully realised).</p>

DESCRIPTION	RISK/ISSUE	COUNTER MEASURES
Financial consequences for BCC arising from legislative changes to education funding.	BCC Education Services are currently not in a position to produce long-term budgetary plans. This is as a consequence of recent legislative announcements about Education in England. The conversion of all schools to academy status will result in the end of most funding from DfE to LAs. This may also mean that some of our internal and traded services are no longer sustainable as schools will exercise further choice and purchase services from other providers. The level of uncertainty means we are unable to produce long term budgets.	Traded services are being positioned to be of high quality and good value for money to be competitive on the open market. Services are to be modelled to ensure they are agile and can adapt over time to the changing economic landscape. Stakeholder engagement will take place with the DFE, RSC and MATs to ensure BCC has high visibility on impending changes as we move forward.

Glossary of Terms

AP	Alternative Provision
BCC	Birmingham City Council
BAME	Black, Asian, and minority ethnic
BEP	Birmingham Education Partnership
CSC	Children's Social Care
CMG	Contract Management Group (part of ICF)
DfE	Department for Education
DOT	Direction of Travel
DSG	Dedicated School Grant
EAL	English as an additional language
EDD	Education Data Dashboard
EHCP	Education Health and Care Plan
EEE	Early Education Entitlement
EHE	Elective Home Education
EIG	Education Improvement Group
ESG	Education Support Grant
EYFS	Early Years Foundation Stage
FSM	Free School Meals
HR	Human Resources
ICF	Intelligent Client Function
IEB	Interim Executive Board

KS	Key Stage
LA	Local Authority
LASI	Local Authority School Improvement
LDP	Ladywood Pathfinder
LEAN	LEAN management is an approach to running an organization that supports the concept of continuous improvement, a long-term approach to work that systematically seeks to achieve small, incremental changes in processes in order to improve efficiency and quality
LGA	Local Government Association
MAT	Multi Academy Trust
NEET	Not in Education, Employment or Training
Ofsted	Office for Standards in Education, Children's Services and Skills
PRU	Pupil Referral Unit
PVI	Private, Voluntary and Independent
QA	Quality Assurance
RSC	Regional Schools Commissioner
S4E	Services for Education
SEN	Special Education Needs

10. APPENDIX 4 – THE 22 SERVICE PLANS

The Plan and delivery of key priorities are supported by 22 service plans, across all of education services (listed to the right).

The Plan includes the “Leadership and Education Business Unit”, which is about the overall strategic leadership of the system and comprises some cross-cutting functions needed for the overall delivery of Education Services (e.g. the LGA Peer Review and closer working between Education and CSC).

In creating the service plans BCC applied some overall design principles (service characteristics) as follows:

- Improving the efficiency and effectiveness of existing education services
- Using data intelligently to underpin service delivery, improvement and inform impact
- Ensuring education services are customer focused and LEAN, with heads of service empowered to develop the highest quality services
- Establishing positive customer relationships
- Having a fit for purpose workforce with the right people in the right jobs and the organisation making best use of its most important resources
- Having streamlined/integrated services in operation
- Having streamlined/LEAN processes across all service areas.

The 22 Service Plans are available at:

- www.birmingham.gov.uk/educationimprovement

List of the 22 service improvement plans:

1. Leadership and Education Business Unit
2. Safeguarding and Resilience
3. Alternative Provision and Independent Education
4. School Improvement and Intelligent Client Function (ICF)
5. Education Infrastructure
6. School Admissions and Pupil Placements
7. Early Years
8. Special Educational Needs and Disability Information, Advice & Support Service (SENDIASS)
9. School and Governor Support
10. Early Years Inclusion Support
11. Access 2 Education
12. Special Educational Needs Assessment and Review (SENAR)
13. Travel Assist
14. Virtual School for Looked after Children
15. Sustaining Inclusion
16. Disabled Children’s Social Care (DCSC)
17. Full Participation
18. Cityserve
19. Schools Financial Services
20. School HR and Employee Relations
21. Legal Services
22. Communication and Stakeholder Engagement