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

BIRMINGHAM CITY COUNCIL

EDUCATION AND VULNERABLE CHILDREN OVERVIEW AND SCRUTINY COMMITTEE

**WEDNESDAY, 10 FEBRUARY 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.

3 **APOLOGIES**

To receive any apologies.

3 - 10   2 **MINUTES OF THE LAST MEETING - EVC O & S**

To confirm and sign the minutes of the last meeting on 20 January, 2016

11 - 30   4 **TRACKING: CHILD SEXUAL EXPLOITATION (CSE) (2.10 – 2.55)**

31 - 96   5 **SCHOOL ATTAINMENT STATISTICS FOR PRIMARY SCHOOLS (DETAIL) (2.55 - 3.35)**

6 **UNREGISTERED SCHOOLS (3.35 – 4.05)**

7   **LGA PEER REVIEW FINDINGS FOR THE EDUCATION AND SCHOOLS STRATEGY AND IMPROVEMENT PLAN AND NEXT STEPS (4.05 – 4.50)**

8   **WORK PROGRAMME**

To discuss the Work Programme.

9   **DATE AND TIME OF NEXT MEETING**

To note the date and time of the next meeting.

10   **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).

11   **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.

12   **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

> EDUCATION AND VULNERABLE
> CHILDREN OVERVIEW AND SCRUTINY
> COMMITTEE
> 20 JANUARY, 2016

MINUTES OF A MEETING OF THE EDUCATION AND VULNERABLE CHILDREN OVERVIEW AND SCRUTINY COMMITTEE HELD ON WEDNESDAY, 20 JANUARY, 2016 AT 1400 HOURS IN COMMITTEE ROOMS 3 AND 4, COUNCIL HOUSE, BIRMINGHAM

PRESENT: -   Councillor Susan Barnett in the Chair;

Councillors Uzma Ahmed, Sue Anderson, Matt Bennett, Councillor Barry Bowles, Mick Brown, Debbie Clancy, Martin Straker-Welds, Chauhdry Rashid, Valerie Seabright and Alex Yip.

Samera Ali – Parent Governor
Richard Potter – Church Representative

IN ATTENDANCE:-

Andrea Burns -
Kathryn Cook – Interim Head of Organisational Development
Seamus Gaynor – Link Officer
Councillor Brigid Jones – Cabinet Member
Michael Innocenti – Pupil Placement Manager
Julie Newbold – Head of Schools Admissions and Pupils Placement
Louisa Nisbett – Committee Manager
Steve Nyakatawa – Assistant Director Education and Skills
Amanda Simcox – Scrutiny Research and Policy Officer
Tony Stanley – Chief Social Worker and Chair of Missing Operational Group
Benita Wishart – Overview and Scrutiny Manager

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NOTICE OF RECORDING

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

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APOLOGIES

334   Apologies were submitted on behalf of Councillor Barbara Dring and Sarah Smith for their inability to attend the meeting.

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MINUTES OF THE LAST MEETING

335   - Page 5 - Seamus Gaynor clarified that the figures were one third of 1%.

- Min 323, No. 11 – No information had been received about partnerships in the area however this had been requested.

- Page 7 Councillors requested information on the number of schools not engaging in their Wards as follows:-

  Councillor Mick Brown
  Councillor Sue Anderson
  Councillor Choudhry Rashid
  Councillor Valerie Seabright

- Councillor Alex Yip informed that he had visited COBS school to discuss the work of the Overview and Scrutiny Committee. Councillor Sue Barnett thanked him for his input.

- Councillor Sue Anderson referred to BEP and the importance of District Councillors and the District Plan. She had not yet received a copy of the District Plan. She was also concerned about insufficient information and had yet to receive a copy of the BEP contract. The Chairman undertook to follow this up.

- Councillor Martin Straker-Welds suggested that an executive summary should be available to Members so they could be more informed.

- Councillor Rashid expressed some concerns about schools in Birmingham referring to Small Heath School in particular. The Chairman undertook to speak to Councillor Rashid following the meeting.

The Minutes of the meeting held on 9 December, 2015, having been previously circulated, were confirmed and signed by the Chairman.
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TRACKING:WORK EXPERIENCE FOR SCHOOL AGE CHILDREN – THE ROLE OF THE CITY COUNCIL INQUIRY

The following progress report was submitted:-

(See document no. 1)

Kathryn Cook and Andrea Burns presented the report giving an update of progress made.

During the discussion and in response to questions the following points were made:-

1. In reply to Councillor Bowles' request for colour copies to enable graphs etct to be better understood, the Chairman asked that if colour copies could not be provided an alternative method should be used.

2. Councillor Clancy advised that some work experience had recently been set up in the Conservative Office. He asked what happened to the feedback from BCC once the placement had ended also noting that the number of work experience per Ward was not available. Andrea Burns said that this could be included in the tracking data.

3. Councillor Clancy spoke of lack of places for students who ended up travelling further to attend placements.

4. It was suggested that this information be brought back on a regular basis.

5. Members agreed work needed to be done to ensure a good quality of work experience. Kathryn Cook advised they were looking at internships, placements etc and it was important to get them right.

6. Samera Ali referred to the graphs on page 17 and the unknown information. She stated that the information needed to be checked.

7. Councillor Yip commented on the information and it was agreed that it was difficult to interpret the data.

8. Councillor Brown welcomed the template letter for Members.

9. It was agreed that the recommendations be noted and that the Dashboard should be presented to the Committee every 6 months.

336   **RESOLVED**:-

   i)   That the information contained in the report be noted;

   ii)   That members encourage the provision of work experience placements in discussions with officers;

   iii)   That members encourage colleagues to participate in the provision of work experience; and

   iv)   That Members show support for their local schools by attending Careers and other developmental Events.
   _____

PUPILS WHO LEAVE SCHOOL WITHOUT TRACE – CHILDREN MISSING FROM EDUCATION (CME)

The following report was submitted:-

(See document no. 2)

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

1. Julie Newbold outlined the action taken when a child left school without trace. The team received 30 enquiries per month which were shared with neighbouring authorities. They also had access to a database.

2. The Chairman had concerns about the numbers involved. The Committee was informed that there were robust systems in Birmingham and every child was traced. Appeals for school places were held in the summer.

3. Where there was a dispute the child was put back on roll until they had a valid school place. If a parent refused to send a child to school they were informed of their legal responsibility and if they did not send the child court proceedings could be started.

4. There was a West Midlands Gypsy Traveller Lead who engaged with a number of schools to support schools with children of traveller families.

5. Councillor Yip thanked the Chairman for bringing the item to the agenda. He was concerned about the time delay of 20 days during which children could disappear. Julie Newbold replied that the 20 days or more in the report meant that a child could not be removed from the school roll before 4 weeks. If there were concerns such as domestic violence, contact was made with the family and there was a lot of pressure on schools to recognise the signs. The majority of children missing from school were children moving abroad.

6. With regard to a comment from Councillor Bowles about home schooling and the legal implications, Julie Neal said that if a parent confirmed they wished to home educate a child they would be removed from the school roll.

7. Councillor Rashid asked whether there were statistics for children on eg extended trips abroad. Julie Neal said children could not be removed from roll unless they had not attended school for 20 days or more. They made contact with neighbouring authorities to check whether the child had moved.

8. In reply to Samera Ali, parents that were unable to gain a place for all their children in one school had the right of appeal. They were offered a place in a school within a reasonable distance. Children could not be admitted to a school if it was full. Julie Neal invited Samera Ali to email her details about a specific case she was referring to.

9. Councillor Brigid Jones, Cabinet Member informed that there were problems with lack of school places across the City. In the long term they were looking at schools where extra classes could be put. There were some schools that were unpopular.

10. Councillor Clancy said there was a language barrier for some parents and they were not aware of the information. Schools were formerly responsible for schools admissions.

11. Julie Neal was aware there was over 5,000 applications made to schools. The vast majority of schools informed them about the places. Schools also advised about offer of school places.

12. With regard to the definition of a reasonable distance to take a child Julie Neal said that parents may choose a school that was near their place of

work or apply a Secondary School place across the other side of the City. Parents must notify the team of any alternative education provision.

13. In response to Samera Ali, Julie Neal outlined the criteria for school places.

14. If a missing child was in a school in Birmingham but on a school roll in Solihull the 2 authorities were jointly responsible. All schools and academies had a legal obligation to coordinate with the local authority.

15. The Cabinet Member informed that there was a consultation on school's admissions each year, however in the past they had not received a response. This year they had received 6 responses.

16. Following questions from Councillor Matt Bennett, about the exact numbers of children missing from Education and reports in the press about unregistered schools and alternative providers, also whether the same standards applied for alternative providers to inform the Department, Julie Neal informed they were working close with colleagues to identify in total the numbers of children that were missing from Education. A more detailed analysis could be provided. The Department were notified by weekly returns of new applications to schools.

17. In reply to Councillor Seabright's concern about vulnerable children leaving school, Michael Innocenti replied that the statutory school leaving age was 17. Councillor Seabright said that the O & S Committee should consider issues with siblings and look at transport etc. and requested that this be included in the work programme for the following year.

18. In reply to Councillor Martin Straker-Welds, Julie Neal reported that Ofsted were notified of any children attending unregistered schools that they were aware of and the Team made contact with the family.

337   **RESOLVED**:-

That the report be noted.

_____

ELECTIVE HOME EDUCATION (HOME SCHOOLED)

The following report was submitted:-

(See document no. 3)

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

1. Michael Innocenti outlined the report. They were aware of just over 800 children who were home educated. The Local Authority had 3 advisers in the team responsible for offering support and guidance to parents in the City for Home Educated Children. The reported back following contact with the families. Local Authorities had no statutory powers to enter homes etc to monitor the quality of education the children received, however they tried to work with parents to ensure the quality of education given was suitable. The majority of referrals were

received from schools when a child was withdrawn and they removed the child from the register. They asked the school to keep the child on the register for 20 days while enquiries were made.

2. Councillor Seabright commented that a number of children could be lost in the system and some work needed to be done with regard to the school roll. Councillor Barry Bowles was concerned that the Local Authority had no powers to investigate when a child was taken off roll. Councillor Martin Straker-Welds assumed there were no tests to monitor the quality or ensure that the curriculum was followed.

3. In reply to queries from Samera Ali, Michael Innocenti answered that some families migrated to the City and did not register with the universal services. Some work needed to be done in that area. There was no requirement for home schooled children to do SATs etc. A child could only be identified as not applying for a school reception class place if they were previously on record as having attended a nursery school. They had written to all nursery providers asking them to identify any child that had not applied for a school place and the details were passed to the Home Education Team.

4. Julie Neal said that if they became aware of a family not providing a suitable education they issued a school attendance notice.

5. Councillor Debbie Clancy informed there were a lot of home educator's networks and home educating was acceptable provided the education provided was satisfactory. She asked whether there was any data that could be accessed. Michael Innocenti explained that cases of concern were discussed at regular monthly meetings to ensure there were no safeguarding issues. They were currently seeking to issue 2 attendance orders on 2 families.

6. In reply to Councillor Mick Brown an outline of an attendance plan could be provided.

338   **RESOLVED**:-

That the report be noted.

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CABINET MEMBER FOR CHILDREN SERVICES UPDATE

339   Councillor Brigid Jones, Cabinet Member attended the meeting to give an update. During the discussion the following points were made:-

1. Andrew Christie had been appointed the Commission for Social Care for a year. He was currently working in London but she had met him on Monday.

2. The arrival of Tony Stanley, Chief Social Worker was key. There was a lead Social Worker for each area in Birmingham. The model for Child Social Care would ensure that children received the correct support.

3. She was pressing for a safeguarding briefing for independent schools.

4. A meeting had been held this week regarding the PREVENT agenda and Ofsted.

5. In reply to Councillor Matt Bennett there were limited powers regarding entering or closing unregistered schools.

6. A suitable replacement should be found for the post of Chairman of the Safeguarding Board.

7. The Chairman thanked the Cabinet Member for her update.

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

The following work programme was received and noted:-

The work programme was briefly discussed. Councillor Seabright requested that home to school transport be added.

(See document No. 4)

340   **RESOLVED**:-

That the Work Programme be noted.

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DATES AND TIMES OF MEETINGS

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

            10 February
            23 March
            20 April

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

342   None were received**.**

_____

OTHER URGENT BUSINESS

343   There was no other urgent business.

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AUTHORITY TO CHAIR AND OFFICERS

342   **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 1653 hours.

………..……………………….
CHAIRPERSON

Report of:	**Cabinet Member for Children's Services**
To:	**Education and Vulnerable Children Overview and Scrutiny Committee**
Date:	**10 February 2016**

Progress Report on Implementation: We Need to Get It Right: A Health Check into the Council's Role in Tackling Child Sexual Exploitation

Review Information

Date approved at City Council:	2 December 2014
Member who led the original Inquiry	Cllr Anita Ward
Lead Officer for the Inquiry	Benita Wishart
Date progress last tracked:	General update received on 25 November 2015

1. In approving this Inquiry the City Council asked me, as the appropriate Cabinet Member for Children's Services, to report on progress towards these recommendations to this Overview and Scrutiny Committee.

2. Details of progress with recommendations 1-13 are shown in Appendix 2.

3. Members are asked to consider progress against the recommendations and give their view as to how progress is categorised for each.

4. **It is proposed that:**

    a) Up-dates on recommendations 1 – 7 and progress on recommendations 8-13 are discussed on 10 February 2016.

    b) Recommendations 14 – 19 are discussed on 23 March 2016.

5. **Introduction**

A great deal of work has been undertaken in relation to improving the response of Birmingham City Council and its partners to the terrible crime of child sexual exploitation in the city since the groundbreaking overview and scrutiny report a year ago.

This work has been developed within the new West Midlands CSE framework but has been adapted to fit with the context and complexity of Birmingham. We have a CSE operational group chaired by West Midlands Police to share intelligence about victims and perpetrators, possible locations and patterns which might indicate groups of offending. For individual young people who might be at risk of sexual exploitation we have an agreed risk assessment tool and where young people are considered at risk they are subject to an assessment leading to a plan of support as appropriate. Support can be provided from a highly regarded Barnardo's voluntary sector project, through the Council's own family support service or through a child in need/child protection/child in care plan as relevant for each individual young person. In the quarter October 2015 – December 2015 220 young people aged between 11-17 were identified/being worked with who were judged at risk of CSE.

Where young people are deemed at medium or high risk they are discussed at a multi-agency sexual exploitation (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, but the intelligence from such meetings is aggregated and taken to the monthly CSE operational group.

This year we have built upon the success of the groundbreaking injunctions taken out last autumn by taking action around the licensing of premises which were a risk to vulnerable young people. We have also developed innovative work with young people in both family support and social work, including a CSE resource tool kit, to build resilience and help young people make positive choices about their behaviour and relationships.

The CSE partnership is a sub-group of the Birmingham Safeguarding Children Board and one achievement this year has been the production of a film, BAIT, designed with a learning pack for teenagers in secondary school to support their personal health and social education.

It is in this context of considerable progress in establishing multi-agency systems and processes and identifying many more potential victims and perpetrators that the actions below from the Overview and Scrutiny CSE Report have been taken forward.

Appendices

1	**Scrutiny Office guidance on the tracking process**
2	**Recommendations you are tracking today**
3	**Recommendations tracked previously and concluded**

For more information about this report, please contact

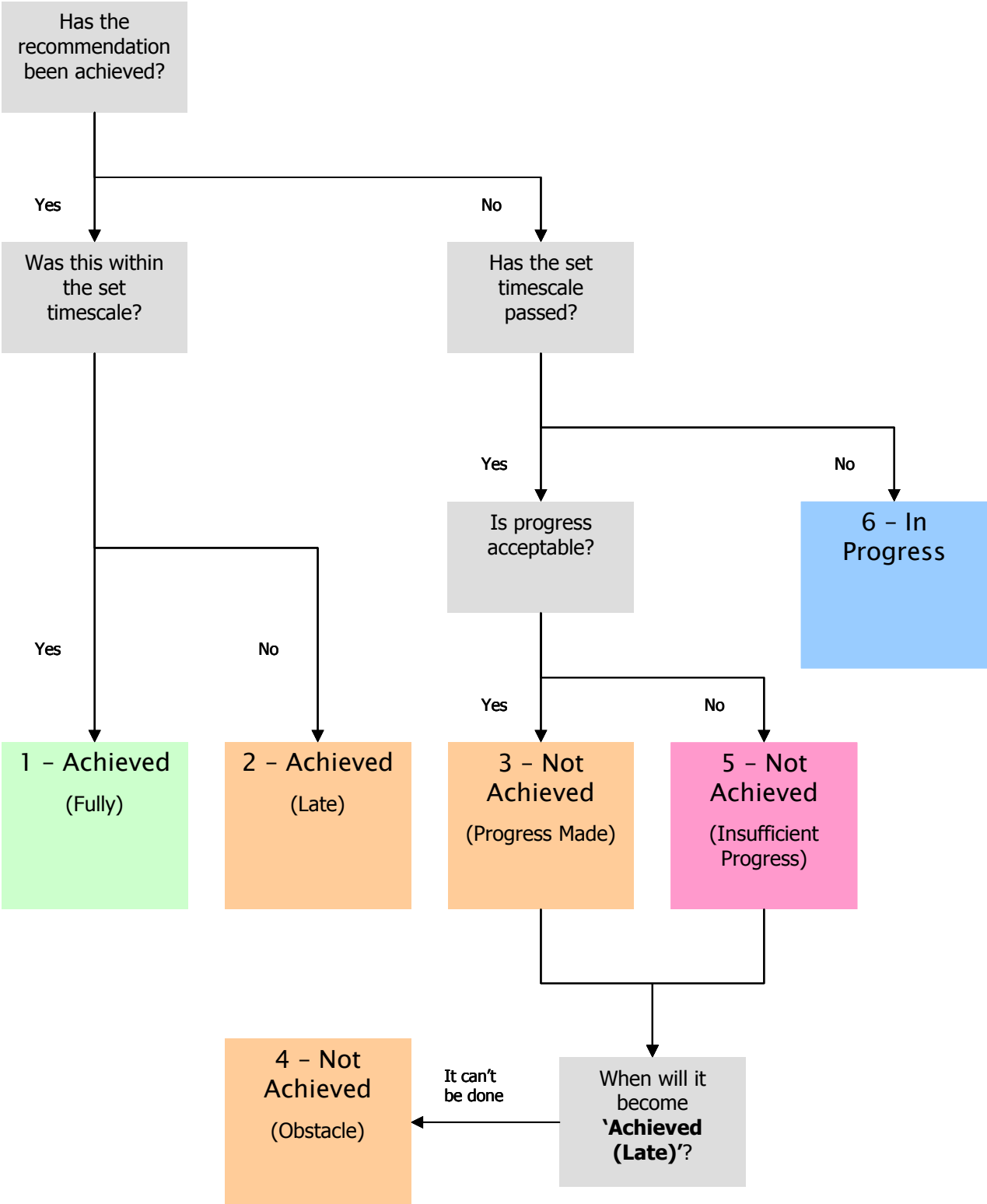|	
Contact Officer:	Alastair Gibbons
Title:	Executive Director for Children Services
Telephone:	0121 675 7743
E-Mail:	Alastair.gibbons@birmingham.gov.uk

Appendix ①: The Tracking Process

In making its assessment, the Committee may wish to consider:
- What progress/ key actions have been made against each recommendation?
- Are these actions pertinent to the measures required in the recommendation?
- Have the actions been undertaken within the time scale allocated?
- Are there any matters in the recommendation where progress is outstanding?
- Is the Committee satisfied that sufficient progress has been made and that the recommendation has been achieved?

Category	Criteria
1: Achieved (Fully)	The evidence provided shows that the recommendation has been fully implemented within the timescale specified.
2: Achieved (Late)	The evidence provided shows that the recommendation has been fully implemented but not within the timescale specified.
3: Not Achieved (Progress Made)	The evidence provided shows that the recommendation has not been fully achieved, but there has been significant progress made towards full achievement. **An anticipated date by which the recommendation is expected to become achieved must be advised.**
4: Not Achieved (Obstacle)	The evidence provided shows that the recommendation has not been fully achieved, but all possible action has been taken. Outstanding actions are prevented by obstacles beyond the control of the Council (such as passage of enabling legislation).
5: Not Achieved (Insufficient Progress)	The evidence provided shows that the recommendation has not been fully achieved and there has been insufficient progress made towards full achievement. **An anticipated date by which the recommendation is expected to become achieved must be advised.**
6: In Progress	It is not appropriate to monitor achievement of the recommendation at this time because the timescale specified has not yet expired.

The Tracking Process

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                    ┌─────────────────┐
                    │     Has the     │
                    │ recommendation  │
                    │ been achieved?  │
                    └─────────────────┘
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Yes ──────────────────────── No

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   ┌─────────────────┐              ┌─────────────────┐
   │  Was this within│              │    Has the set  │
   │     the set     │              │    timescale    │
   │    timescale?   │              │     passed?     │
   └─────────────────┘              └─────────────────┘
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Yes ─────────────────── No

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                        ┌─────────────────┐       ┌──────────────┐
                        │   Is progress   │       │   6 – In     │
                        │   acceptable?   │       │   Progress   │
                        └─────────────────┘       └──────────────┘
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Yes ────── No   Yes ────── No

| 1 – Achieved (Fully) | 2 – Achieved (Late) | 3 – Not Achieved (Progress Made) | 5 – Not Achieved (Insufficient Progress) |

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   ┌─────────────────┐        It can't        ┌─────────────────┐
   │   4 – Not       │◄────── be done ─────────│   When will it  │
   │   Achieved      │                         │   become        │
   │   (Obstacle)    │                         │  'Achieved      │
   └─────────────────┘                         │   (Late)'?      │
                                               └─────────────────┘
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Appendix ②: Progress with Recommendations

A	Delivery of training and awareness raising on Child Sexual Exploitation			
No.	**Recommendation**	**Responsibility**	**Original Date For Completion**	**Cabinet Member's Assessment**
R01	That: a) The "see me hear me" web site[1] be further developed and a concerted awareness and empowerment campaign for action is delivered for the public (communities, families and children); b) The City Council and partners work with and build the capacity of a broad range of the city's communities to encourage identification and reporting of CSE; c) Resources and sign-posting to online awareness for parents are promoted[2]; d) Awareness includes online risks of grooming, the role of the Child Exploitation and the Child OnLine Protection Centre (CEOP)[3] and how to locate and use the report abuse button. e) The Cabinet Member Children Services explores how this can be delivered and funded jointly with partners	Cabinet Member for Children Services	Timescale: Action Plan Feb 2015 & completion April 2015	2 – Achieved (Late). Work will be ongoing.
Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')				

The website 'See Me Hear Me' is hosted by Dudley Council as part of a West Midlands regional framework, e.g. there is now a West Midlands regional CSE co-ordinator in post. Dudley have confirmed that the website was reviewed and updated in June/July 2015 as part of the relaunch of the framework. The website has information for parents, young people and other organisations including a report it button.

http://www.seeme-hearme.org.uk/

The site now contains bespoke topical themes and areas and includes new channels to communicate key messages. These new channels include a video with a short pause to answer a specific question on that piece of video footage.

The link to the website has been shared with all Directorate for People staff as a reminder and it already features on birmingham.gov.

A film called BAIT has been made with young people in Birmingham and distributed to all secondary schools with a resource pack to use with teenagers as part of structured PHSE programme.
Place Directorate contributes to raising awareness of CSE to parents and communities. Four specialist Think Family Workers within Housing Services have been trained to deliver CSE awareness briefings to community groups, parents and schools.

[1] www.seeme-hearme.org.uk/

[2] www.paceuk.info/support-for-parents/

[3] CEOP is a National Crime Agency Command at ceop.police.uk/

Further information following the 25 November meeting

The BAIT resource pack has been distributed to all Secondary Schools and FE Colleges in Birmingham. The programme has also been shared with LSCBs across the region. During the Summer 2015 briefings were held for Headteachers. Designated Safeguarding Leads (DSLs) and School Governors across the city to promote use of the BAIT resource. The resource pack incorporates evaluation tools to capture feedback from teachers and most importantly the views of students who have completed the learning module. At the end of the academic year the BSCB will complete an evaluation of the BAIT programme to assess the impact on young people's attitudes and behaviour towards CSE. The finding will be disseminated to Headteachers and School Governors in due course.

The BSCB Strategic CSE Sub-Group have commissioned a tiered approach to the delivery of CSE training in Birmingham:

1. At an entry level – all practitioners complete an introduction to CSE via e-learning provided before completing face to face sessions.
2. CSE Safeguarding Children Sexual Exploitation course that builds on the e-learning introduction to CSE and delivered face to face.
3. Specialist training – developing skills for practice, targeted at practitioners who are required to attend COG, MOG and MASE meetings.
4. Regional Investigative training is being developed targeted at practitioners who are involved in joint investigations of CSE i.e. Police Officers, Social Workers and Paediatricians.

In 2014/15 the BSCB provided specialist multi-agency CSE training for 296 professionals. In 2015/16 fifteen courses were commissioned, training 50 professionals. This will be increased to 540 training places in 2016/17.

There has been a recent awareness and training programme for taxi drivers that achieved good publicity.

We have not yet developed awareness-raising in other areas, such as hotels, but this is part of the BSCB programme for 2016/17. Raising awareness is a continual process. This is jointly funded work with partners.

MASH no longer have an active twitter account as this is not a good way to receive confidential information. The Council uses blogs and other means through the press office to convey public messages.

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
R02	That the Cabinet Member and BSCB encourage schools to ensure that: a) CSE is integrated into Personal, Social, Health and Economic Education (PSHE) from year 6 upwards into ALL schools in the city and to encourage best practice in understanding and dealing with CSE in schools; b) Healthy relationships and girl's empowerment (e.g. by using the "free being me" resources Girl Guiding campaign) is integrated into PSHE teaching in all years; c) All teaching includes appropriate provision for boys; d) All schools promote safety online including smartphone tracking; and	Cabinet Member for Children Services	April 2015	2- Achieved (Late)

	e) All school Head Teachers and recognised Designated Safeguarding Leads (DSL) are written to, raising the issue, asking for a collaborative approach in tackling CSE and for key staff to attend training; and they adapt and agree the new model safeguarding policy from the BSCB.			

Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')

Each school in Birmingham is required to complete the section 175 school safeguarding audit released by the BSCB. The 2014/15 audit report specifically asked schools what training the Safeguarding Lead had received in CSE, what training is delivered to the school staff, if the school safeguarding policy covered CSE as a topic and if CSE was included in the curriculum. Analysis of the audit identified that only 3% of responders across the city had not received CSE training in some shape, and it was covered in degrees within the curriculum.

CSE is included in the model safeguarding policy offered to schools as a template for their use. 82% of schools reported recently using this model. In the rollout of Right Service Right Time to schools which reached 78.6% of schools across the city CSE was presented as a case study to identify the thresholds issue and services available to support vulnerable children, and CSE has been included in the training received by schools on the multi-agency fCAF training for the past 3 years.

The model safeguarding policy was reviewed and updated in November 2015 and is available to schools to download.

CSE has a key topic delivered on 4, 12 and 17 November 2015 at the Schools Area Safeguarding Conferences. Within this presentation the issue of CSE integration into the PSHE curriculum of health relationships and empowerment is being covered.

The October District Safeguarding Networks (DSN) held for designated safeguarding leads within schools covered the topic of sexting (as only 10% of schools reported they had had training on this topic) and as part of the presentation the grooming of a teenage boy was used as an illustration to show that CSE is a cross-gender issue.

E-safety was discussed at the June DSN meetings and the school based tracking system Policy Central and Policy Central Monitor were discussed. This system allows schools to monitor IT use across the school and notifies through a 'screen shot' where an issue of concern is identified; words associated with exploitative practice form part of the trigger response. Work is still required to support Policy Central's roll out across the city and, with schools which elect not to buy the system, around the need to address school responsibilities around monitoring IT usage. To date no work has been undertaken promoting smart phone tracking with school pupils.

Further information following the 25 November meeting
The Chair and Deputy Chair of the Committee have written a piece for the School Noticeboard on raising awareness and encouraging schools to engage in CSE tracking.

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
R03	That Governor Support Team reviews safeguarding training provided in the light of this report.[4]	Cabinet Member for Children Services	April 2015	2 – Achieved (Late)

Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')
School and Governor Support (S&GS) commissions Services for Education (S4E) as subject experts to deliver the majority of the safeguarding training that is available to governors through the Governor Training Programme. S&GS consulted with S4E over the recommendations of the scrutiny report and agreed changes required to the content and key messages given in governor training in order to reflect the Council's role in tackling CSE (and also covering FGM, domestic abuse and the Prevent duty). CSE is also planned as a topic item in the spring term agenda briefing sent to Chairs of Governors, Head Teachers and Clerks of Governing Bodies to ensure that the issue is raised at governing body level. This briefing was sent out in early November 2015, in advance, to help schools plan their spring and/or summer term agendas. (Members have since been emailed the termly agenda).

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
R04	That: a) All frontline staff and managers of caseloads in Children's Social Care including agency staff attend training on CSE. This should include definitions, the grooming line, symptoms and action including what can be done to disrupt / bring charges against and prosecute perpetrators. Particular barriers to disclosure of CSE by black and minority victims should be included in this; b) There is mandatory training on missing children and the escalation system.	Cabinet Member for Children Services	July 2015	3 – Not Achieved (Progress made)

Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')
Training delivered by Children's Learning & Development Team. A specific CSE one day programme has been delivered over the last year, covering the above criteria to frontline Children's Social Care staff. Staff have also participated in multi-agency Safeguarding Children Board CSE training. CSE is included in all safeguarding programmes at a high level. The programmes include Child Protection, Safeguarding and Child Protection Decision Making. We are currently developing a missing children programme to be delivered from April 2016. Also training has been made available to CSC staff via online training and via the BSCB which commissioned Barnardo's to deliver that training. BSCB training around CSE remains a priority in 2016/17 with 18 courses scheduled, delivering 540 training places. Training for staff and partners is iterative and on-going. New CSE guidance is being issued to all children's social care staff in February 2016. This will be followed up with Area briefings.

Staff who are working with children and young people in the Place Directorate access CSE training through the BSCB website.

Further information following the 25 November meeting
An update to come to the Committee after April.

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
R05	That: a) BSCB continues to provide and promote training to its partners including health organisations in the city, the West Midlands Fire Service and West Midlands Police; b) Partner organisations include CSE training within Level 1 and Level 2 safeguarding training.	Chair Birmingham Safeguarding Children Board	July 2015	3 - Not Achieved (Progress Made)

Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')

The BSCB is responsible for ensuring multi-agency training talks place as well as monitoring the effectiveness of single agency training. The BSCB delivers a comprehensive programme of multi-agency CSE Training to complement each organisation's own in-house training. As CSE is a key element of the Board's strategic priorities considerable work has been undertaken to ensure that all agencies incorporate CSE within Level 1 and 2 training. The new Level 1 and 2 module developed by the BSCB includes a specific case study on CSE.

The degree to which agencies are responding to and delivering on the Board's expectations is monitored through the s175 Annual Self Assessment and Audit in schools and FE Colleges, and the Annual s11 Audit across all statutory partner agencies.

Evidence of what an organisation is doing to address CSE is an integral part of the Self-Assessment programme.

Awareness of CSE as an issue for anyone involved with children and young people or in contact with them has improved significantly over the last year. The quality of CSE awareness training and the extent to which staff can access that training is now much better and awareness is higher through more staff from agencies undertaking training and accessing resources such as the 'See me, hear me' website.

All staff within the Place Directorate have undertaken mandatory safeguarding awareness training (level 1) during 2015. This is a competency based training package and all staff are required to complete and achieve the 90% pass rate. This package raises awareness on the signs and indications of CSE and the appropriate reporting mechanisms.

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
R06	That business forums and networks are identified to work with to ensure broader understanding of CSE and to support the roll out of the "Say Something if You See Something" campaign and guidelines with particular focus on the hospitality industry and taxis in order to increase awareness and reporting.	Cabinet Member for Children Services Chair BSCB	July 2015	2 – Achieved (Late)

Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')

See Me Hear Me postcards have been distributed to each Hackney carriage and Private Hire Driver and to Private Hire Operators. An article concerning CSE was included in the latest newsletter which was sent to

all of the aforementioned licence holders. The article included information about the website.   A copy was shared with the Committee in November 2015. Training is being arranged with taxi drivers to spot signs of possible CSE in relation to both victims and perpetrators. The Council has committed to supporting Barnardo's with their nightwatch campaign.

Further information following the 25 November meeting
The awareness raising plan will include coverage of the matters in this recommendation.

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
R07	That: • CSE awareness features as part of induction training for all new councillors; • For all current councillors there is compulsory awareness training on safeguarding including CSE; • Regular training updates are also made available.	Leader	Initial feedback April 2015 and completion Dec 2015	3 – Not Achieved (Progress Made)
Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')				

SHORT TERM – By mid-December

1. Relevant reference material will be added to the Member portal and this will be communicated to all Members via the Councillor Bulletin and weekly member communications. This information will also be referenced in subsequent new Member induction programmes.

   CSE at a glance – NSPCC BCC works closely with NSPCC
   https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/
   Child Exploitation and online protection centre – CSE arm of the national crime agency main website
   https://www.ceop.police.uk/
2. A 'market place' event by BSCB Birmingham Safeguarding Children's Board in February 2016 Council.

MEDIUM TERM – By March 2016

1. We will review (and amend as appropriate) the current one day officer Introduction to CSE programme and make it available to Members. This could be part of a broader programme of Safeguarding learning and development – this is being investigated further

2. We are looking to upload an e-learning module on 'Child Sexual Exploitation' onto the iLearn site on the Learning Centre, People Solutions. The objectives of this e-learning module are to:

   • understand what is meant by CSE;

   • understand how to identify that CSE is taking place;

   • understand how to recognise that a young person is being groomed;

   • understand how the framework is used when assessing for CSE;

   • understand what practitioners and agencies do if a child is a victim of CSE;

   • understand how practitioners can effectively support victims of CSE.

3. The OD and Learning team HR are currently working in partnership with Place Directorate to build an e-learning module entitled Safeguarding Awareness – Children and Adults at risk. There is some

content within this on CSE – a definition and the common signs and indicators. The timescale for the module is envisaged to be Spring 2016 and will be reviewed at this point to see if appropriate for Members.

LONGER TERM – during 2016

1. Various councils and public bodies have commissioned an applied theatre production to raise awareness of the issues surrounding CSE entitled 'Chelsea's Choice' by Alter Ego.
   This will be explored in terms of a joined up approach to awareness raising. Analysis of the costs/benefits would initially be required.

   http://www.alteregocreativesolutions.co.uk/chelseas-choice/

2. BCC has a video learning package produced by BCC and used in schools. This BAIT programme and its relevance for Member development will be explored further as a possible alternative to the above.

B	Policies and Procedures			
No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
R08	That the policies and procedures across the City Council ensure CSE is properly dealt with by: a) Adopting and working to the West Midlands Regional CSE protocol; b) Making better use of Care First (the council's system for case management) to record and analyse and share CSE cases ensuring it is dynamic and reports can be pulled out; c) Improving feedback from Children's Social Care referrals. (Feedback is meant to be provided in specified timescales which does not always happen); d) Establishing CSE champions in key teams including each of the Safeguarding and Family Support hubs who have more in-depth training (and can cascade training to the team) and can act as advisor to the team; e) Reviewing policies and procedures to ensure that parents are seen as equal partners in dealing with CSE and to consider implementing the relational model developed by PACE; f) Reviewing the council's response to young runaways to ensure it meets the requirements of the new statutory guidance on missing	Cabinet Member for Children Services	Initial Feedback April 2015 & completion November 2015	6 - In Progress

	children[5]; and g) Developing and embedding a robust missing strategy with clear accountabilities, reporting to the BSCB and an escalation system that is fully understood and effectively implemented; and to investigate the protocol for information sharing when children are classified as absent by the police; and address missing from school as a significant safeguarding risk.			

Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')

The regional framework was adopted by BSCB in April 2015 and updated regionally with the current framework agreed in September 2015.

We are now able to report a consistent CSE data set quarterly as part of the regional framework. The data comes from CareFirst and we are able to track individual cases, though CareFirst is not a good system. MASH is undertaking review of its systems and processes and one important aim is to improve feedback to referrers

We have not gone down the CSE champion in every team route. Rather we have one CSE co-ordinator post per area to advise and support staff and support team managers in MASE meetings. There is significant innovative work in some areas between family support, social work, Police and Barnardo's in relation to responding to the needs of young people and disrupting perpetrators. We are thinking about ways to spread best practice to all parts of the City, building a cycle of reflection and learning. With this in mind we are holding a 'thinking workshop' with Barnardo's shortly.

The new CSE guidance emphasises the importance of keeping parents fully involved, as well as listening to the young person carefully.

We have new guidance for children missing from home and care and the Council has signed up to the 'Runaway's charter'. The Missing from Education policy is being reviewed. The Police are in the process of acquiring a new system and policy that includes reporting 'Absent' as well as 'Missing'.

The Chief Social Worker Officer has recently agreed to Chair the Missing Operational Group. The multi-agency group are tasked with developing and embedding a robust missing children strategy and procedures. The MOG will have clear lines of accountability and reporting for progress through the Strategic CES Sub-Group to the BSCB.

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
R09	That the City Council, West Midlands Police and Birmingham Safeguarding Children Board make greater use of licensing to tackle exploitation by: a) Strengthening the BSCB's role in supporting agencies including licensing and trading standards and West Midlands Police to use the resources and capacity to best effect; and b) Licensing Committee reviewing the statement of licensing and use of powers to assess if it is	Chair of Licensing Committee & Chair BSCB	July 2015	1 – Achieved (Fully)

[5] www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care

possible to be more proactive in achieving the objective of: "the protection of children from harm" [e.g. in use of licensing conditions / provision of training /ensuring a clear process for reporting and developing a whistle blowing process to empower license holders and taxi drivers etc. to be proactive in reporting concerns.]

Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')

a) Since this recommendation was made, a review of the Licensing arrangements for the city determined that the BSCB would no longer be considered as a responsible authority under the licensing arrangement. Licensing functions fall outside the statutory remit of Local Safeguarding Children Boards. BCC Children's services are now assisting BCC Licensing in relation to commenting on new applications.

b) The Licensing and Public Protection Committee carried out a full review of the Statement of Licensing Policy in 2015. The Policy was strengthened, not only in terms of its approach to the protection of children from harm, but also the other Licensing Objectives. The document is now clearer to read and easier to understand, with the arm of assisting applicants when applying for license and also those who may wish to object to a license. The Policy came into effect 7 July 2015.

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
R10	That it is demonstrated that this area of work (including children's services, third sector commissioning and other key departments such as Legal Services and Licensing) is adequately resourced including that: a) It is mainstream funded not reliant on annual funding agreements and that third sector contracts abide by the compact; b) Commissioning of services specifically for dealing with victims of CSE, in particular, is improved so that they are in place in good time, prior to the beginning of the financial year; c) The level of resource for return interviews, plus the intensive support required to prevent reoccurrences has been risk assessed; d) A review of the level of administrative support in social work teams and for the CSE Co-ordinators is undertaken to ensure this is not affecting ability to manage caseloads; e) A review of the staffing and caseloads of the multi-agency safeguarding hub (MASH) team is undertaken; f) Partners review how to resource a Child Safeguarding Licensing	Cabinet Member for Children Services; Deputy Leader and Cabinet Member for Commissioning, Contracting and Improvement.	April 2015	1 – Achieved (Fully)

	Officer post/role.			

Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')

Examples of how this area of work (including children's services, third sector commissioning and other key departments such as Legal Services and Licensing) is adequately resourced include:

a) It is mainstream funded not reliant on annual funding agreements and that third sector contracts abide by the compact;

BCC People Directorate services are funded from the mainstream Children's Commissioning Budget (total £2.95m) as part of the Commissioning Centre of Excellence budget. Barnardo's and RSVP are the provider organisations and have been awarded a contract until June 2016 with a total annual contract value of £227k. Barnardo's currently also contributes an equal amount (match funding) from its own reserves. In addition, the Children's Society provide a return interviews service when children have gone missing with a £467k BCC funding commitment over a three year period (not solely for the provision of CSE services). The Community Safety Partnership currently makes an annual £66k financial contribution towards the funding of these services.

b) Commissioning of services specifically for dealing with victims of CSE, in particular, is improved so that they are in place in good time, prior to the beginning of the financial year;

The current commissioned services have been in place for seven years having undergone a robust selection process. Contract extensions are in place until July 2016 to allow for the development of a strategic commissioning plan for the future procurement of responses to CSE. Three year contracting arrangements will then be put in place

c) The level of resource for return interviews, plus the intensive support required to prevent reoccurrences has been risk assessed as sufficient.

d) A review of the level of administrative support in social work teams and for the CSE Co-ordinators is undertaken to ensure this is not affecting ability to manage caseloads;

A recent review determined that the current level of administrative support as being adequate for both social workers and CSE coordinators following a review which showed a need to remodel the support. We have now created a CSE team manager within MASH and three CSE co-ordinator posts – one per area. These are permanently funded and are being recruited to. This is double the existing resource available until now.

e) A review of the staffing and caseloads of the multi-agency safeguarding hub (MASH) team is undertaken;

As part of the Early Help and Children's social care improvement plan a new operating model was launched in August 2015. This has resulted in the reshaping of the MASH to ensure that all functions are adequately resourced. From February 2016 there will be forty five council funded posts, including those of the CSE team, in the MASH. We are continuing to review and refine the systems and processes in MASH to improve call-handling, minimise referrals being delayed in the system and improve feedback to referrers. In addition the new CSE team in MASH will improve our response to any CSE concern in MASH or in the areas, and improve feedback.

(f) Partners review how to resource a Child Safeguarding Licensing Officer post/role.

A review has concluded that a specific post is not required as the collaborative efforts of the respective licensing and child protection unit have the necessary expertise and capacity to address this issue.

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
R11	That when the City Council	Deputy Leader;	April 2015 –	1- Achieved

	commissions services, safeguarding, including CSE, be built into the service specification and monitoring by:
	
	    a) Ensuring that any contract which will involve direct working with children and young people, families and homes and transport services includes an appropriate level of requirement around CSE (e.g. information and training, procedures, and active involvement in multi-agency strategy and Family Common Assessment Framework meetings); and
	    b) Providing reassurance that the school nurse contract due to be re-commissioned by Public Health will include these provisions.
		Cabinet Member for Commissioning, Contracting and Improvement & Cabinet Member for Health and Social Care	Initial Feedback & November 2015 completion	(Fully)

Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')
It is a requirement of all contracted organisations to have the necessary safeguarding policies and procedures in place and it is the responsibility of the commissioning body to ensure that they are effectively operationalised. Prior to this, during the procurement selection process, organisations are evaluated against their ability to respond effectively to the issue of CSE. The use of the Birmingham Safeguarding Children Board – Safeguarding Section 11 Audit tool provides a self-assessment framework for organisations and includes sections regarding CSE. The school health advisory service (formerly school nursing) specification, contract compliance and monitoring requirements all include these provisions.

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment

R12	That in order to manage the specific risks of **looked after children**:
	
	    a) The corporate parenting strategy is reviewed to ensure it includes proper reference to CSE;
	    b) The Corporate Parenting Board provides clear demonstrable actions that CSE is a priority and that the vulnerability of looked after children to CSE is understood;
	    c) Appropriate risk assessments continue to be carried out when placing children in residential care and that decisions are needs based and not resource based; and
	    d) That there are appropriate policies and procedures (in both internal and external homes) and that staff have the confidence and tools to ensure day to day vigilance and action relating to CSE; and to ensure that these issues are considered
		Cabinet Member Children Services	April 2015 – Initial Feedback and completion November 2015	3 – Not Achieved (Progress Made)

| | in the children's home redesign. | | | |

Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')

The new corporate parenting strategy was presented to Corporate Parenting Board in March 2015 and included a focus on vulnerabilities and risks to children in care including CSE.

CSE will be a theme for a specific Corporate Parenting Board in early 2016.

A new placement process has been developed, with the emphasis on each child's needs. Costs are not an issues, rather finding the best safe and therapeutic setting that can take forward the child's tailored care plan.

All homes are Ofsted inspected against a set of standards that now include resource, skills and design to manage vulnerable young people who at risk of CSE and other vulnerabilities. BCC does not place children where homes are deemed 'inadequate'. The 5 BCC internal homes are now being transferred to the Priory group from April. The Priory group have a high awareness of CSE and therapeutic needs of young people and demonstrated their quality in the procurement process. Our contract with all providers covers their ability to meet the needs of young people in relation to CSE and other risks.

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
R13	That Legal Services: a) Review and assess what can be done to: strengthen the disruption of suspected perpetrators in the Civil Courts; support victims through to prosecution; and increase conviction rates and successful use of warning letters and civil orders, in association with WMP and CPS; and b) Review the powers available to disrupt suspected perpetrators and develop a planning tool for disruption for Birmingham, building on the tool kit developed in Derbyshire. This needs to then be used and embedded in Children's Social Care.	Deputy Leader	April 2015 – Initial Feedback	1 - Achieved (Fully)

Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')

Birmingham was the first LA in November 2014 to take out injunctions against alleged perpetrators. These were Civil actions prepared with the co-operation of West Midlands Police. Subsequently the Midlands Circuit judge, Justice Keehan, requested that BCC and WM Police agreed a legal Protocol to ensure we share and agree accurate information when bringing such matters before the Court. This is a new area for the law. The protocol has been put to Justice Keehan recently and other new case law is shaping this area. Perpetrators can be disrupted by Police actions working alongside licensing when appropriate. Children's social care focus is on the safety and wellbeing of the young person including trying to rebuild family relationships wherever possible. The civil injunctions are a good example where social care and Police can work together to jointly achieve our objectives.

C	**Multi-Agency Working**			
No.	**Recommendation**	**Responsibility**	**Original Date**	**Cabinet Member's**

			For Completion	Assessment
R14	That the Chair of Birmingham Safeguarding Children Board: a) Takes further steps to embed the CSE strategy and implementation of the action plan by holding partners to account and ensuring they take appropriate action; b) Continues to provide challenge as required to schools following the analysis of the annual section 175 audits; and c) Evaluates the effectiveness of multi-agency working including the Strategic CSE Sub-Group, CMOG, Multi-Agency Sexual Exploitation meetings etc. (Not MASH – see Recommendation 16).	Chair of Birmingham Safeguarding Children Board	April 2015 July 2015 – Changes sustained	To be completed for the 23 March meeting

Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')

To be completed

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
R15	That all Birmingham Safeguarding Children Board partners improve the shared understanding of CSE cases by: a) Ensuring there is consistency and all officers and partners are working to the soon to be agreed West Midlands Regional CSE operating protocol; b) Developing systems to ensure sharing information across the region to enable a full multi-agency problem profile can be updated and shared to ensure patterns and associations relating to victims, offenders and locations can be examined; c) Using intelligence and analysis to improve understanding of what tactics and approaches work best; and d) Ensuring those providing intelligence and evidence receive appropriate feedback.	Regional CSE Co-ordinator & Chair BSCB	April 2015 – Initial Feedback and completion July 2015	To be completed for the 23 March meeting

Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')

To be completed

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
R16	That reports be provided on: a) The operation of the MASH;	Cabinet Member Children Services	April 2015 & September 2015	To be completed for the 23 March

		and Chair BSCB		meeting
	workloads, impacts, lessons learnt, and funding (after 6 and 12 months of operation); b) Membership of and participation within MASH, including the role of health, the third sector and family support workers; and c) Data sharing between the MASH partners.			
Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')				
To be completed				

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
R17	That after six months of operation (March 2015) there is a review to consider if a dedicated multi-agency child sexual exploitation hub should be developed alongside MASH that could provide end to end (case identification through to prosecution) support and action.	Cabinet Member Children Services and Chair BSCB	April 2015	To be completed for the 23 March meeting
Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')				
To be completed				

D	Tracking			
No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
R18	That the Quartet regularly tracks improvements in this area as it relates to the City Council.	Quartet: [Leader, Cabinet Member for Children Services, Chief Executive and Strategic Director for People]	On-going	To be completed for the 23 March meeting
Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')				
To be completed				

D	Tracking			
No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment

R19	That an assessment of progress against the recommendations made in this report be presented to the Education and Vulnerable Children Overview and Scrutiny Committee in March 2015. The Committee will schedule regular progress reports until all agreed recommendations are implemented.	Cabinet Member Children Services	April 2015	To be completed for the 23 March meeting

Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')

To be completed

Appendix ③ : Concluded Recommendations

These recommendations have been tracked
previously and concluded.
They are presented here for information only.

Concluded

No.	Recommendation	Responsibility	Date Concluded by Overview and Scrutiny Committee	Tracking Assessment

Report to Education Vulnerable Children Overview and Scrutiny Committee

Examination and Assessment Results Primary 2015

P a g e | 1

Overview and Scrutiny Committee Meeting   10ᵗʰ **February 2016**

Purpose and Recommendations

The aim of this report is:

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

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

- To provide an analysis of key gaps in outcomes for key pupil groups and geographical areas within in the city

Supporting documents for each key stage provides a detailed analysis which is available with the report.

Recommendation:

- That the Committee note the information contained in the report

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CONTENTS PAGE

1. Early Years Foundation Stage Profile (EYFSP) Attainment

Key Messages:

- Between 2014 and 2015, Birmingham's Early Years Foundation Stage attainment has slightly improved across all key learning areas
- However Birmingham has not closed gaps with national averages around the Good Level of Development (GLD) measure since 2013
- Girls continue to outperform boys across all EYFSP key learning areas including the GLD standard
- Attainment of pupils eligible for FSM has increased by 6% (from 47% to 53%) and is higher than the national average of 51%.
- Attainment of non-FSM pupils is below national levels
- There are also still significant gaps across ethnic groups with pupils of Gypsy / Roma , Any other white background and Any other ethnic group heritage particularly underperforming

1.1 Overview

In the Early Years Foundation Stage Profile (EYFSP) children are defined as having reached a Good Level of Development (GLD) if they have achieved at least the 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.

Overall Subject Performance

> **Birmingham's Early Years Foundation Stage Profile (EYFSP) attainment has improved across all key areas of learning, from 2014 to 2015.**
>
> In 2015 the proportion of Birmingham's pupils achieving the GLD standard increased by 6 percentage points (percentage point) compared to 2014 levels.

Fig 1. Proportion of Pupils Achieving GLD by Area of Learning 2013 to 2015


Page 34 of 126
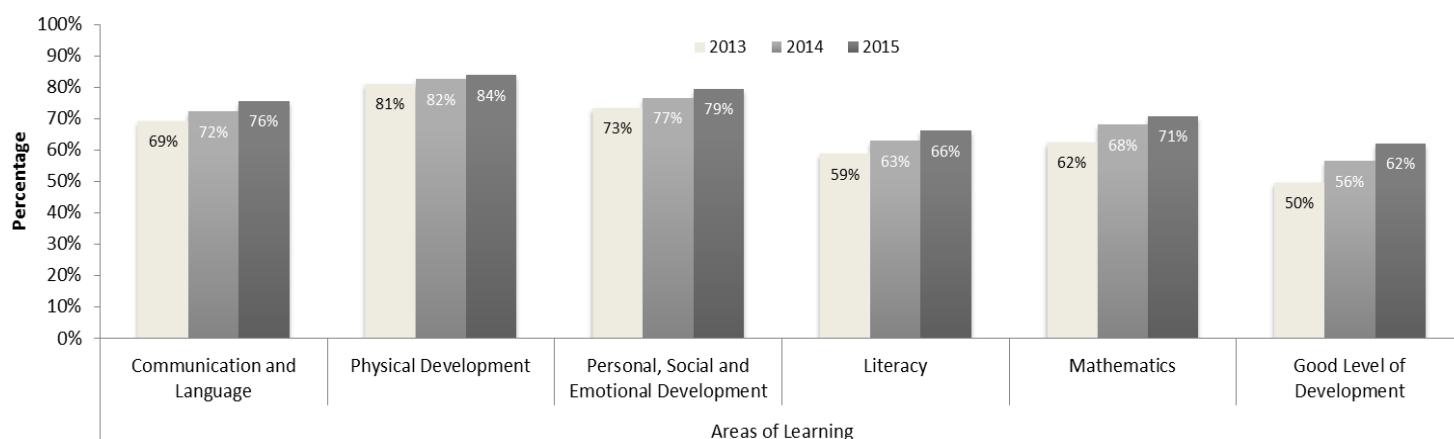
Performance by Gender

Girls continue to outperform boys in Early Years Foundation Stage.
- Girls outperform boys across all main subject areas and for the GLD Standard.
- The gap is most pronounced for literacy and smallest for maths and physical development
- 15 percent more girls achieve the GLD standard than boys

**Fig 2. Proportion of Pupils Achieving GLD by Area of Learning boys vs girls**
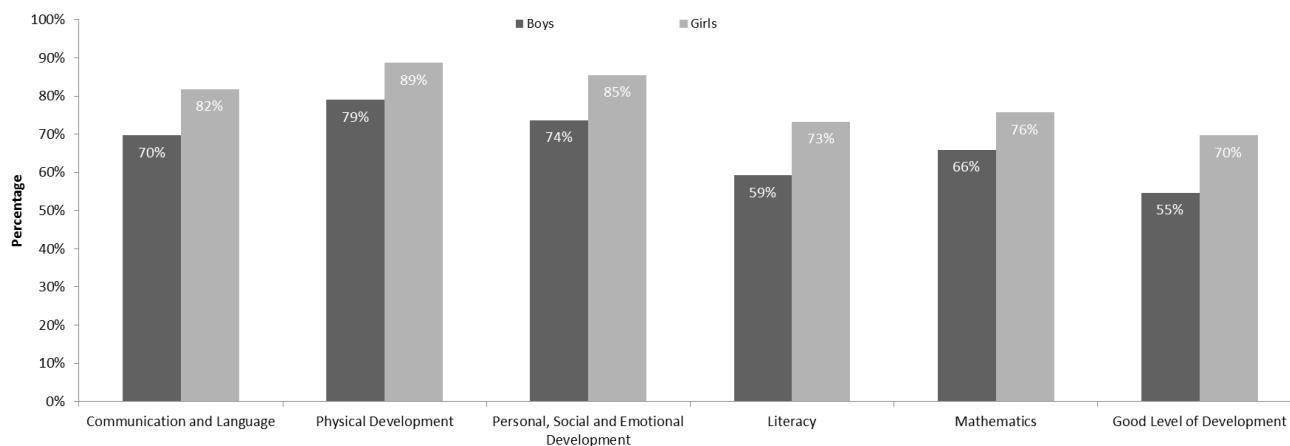
2015

1.2 Birmingham's Early Years Foundation Stage Profile (EYFSP) attainment compared to National outcomes

Good Level of Development

In 2013, the first year of the new framework, 50 percent of Birmingham children achieved the good level of development standard compared with 52 percent nationally. In 2015 this had risen for both Birmingham and England to 62 percent and 66 percent respectively, meaning the gap with national levels had widened slightly.

Fig 3. Proportion of Pupils Achieving GLD by Area of Learning National vs Birmingham 2013 to 2015
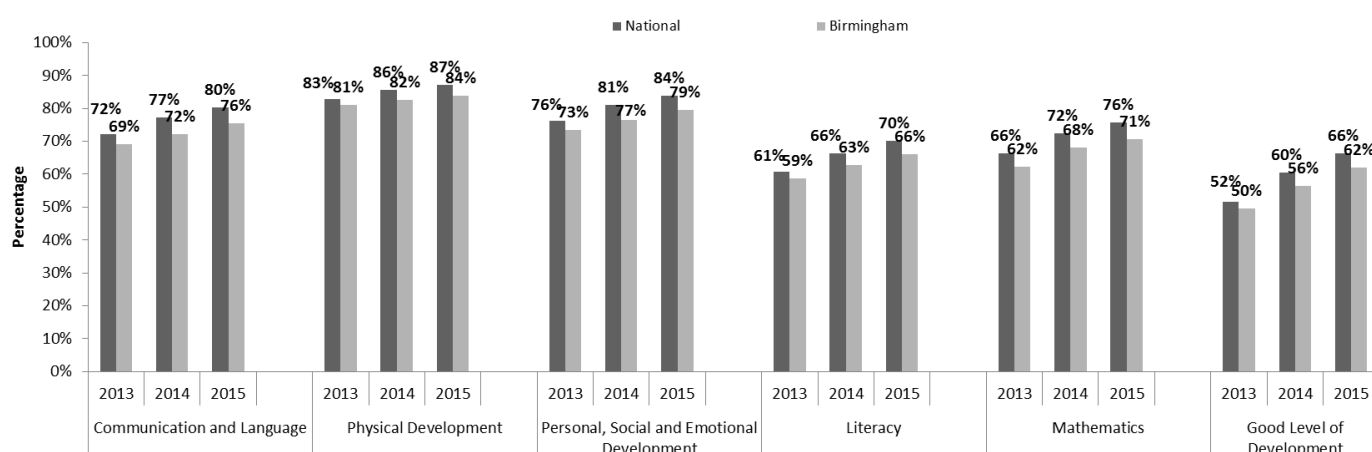
Early Learning Goals

As figure 3 indicates, in 2015 Birmingham was below national levels for all areas of learning:
- Communication and Language, 4 percentage point below
- Physical Development, 3 percentage point below
- Personal, Social and Emotional Development, 5 percentage point below
- Literacy, 4 percentage point below   Page 35 of 126
- Mathematics, 5 percentage point below

The GLD measure is supported by a measure of the average of the cohort's total point score across all the early learning goals in order to also help to promote the attainment of all children across all the early learning goals. The levels attained by children at the end of the EYFS are allocated a number as follows: Emerging = 1, Expected = 2 and Exceeding = 3.

The table below looks at the total average point score and the gap between all children and the lowest 20% of attaining children to determine if the lowest attaining children are improving. The gap is calculated as the percentage difference between the mean average of the lowest 20% and the median average for all children.

The gap between the bottom 20 percent of children and all children has decreased for Birmingham from 39.1 percentage points in 2014 to 38.5 percentage points in 2015. This gap remains larger than that for national 32.1 percentage points, see table below:

	Average (Lowest 20% attaining children)		Percent attainment gap between all children and bottom 20%	
	B'ham	National	B'ham	National
2013	20.2	21.6	40.6	36.6
2014	20.7	22.5	39.1	33.9
2015	20.9	23.1	38.5	32.1

Page 36 of 126

1.3 Birmingham's Early Years Foundation Stage Profile (EYFSP) attainment by Pupil Characteristics (Gender, Disadvantage, FSM, Language and Ethnicity)

1.3.1 Summary

- Girls continue to outperform Boys – with a 15 percentage points gap in the proportion achieving a good level of development (GLD). Although this gap closed slightly between 2014 and 2015
- There was a 12 percentage point gap between Free School Meals (FSM) pupils performance and all other pupils all though this gap did reduce very slightly between 2014 and 2015.
- There was a 9 percentage point gap between the performance of pupils with English as an additional language and those with English as a first language – a similar gap to 2014

Fig 4. Proportion of Pupils Achieving GLD by Gender, FSM Status and First Language group 2015
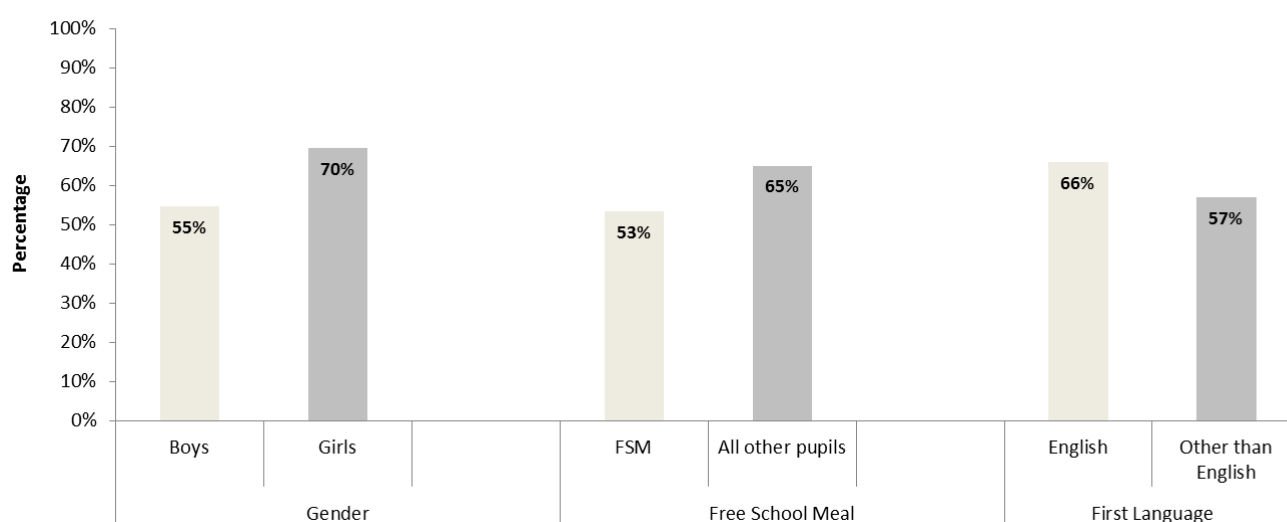
1.3.2 Gender

The chart below shows the performance of girls and boys against the GLD measure. Girls have outperformed boys consistently year on year. Within the separate areas of learning with the GLD measure, the gap between boys and girls is biggest for literacy (14 percentage points). There gap was the same as in 2014.

**Fig 5. Proportion of Pupils Achieving GLD by Gender 2013 to 2015**
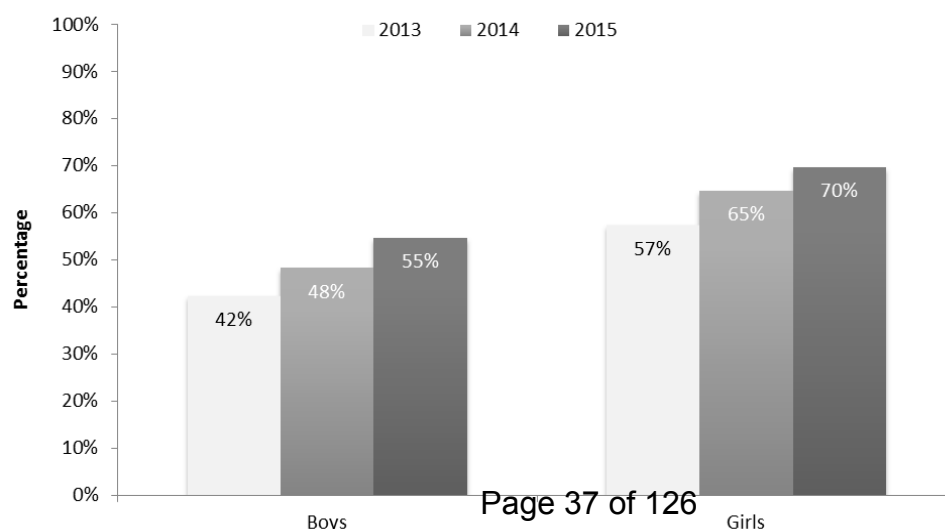
When comparing performances to national averages, both Birmingham boys and girls underperform, with 4 percentage point gap across both genders against the GLD measure.

	Good Level of Development		
	B'ham	National	GAP
Boys	55%	59%	-4%
Girls	70%	74%	-4%

1.3.3 Free School Meals (FSM)

There was a positive improvement in the attainment of pupils eligible for Free School Meals (FSM) at foundation stage, with 53 percent of FSM pupils achieving the GLD standard, a 6 percentage point improvement on 2014. There was also a slightly narrowing in the gap between this and group and the rest of the foundation stage cohort – from 13 to 12 percentage points.

**Fig 6 Proportion of Pupils Achieving GLD by FSM Status 2013 to 2015**
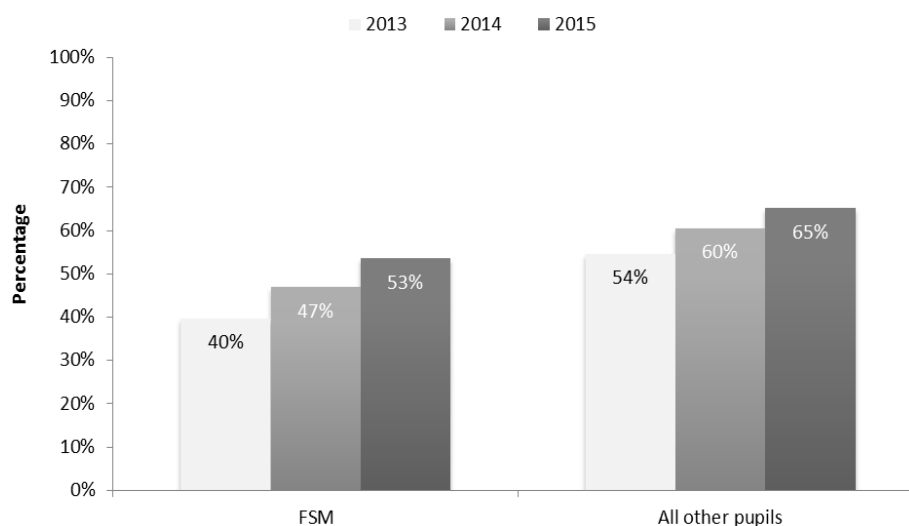
The relationship between deprivation and lower educational attainment is well documented and educational outcomes for Birmingham reflect this relationship but Birmingham FSM pupils outperform the national average for this group. The table below shows the percentage of Birmingham FSM pupils achieving Good Level of Development compared with national average. However, Birmingham non-FSM pupil's attainment is below national levels.

	Good Level of Development		
	B'ham	National	GAP
FSM	53%	51%	+2%
Non-FSM	65%	69%	-4%

Page 38 of 126

1.3.4 First Language

The performance of pupils who speak English as an additional language (EAL) improved at foundation stage between 2014 and 2015, with a 4 percentage point increase in the proportion of meeting the GLD standard. However despite this improvement as figure 7 indicates below, the gap in performance between the EAL pupils and the rest of the foundation stage cohort actually increased between 2014 and 2015

Fig 7. Proportion of Pupils Achieving GLD by Language Group 2013 to 2015
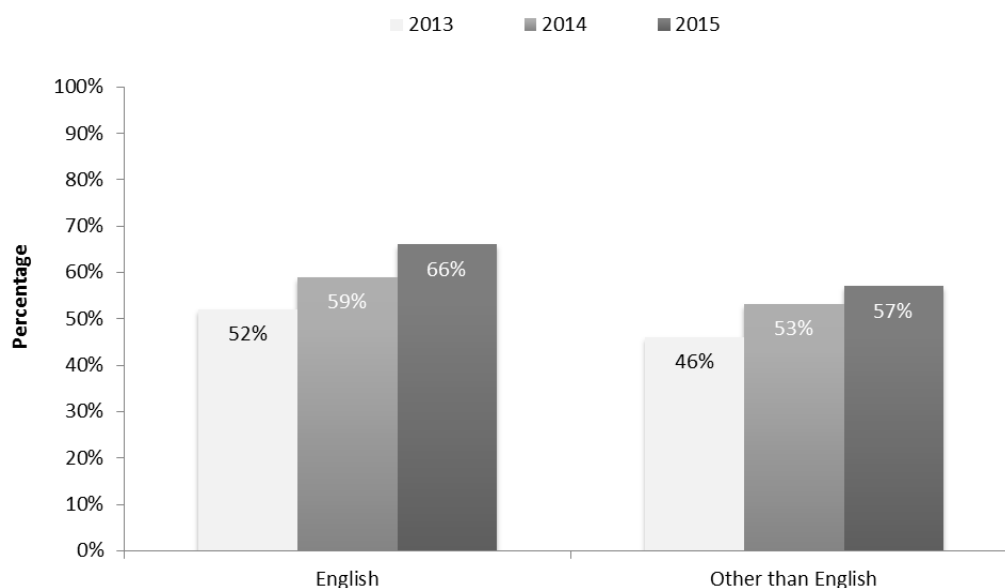
In addition the proportion of EAL pupils achieving the GLD standard in Birmingham was also 3 percentage points below the equivalent national performance – a slightly larger gap than the wider foundation stage cohort.

	Good Level of Development		
	B'ham	National	GAP
EAL	57%	60%	-3%
All Other Pupils	66%	68%	-2%

Page 39 of 126

1.3.5 Main Ethnicity Groups

The graphs below show attainment outcomes for the main broad Ethnicity groups from 2013 to 2015. The chart shows the proportion of each ethnic group that achieved the GLD standard. As the chart indicates, there were positive improvements across all ethnicity groups between 2014 and 2015.

Fig 8. Proportion of Pupils Achieving GLD by Ethnic group 2013 to 2015
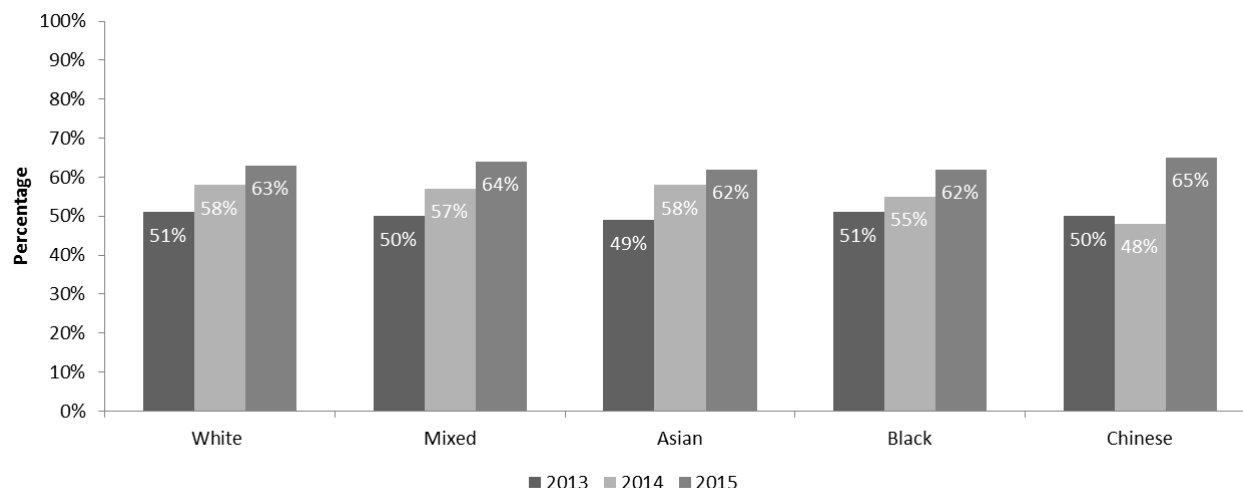
Attainment for main ethnicity groups when comparing to national comparators shows Birmingham is below national average for all groups, with the widest gap for white and mixed ethnic group pupils.

	Good Level of Development		
	B'ham	National	GAP
White	63%	67%	-4%
Mixed	64%	68%	-4%
Asian	62%	64%	-2%
Black	62%	65%	-3%
Chinese	65%	67%	-2%

Page 40 of 126

1.3.6 Sub-Level Ethnicity groups

In terms of the more detail ethnic categories performance around GLD measure improved across all groups with the exception of the *Any Other Asian* ethnic group.

Figure 9 below shows the performance of each group between 2013 and 2015 – ordered in terms of 2015 performance from left (best) to right (worse).

The highest achieving ethnic groups in 2005 were:

- Irish (small pupil group)
- Indian
- White and Black African

The worst performance groups were:

- Gypsy / Roma
- Any other white background
- Any other ethnic group.

Figure 10 at the bottom of the page shows GLD performance for sub-ethnic groups compared to national averages. Every sub ethnic group, with the exception of the Irish, performed worse when compared to national comparator groups.

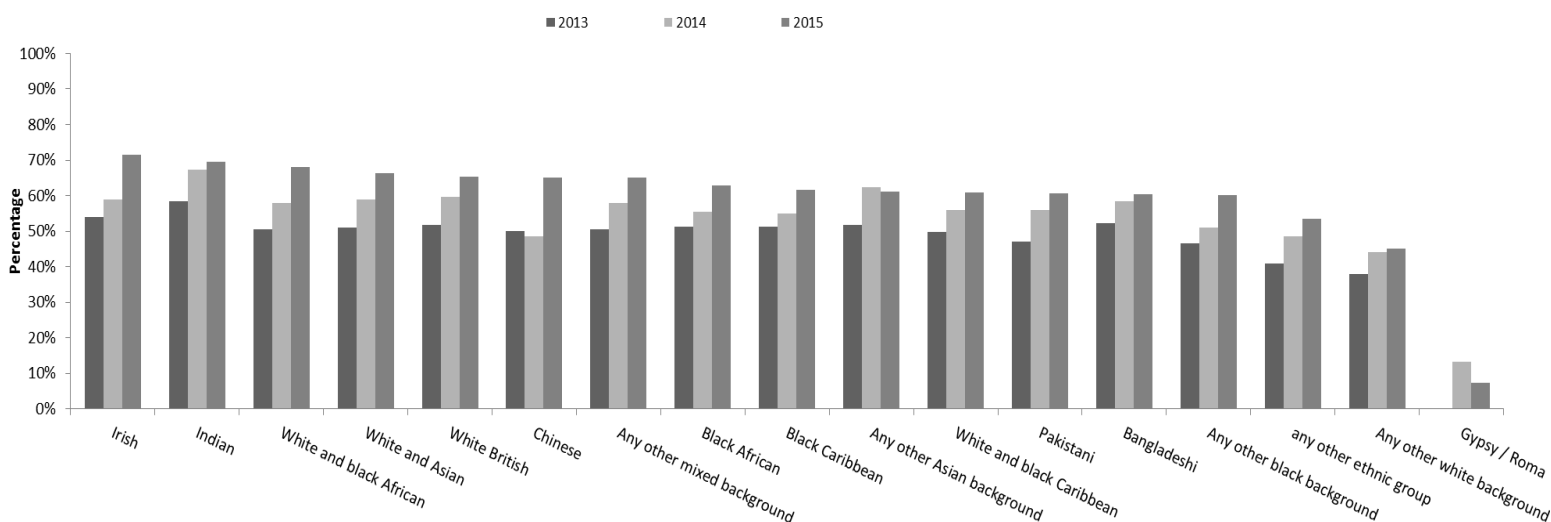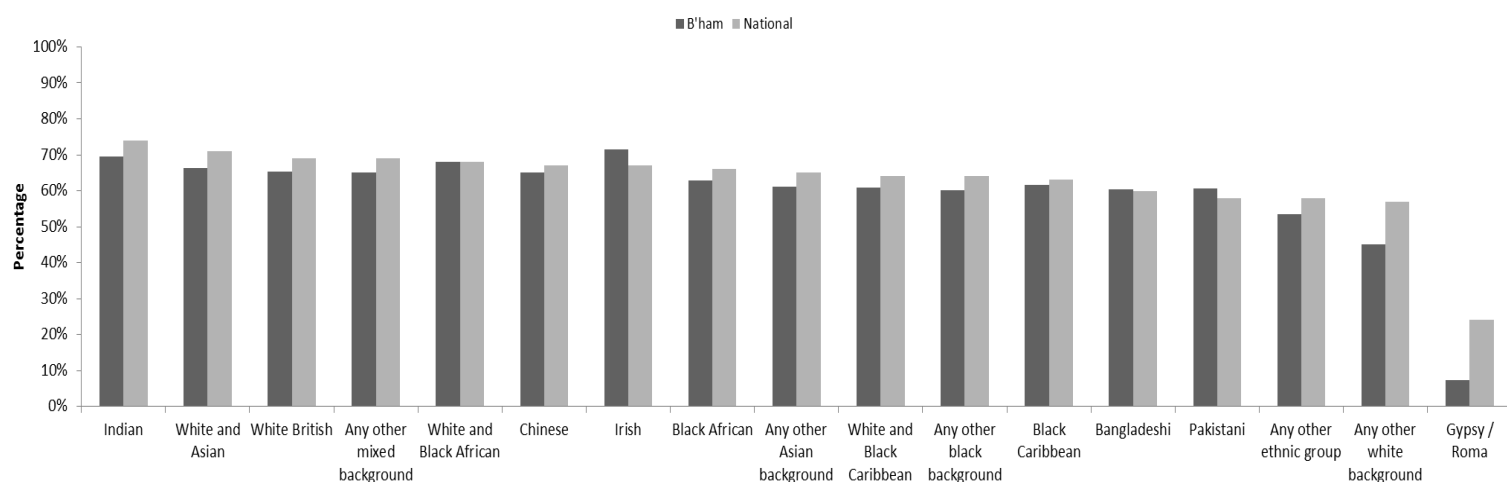**Fig 9. Proportion of Pupils Achieving GLD by sub-ethnic group 2013 to 2015**

Fig 10. Proportion of Pupils Achieving GLD by sub-ethnic group compared to national levels. 2013 to 2015


Page 41 of 126

1.4 Birmingham's Early Years Foundation Stage Profile (EYFSP) by Statistical Neighbours, Core Cities and West Midlands.

Good Level of Development (GLD)

When comparing performance to statistical neighbours, core cities and west midlands, Birmingham is in line with statistical neighbours and core cities.

However below national and west midlands authorities for GLD, see chart below **(Fig 11).**
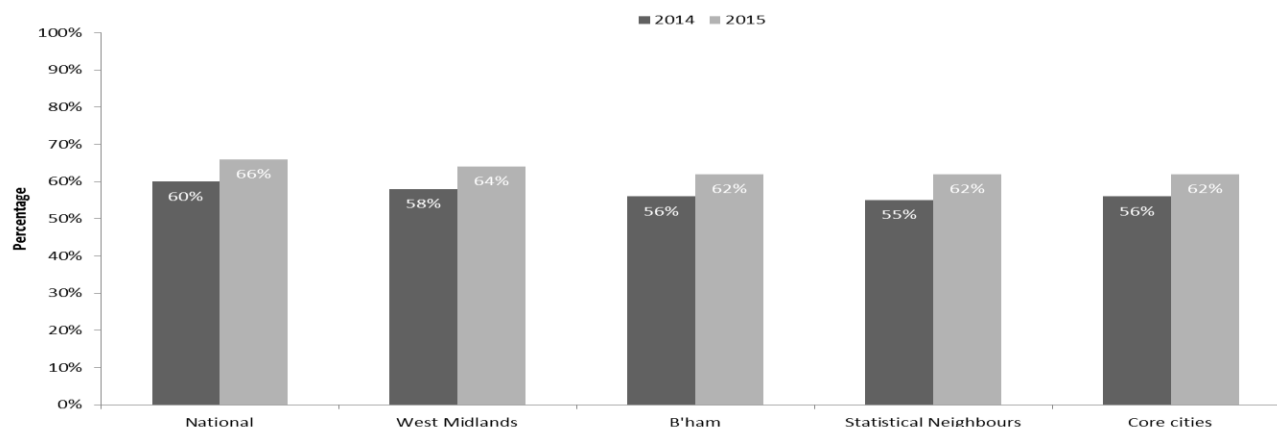
1.5 Birmingham's Early Years Foundation Stage Profile (EYFSP) attainment by District and Ward.

District (based on pupil's home postcode)

As with the city as a whole, Pupil attainment at foundation stage has improved across all districts between 2013 and 2015. Figure 12 below show the proportion of pupils in each district who achieved the GLD standard against the Birmingham average.
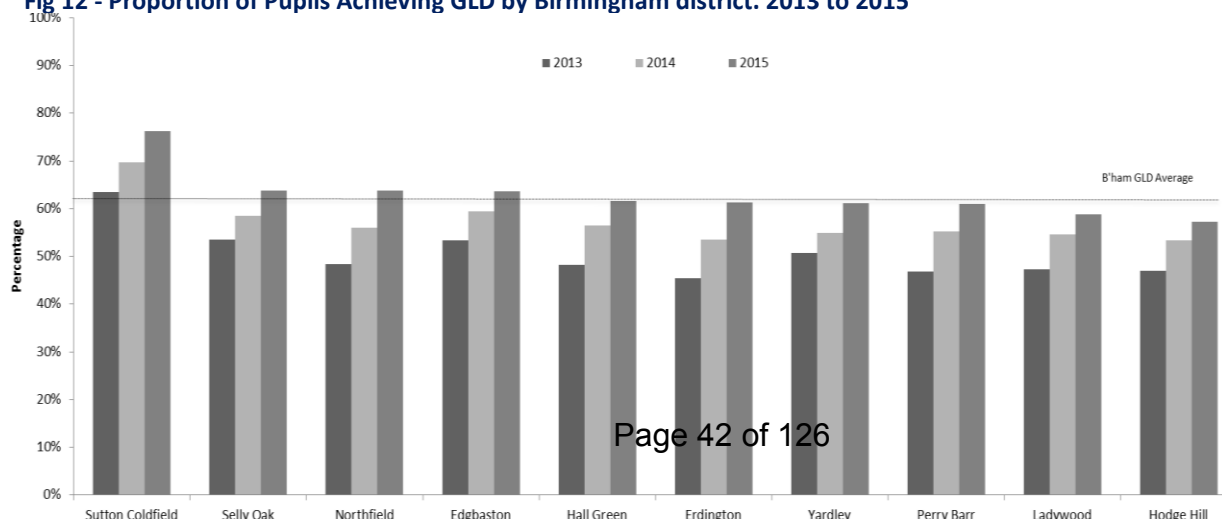
Above Birmingham Average:
- Sutton Coldfield
- Selly Oak
- Northfield
- Edgbaston

Birmingham average Hodge Hill:
- Perry Barr
- Ladywood
- Erdington
- Yardley

Fig 12 - Proportion of Pupils Achieving GLD by Birmingham district. 2013 to 2015

Page 42 of 126

Ward - (based on pupil's home postcode)

The map below shoes proportion of pupils reaching a Good Level of development by ward.

Top 3 wards
- Sutton Four Oaks (78.5%)
- Sutton Vesey (77.1%)
- Sutton New Hall (68.4%)

Bottom 3 wards
- Shard End (52.1%)
- Lozells and East Handsworth (53.9%)
- Bordesley Green (54.2%)

The gap between the worst and best ward has reduced between 2014 and 2015

Fig 13 - Map by Good Level Development (GLD) by Ward.

Percentage of pupils reaching a Good level of Development for Early Years Foundation Stage (based on pupils attending maintained Birmingham schools and resident within the ward) 2015 results with 2014 results shown in brackets

Page 43 of 126
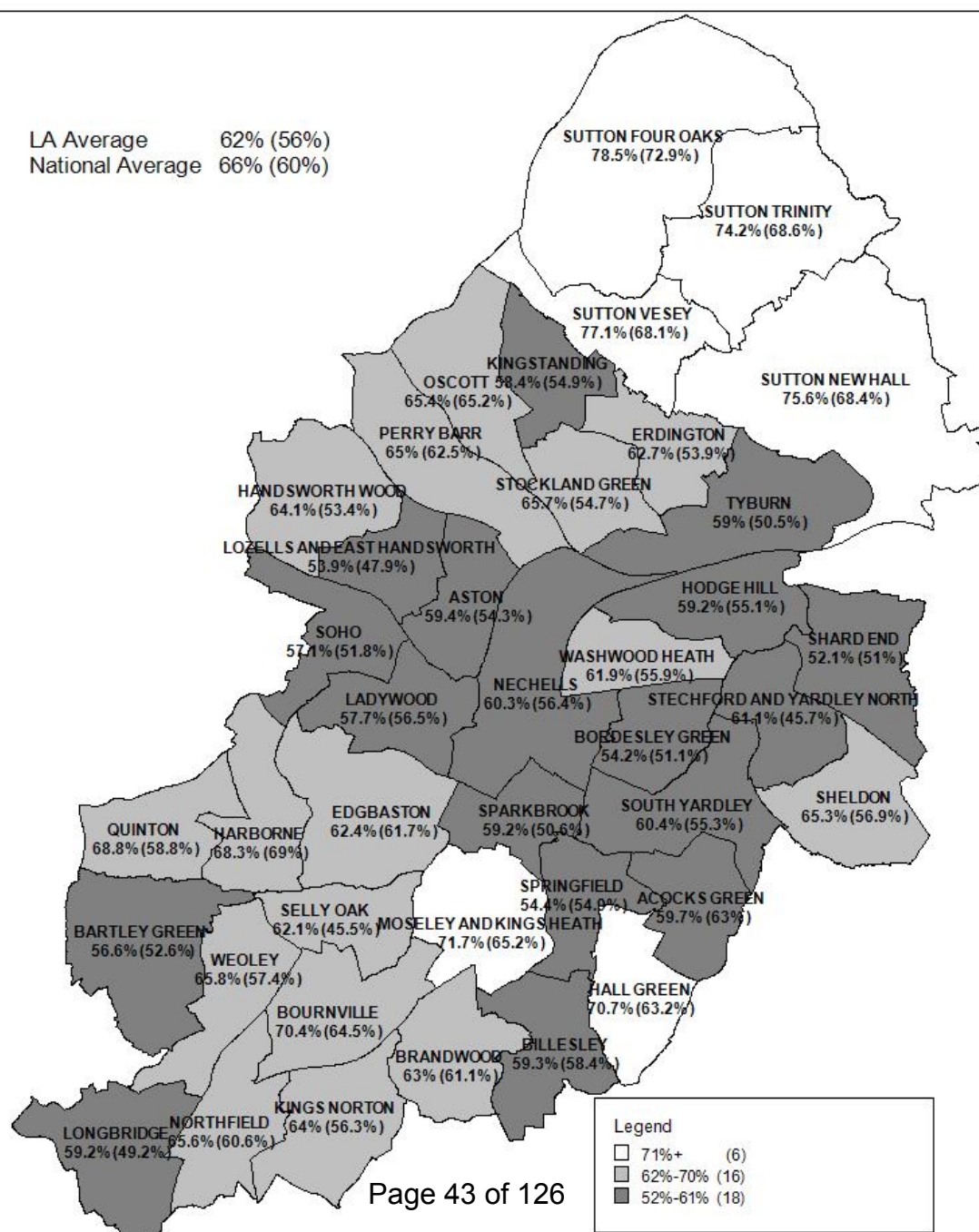
2. Key Stage 1 Attainment

Key Messages:

- Birmingham's Key Stage 1 attainment for level 2, 2B and 3 has slightly improved in reading, writing, mathematics, science and speaking/listening, from 2014 to 2015.
- However Birmingham has not closed gaps with national averages in all of the subject areas since 2013
- Girls continue to outperform boys across all Key Stage 1 subjects
- Attainment of pupils eligible for FSM has slightly increased and Birmingham performs slightly better compared to national comparators
- However attainment of non-FSM and non-Disadvantaged pupils is below national levels
- There are still significant gaps across ethnic groups with pupils of Gypsy / Roma, Any other white background and Any other black background group heritage particularly underperforming.

2.1 Overview

Fig 14 – Key Stage 1 Overall Subject Performance
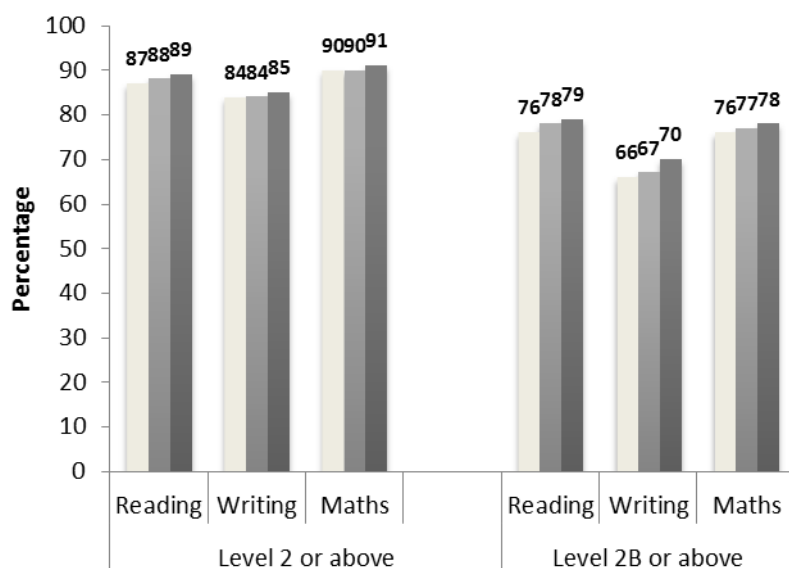
Birmingham's Key Stage 1 attainment has slightly improved in reading, writing and maths, from 2014 to 2015.
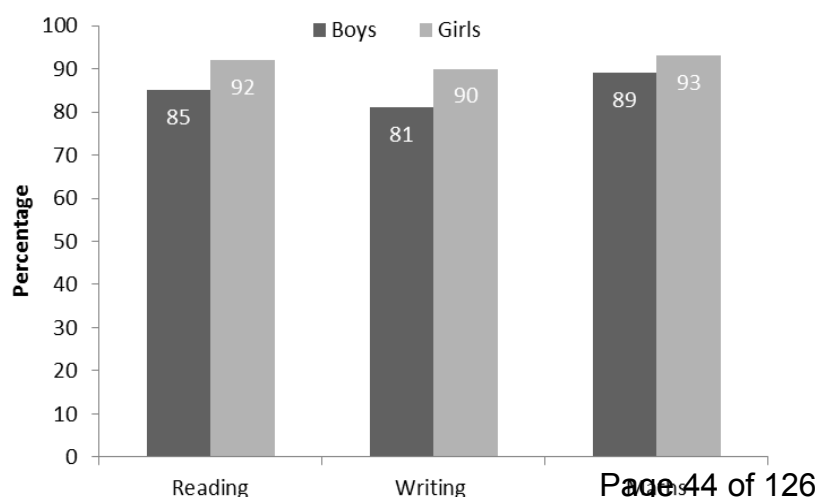
Level 2 or above:

Reading, writing and maths all increased by 1 percentage point (percentage point) between 2014 to 2015.

Level 2B or above:

Reading and maths increased by 1 percentage point, writing increased by 3 percentage point from 2014 to 2015.

**Fig 15 – Key Stage 1 Performance by Gender Level 2 and above**

Girls continue to outperform boys in Key Stage 1 subjects

Level 2 and above proportions for 2015 shows girls achieved better outcomes compared to boys.

- For Reading, girls 7 percentage point above boys.
- For Writing, girls 9 percentage point points above boys.
- For Maths, girls 4 percentage point above boys

2.2 Birmingham's Key Stage 1 attainment compared to National outcomes

Fig 16 – Key Stage 1 - Level 2 and above Birmingham vs National
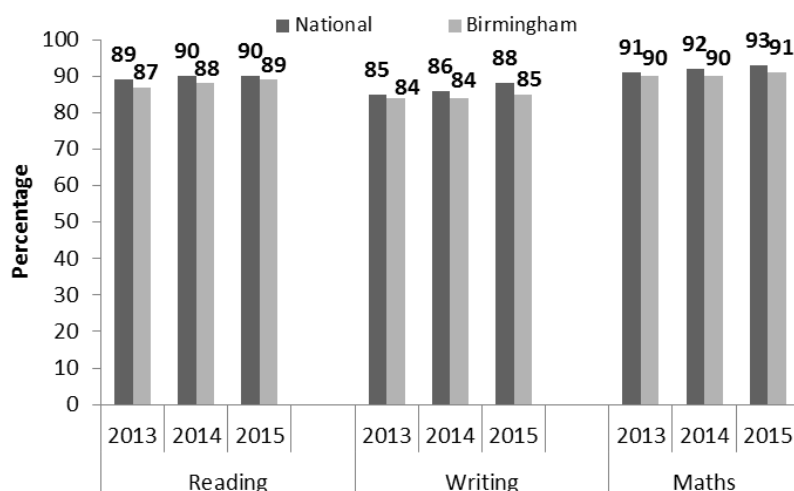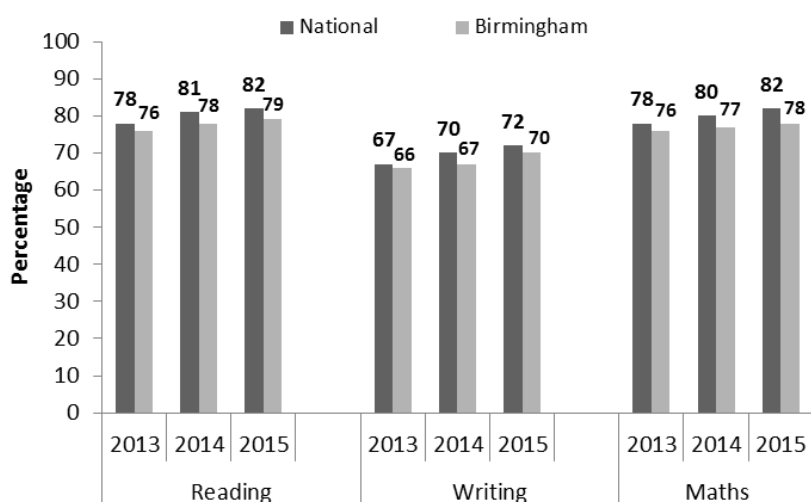

In terms of the proportion of pupils reaching Level 2 and above, Birmingham has not closed the gap in all of the subject areas since 2013 when comparing to national averages.

Birmingham by subject, 2015:

- Reading, 1 percentage point below
- Writing, 3 percentage point points below
- Maths, 2 percentage point below.

Fig 17 – Key Stage 1 Level 2B and above Birmingham vs National

Birmingham for Level 2B and above has not closed the gap, in all of the subject areas since 2013 when comparing to averages.

Birmingham by subject, 2015:

- Reading, 3 percentage point below
- Writing, 2 percentage point below
- Maths, 4 percentage point below.

Note: Performance gap between national and Birmingham has widened compared to Level 2 and above.

Fig 18 – Key Stage 1 Level 3 and above Birmingham vs National
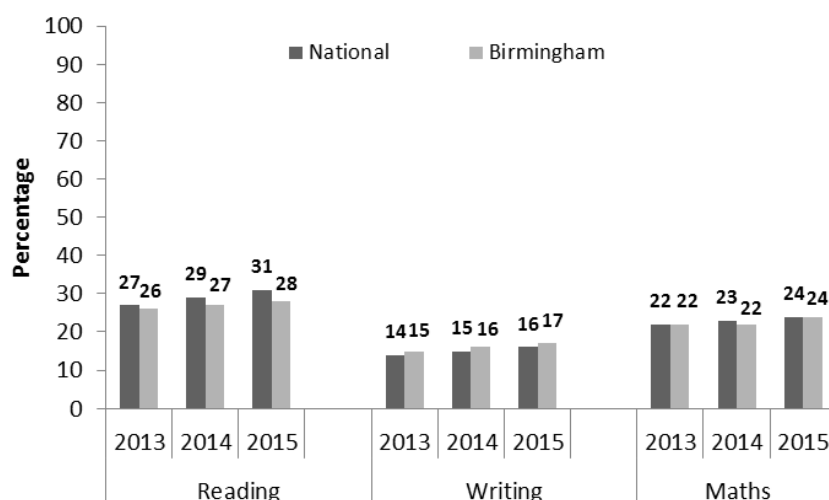
At Level 3 and above Birmingham has improved in some subject areas since 2013 when comparing to national.

Birmingham by subject, 2015:

- Reading, 3 percentage point below
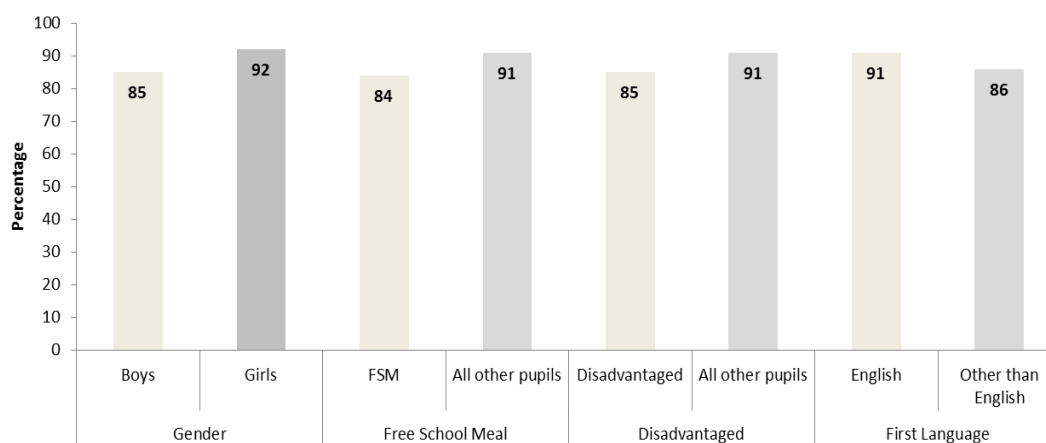- Writing, 1 percentage point above
- Maths, in-line with national.

Page 45 of 126

2.3 Birmingham's Key Stage 1 attainment by Pupil Characteristics

2.3.1 Summary

Level 2 and above - Reading

- Girls outperform Boys showing a gap of 7 percentage points   This was 1 percentage point higher when compared to 2014.
- There was a 7 percentage point gap between **Free School Meals (FSM)** pupils performance, and all other pupils although this gap did decrease by 1 percentage point between 2014 and 2015.
- There was a 6 percentage point gap between the attainment of **Disadvantaged pupils** and All other pupils, a 1 percentage point increase compared to the gap in 2014.
- **English as an additional language pupils (EAL)** performance compared to those with English as first language - showing a 5 percentage point gap.

Fig 19. Key Stage 1 Level 2 and above – Reading (Gender, FSM, Disadvantaged and Language)

Level 2 and above – Writing

- **Girls outperform Boys** showing a gap of 9 percentage point - a 1 percentage point decrease compared to 2014.
- There was an 8 percentage point gap between **Free School Meals (FSM)** pupils performance and all other pupils, no change when comparing attainment gap to 2014.
- **Disadvantaged pupil's** performance compared to All other pupils showing a gap of 7 percentage points - no change when comparing attainment gap to 2014.
- **EAL** pupil's performance compared to those with English showing a gap 4 of percentage points - a 2 percentage point increase compared to 2014.
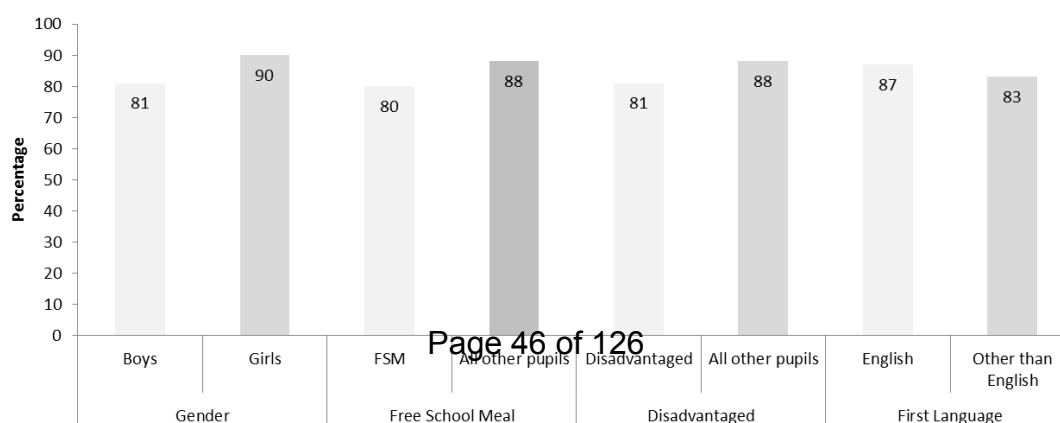
Fig 20. Key Stage 1 Level 2 and above – Writing (Gender, FSM, Disadvantaged and Language)

Level 2 and above – Maths

- **Girls outperform Boys** by a gap of 4 percentage points, although compared to Reading and Writing the performance gap in Maths is smaller.
- There was a 5 percentage points gap between **Free School Meals (FSM)** pupils performance, and all other pupils - a 1 percentage point decrease in gap compared to 2014.
- **Disadvantaged pupils** performance compared to All other pupils showing a 5 percentage point gap - a 1 percentage point increase compared to 2014.
- **EAL pupils** performance compared to those with English showing a gap 4 percentage points

Fig 21. Key Stage 1 Level 2 and above – Maths (Gender, FSM, Disadvantaged and Language)
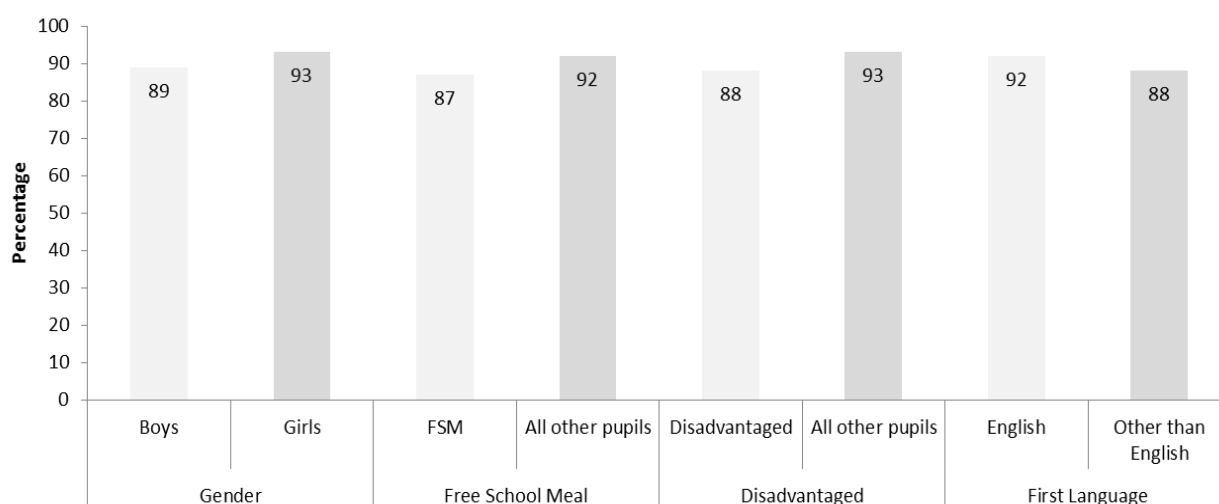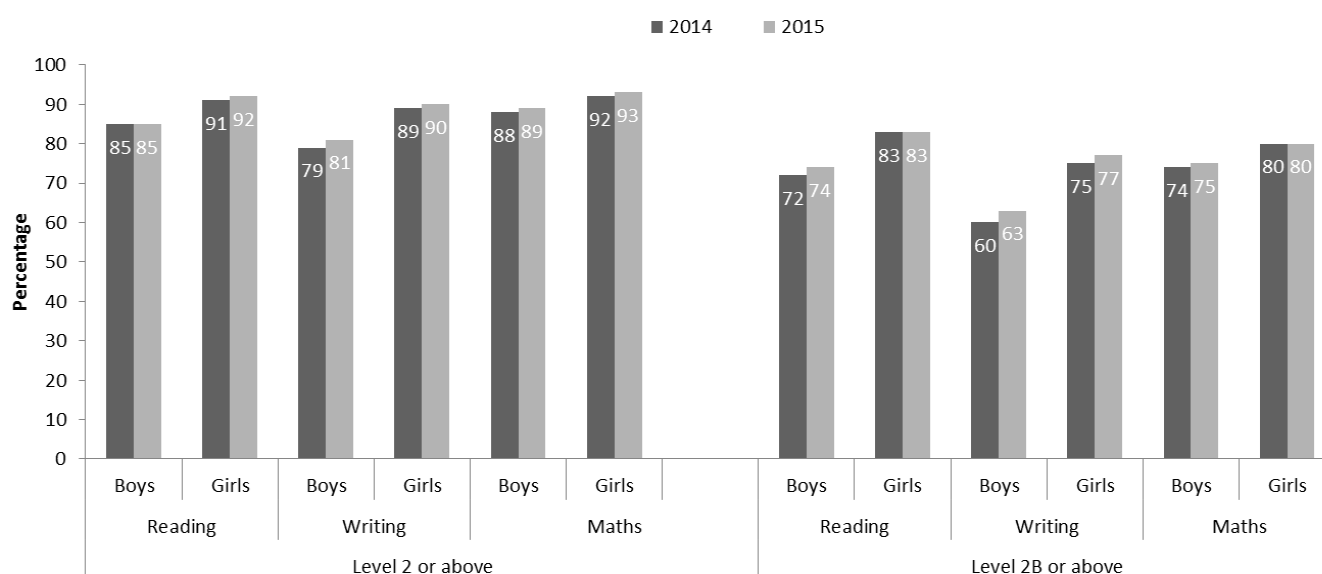

2.3.2 Gender

As figure 22 indicates, Girls continue to outperform boys in all subjects at Key Stage 1.

Fig 22. Key Stage 1 Level 2 and Level 2B+ and above – Gender

Page 47 of 126

The table below shows the attainment gap between Birmingham and national averages for both boys and girls achieving level 2 and above. Across all subjects, Birmingham's pupils performs slightly worse than average. Although the gap between Birmingham and national levels is widest gap for boys and reading with 3 percentage points gap.

Level 2 and above - 2015

	Reading			Writing			Maths		
	B'ham	National	GAP	B'ham	National	GAP	B'ham	National	GAP
Boys	85%	88%	-3%	81%	83%	-2%	89%	91%	-2%
Girls	92%	93%	-1%	90%	92%	-2%	93%	94%	-1%

2.3.3 Free School Meals (FSM)

Figure 23 below shows the performance of pupils eligible for Free School Meals across all subject areas. There was a slight improvement in some subject areas such as the proportion achieving level 2 or above in writing and maths (1 percent improvement) and a 5 percentage point increase in the proportion of FSM pupils achieving level 2B or above in writing. This last improvement also meant that the Attainment gap between FSM pupils and All other pupils for level 2B+ writing narrowed from 15 percentage points in 2014 to 12 percentage points in 2015.

Fig 23. Key Stage 1 Level 2 and Level 2B+ and above – FSM
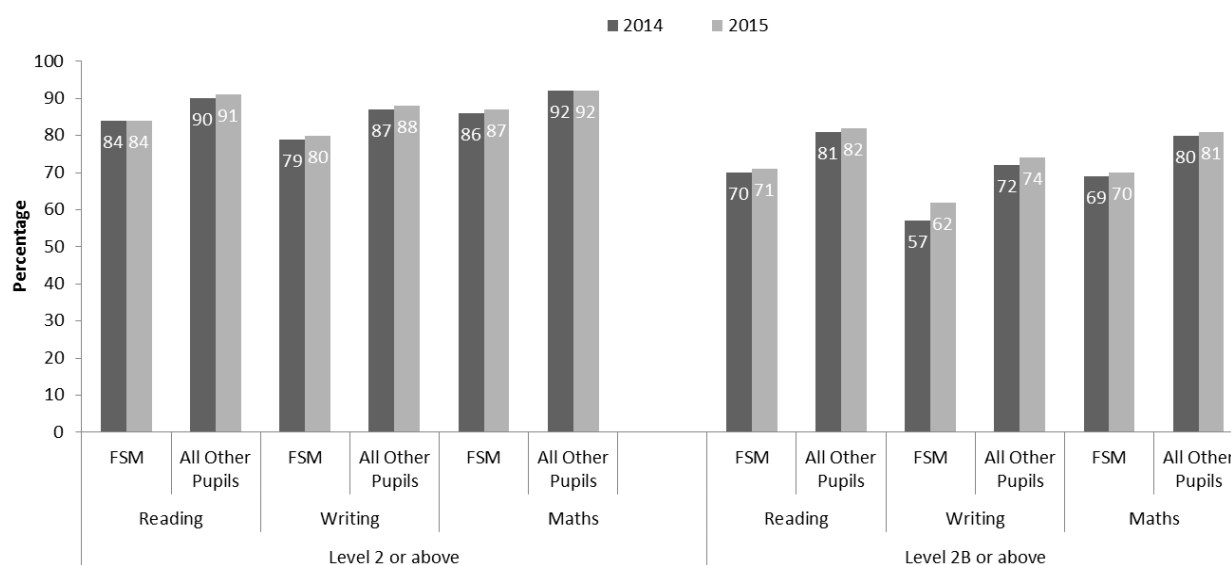
Birmingham key stage 1 pupils eligible for a Free School Meal (FSM) achieve better than FSM pupils nationally. The table below shows the percentage of Birmingham FSM pupils achieving Level 2 and above compared with national in reading, writing and maths. However, Birmingham non-FSM pupil's attainment is below national levels.

Level 2 and above - 2015

	Reading			Writing			Maths		
	B'ham	National	GAP	B'ham	National	GAP	B'ham	National	GAP
FSM	84%	82%	+2%	80%	77%	+3%	87%	86%	+1%
Non-FSM	91%	92%	-1%	88%	90%	-2%	92%	94%	-2%

2.3.4 Disadvantaged Pupils

Disadvantaged pupils are defined as pupils known to be eligible for FSM in any spring, autumn, summer, alternative provision or pupil referral unit census from year 1 to year 6 (i.e. not including nursery or reception) or are looked after children for at least one day or are adopted from care.

The proportion of disadvantaged pupils achieving level 2 or above in writing showed a slight improvement of 1 percentage point between 2014 and 2015, whilst reading and maths remained the same as 2014.

In terms of pupils achieving Level 2B or above, there was a 4 percentage point increase in Writing from 2014 to 2015, which meant a narrowing of the gap with all other pupils - narrowing from 14 percentage points in 2014 to 12 percentage points in 2015.

Fig 24. Key Stage 1 Level 2 and Level 2B+ and above – Disadvantaged
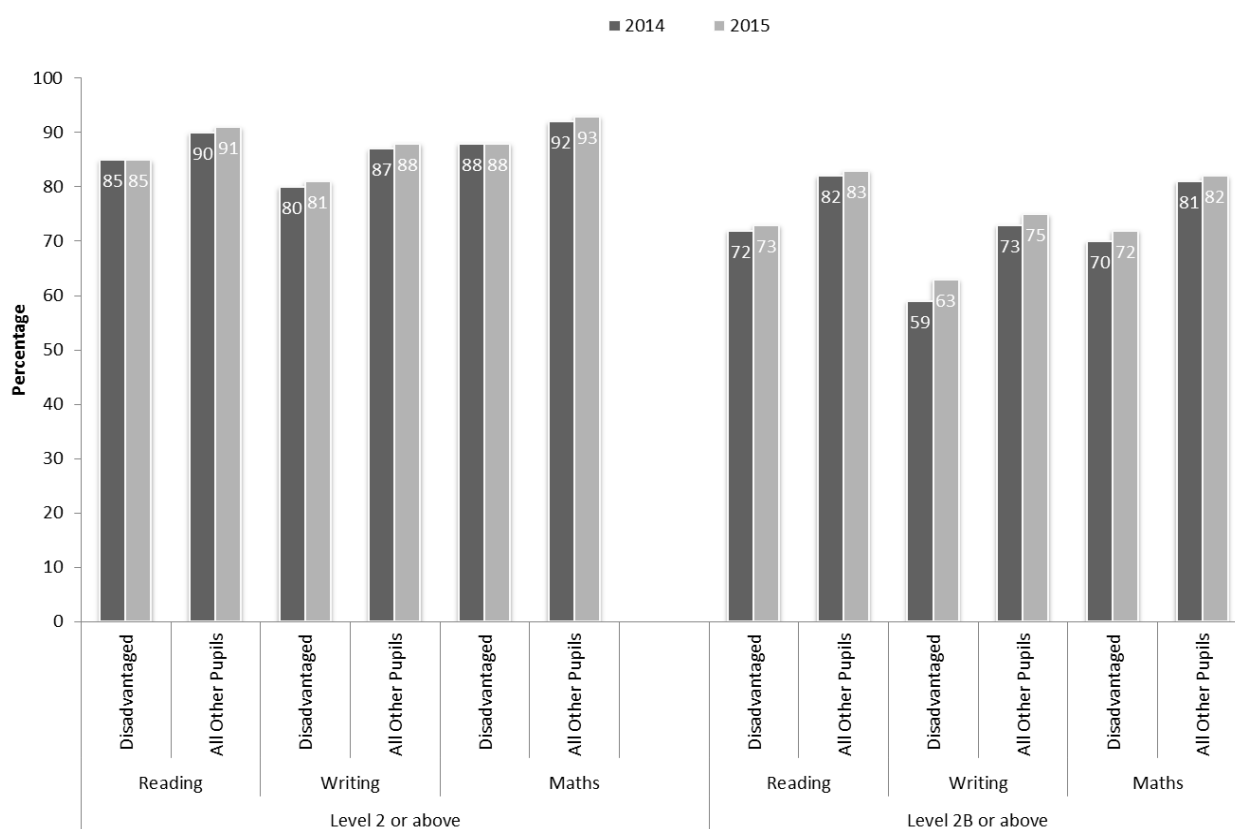
Similar to Free school meal attainment, disadvantaged pupils exceed national average. However, non-disadvantaged pupils attainment is below national levels.

Level 2 and above – 2015

	Reading			Writing			Maths		
	B'ham	National	GAP	B'ham	National	GAP	B'ham	National	GAP
Disadvantaged	85%	84%	+1%	81%	79%	+2%	88%	87%	+1%
Non-Disadvantaged	91%	93%	-2%	88%	91%	-3%	93%	95%	-2%

Page 49 of 126

2.3.5 First Language

The proportion of Pupils with English and addition language (EAL) achieving level 2 and above or level 2B and above did not significant increase across many of the subject area. There was a slight increase in the proportion achieving level 2 and above in writing (1 percent) and level 2B and above (3 percent). Although this improvement was also seen in all other pupils too.

Fig 25. Key Stage 1 Level 2 and Level 2B+ and above – Language
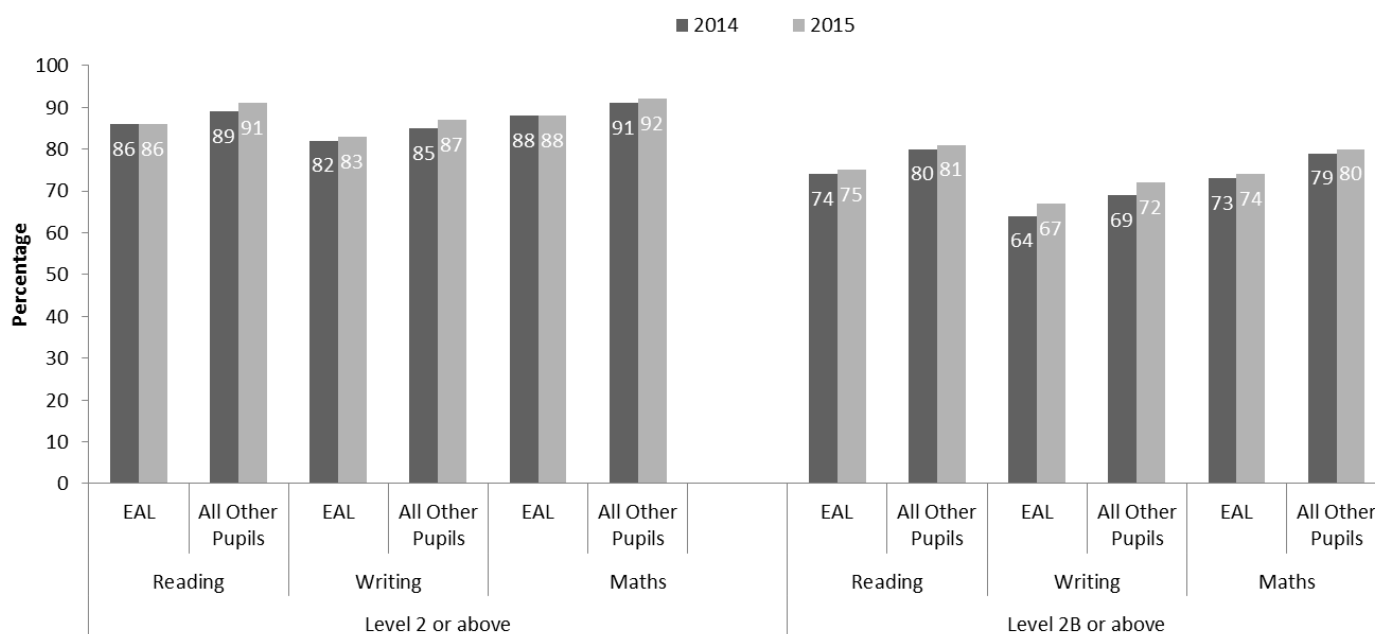
The performance of Pupils with English as an additional language (EAL) attainment is below national EAL pupils. The widest gap for maths where there is a gap of 3 percentage points.

Level 2 and above - 2015

	Reading			Writing			Maths		
	B'ham	National	GAP	B'ham	National	GAP	B'ham	National	GAP
EAL	86%	88%	-2%	83%	85%	-2%	88%	91%	-3%
All Other Pupils	91%	91%	0%	87%	88%	-1%	92%	93%	-1%

Page 50 of 126

2.3.6 Main Ethnicity Groups

The graphs below show attainment outcomes for main ethnicity groups between 2014 and 2015. There were subtle improvements across all ethnicity groups from 2014 to 2015 apart from Chinese pupils, where performance fell slightly.

Attainment outcomes for Chinese pupils showing a decline from 2014 to 2015, this is partly due to an increase in the size of cohort of pupils from 2014 to 2015, which increased by 30 pupils. Although it should be noted that the Chinese pupils are still the best performing ethnic group.

Fig 26 - Key Stage 1 Level 2 and above – Main Ethnic Groups
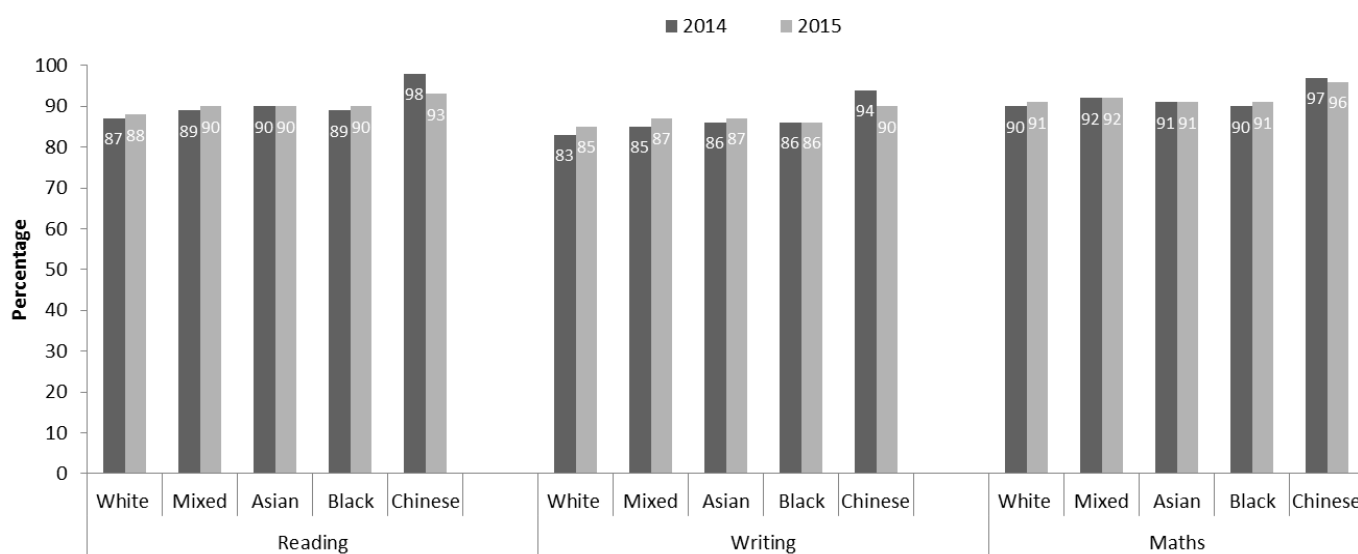
Fig 27 – Key Stage 1 Level 2B and above – Main Ethnic Groups
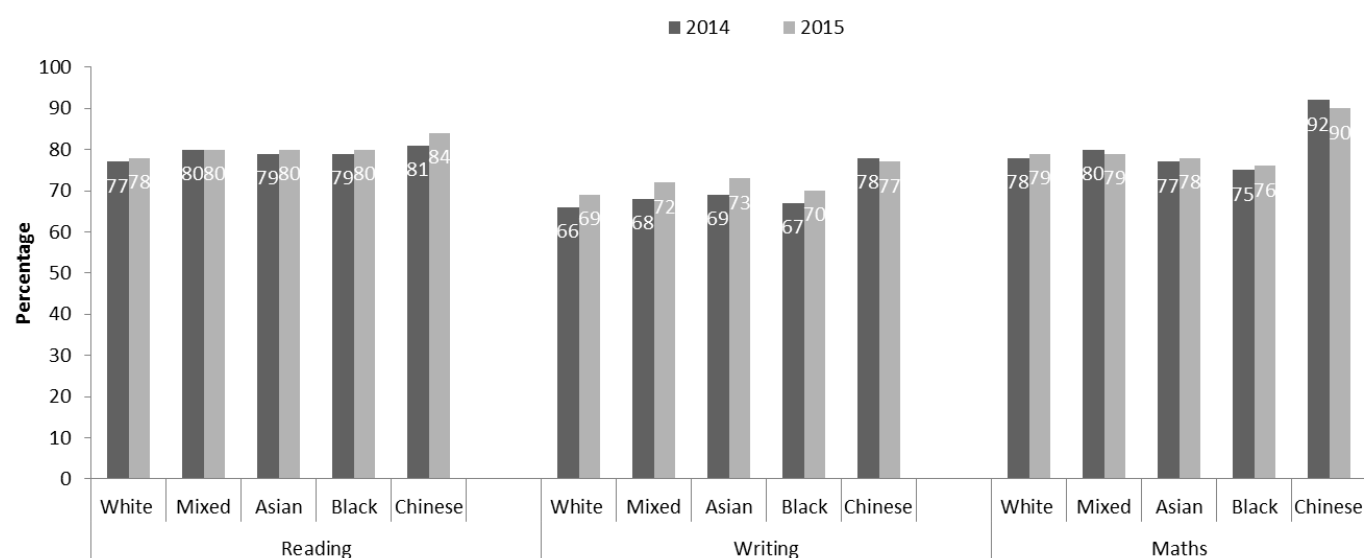
When comparing to national average Birmingham is below national average for all ethnic groups, with the widest gap for White pupils across all 3 main subject areas.

Level 2 and above - 2015

	Reading			Writing			Maths		
	B'ham	National	GAP	B'ham	National	GAP	B'ham	National	GAP
White	88%	91%	-3%	85%	88%	-3%	91%	93%	-2%
Mixed	90%	91%	-1%	87%	88%	-1%	92%	93%	-1%
Asian	90%	91%	-1%	87%	89%	-2%	91%	93%	-2%
Black	90%	91%	-1%	86%	88%	-2%	91%	92%	-1%
Chinese	93%	92%	-1%	90%	91%	-1%	96%	96%	0%

2.3.7 Sub-Level Ethnicity groups

Attainment at Key Stage 1 continues to vary between different ethnicity groups. Chinese remain the highest achieving group.

Ethnicity groups which were highest achieving in all subject in 2015:

Reading
- Chinese
- Black Caribbean
- Indian

Writing
- Indian
- Chinese
- Any other Asian Background

Maths
- Chinese
- Any other Asian Background
- Indian

Fig 28 - Level 2 and above – Reading
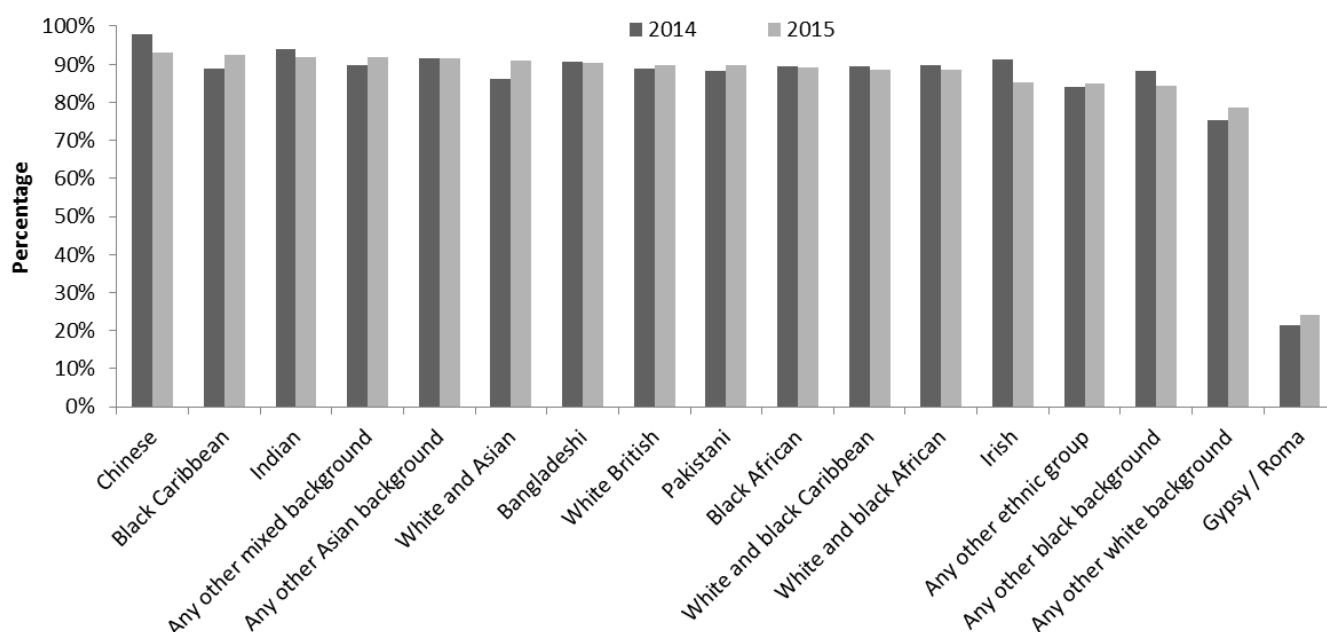
Fig 29 - Level 2 and above – Writing
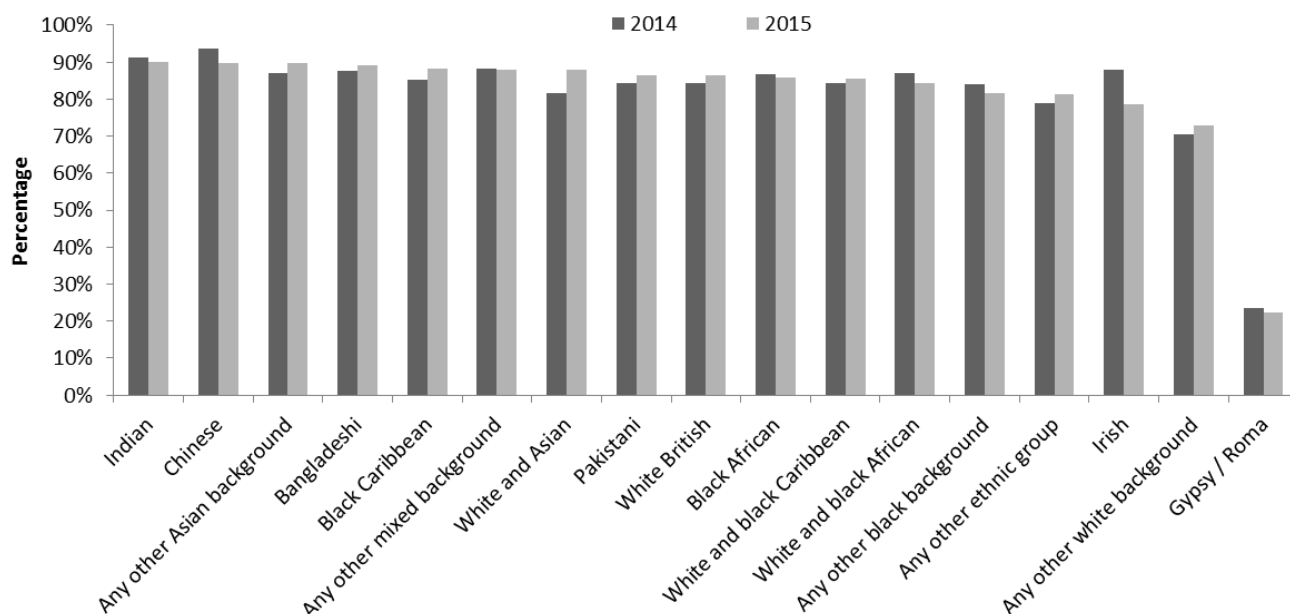
Fig 30 - Level 2 and above – Maths

Page 53 of 126
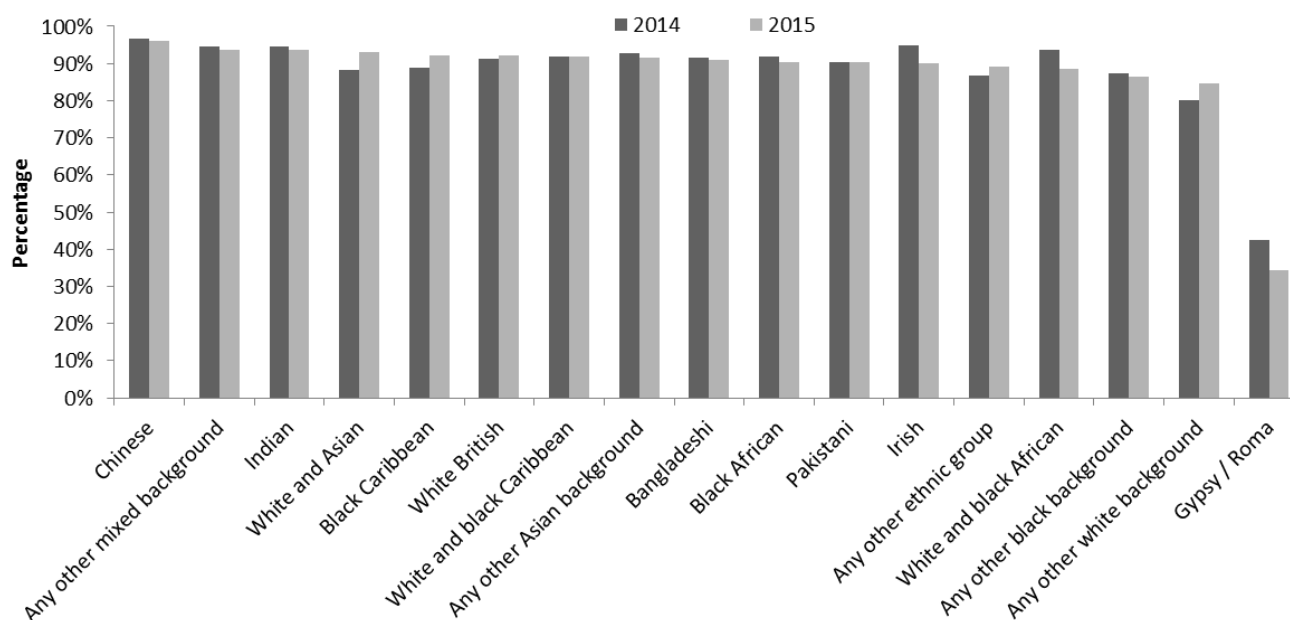
2.3.8 Sub-Level Ethnicity Groups by Gender and Disadvantaged Pupils.

The charts below shows attainment at Key stage 1 for Level 2 and above for reading, writing and maths by ethnic group and gender for disadvantaged pupils in 2015. Chart highlights which ethnicity groups are performing above LA average and those who are underperforming see below:

Fig 31 – Key Stage 1 Sub-Level Ethnicity Groups by Gender and Disadvantaged Pupils - Reading

Difference to LA average for KS1 Reading level 2+ by Ethnic Group, Gender and Disadvantaged for academic year ending 2015. (LA Average = 89%)
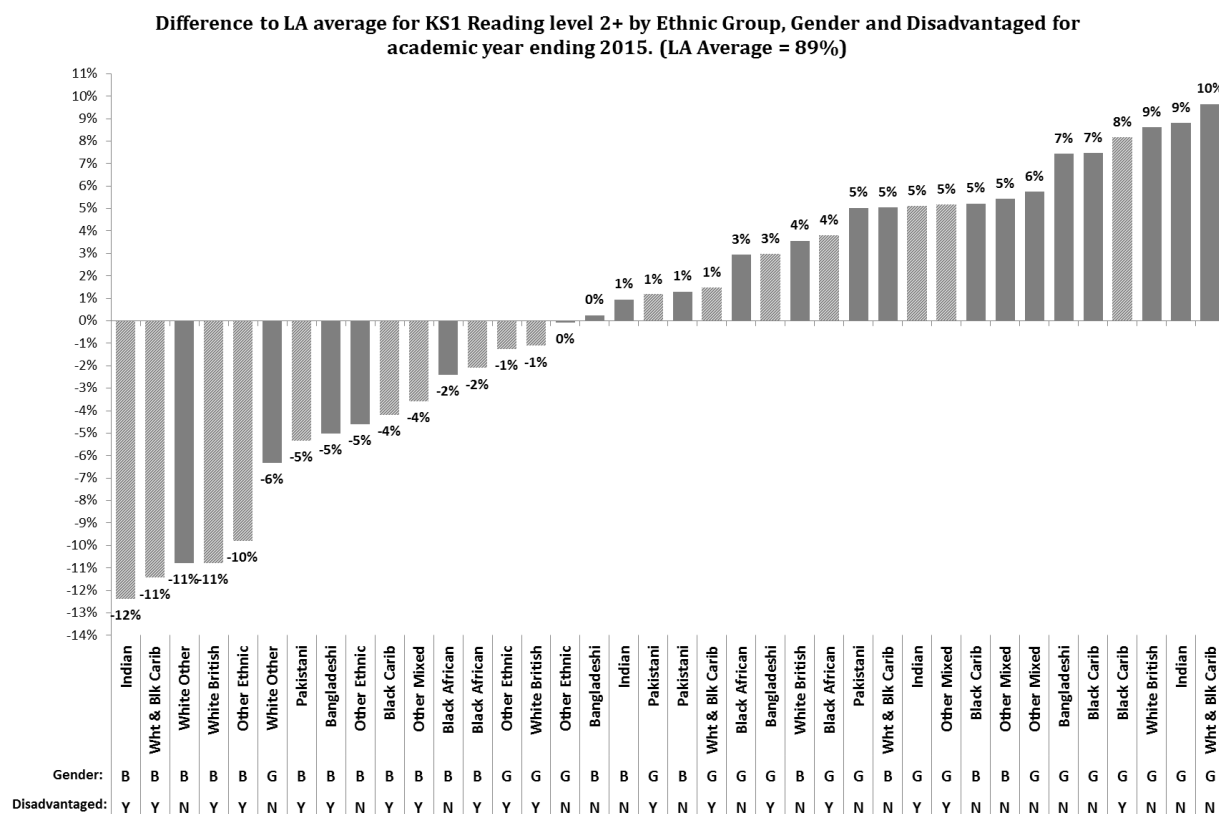
Fig 32 - Key Stage 1 Sub-Level Ethnicity Groups by Gender and Disadvantaged Pupils – Writing

Difference to LA average for KS1 Writing level 2+ by Ethnic Group, Gender and Disadvantaged for academic year ending 2015. LA Average = 85%

Page 54 of 126
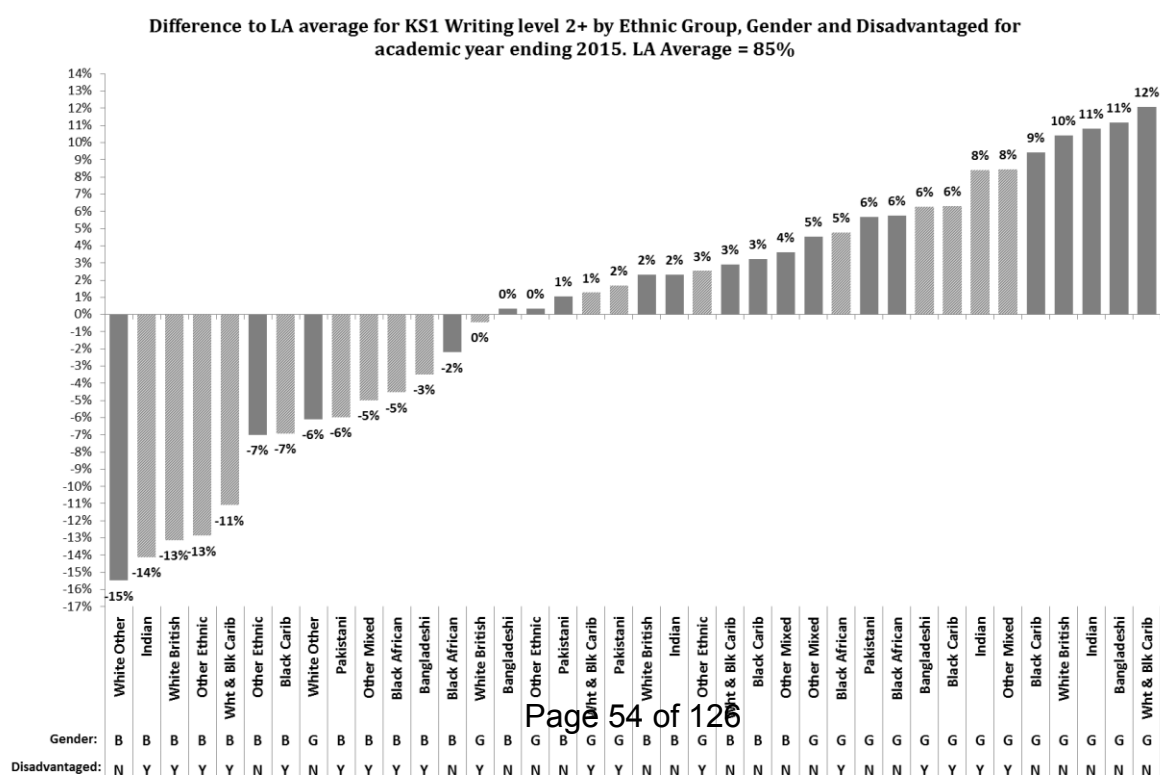
Fig 33 - Key Stage 1 Sub-Level Ethnicity Groups by Gender and Disadvantaged Pupils - Maths

Difference to LA average for KS1 Maths level 2+ by Ethnic Group, Gender and Disadvantaged for academic year ending 2015. LA Average = 91%

Ethnicity	Gender	Disadvantaged
Indian	B	Y
Bangladeshi	B	Y
White Other	B	N
Other Ethnic	B	Y
White British	B	Y
Wht & Blk Carib	B	Y
Pakistani	B	Y
White Other	G	Y
Other Ethnic	B	N
Black African	B	N
Pakistani	G	Y
Black African	B	Y
White British	G	N
Other Mixed	B	Y
Black Carib	B	Y
Bangladeshi	B	Y
Pakistani	B	N
Black Carib	G	N
Other Ethnic	G	Y
Indian	B	Y
Black African	G	N
Other Ethnic	G	Y
Black African	G	N
Bangladeshi	G	N
Black Carib	B	Y
Wht & Blk Carib	G	Y
Other Mixed	G	N
Pakistani	G	N
Other Mixed	G	Y
White British	B	N
Wht & Blk Carib	B	N
Indian	G	Y
Black Carib	G	N
Bangladeshi	G	N
White British	G	N
Wht & Blk Carib	G	N
Other Mixed	B	N
Indian	G	N

2.4 Birmingham's key stage 1 attainment by Statistical Neighbours, Core Cities and West Midlands.

Fig 34 - Level 2 and above – Reading
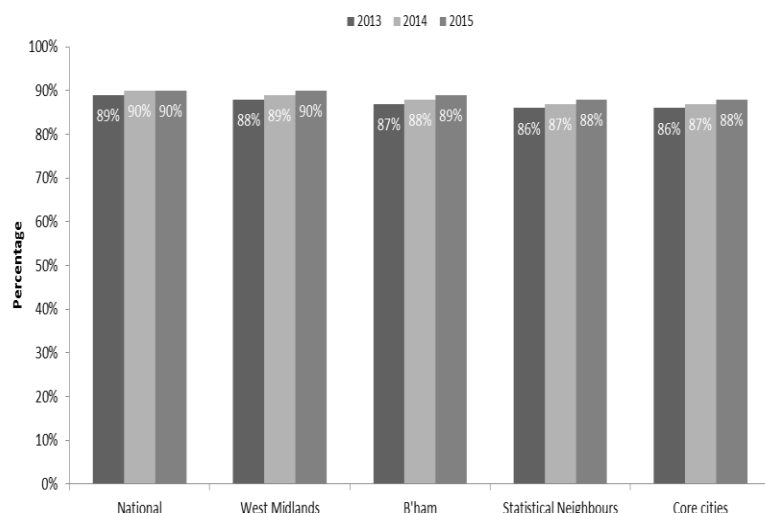
In terms of Key Stage 1 Level 2 reading performance, Birmingham is above statistical neighbours and core cities.

However below Birmingham is also below national and west midlands authorities by 1 percentage point for 2015.

Fig 35 - Level 2 and above – Writing
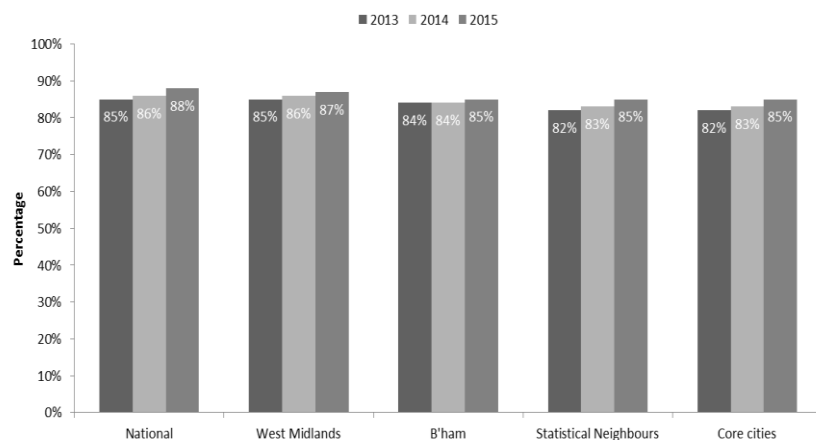
Similar trend to reading, Birmingham is inline statistical neighbours and core cities.

However below national and west midlands authorities for writing, 2 percentage point below west midlands and 3 percentage points below national for 2015.

Fig 36 - Level 2 and above – Maths
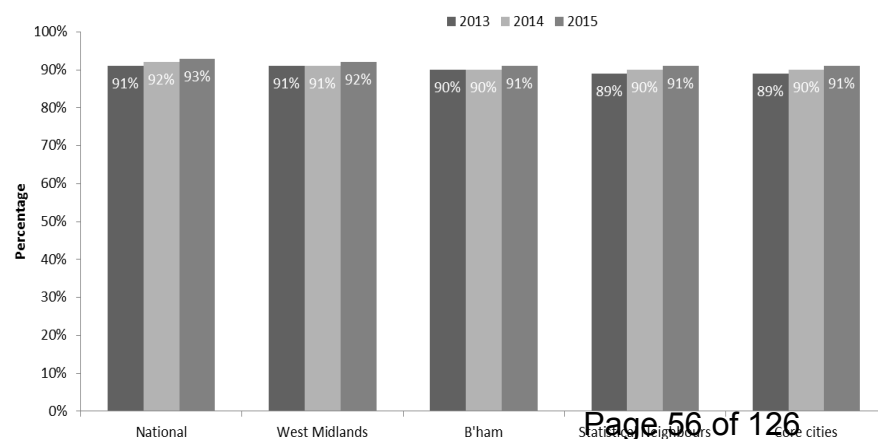
Similar trend to reading and writing, Birmingham is inline with statistical neighbours and core cities.

However performance is below national (2 percentage point) and West Midlands authorities (1 percentage point) for Maths.

2.5 Birmingham's Key Stage 1 attainment by District and Ward.

District (based on pupil's home postcode)

Pupil attainment across most districts has improved from 2013 to 2015 for reading, writing and maths.

Above average districts:
- Sutton Coldfield (reading, writing and maths)
- Yardley (reading and writing), Edgbaston (writing)
- Hall Green , Selly Oak, Northfield and Edgbaston (reading)

Below Average districts:
- Hodge Hill
- Perry Barr
- Ladywood

Fig 37 - Level 2 and above – Reading
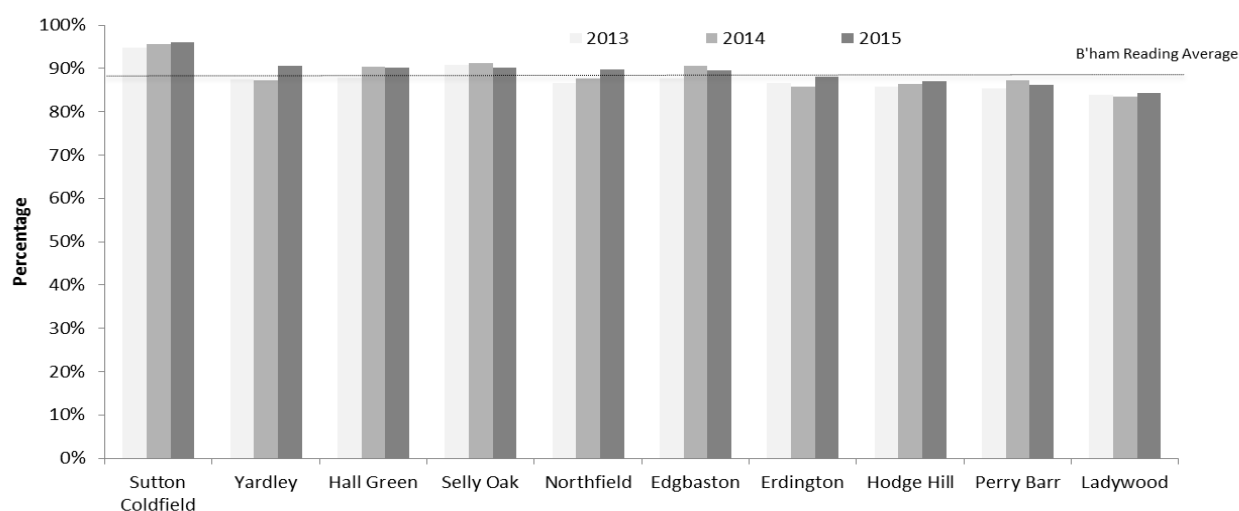
Fig 38 - Level 2 and above Writing
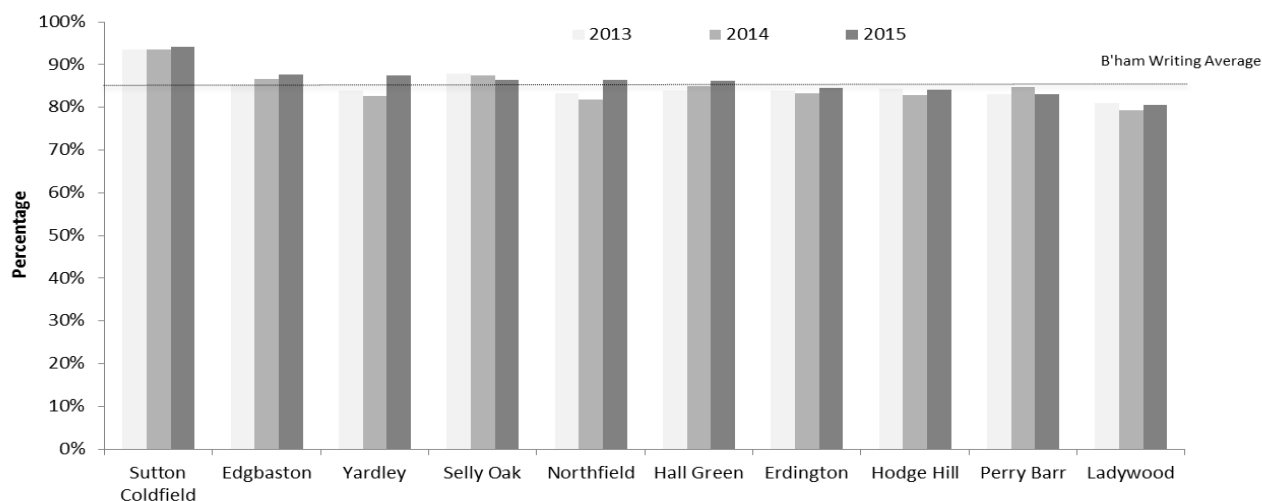
Fig 39 - Level 2 and above – Maths

Ward - (based on pupil's home postcode)

Fig 40 - Map for Level 2B and above, Reading

Percentage of pupils achieving KS1 L2b+ in Reading
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets

LA Average   79% (78%)
National Average   82% (81%)

SUTTON FOUR OAKS
92.4% (89.9%)

SUTTON TRINITY
89.2% (88.2%)

SUTTON VESEY
91% (94.3%)

SUTTON NEW HALL
91.3% (91.4%)

KINGSTANDING
75.9% (76.4%)

OSCOTT
84.7% (82.7%)

ERDINGTON
79.6% (81.5%)

PERRY BARR
69.7% (76.9%)

STOCKLAND GREEN
82.8% (76.2%)

TYBURN
78.7% (80.3%)

HANDSWORTH WOOD
74.6% (76.1%)

LOZELLS AND EAST HANDSWORTH
70.6% (72.6%)

ASTON
75.5% (73.7%)

HODGE HILL
84.3% (80%)

SOHO
71.6% (70.1%)

SHARD END
77.5% (73.6%)

WASHWOOD HEATH
76.3% (74.9%)

NECHELLS
74.3% (69.8%)

LADYWOOD
70.9% (76.8%)

STECHFORD AND YARDLEY NORTH
77.7% (75.7%)

BORDESLEY GREEN
73.2% (70.9%)

SOUTH YARDLEY
81.2% (77.4%)

SHELDON
76.7% (75.4%)

EDGBASTON
79.4% (84.1%)

SPARKBROOK
76.7% (75.3%)

QUINTON
84.4% (86.9%)

HARBORNE
80.1% (84.3%)

SPRINGFIELD
77.6% (77.5%)

ACOCKS GREEN
77.7% (76.1%)

BARTLEY GREEN
78% (77%)

SELLY OAK
79.2% (80%)

MOSELEY AND KINGS HEATH
85.9% (87.9%)

WEOLEY
78.7% (76.8%)

HALL GREEN
87% (83.2%)

BOURNVILLE
84.1% (83.2%)

BILLESLEY
79.8% (75.6%)

BRANDWOOD
78.5% (84.4%)

LONGBRIDGE
79.2% (73.9%)

NORTHFIELD
79.2% (74.4%)

KINGS NORTON
79.8% (75.3%)

Legend
☐ 87%+   (5)
▢ 79%-86%   (18)
■ 70%-78%   (17)

Page 59 of 126

Fig 41 - Map for Level 2B and above, Writing

Percentage of pupils achieving KS1 L2b+ in Writing
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets

LA Average   70% (67%)
National Average   72% (70%)
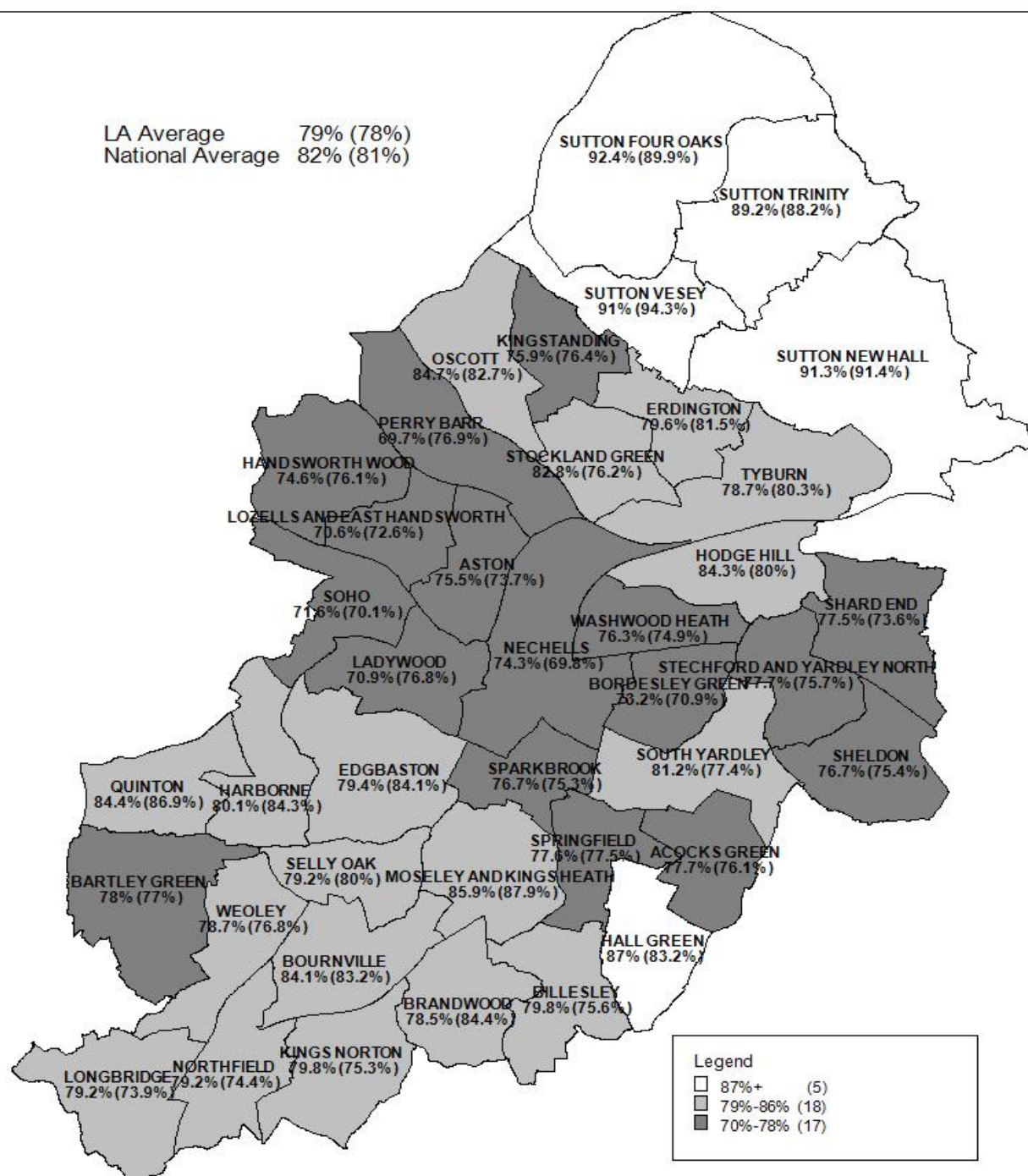
SUTTON FOUR OAKS
86.3% (79.9%)

SUTTON TRINITY
77.8% (79.8%)

SUTTON VESEY
81.6% (85.4%)

KINGSTANDING
66.2% (65.6%)

OSCOTT
77.5% (72.3%)

SUTTON NEW HALL
81.3% (89%)

ERDINGTON
70.8% (72.4%)

PERRY BARR
62.8% (67.3%)

HANDSWORTH WOOD
66.8% (68.6%)

STOCKLAND GREEN
72.2% (67.4%)

TYBURN
66.2% (70.1%)

LOZELLS AND EAST HANDSWORTH
63.5% (63.6%)

ASTON
66.1% (64.8%)

HODGE HILL
73.3% (66.9%)

SOHO
61.2% (53.6%)

SHARD END
68.2% (58.8%)

WASHWOOD HEATH
70.7% (65.7%)

LADYWOOD
64% (65.9%)

NECHELLS
64.9% (59.7%)

STECHFORD AND YARDLEY NORTH
70.2% (65%)

BORDESLEY GREEN
65.4% (60%)

EDGBASTON
69.5% (75.8%)

SPARKBROOK
67.4% (60.2%)

SOUTH YARDLEY
73.2% (68.2%)

SHELDON
69.8% (62.9%)

QUINTON
78.2% (73.5%)

HARBORNE
74.8% (75.1%)

SPRINGFIELD
71.8% (64.7%)

ACOCKS GREEN
72.6% (68.8%)

BARTLEY GREEN
70.1% (68.9%)

SELLY OAK
69.1% (73.1%)

MOSELEY AND KINGS HEATH
72.8% (75.4%)

WEOLEY
68.2% (67.6%)

HALL GREEN
77.8% (74.7%)

BOURNVILLE
80.2% (77.5%)

BRANDWOOD
69.6% (71.3%)

BILLESLEY
65.9% (66.9%)

LONGBRIDGE
67.7% (63.6%)

NORTHFIELD
69.5% (63%)

KINGS NORTON
69.9% (62.6%)

Legend

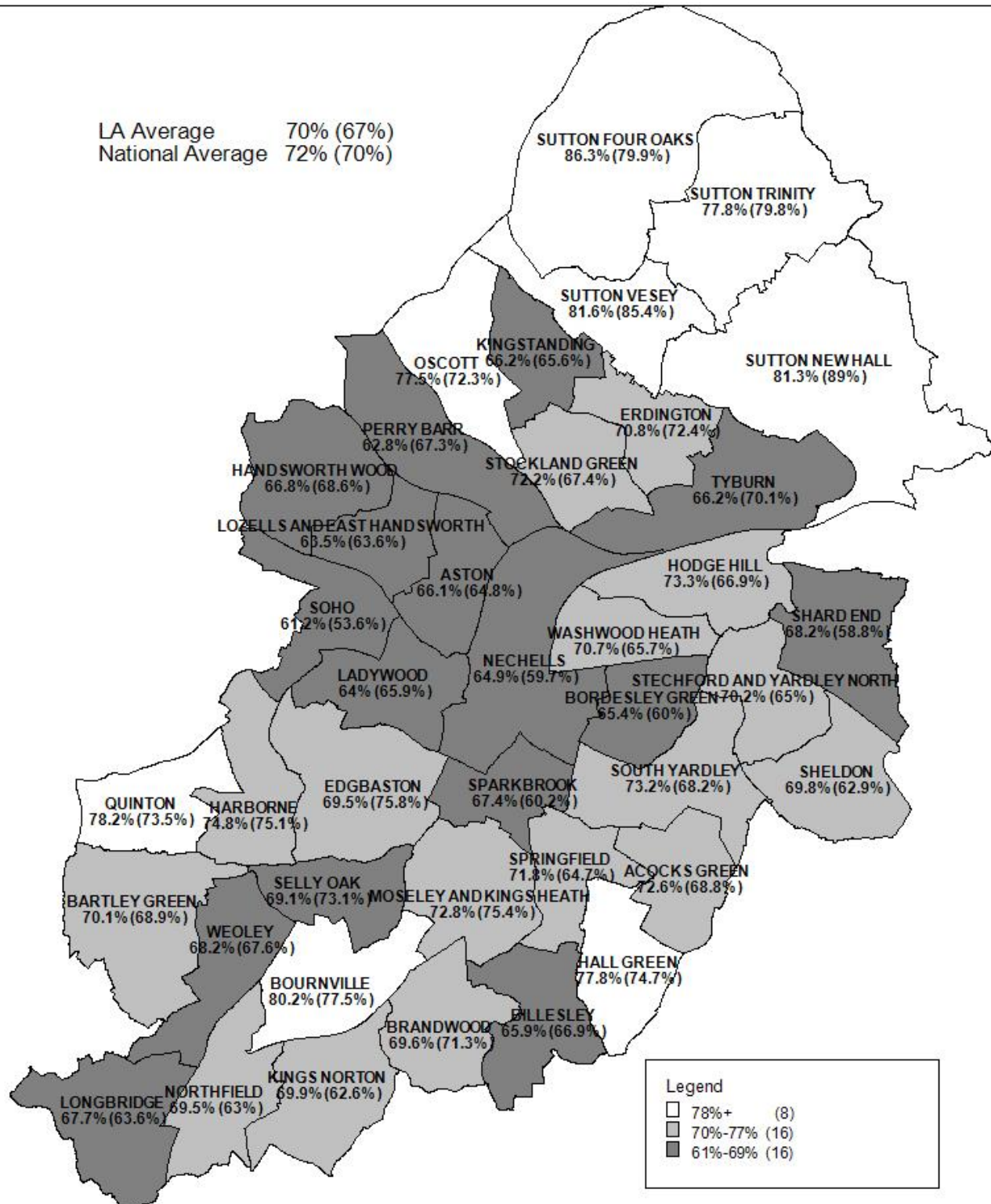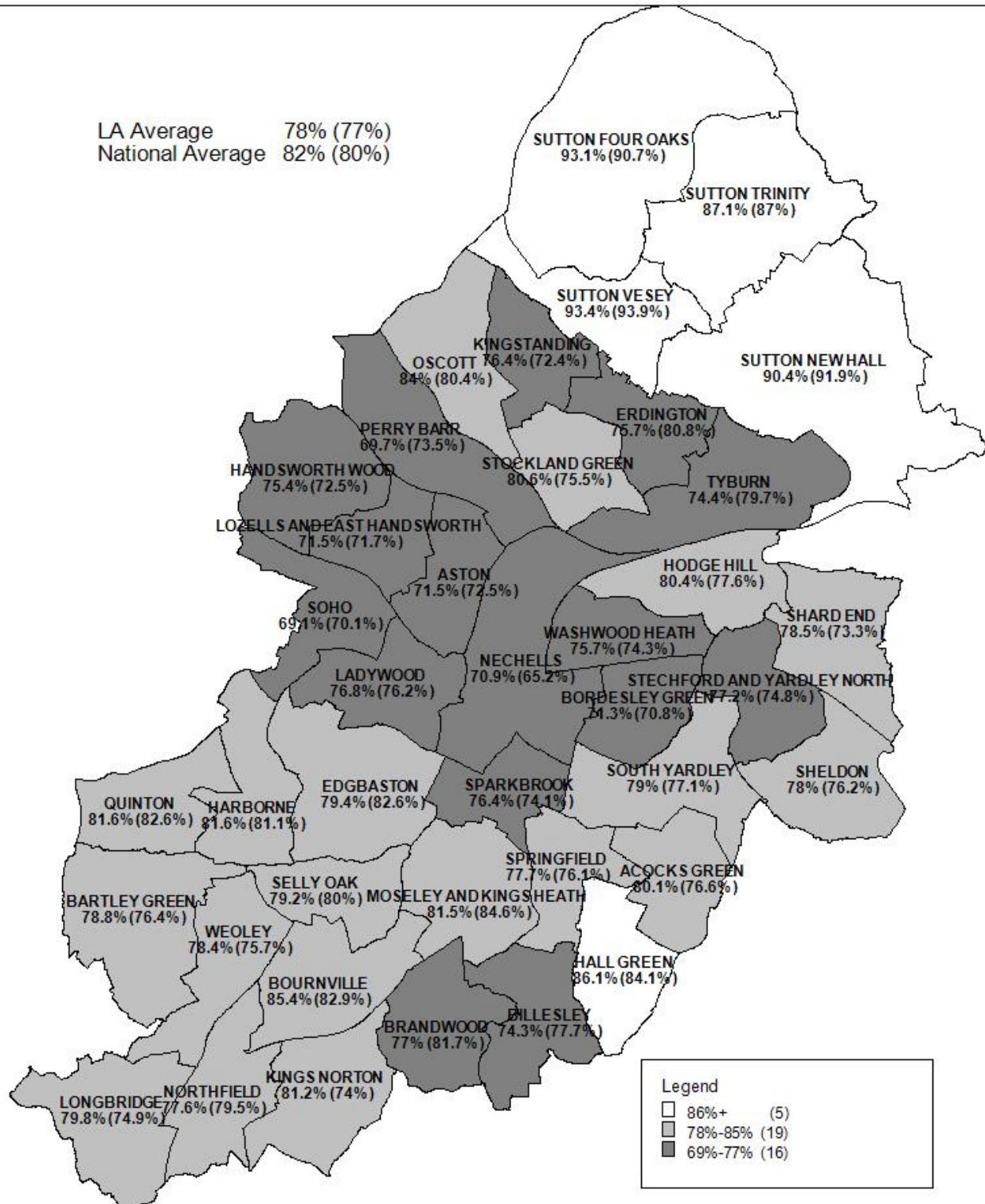|		
☐	78%+	(8)
◻	70%-77%	(16)
◼	61%-69%	(16)

Page 60 of 126

Fig 42 - Map for Level 2B and above, Maths

Percentage of pupils achieving KS1 L2b+ in Maths
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets

LA Average 78% (77%)
National Average 82% (80%)

SUTTON FOUR OAKS 93.1% (90.7%)

SUTTON TRINITY 87.1% (87%)

SUTTON VESEY 93.4% (93.9%)

SUTTON NEW HALL 90.4% (91.9%)

KINGSTANDING 76.4% (72.4%)

OSCOTT 84% (80.4%)

ERDINGTON 75.7% (80.8%)

PERRY BARR 69.7% (73.5%)

STOCKLAND GREEN 80.6% (75.5%)

TYBURN 74.4% (79.7%)

HANDSWORTH WOOD 75.4% (72.5%)

LOZELLS AND EAST HANDSWORTH 71.5% (71.7%)

ASTON 71.5% (72.5%)

HODGE HILL 80.4% (77.6%)

SOHO 69.1% (70.1%)

SHARD END 78.5% (73.3%)

WASHWOOD HEATH 75.7% (74.3%)

NECHELLS 70.9% (65.2%)

LADYWOOD 76.8% (76.2%)

STECHFORD AND YARDLEY NORTH 77.2% (74.8%)

BORDESLEY GREEN 71.3% (70.8%)

SOUTH YARDLEY 79% (77.1%)

SHELDON 78% (76.2%)

EDGBASTON 79.4% (82.6%)

SPARKBROOK 76.4% (74.1%)

QUINTON 81.6% (82.6%)

HARBORNE 81.6% (81.1%)

SPRINGFIELD 77.7% (76.1%)

ACOCKS GREEN 80.1% (76.6%)

SELLY OAK 79.2% (80%)

MOSELEY AND KINGS HEATH 81.5% (84.6%)

BARTLEY GREEN 78.8% (76.4%)

WEOLEY 78.4% (75.7%)

HALL GREEN 86.1% (84.1%)

BOURNVILLE 85.4% (82.9%)

BRANDWOOD 77% (81.7%)

BILLESLEY 74.3% (77.7%)

LONGBRIDGE 79.8% (74.9%)

NORTHFIELD 77.6% (79.5%)

KINGS NORTON 81.2% (74%)

Legend
☐ 86%+ (5)
▨ 78%-85% (19)
▨ 69%-77% (16)

Page 61 of 126

3. Phonics Attainment

Key Messages:

- Birmingham's Phonics attainment has improved for Year 1 and end of Year 2 pupils
- Girls continue to outperform boys
- Attainment of pupils eligible for FSM has slightly improved and Birmingham performs slightly better compared to national equivalents
- However there are still significant gaps across ethnic groups with pupils of Gypsy / Roma, Any other white background and Any other ethnic group heritage particularly underperforming.

3.1 Overview

The Phonics screening check is a short assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher.

Those children who did not undertake Phonics or make the expected standard in Year 1 then re-take the screening check in Year 2.

A child is required to achieve 32 out of 40 to meet the expected standard in Phonics. This threshold has remained the same since 2012 which was the year of introduction.

Fig 43 - Phonics Overall Subject Performance
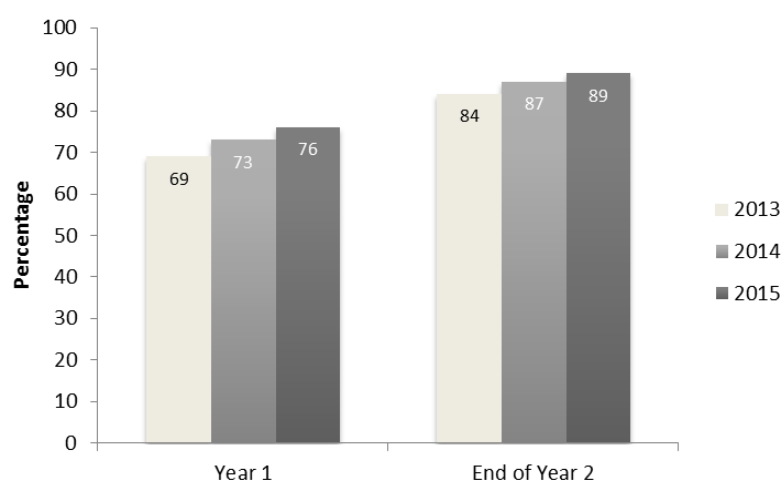
Birmingham's Phonics attainment has continued to improve year on year.

Year 1 outcomes increased by 3 percentage points (percentage point) from 2014 to 2015.

End of Year 2 outcomes increased by 2 percentage point from 2014 to 2015.

Fig 44 - Phonics Performance by Gender
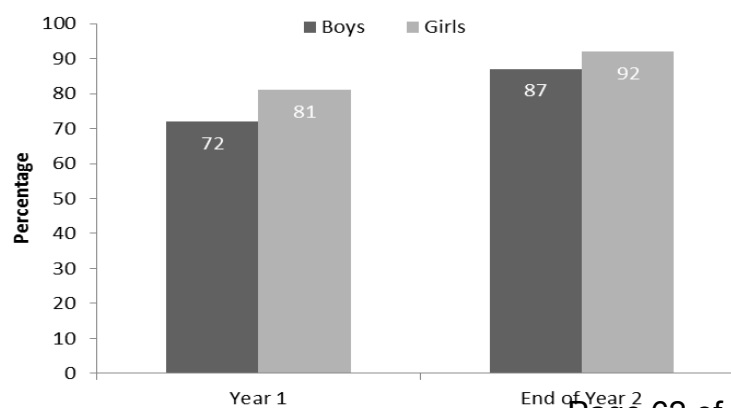
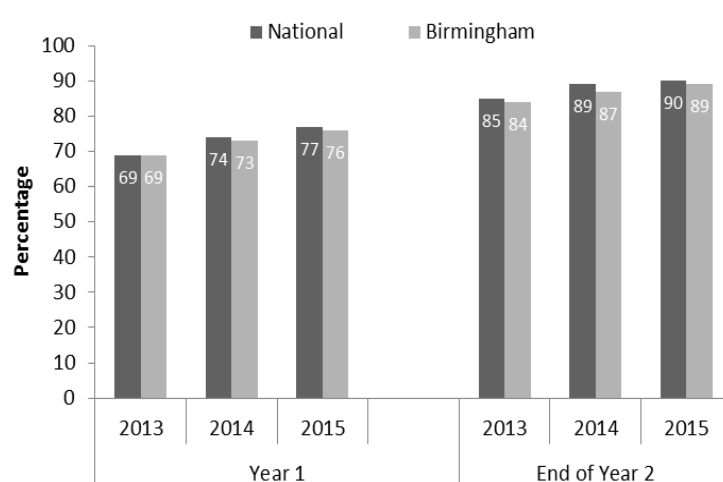**Girls continue to outperform boys in phonics**

Year 1 and end of Year 2 for 2015 shows girls achieved better outcomes compared to boys.

Year 1, girls 9 percentage point above boys.

End of Year 2, girls 5 percentage point above boys.

3.2 Birmingham's Phonics attainment compared to National outcomes

Fig 45 – Phonics Performance Birmingham vs National

Birmingham Phonics attainment shows continued improvement and progressing at the same rate as national levels, although Birmingham is still slightly behind the average

- Year, 1 percentage point below national levels

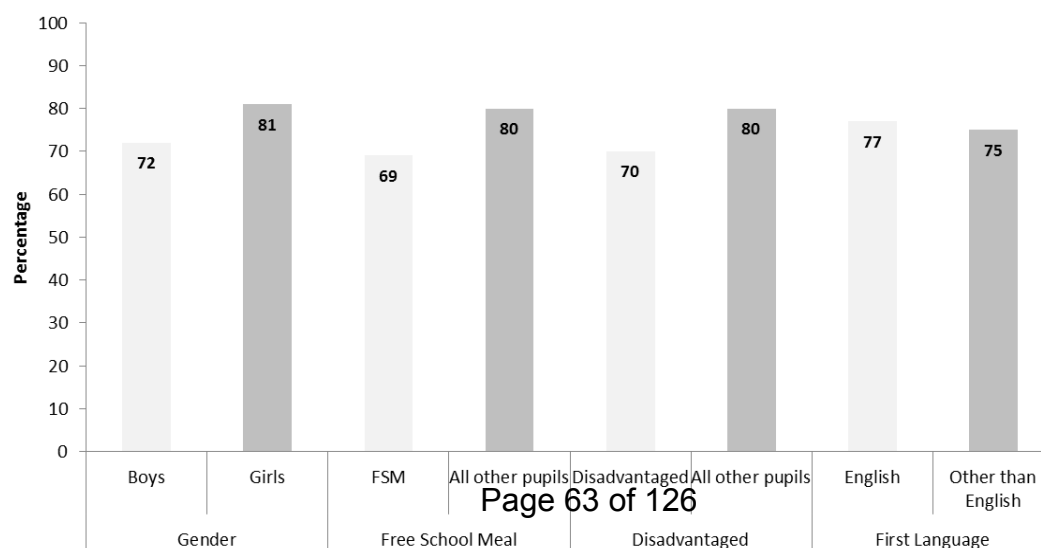- End of Year 2, 1 percentage point below.

3.3 Birmingham's Phonics attainment by Pupil Characteristics

3.3.1 Summary

Year 1

- **Girls outperform Boys** showing a gap of 9 percentage points - a 1 percentage point decrease compared to 2014.
- There was an 11 percentage point gap between **Free School Meals** (FSM) pupils performance, and all other pupils although this gap did decrease by 2 percentage points between 2014 and 2015.
- **Disadvantaged pupils** performance compared to All other pupils showing a gap 10 percentage points - 2 percentage point decrease compared to gap in 2014.
- **EAL pupil's** performance compared to those with English showing a gap 2 percentage point - no change in gap compared to 2014.

Fig 46: **Phonics Year 1 Performance Gender, FSM, Disadvantaged and Language, 2015**

End of Year 2

- **Girls outperform Boys** showing a gap of 5 percentage points - a 1 percentage point decrease compared to 2014.
- **Free School Meals (FSM)** pupils performance compared to All other pupils showing a 7 percentage point gap, which is no change when comparing attainment gap to 2014.
- **Disadvantaged pupils** performance compared to All other pupils showing a gap of 6 percentage points - no change when comparing attainment gap to 2014.
- **EAL pupils** performance compared to those with English showing a 2 percentage point gap.

Fig 47. Phonics Year 1 Performance Gender, FSM, Disadvantaged and Language, 2015
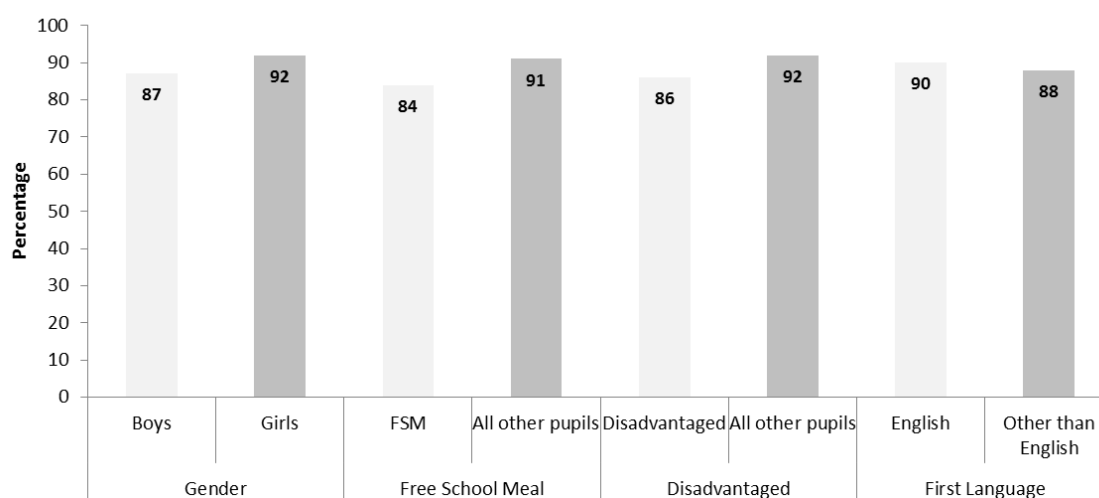
3.3.2 Gender

Girls continue to outperform boys for Year 1 Phonics.   Boys have however improved by 8 percentage points since 2013 and girls improved by 7 percentage points.

End of Year 2 Phonics also show similar improvement from 2013 to 2015.

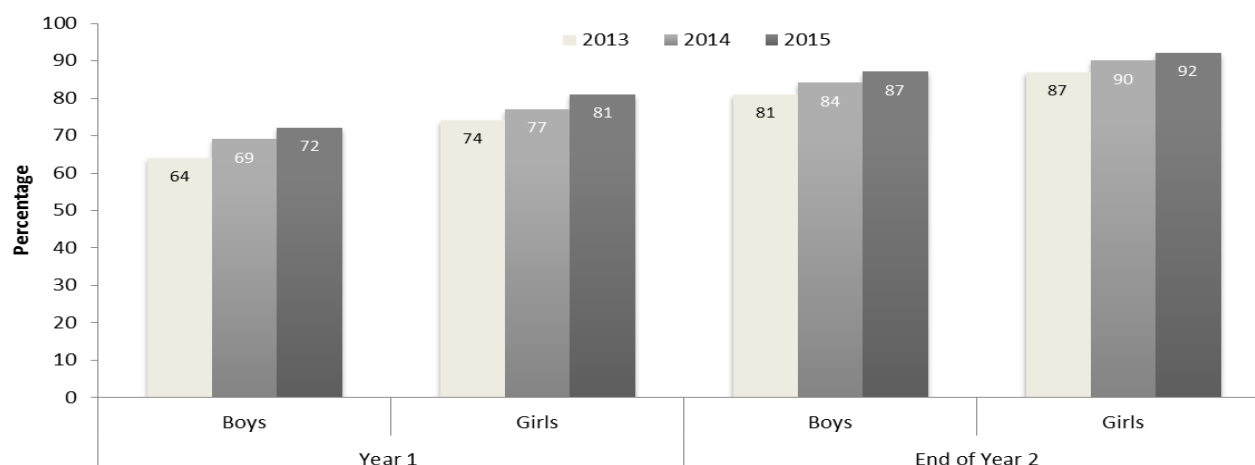**Fig 48. Phonics Year 1 and Year 2 Gender 2013 to 2015**

Page 64 of 126

Table below shows attainment gap between Birmingham and nationally, boys show a small gap of 1 percentage points for both measures, see below:
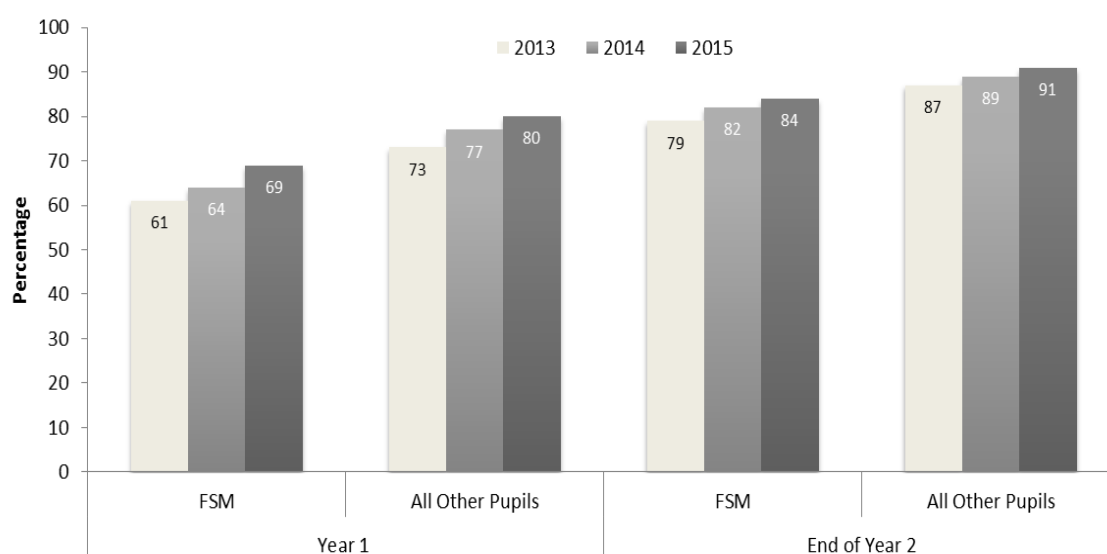
Phonics - 2015

	Year 1			End of Year 2		
	B'ham	National	GAP	B'ham	National	GAP
Boys	72%	73%	-1%	87%	88%	-1%
Girls	81%	81%	0%	92%	92%	0%

3.3.3 Free School Meals (FSM)

There was a positive improvement in both measures for pupils eligible for Free School Meals (FSM). There was a 5 percentage point improvement from 2014 to 2015 for FSM pupils in Year 1 attainment and a 2 percent for Year 2 performance.

The attainment gap between FSM pupils and All other pupils for Year 1 narrowed from 12 percentage points in 2013 to 11 percentage points in 2015.

Fig 49. Phonics Year 1 and Year 2 FSM 2013 to 2015

The table below shows FSM pupils performance against comparative groups nationally. Birmingham FSM pupils outperform national equivalents in both Year 1 and end of year 2 assessments.

Phonics - 2015

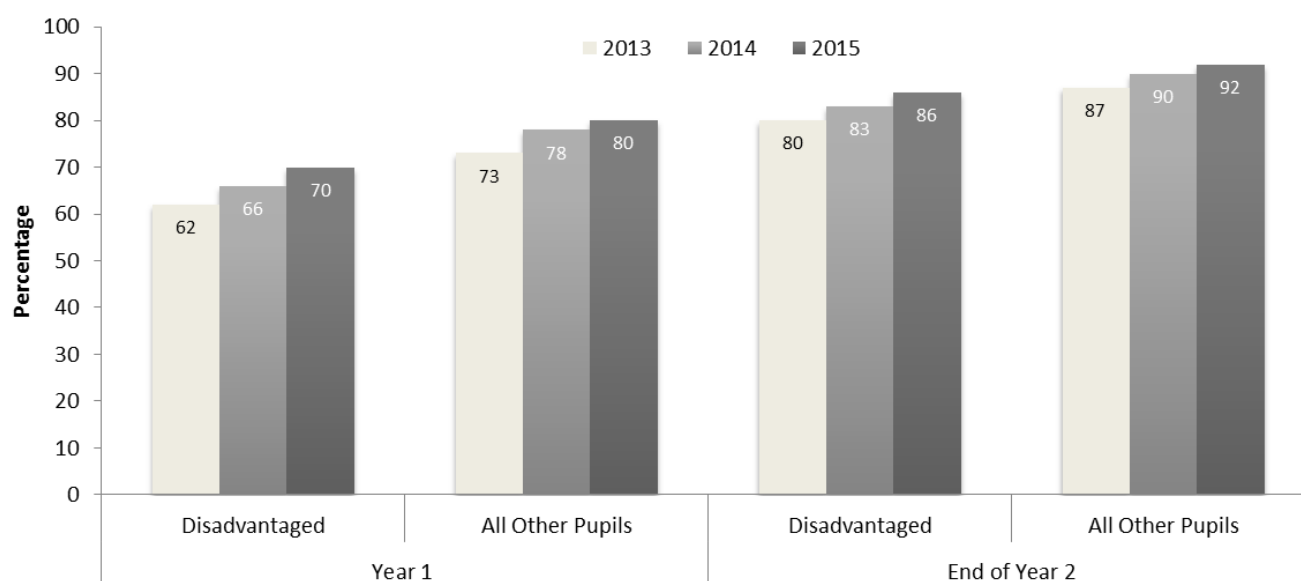|	Year 1			End of Year 2		
	B'ham	National	GAP	B'ham	National	GAP
FSM	69%	65%	+4%	84%	82%	+2%
Non-FSM	80%	79%	+1%	91%	92%	+1%

Page 65 of 126

3.3.4 Disadvantaged Pupils

Year 1 Phonics shows positive improvement for Disadvantaged pupils by 8 percentage points from 2013 to 2015.

End of Year 2 Phonics for Disadvantaged pupils improved by 6 percentage points from 2013 to 2015.

The attainment gap between Disadvantaged pupils and All other pupils for Year 1 narrowed from 11 percentage points in 2013 to 10 percentage points in 2015.

Fig 50. Phonics Year 1 and Year 2 Disadvantaged 2013 to 2015

As the table below indicates, similar to Free school meal attainment, disadvantaged pupils exceed national averages across bother Year 1 and end of Year 2 assessment.
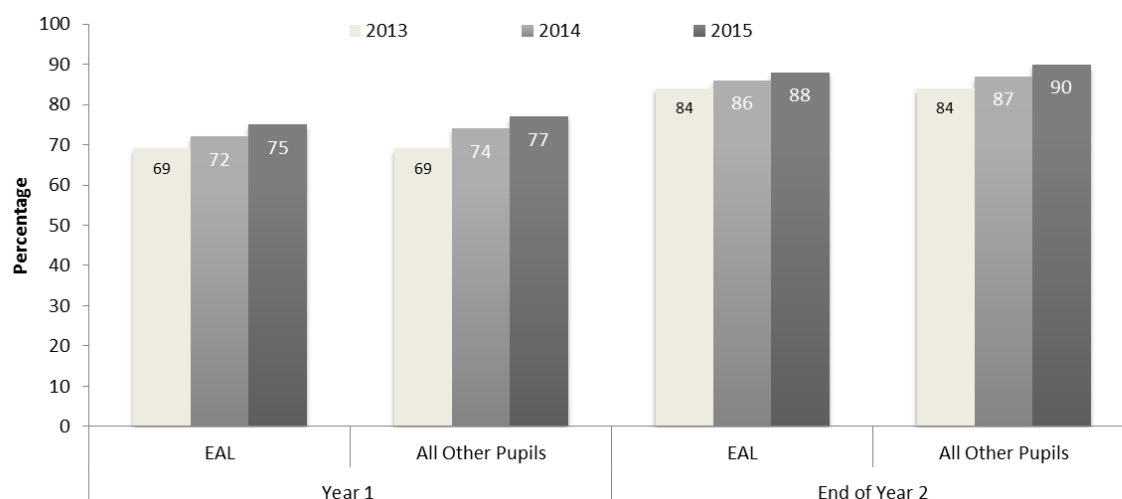
Phonics – 2015

	Year 1			**End of Year 2**		
	B'ham	National	GAP	B'ham	National	GAP
Disadvantaged	70%	66%	+4%	86%	84%	+2%
Non-Disadvantaged	80%	80%	0%	92%	92%	0%

3.3.5 First Language

Overall the performance of pupils with English as an additional language (EAL) slightly improved in Year 1, by 6 percentage points from 2013 to 2015 whilst All other pupils improved by 8 percentage points.

For End of Year 2 EAL pupils improved by 4 percentage points and All other pupils by 6 percentage points from 2013 to 2015.

**Fig 51. Phonics Year 1 and Year 2 Language 2013 to 2015**

Pupils with English as an additional language (EAL) attainment is below national EAL pupils for both Year 1 and End of Year 2, see below.

Phonics – 2015

	Year 1			End of Year 2		
	B'ham	National	GAP	B'ham	National	GAP
EAL	75%	76%	-1%	88%	89%	-1%
All Other Pupils	77%	77%	0%	90%	91%	-1%

3.3.6 Main Ethnicity Groups

The graphs below show attainment outcomes for main ethnicity groups from 2013 and 2015. There were positive improvements across all ethnicity groups from 2013 to 2015. End of year 2 performance for Chinese pupils dipped between 2014 and 2015

Fig 52. Phonics Year 1 and Year 2 Ethnicity 2013 to 2015
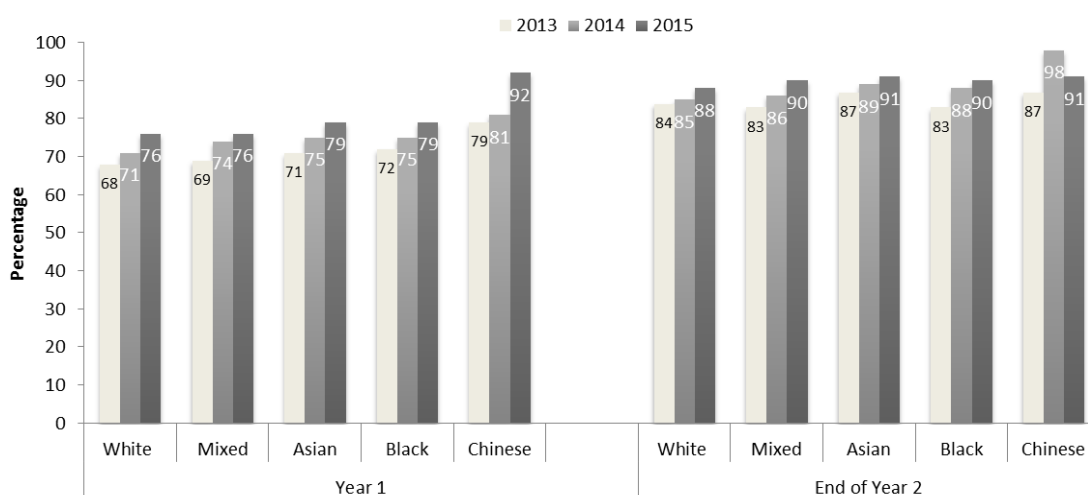
Page 67 of 126

Attainment for main ethnicity groups when comparing to national, shows Birmingham is below national average for all ethnic groups for End of Year 2 Phonics attainment, see below:

Phonics – 2015

	Year 1			End of Year 2		
	B'ham	National	GAP	B'ham	National	GAP
White	76%	76%	0%	88%	90%	-2%
Mixed	76%	79%	-3%	90%	91%	-1%
Asian	79%	80%	-1%	91%	92%	-1%
Black	79%	79%	0%	90%	91%	-1%
Chinese	92%	83%	+9%	91%	93%	-2%

3.3.7 Sub-Level Ethnicity groups

Attainment for Phonics Year 1 continues to vary between different ethnicity groups. Chinese remain the highest achieving group.
Ethnicity groups which were highest achieving for Phonics in 2015:

- Chinese
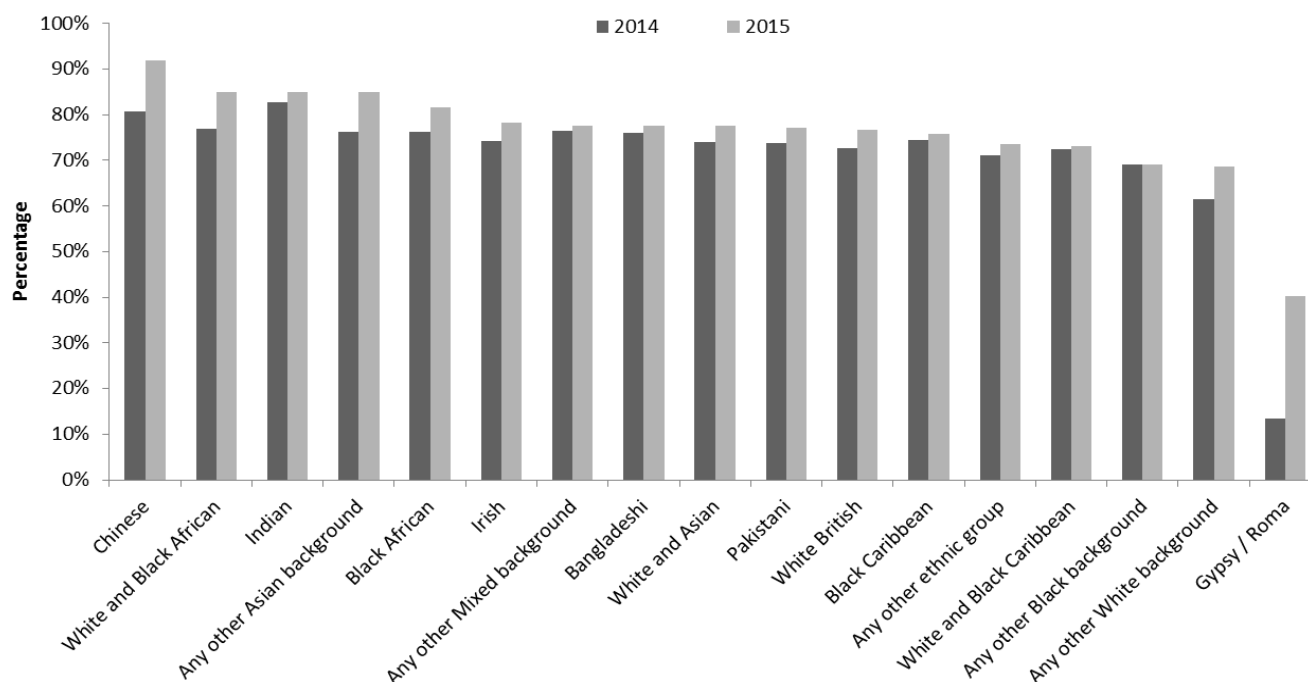- White and Black African
- Indian

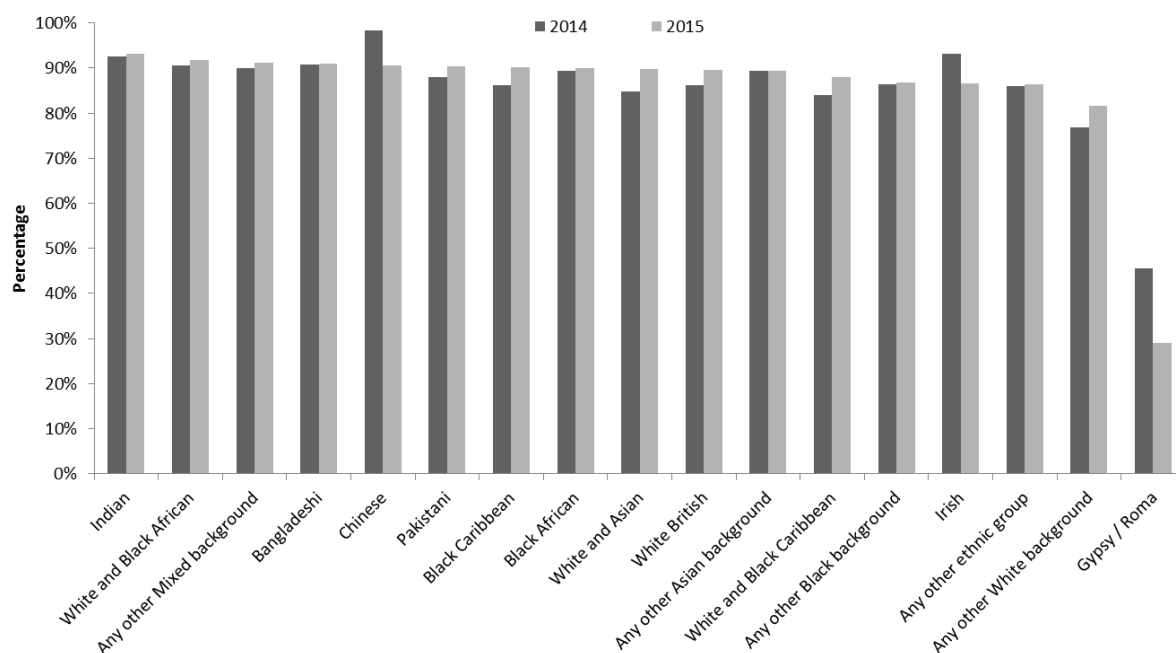**Fig 53 - Phonics – Year 1**

Fig 54 - Phonics – End of Year 2

Attainment for detailed ethnicity groups continues to vary; many groups are below groups when compared nationally.
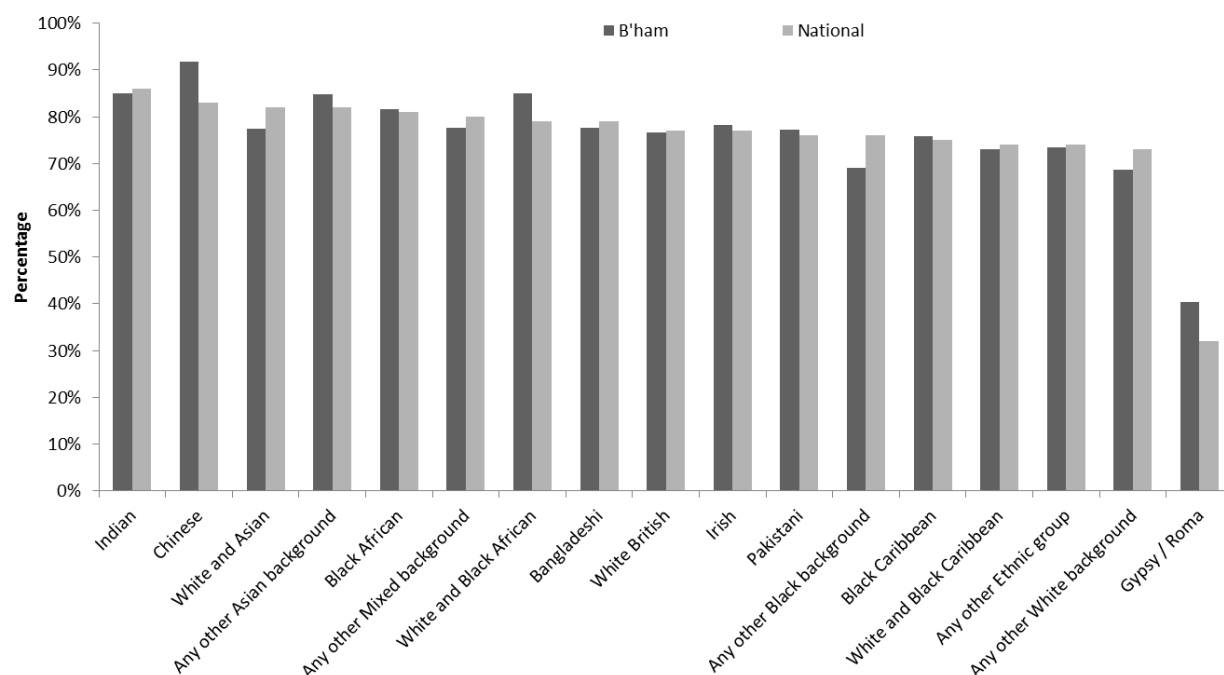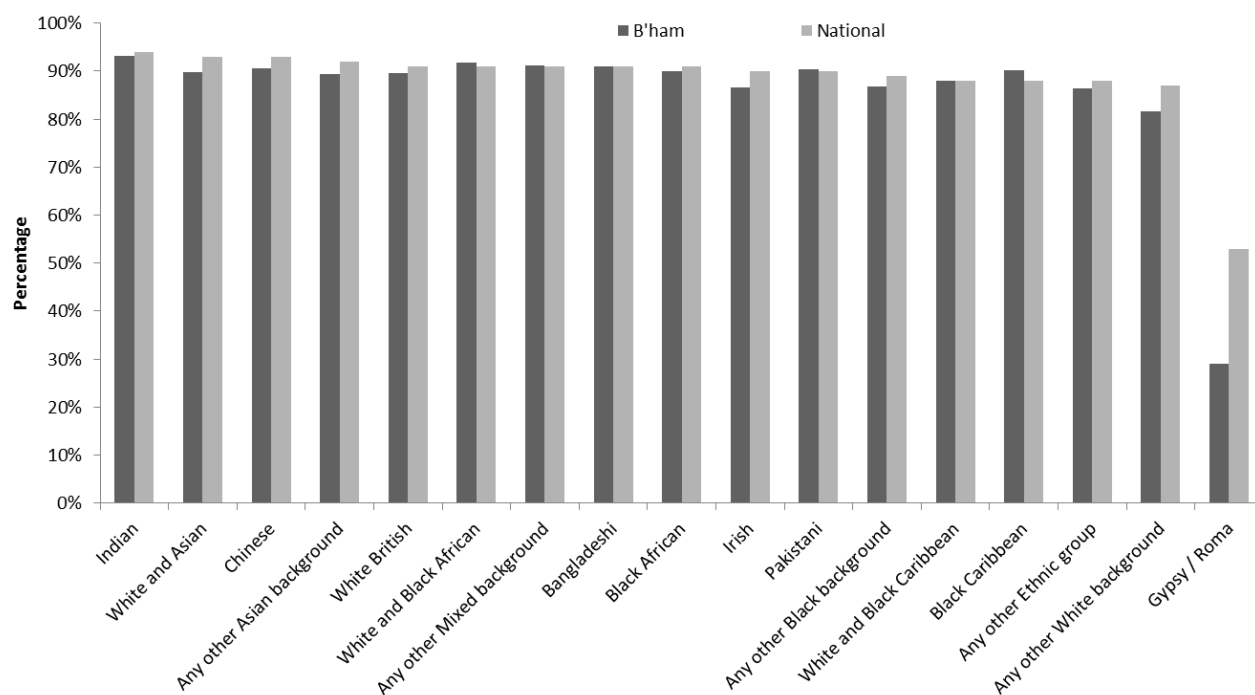
Fig 55 - Phonics – Year 1

**Fig 56 - Phonics – End of Year 2**

Page 70 of 126

4. Key Stage 2 Attainment

Key Messages:

- Birmingham's Key Stage 2 attainment for level 4 or above and level 4B or above have improved in all areas - reading, writing, mathematics, grammar/punctuation and spelling and combined reading/writing/maths
- There has been a good improvement in grammar/punctuation/spelling (GPS), with an increase of 5 percentage points for all pupils achieving level 4 or above and an increase of 6 percentage points for all pupils achieving level 4B or above.
- Boys have made good progress especially in GPS, with a 7 percentage points increase in pupils achieving level 4B or above.
- However, Birmingham performance is still below national average across most subjects except Grammar Punctuation and Spelling (GPS)
- Girls continue to outperform boys in most Key Stage 2 subjects with the exception of maths where boys perform 2 percentage points better (level 4 or above) and 8 percentage points better (level 4B or above).
- Attainment of pupils eligible for FSM has slightly increased and Birmingham performs slightly better compared to national averages.
- Attainment of non-FSM and non- Disadvantaged pupils is slightly better or in line with national equivalents.
- However there are still significant gaps across ethnic groups with pupils of Gypsy / Roma , Any other white background and Any other black background heritage particularly underperforming.

4.1 Overview

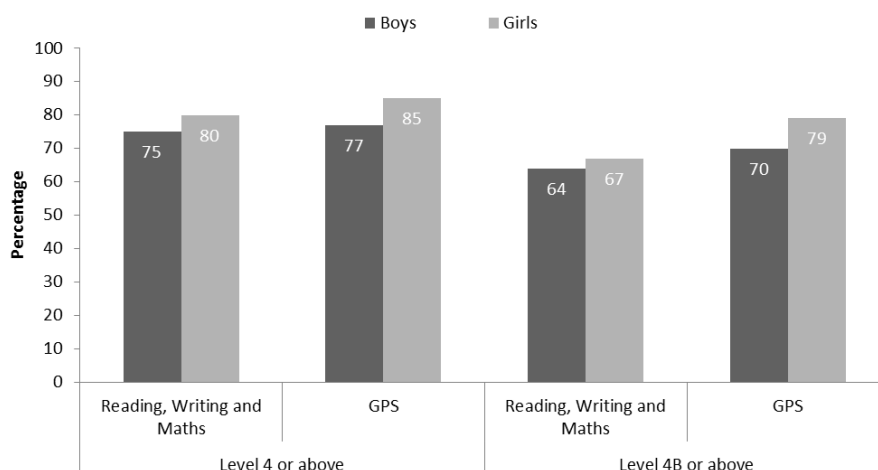**Fig 57 – Key Stage 2 - Overall Subject Performance**
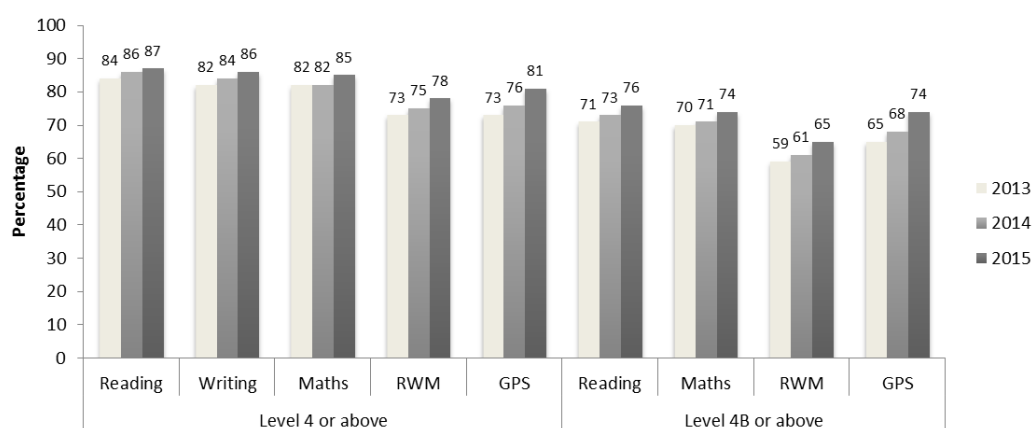
Birmingham's key stage 2 attainment has improved in all subjects from 2014 to 2015.

Proportion of pupils reaching Level 4 or above:

- Reading increased by 1 percentage point, writing by 2 percentage points, maths and combined reading, writing, and maths (RWM) by 3 percentage points and GPS by 5 percentage points from 2014 to 2015.
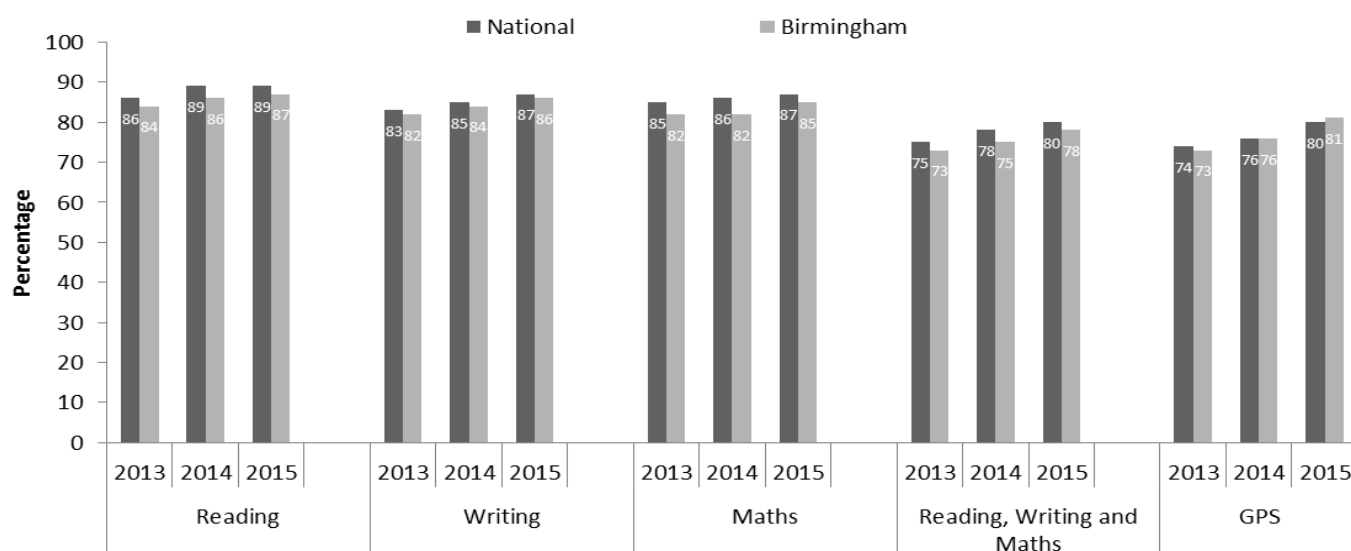
Proportion reaching Level 4B or above:

- Reading and maths increased by 3 percentage points, combined RWM by 4 percentage points and GPS by 6 percentage points from 2014 to 2015.

Page 71 of 126

Fig 58 – Key Stage 2 Performance by Gender

■ Boys ■ Girls

Level 4 or above: Reading, Writing and Maths — Boys 75, Girls 80; GPS — Boys 77, Girls 85.
Level 4B or above: Reading, Writing and Maths — Boys 64, Girls 67; GPS — Boys 70, Girls 79.

**Girls continue to outperform boys in Key Stage 2 subjects**

This is the case for both the proportion reaching Level 4+ and reaching Level 4B + and for both Reading Writing Maths combined (RWM) and for Grammar Spelling and Punctuation (GPS)

4.2 Birmingham's Key Stage 2 attainment compared to National outcomes

Fig 59 – Key Stage 2 Level 4 or above compared to national averages

■ National ■ Birmingham

Reading: 2013 — National 86, Birmingham 84; 2014 — National 89, Birmingham 86; 2015 — National 89, Birmingham 87.
Writing: 2013 — National 83, Birmingham 82; 2014 — National 85, Birmingham 84; 2015 — National 87, Birmingham 86.
Maths: 2013 — National 85, Birmingham 82; 2014 — National 86, Birmingham 82; 2015 — National 87, Birmingham 85.
Reading, Writing and Maths: 2013 — National 75, Birmingham 73; 2014 — National 78, Birmingham 75; 2015 — National 80, Birmingham 78.
GPS: 2013 — National 74, Birmingham 73; 2014 — National 76, Birmingham 76; 2015 — National 80, Birmingham 81.

In terms of the proportion of pupils achieving level 4 and above, Birmingham is still below the national average for all subjects with the exception of grammar/punctuation/spelling (GPS).

- Reading, and maths, 2 percentage points below
- Writing, 1 percentage points below
- RWM combined, 2 percentage points below
- GPS, 1 percentage above

Fig 60 - Key Stage 2 Level 4b or above compared to national averages
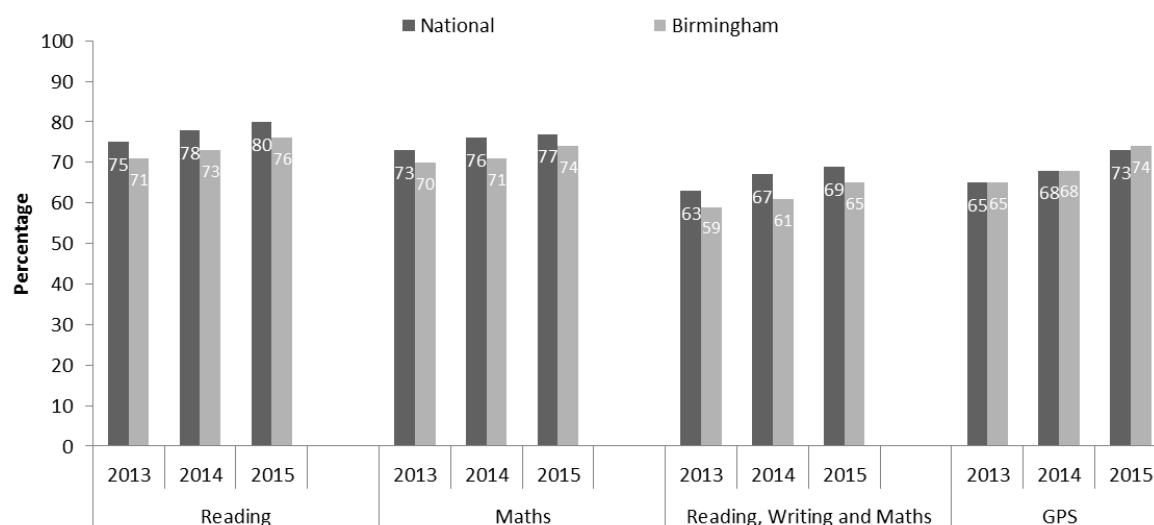
The gaps between Birmingham and the national averages are even more pronounced when looking at the proportion of pupils achieving level 4b and above, again with the exception of grammar/punctuation/spelling (GPS) attainment.
- Reading, 4 percentage points below
- Maths, 3 percentage points below
- RWM combined, 4 percentage points below
- GPS, 1 percentage point above

Fig 61 - Key Stage 2 Level 5 or above compared to national averages
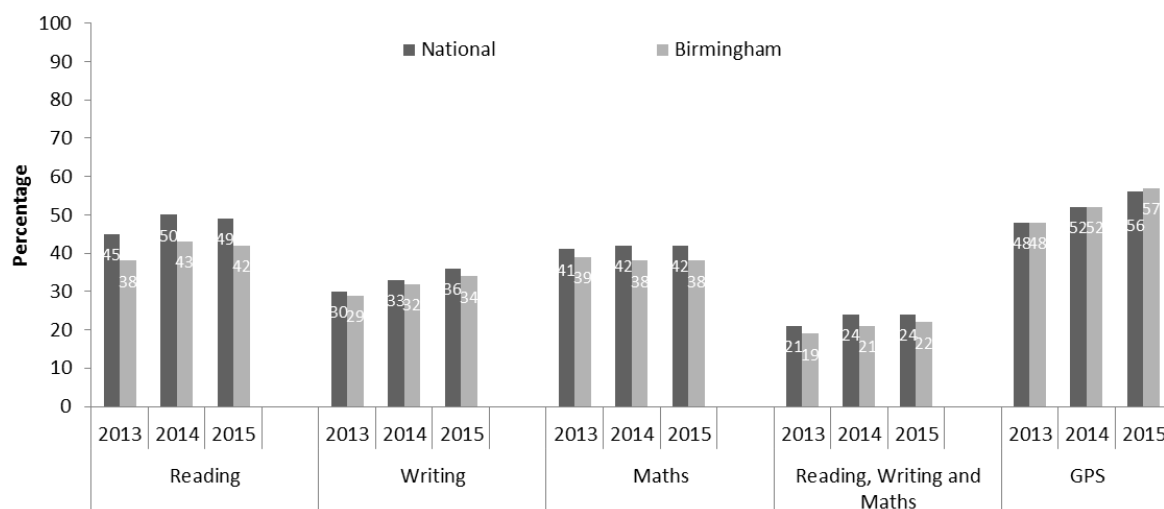
As with the lower achievement levels, Birmingham is still below national averages with the exception of grammar/punctuation/spelling (GPS).

- Reading, 7 percentage points below
- Writing, 2 percentage points below
- Maths, 4 percentage points below
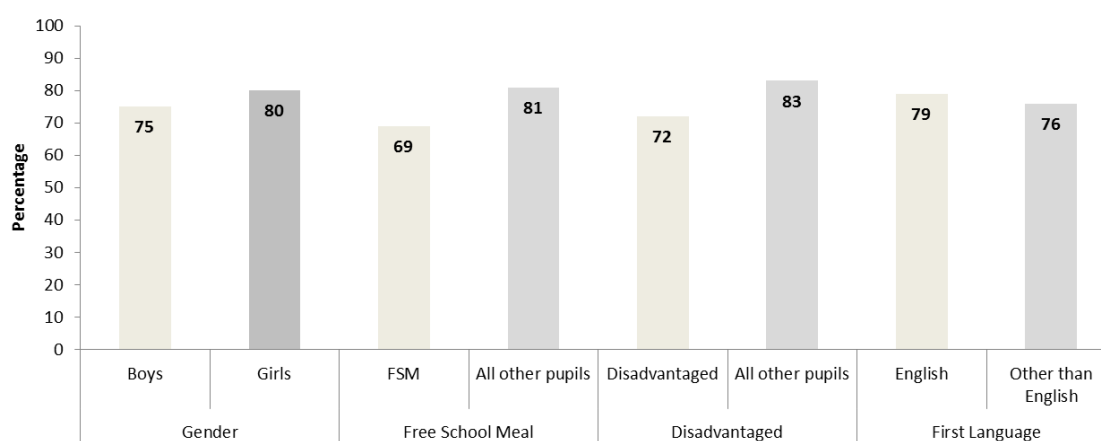- RWM combined, 2 percentage points below

Page 73 of 126

4.3 Birmingham's Key Stage 2 attainment by Pupil Characteristics

4.3.1 Summary

Level 4 or above – Reading, Writing and Maths combined

- **Girls outperform Boys** showing a gap of 5 percentage points –a 1 percentage point increase compared to 2014.
- **Free school meals (FSM)** pupils performance compared to All other pupils showing a gap of 12 percentage points - a 1 percentage point decrease compared to gap in 2014.
- **Disadvantaged pupils** performance compared to All other pupils showing a gap of 11 percentage points a 3 percentage point decrease compared to gap in 2014.
- **EAL pupils** performance compared to those with English showing a gap of 3 percentage points – this difference has stayed the same since 2014.

Fig 62. Key Stage 2 Level 4 or above Gender, FSM, Disadvantaged and Language

Level 4B or above – Reading, Writing and Maths combined

- **Girls outperform Boys** showing a gap of 3 percentage points, 1 percentage point decrease compared to gap in 2014.
- **Free school meals (FSM)** pupils performance compared to All other pupils showing a gap of 16 percentage points, 1 percentage point decrease compared to gap in 2014.
- **Disadvantaged pupils** performance compared to All other pupils showing a gap of 16 percentage points, 1 percentage point decrease compared to gap in 2014.
- **EAL pupils** performance compared to those with English showing a gap of 2 percentage points, 2 percentage points decrease compared to gap in 2014.

Fig 63. Key Stage 2 Level 4 or above Gender, FSM, Disadvantaged and Language
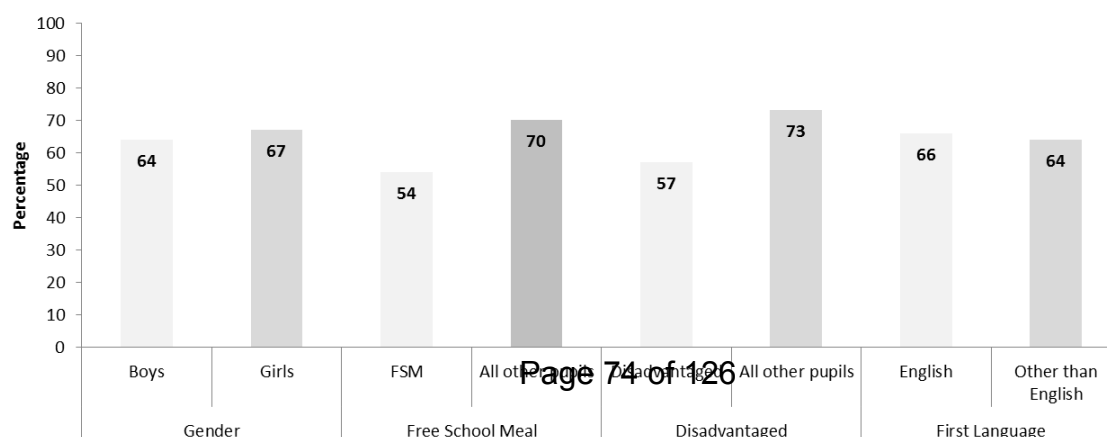
4.3.2 Gender

The table below shows attainment gap between boys and girls for Birmingham. Girls continue to outperform boys in most subjects at Key Stage 2. The exception to this is Maths, were a higher proportion of boys achieved level 4B or above and a similar proportion achieved level 4 and above

It is worth mentioning that for level 4B or above in GPS – boys have improved by 7 percentage points from 2014 to 2015.

Fig 64. Key Stage 2 Level 4 or above and Level 4b or above Gender 2014 to 2015
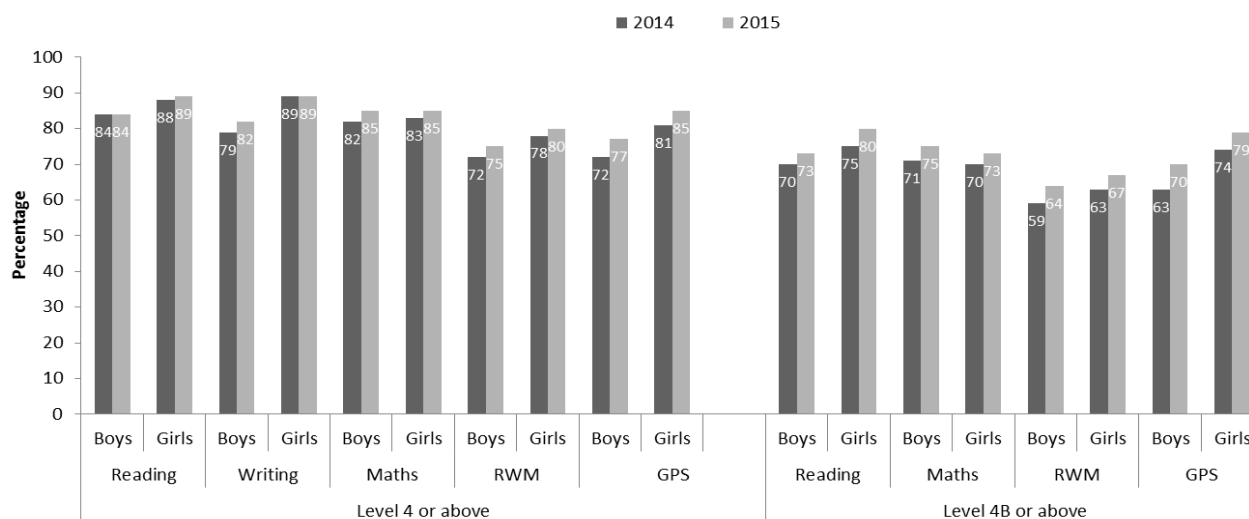
4.3.3 Free School Meals (FSM)

Overall there has been an improvement in all subjects for FSM pupils from 2014 to 2015. This is particularly noticeable for level 4 or above and level 4B or above in Grammar, Punctuation and Spelling (6 percentage points and 7 percentage points increase respectively from 2014 to 2015).

The attainment gap between FSM pupils and All other pupils is also narrowing for many subjects and at both standards.

Fig 65. Key Stage 2 Level 4 or above and Level 4b or above FSM 2014 to 2015
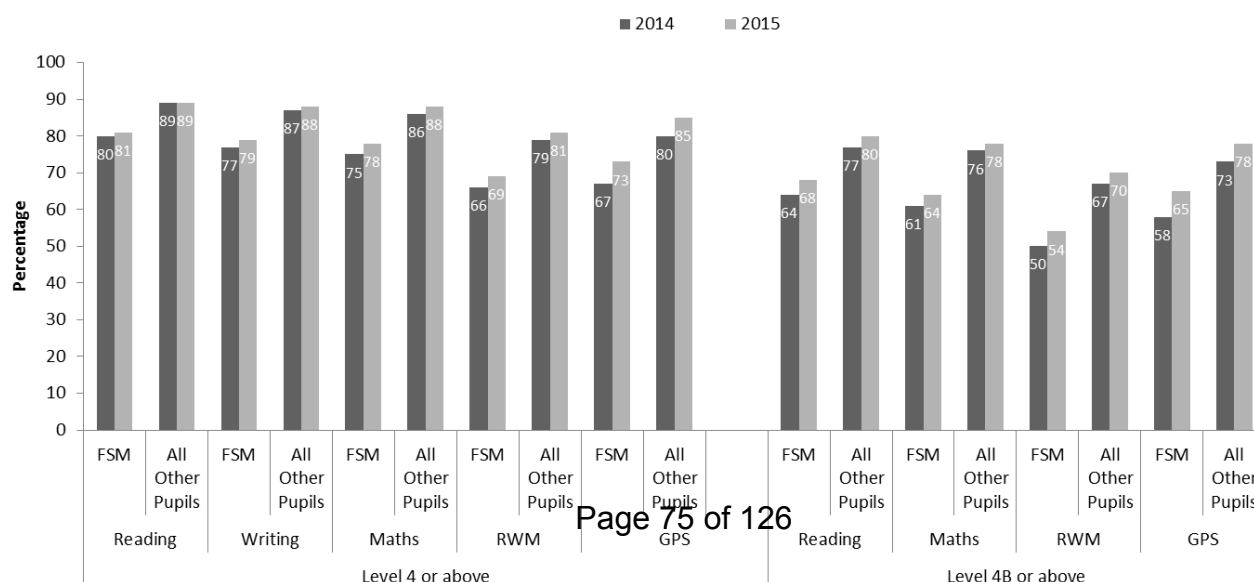
Birmingham key stage 2 pupils eligible for a Free School Meal (FSM) also achieve better than FSM pupils nationally. The table below shows percentage of Birmingham FSM pupils achieving Level 4 and above compared with national in reading, writing, maths and GPS.

Level 4 and above - 2015

	Reading, Writing and Maths			Grammar, Punctuation and Spelling (GPS)		
	B'ham	National	GAP	B'ham	National	GAP
FSM	69%	66%	+3%	73%	67%	+6%
Non-FSM	81%	83%	-2%	85%	83%	+2%

4.3.4 Disadvantaged Pupils

On the whole, disadvantaged pupils in Birmingham performed better in 2015 than in 2014. There was a 4 percentage point increase in the proportion of pupils achieving level 4 and above in Reading, Writing and Maths combined and a 6 percentage point in GPS from 2014.

For level 4B or above, there was a 5 percentage point's increase in reading and a 7 percentage point's increase in Grammar, Punctuation and Spelling.

Attainment gaps between Disadvantaged pupils and All other pupils for Writing narrowed from 10 percentage points in 2014 to 7 percentage points in 2015, for Level 4 or above.

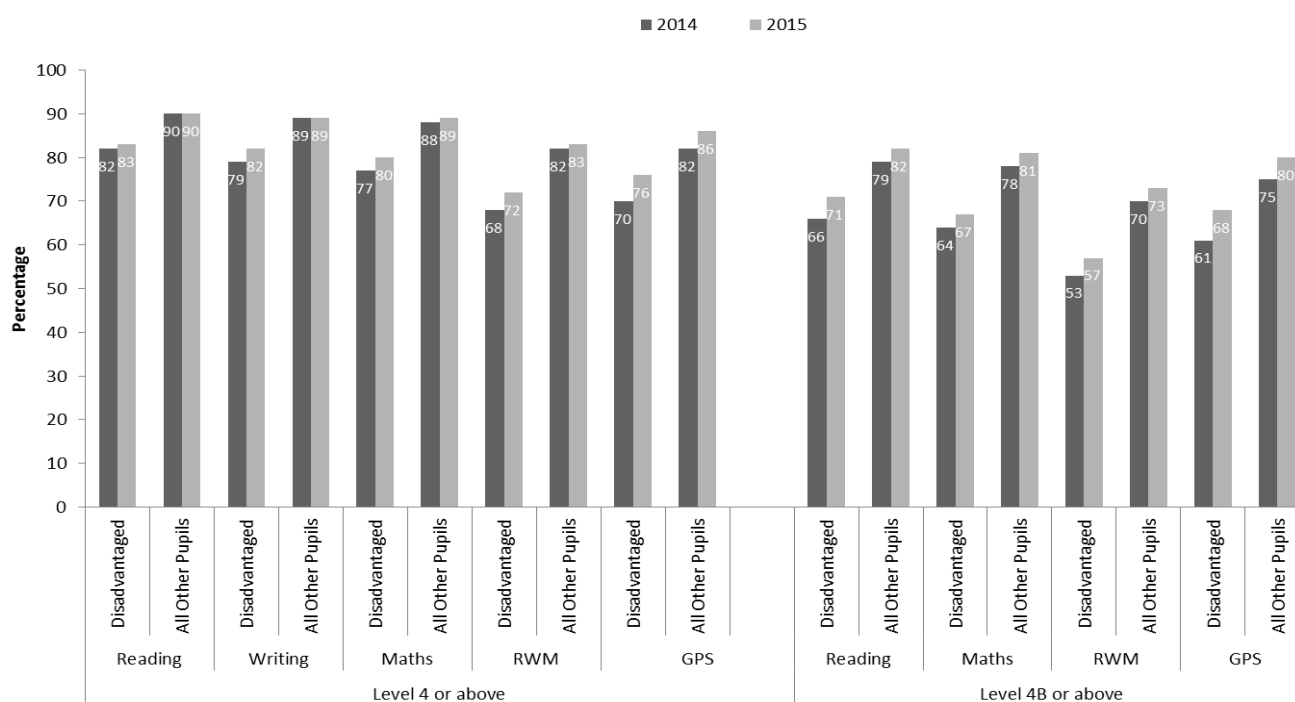**Fig 66. Key Stage 2 Level 4 or above and Level 4b or above Disadvantaged 2014 to 2015**

Similar to Free school meal attainment, disadvantaged pupils exceed national average. However, Birmingham non-FSM pupil's attainment is still slightly below national with the exception of GPS.
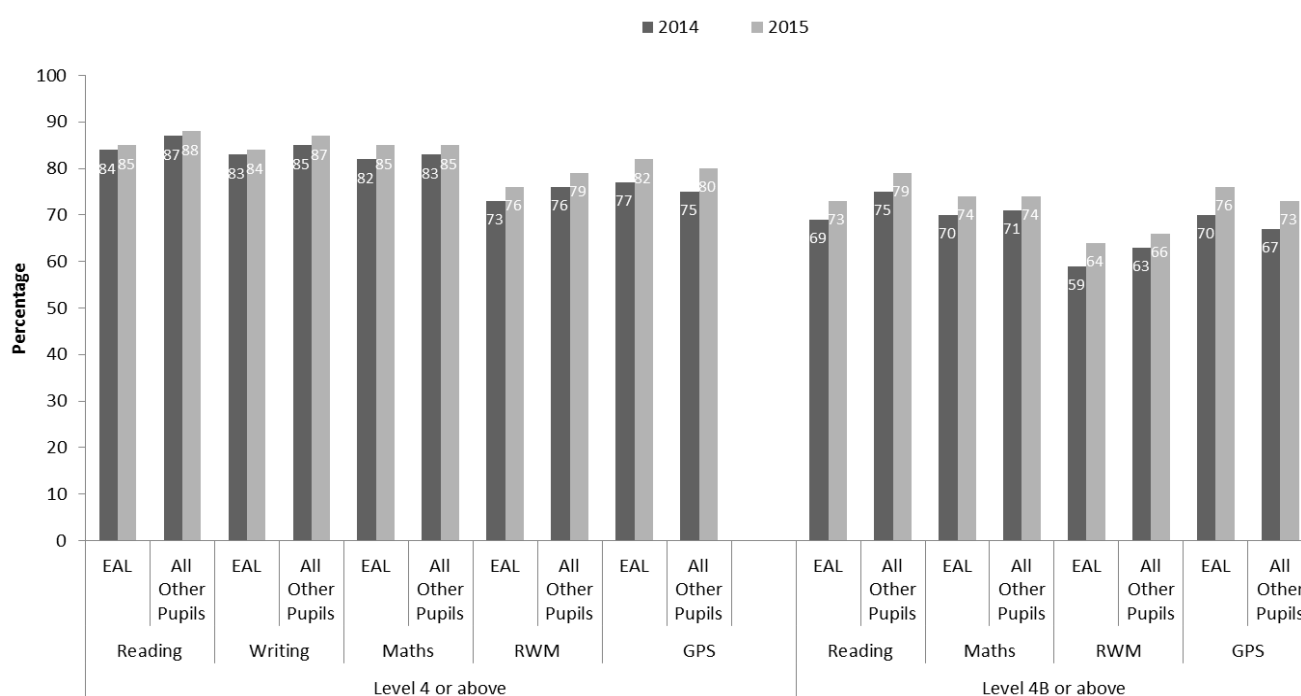
Page 76 of 126

Level 4 or above – 2015

	Reading, Writing and Maths			Grammar, Punctuation and Spelling (GPS)		
	B'ham	National	GAP	B'ham	National	GAP
Disadvantaged	72%	70%	+2%	76%	71%	+5%
Non-Disadvantaged	83%	85%	-2%	86%	84%	+2%

4.3.5 First Language

Pupils with English as an additional language (EAL) improved in all subjects. The highest improvement was in Grammar, Punctuation and Spelling – with a 5 percentage increase in the proportion achieving level 4 or above and a 6 percentage point increase in those achieving level 4b and above.

It is also worth mentioning that non-EAL pupils show similar improvements in all subjects.

Fig 67. Key Stage 2 Level 4 or above and Level 4b or above language 2014 to 2015

When compared to national averages, the attainment of Pupils with English as an additional language (EAL) attainment is below average for Reading, Writing and Maths combined, but better than average for Grammar, Punctuation and Spelling.

Level 4 or above - 2015

	Reading, Writing and Maths			Grammar, Punctuation and Spelling		
	B'ham	National	GAP	B'ham	National	GAP
EAL	76%	77%	-1%	82%	81%	+1%
All Other Pupils	79%	Page 77 of 126	-1%	80%	80%	0%

4.3.6 Main Ethnicity Groups

The graphs below show attainment outcomes for main ethnicity groups for 2014 and 2015. There have been some subtle improvements across all ethnicity groups from 2014 to 2015 although Chinese pupils have shown a higher increase overall. There was a 10 percentage point's increase from 2014 in proportion of Chinese pupils achieving level 4B or more in reading, RWM combined as well as GPS.

However it is worth mentioning that the proportion of Black pupils and Asian pupils achieving level 4B or above have increased by 7 percentage points in GPS and 5 percentage points in Reading, Writing and Maths.
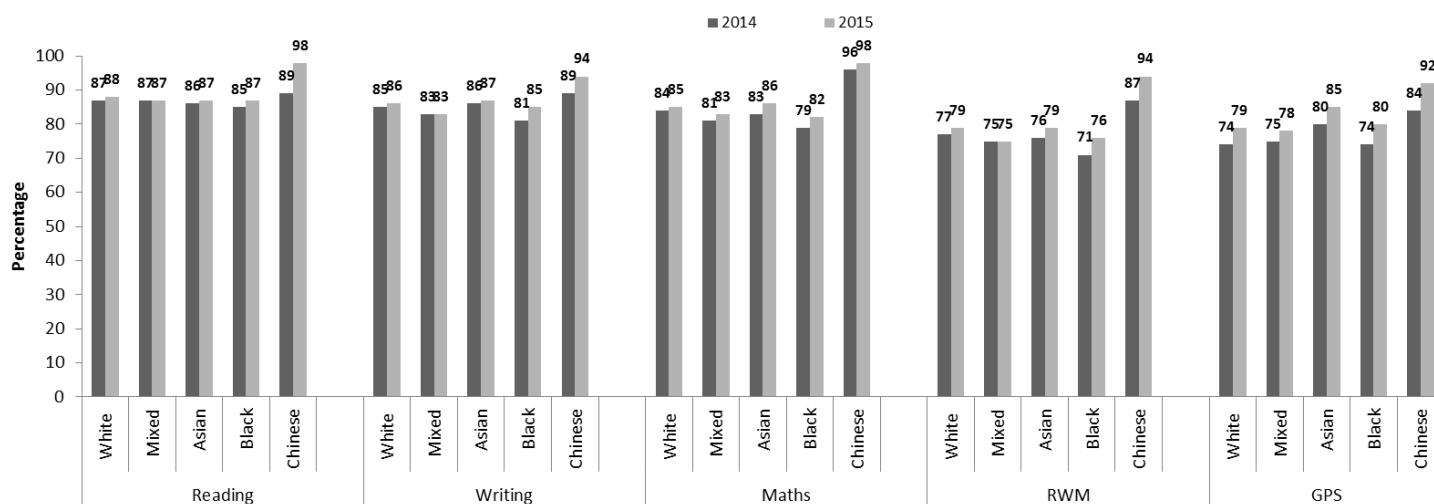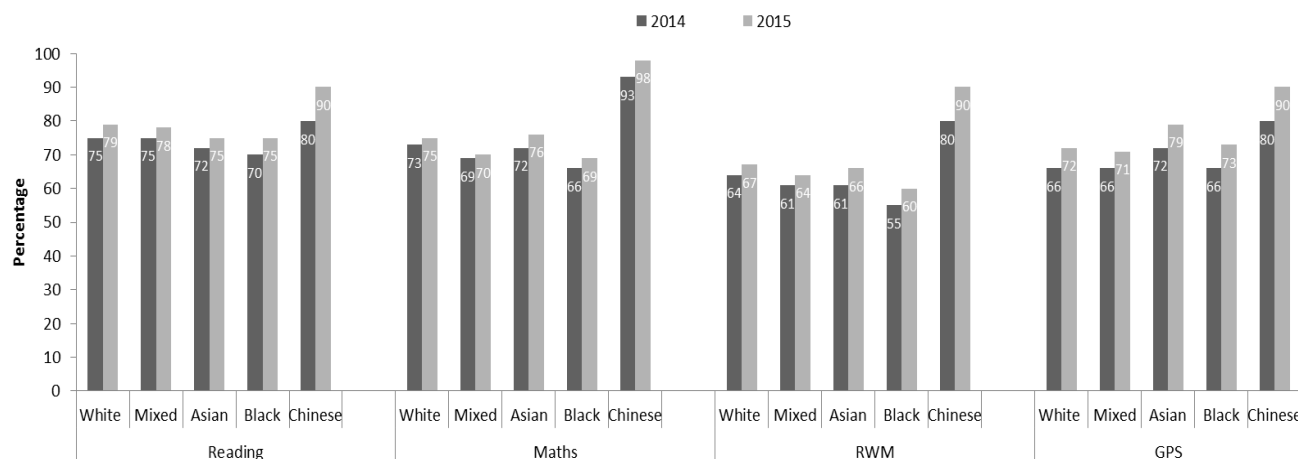
Fig 68 - Level 4 and above

Fig 69 - Level 4B and above

Attainment for main ethnicity groups when comparing to national, shows Birmingham is below national average for all groups, with the widest gap for mixed pupils for reading, writing and maths combined.

Level 4 and above - 2015

	Reading, Writing and Maths			Grammar, Punctuation and Spelling (GPS)		
	B'ham	National	GAP	B'ham	National	GAP
White	79%	80%	-1%	79%	79%	0%
Mixed	75%	81%	-6%	78%	82%	-4%
Asian	79%	81%	-2%	85%	86%	-1%
Black	76%	79%	-3%	80%	83%	-3%
Chinese	94%	88%	+6%	92%	90%	+2%

4.3.7 Sub-Level Ethnicity groups

Attainment at Key stage 2 continues to vary between different ethnicity groups. Irish were the highest performing group for level 4 or above in reading, writing and maths combined with 95 percentage points, national average is 84 percentage points.

Ethnicity groups which were highest achieving in all subject in 2015:
- Irish
- Chinese
- Indian

Fig 70 - Level 4 or above – Reading, Writing and Maths combined

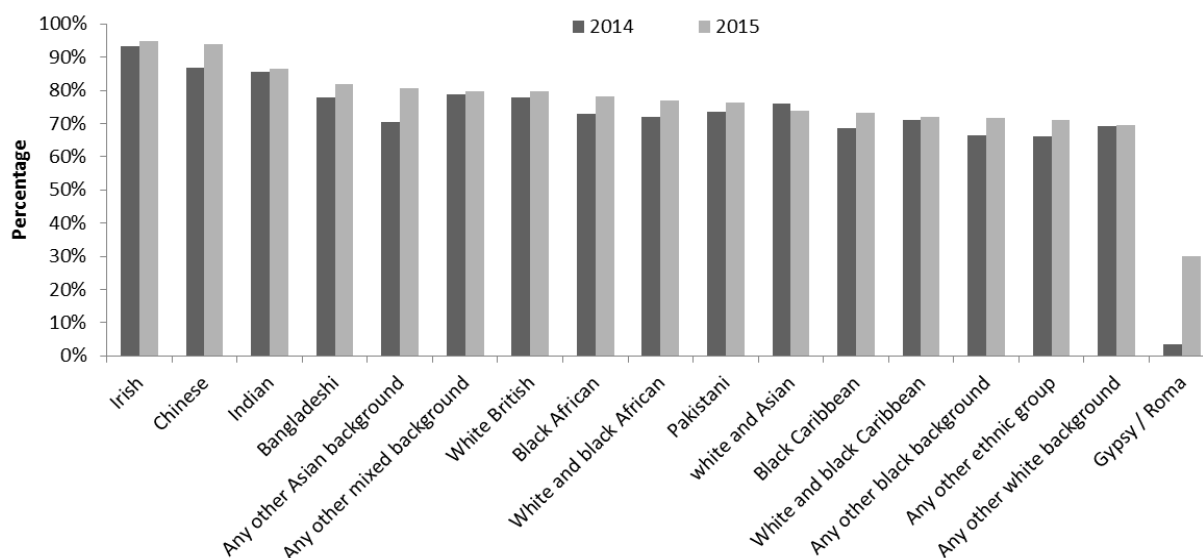**Fig 71 - Level 4B or above – Reading, Writing and Maths combined**
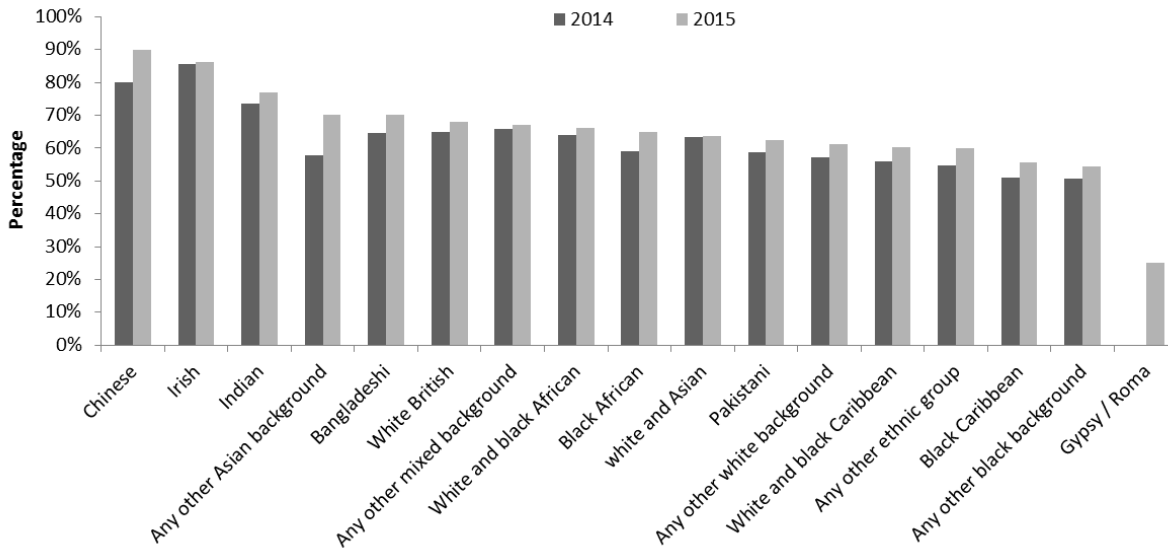
Attainment for detailed ethnicity groups continues to vary; many groups are below groups when compared nationally although the Chinese and Irish groups do better than nationally for level 4 and level 4B or above in Reading, Writing and Maths combined.

Fig 72 - Level 4 or above – Reading, Writing and Maths combined

Page 80 of 126
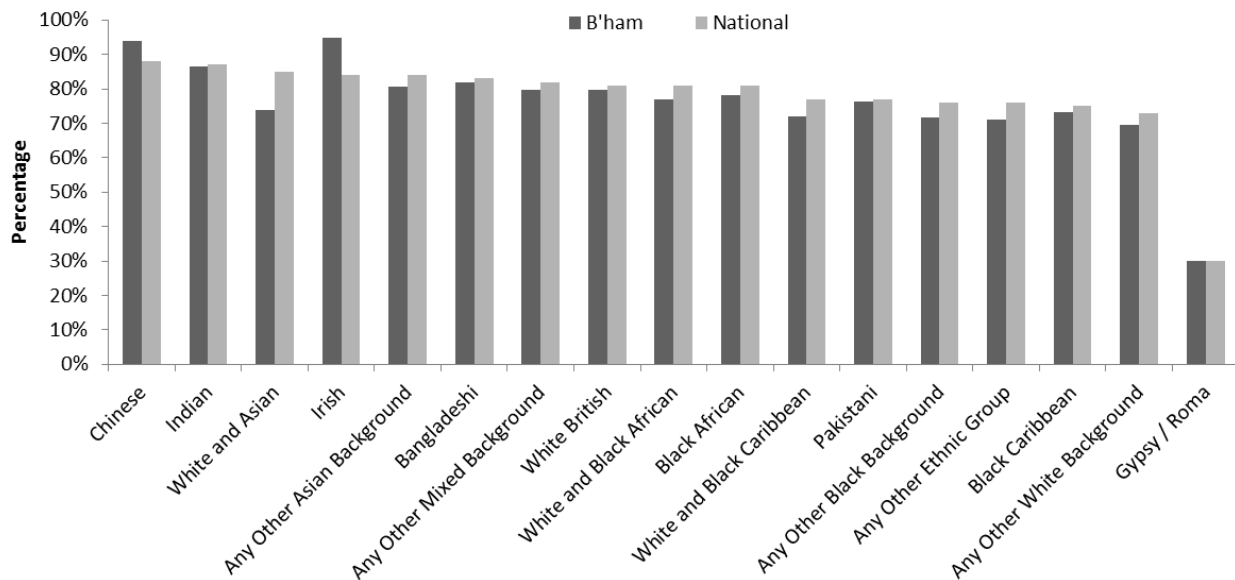
Fig 73 - Level 4B and above – Reading, Writing and Maths combined
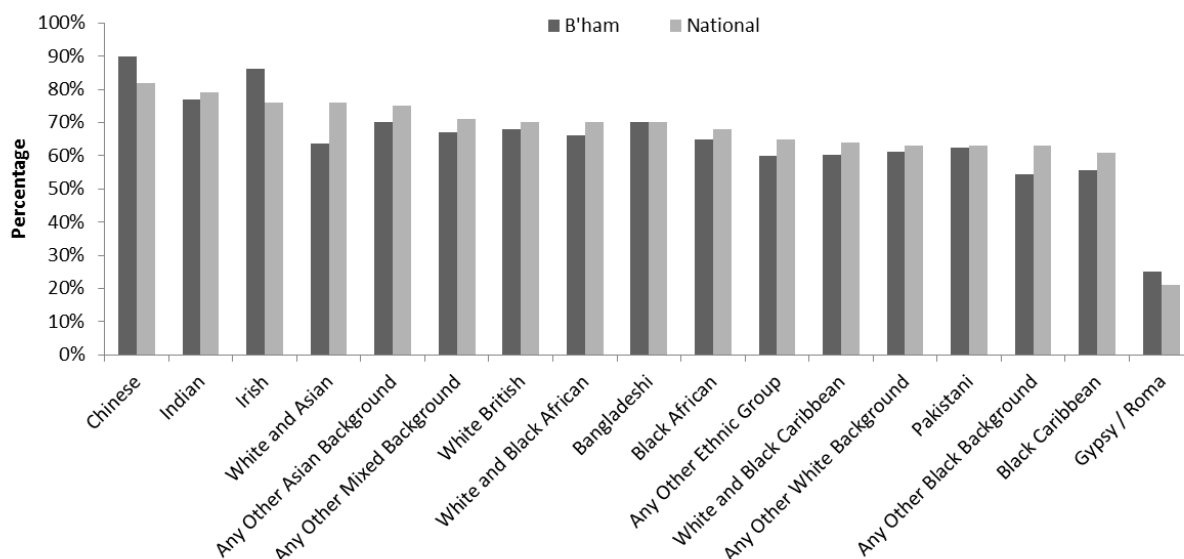
4.3.8 Sub-Level Ethnic Groups by Gender and Disadvantaged Pupils.

The charts below shows attainment at Key Stage 2 (Level 4 and above) for Reading, Writing and Maths by ethnic group, gender and for disadvantaged pupils in 2015. The chart highlights which ethnicity groups are performing above LA average and those who are currently underperforming:

Fig 74 - Level 4 and above

Difference to LA average for KS2 Reading, Writing and Maths level 4+ by Ethnic Group, Gender and Disadvantaged for academic year ending 2015. LA Average = 78%

Page 81 of 126

Fig 75 - Level 4B and above

Difference to LA average for KS2 Reading, Writing and Maths level 4B+ by Ethnic Group, Gender and Disadvantaged for academic year ending 2015. LA Average = 65%

Ethnic Group	Gender	Disadvantaged	Value
Wht & Blk Carib	B	Y	-22%
White Other	G	Y	-16%
Black Carib	B	Y	-16%
Other Ethnic	B	Y	-13%
White British	B	Y	-12%
Black Carib	G	Y	-11%
Black Carib	B	N	-9%
Other Ethnic	G	Y	-9%
White British	G	Y	-8%
Pakistani	G	Y	-8%
Pakistani	B	Y	-6%
White Other	B	N	-4%
Other Mixed	B	Y	-4%
Wht & Blk Carib	G	Y	-3%
Black African	G	Y	-2%
Black African	B	Y	-2%
Indian	G	Y	-2%
Bangladeshi	G	Y	-1%
Other Ethnic	B	N	-1%
Indian	B	Y	0%
Pakistani	G	N	0%
Bangladeshi	B	Y	1%
Pakistani	B	N	2%
Other Mixed	G	Y	2%
Black African	B	N	2%
Black Carib	G	N	3%
Other Mixed	G	N	5%
White Other	G	N	8%
Black African	G	N	8%
Other Ethnic	G	N	8%
Bangladeshi	G	N	8%
Wht & Blk Carib	B	N	10%
Wht & Blk Carib	G	N	10%
White British	B	N	10%
Bangladeshi	B	N	13%
Indian	B	N	13%
White British	G	N	15%
Indian	G	N	20%

Page 82 of 126

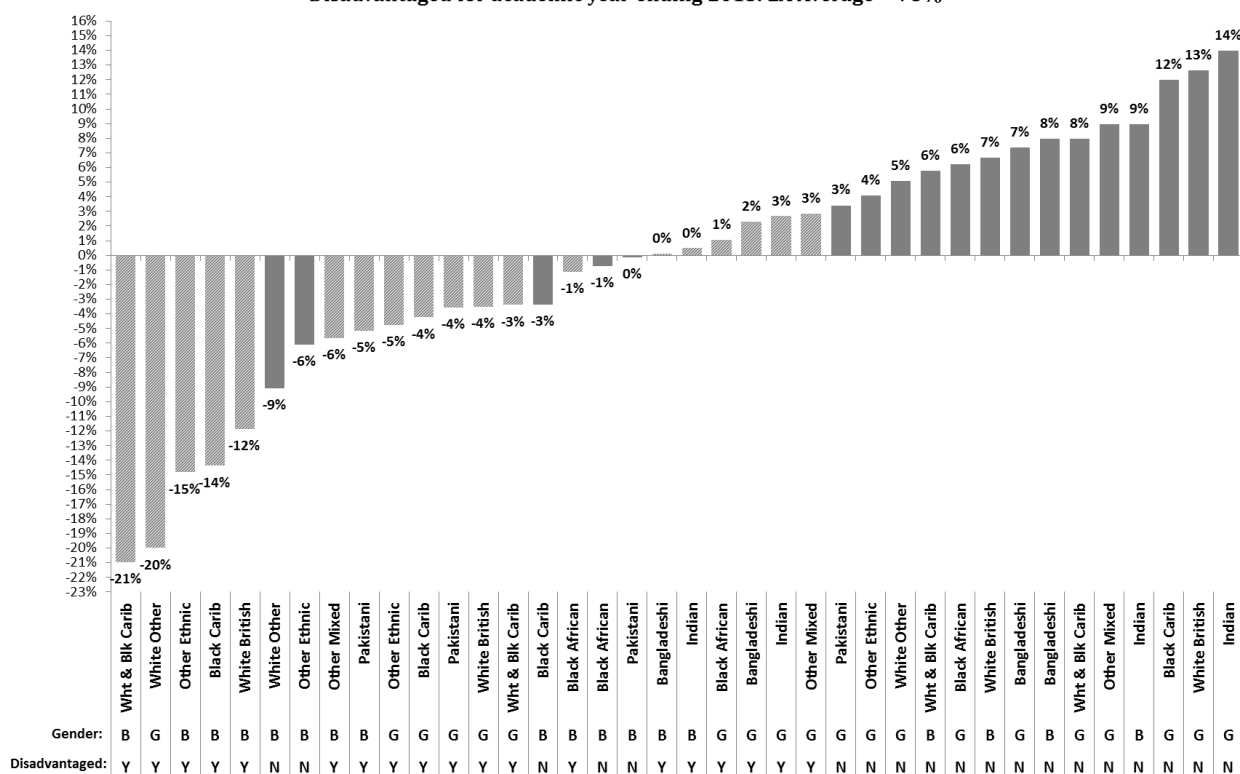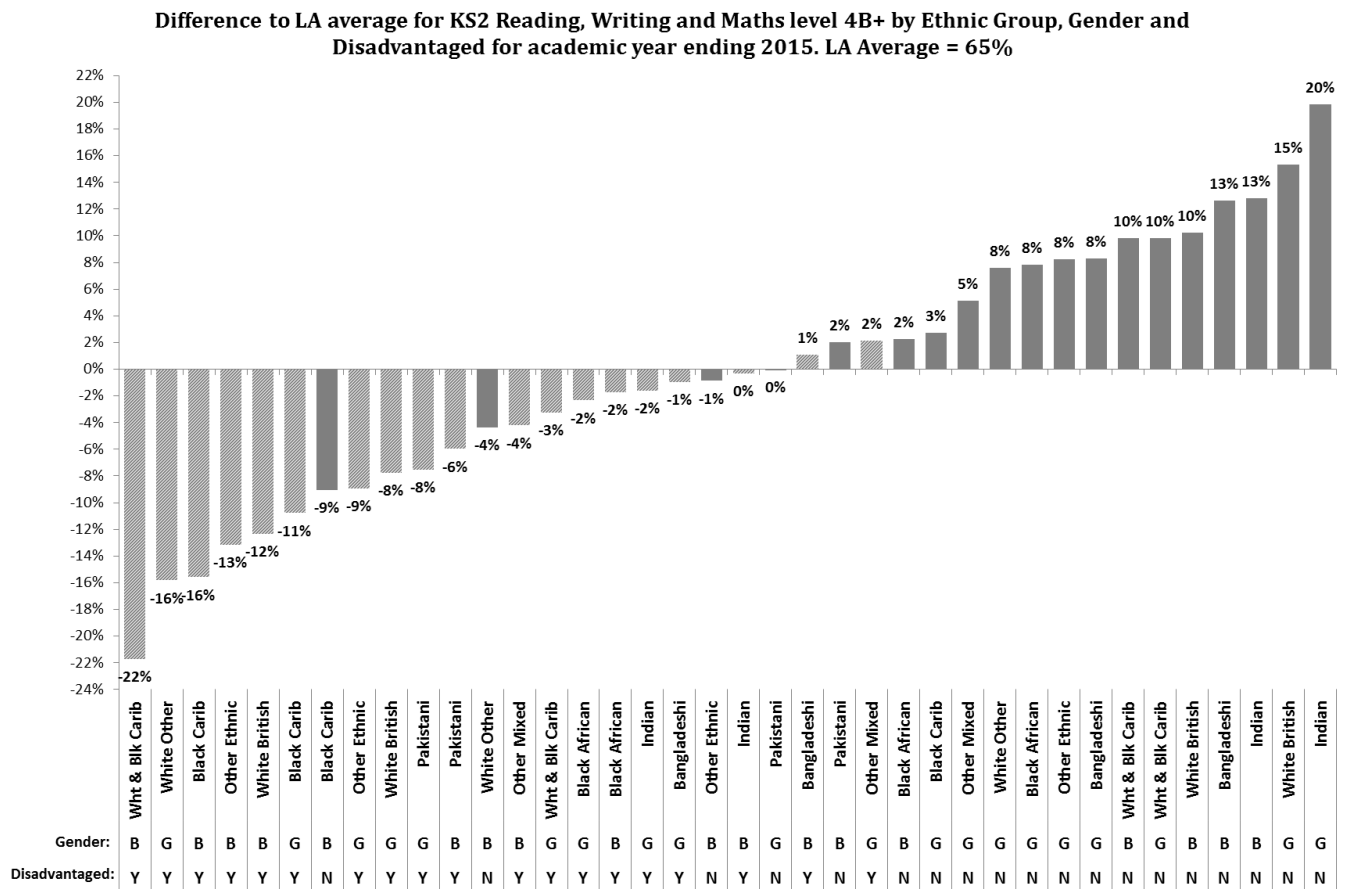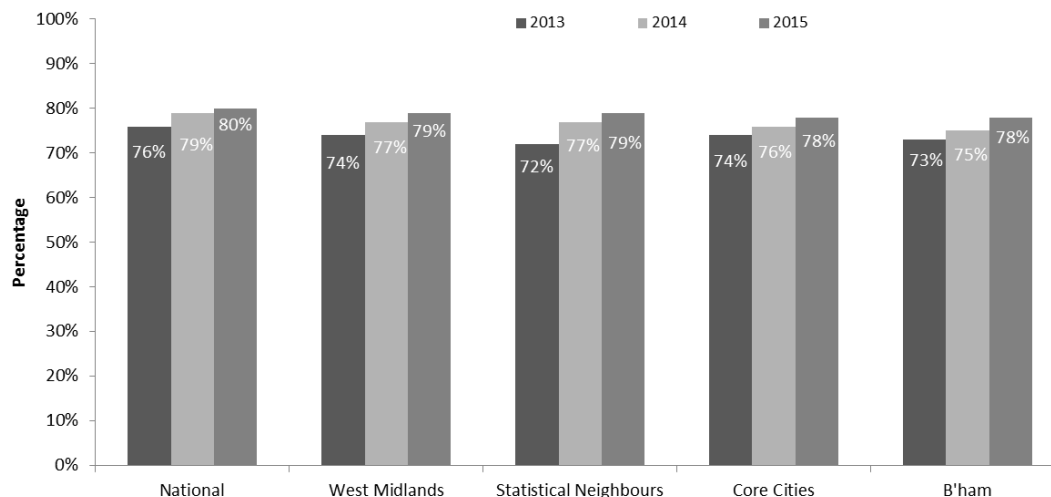## 4.4 Birmingham's Key Stage 2 attainment by Statistical Neighbours, Core Cities and West Midlands.

Fig 76 - Level 4 or above – Reading, Writing and Maths combined

> **When comparing performance to statistical neighbours, core cities and west midlands, Birmingham is in line with core cities but below all other groups.**
>
> Birmingham is still slightly below national although the gap between Birmingham and national is narrowing, 2014 4 percentage points gap and 2015 2 percentage points gap.
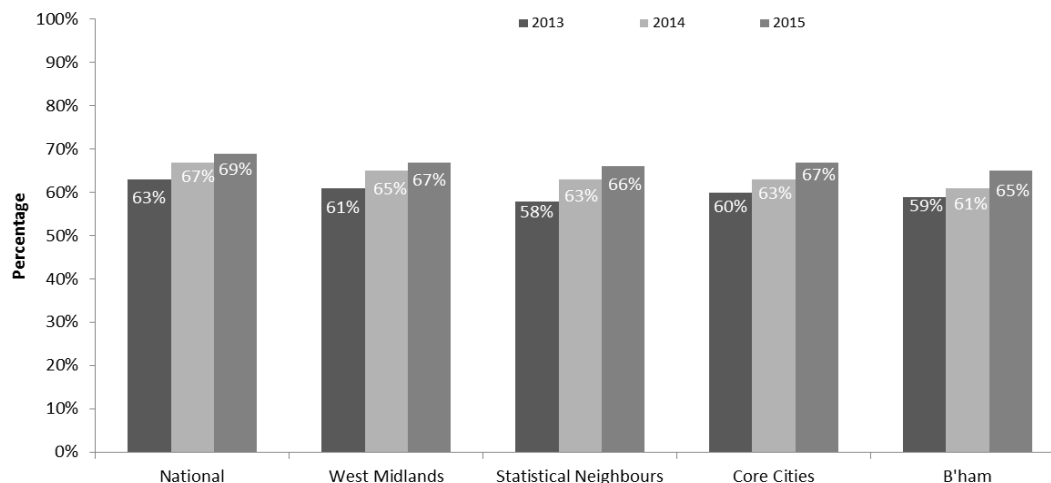
Fig 77 - Level 4B and above – Reading, Writing and Maths combined

> **When comparing performance to statistical neighbours, core cities and west midlands, Birmingham is below by average of 2 percentage points.**
>
> However, Birmingham is still below national although there has been a 6 percentage point's increase in improvement from 2013.

Page 83 of 126

Birmingham City Council

4.5 Primary Floor Standard

Primary schools are classed as below floor standard if:

- Fewer than 65 percent of pupils achieve a combined level 4 or above in reading, writing and maths and
- Percentage of pupils making expected progress in reading is below the median (national median = 94 percent for 2014) and
- Percentage of pupils making expected progress in writing is below the median (national median = 96 percent for 2014) and
- Percentage of pupils making expected progress in maths is below the median (national median = 93 percent for 2014).

Chart below shows the number of schools below floor standard, from 2013 to 2015 for Birmingham, increase from 2013 to 2015 by 7 schools.

Fig 78. Number of schools below floor standard, from 2013 to 2015 for Birmingham
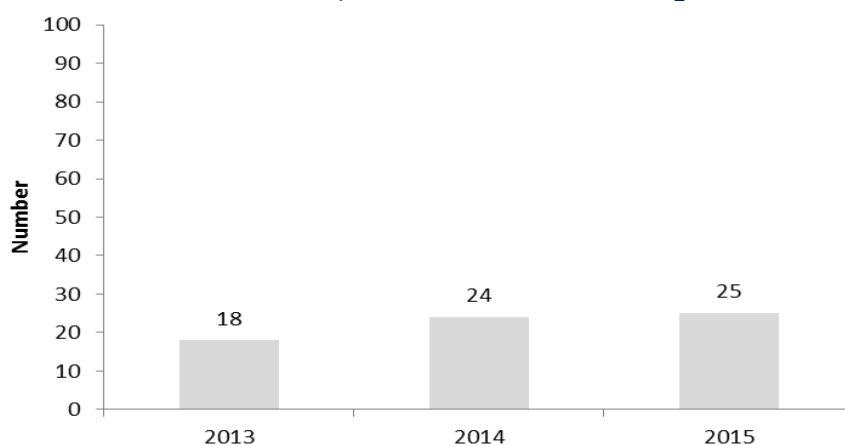
Primary Floor Standard by West Midlands, Statistical Neighbours and Core cities

Chart below shows percentage of schools below floor standard, from 2013 to 2015. Birmingham has more schools not reaching the primary floor standard when compared to core cities, statistical neighbours, west midlands and national. In 2015, Birmingham had 4 percentage points more schools not reaching the floor standard than national, see below.

Fig 79 Percentage of schools below floor standard, from 2013 to 2015.
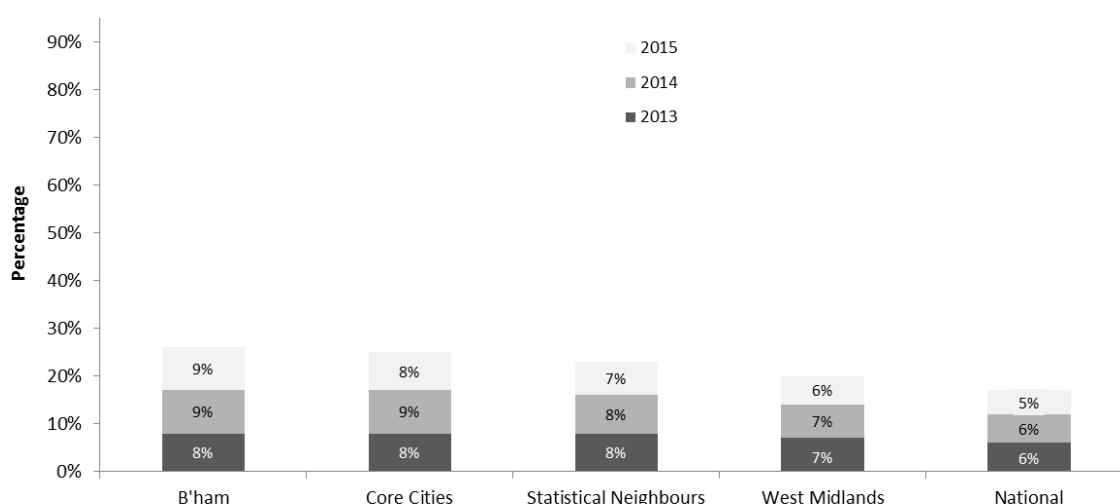
4.6 Birmingham's key stage 2 attainment by District and Ward.

District (based on pupil's home postcode)

The majority of districts have improved from 2013 to 2015 in
- Level 4 or above in Reading, Writing and Maths combined
- Level 4B or above in Reading, Writing and Maths combined

Highest performing districts:
- Sutton Coldfield
- Selly Oak
- Hall Green

Although there are some districts which are below the Birmingham average, they have improved from 2013 to 2015 with the exception of Edgbaston which has decreased by 3 percentage points (level 4 or above in RWM combined) and 1 percentage point (level 4B or above in RWM combined). Ladywood were the most improved district – increased by 11 percentage points in both measures from 2013.

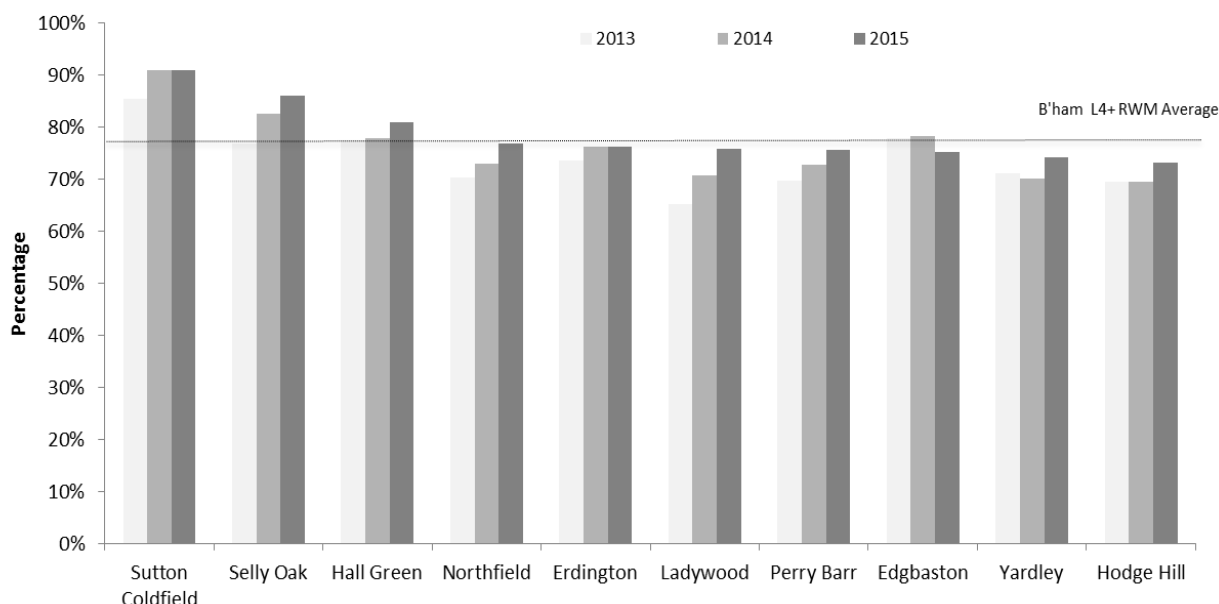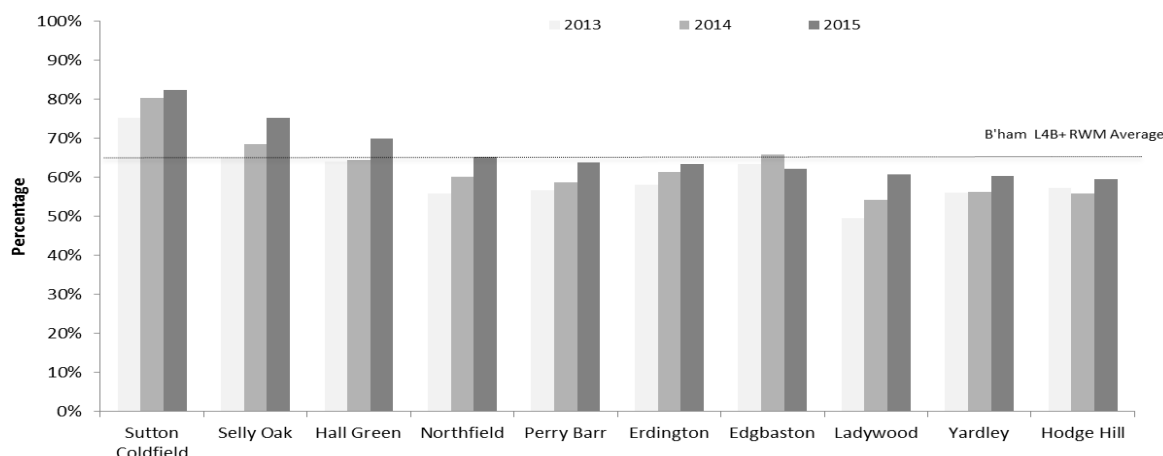**Fig 80 - Level 4 or above – Reading, Writing and Maths by District**

Fig 81 - Level 4B or above Reading, Writing and Maths by District

Page 85 of 126

Ward (based on pupil's home postcode)

Fig 82 -Map for Level 4 or above for Reading, Writing and Maths combined

Percentage of pupils achieving KS2 L4+ in Reading, Writing and Maths
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets

LA Average 78% (75%)
National Average 80% (78%)

SUTTON FOUR OAKS 93.5% (90.6%)
SUTTON TRINITY 86.1% (87.6%)
SUTTON VESEY 92.3% (93.6%)
SUTTON NEW HALL 92.6% (93.5%)
KINGSTANDING 80.6% (79.1%)
OSCOTT 84.2% (77.6%)
ERDINGTON 77.4% (76.4%)
PERRY BARR 77.2% (76.2%)
STOCKLAND GREEN 73.7% (74.4%)
TYBURN 72.9% (74.7%)
HANDSWORTH WOOD 76.7% (72.6%)
LOZELLS AND EAST HANDSWORTH 70.3% (69.3%)
ASTON 76.6% (74.8%)
HODGE HILL 70.4% (67.9%)
SOHO 73.7% (66.4%)
SHARD END 75.5% (68.4%)
WASHWOOD HEATH 72.7% (72.7%)
NECHELLS 75.9% (70.7%)
LADYWOOD 78.9% (67.5%)
STECHFORD AND YARDLEY NORTH 72.7% (64.7%)
BORDESLEY GREEN 74.4% (67.7%)
SOUTH YARDLEY 77.8% (70.5%)
SHELDON 72% (68.3%)
EDGBASTON 73.1% (83.3%)
SPARKBROOK 76.5% (71.8%)
QUINTON 76.5% (79.7%)
HARBORNE 82.9% (79.1%)
SPRINGFIELD 78.8% (76.5%)
ACOCKS GREEN 72.2% (77.2%)
SELLY OAK 86.3% (80.3%)
MOSELEY AND KINGS HEATH 84.3% (83.2%)
BARTLEY GREEN 70.6% (75%)
WEOLEY 81.6% (75.7%)
HALL GREEN 90.5% (88.4%)
BOURNVILLE 87.3% (85.4%)
BILLESLEY 86.5% (84.3%)
BRANDWOOD 84.4% (78.9%)
KINGS NORTON 74.5% (67.9%)
NORTHFIELD 76.5% (75.8%)
LONGBRIDGE 73.9% (72.8%)

Legend
86%+ (8)
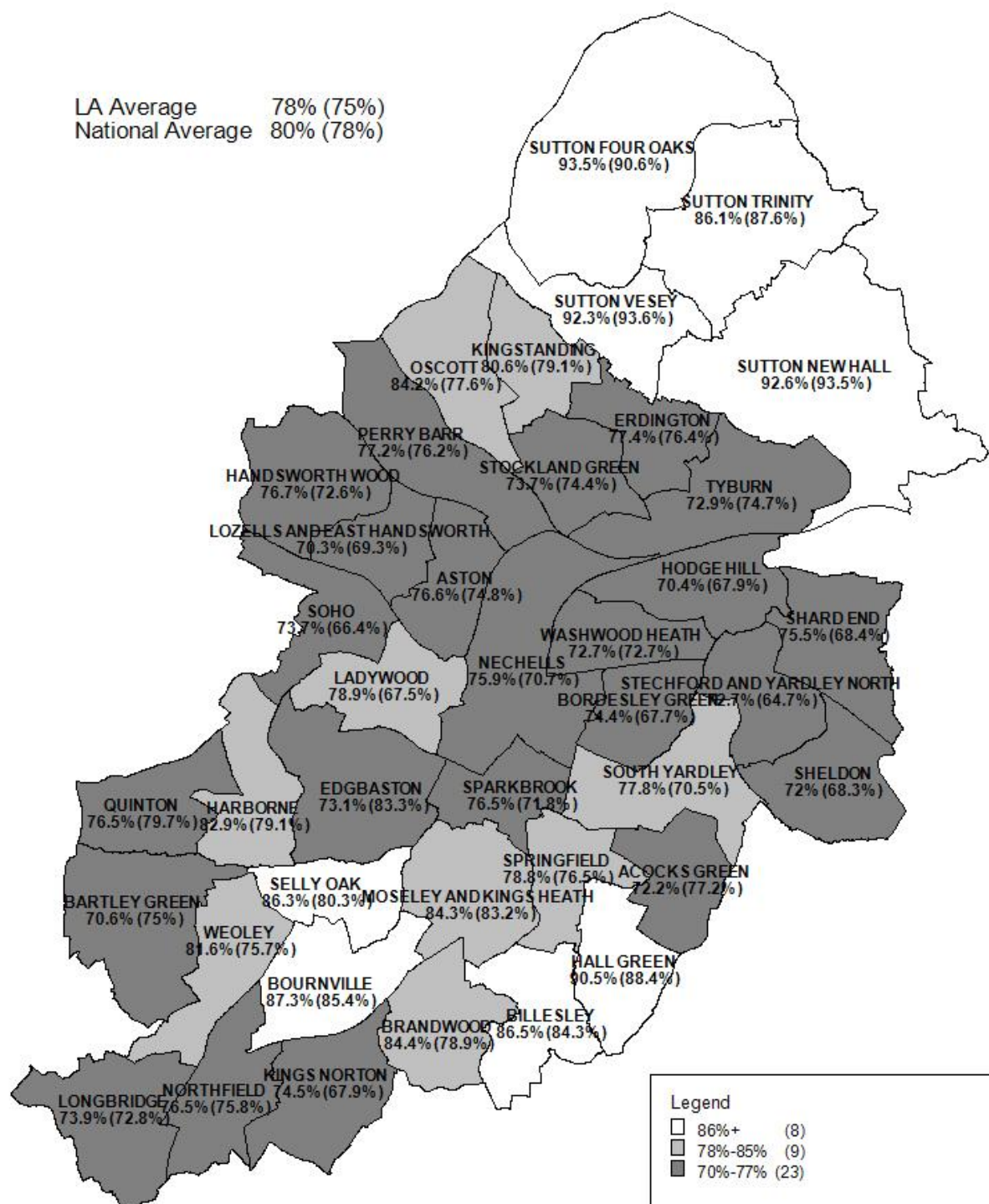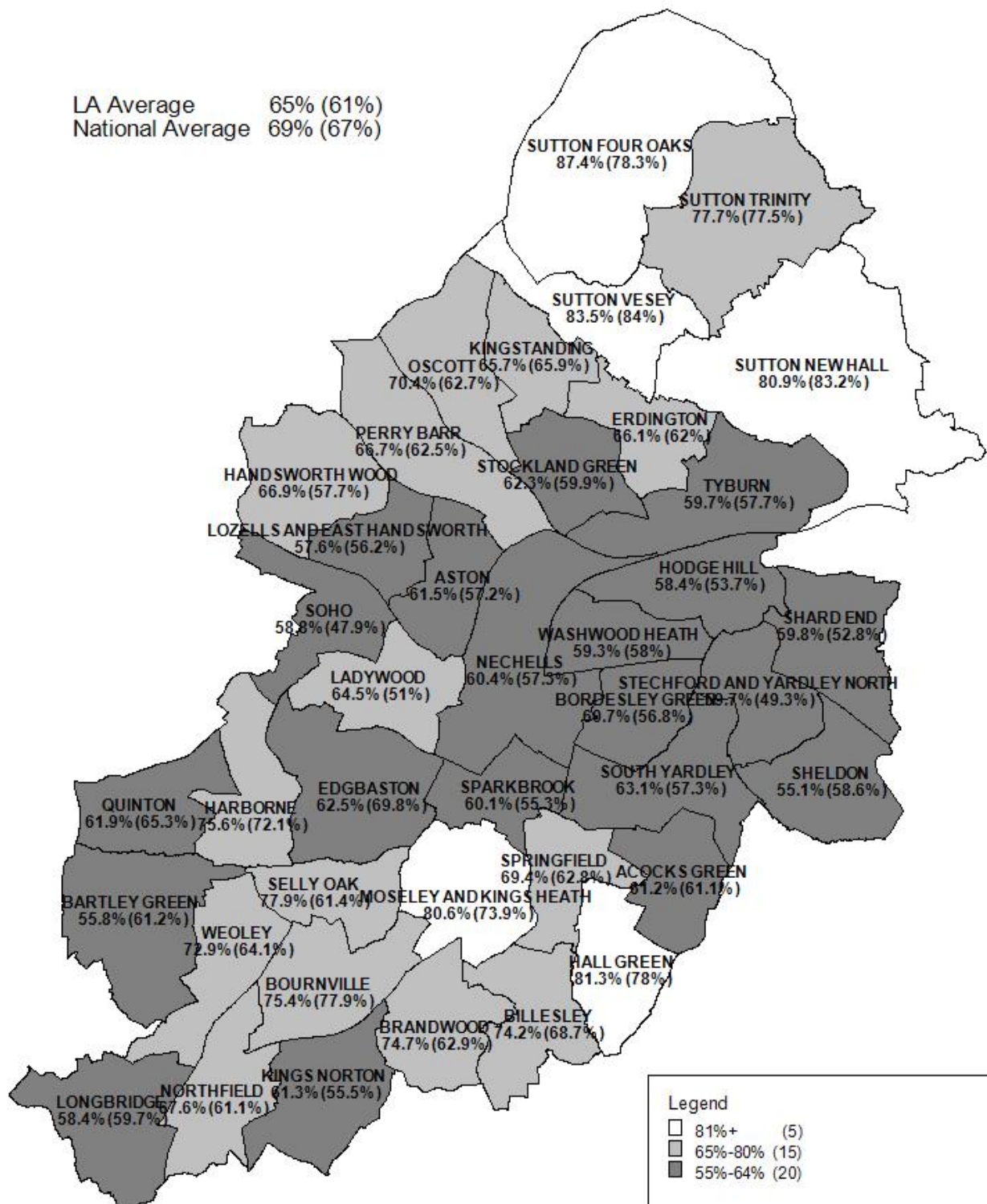78%-85% (9)
70%-77% (23)

Page 86 of 126

Fig 83 - Map Level 4B or above for Reading, Writing and Maths combined

Percentage of pupils achieving KS2 L4b+ in Reading, L4+ in Writing and L4b+ in Maths
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets

LA Average   65% (61%)
National Average 69% (67%)

SUTTON FOUR OAKS
87.4% (78.3%)

SUTTON TRINITY
77.7% (77.5%)

SUTTON VESEY
83.5% (84%)

SUTTON NEW HALL
80.9% (83.2%)

KINGSTANDING
65.7% (65.9%)

OSCOTT
70.4% (62.7%)

PERRY BARR
66.7% (62.5%)

ERDINGTON
66.1% (62%)

HANDSWORTH WOOD
66.9% (57.7%)

STOCKLAND GREEN
62.3% (59.9%)

TYBURN
59.7% (57.7%)

LOZELLS AND EAST HANDSWORTH
57.6% (56.2%)

ASTON
61.5% (57.2%)

HODGE HILL
58.4% (53.7%)

SOHO
58.8% (47.9%)

SHARD END
59.8% (52.8%)

WASHWOOD HEATH
59.3% (58%)

NECHELLS
60.4% (57.3%)

LADYWOOD
64.5% (51%)

STECHFORD AND YARDLEY NORTH
59.7% (49.3%)

BORDESLEY GREEN
59.7% (56.8%)

SOUTH YARDLEY
63.1% (57.3%)

SHELDON
55.1% (58.6%)

EDGBASTON
62.5% (69.8%)

SPARKBROOK
60.1% (55.3%)

QUINTON
61.9% (65.3%)

HARBORNE
75.6% (72.1%)

SPRINGFIELD
69.4% (62.8%)

ACOCKS GREEN
61.2% (61.1%)

BARTLEY GREEN
55.8% (61.2%)

SELLY OAK
77.9% (61.4%)

MOSELEY AND KINGS HEATH
80.6% (73.9%)

WEOLEY
72.9% (64.1%)

HALL GREEN
81.3% (78%)

BOURNVILLE
75.4% (77.9%)

BILLESLEY
74.2% (68.7%)

BRANDWOOD
74.7% (62.9%)

KINGS NORTON
61.3% (55.5%)

LONGBRIDGE
58.4% (59.7%)

NORTHFIELD
57.6% (61.1%)

Legend
☐ 81%+   (5)
▨ 65%-80%   (15)
▨ 55%-64%   (20)

Page 87 of 126

5. Special Education Needs (SEN)

5.1 Background

Children with special educational needs are at risk of underachieving unless the right supercentage pointort is provided. Special educational needs cover a broad spectrum of physical, cognitive, emotional and behavioural difficulties. On average just one in four children are on a school SEN Database (3 percent with statements or Education Health Care plans and 11 percent with SEN supercentage pointort). N.B. From September 2014, statements become Education Health & Care Plans (EHCP), School Action Plus and School Action become one category of 'Additional Supercentage pointort'.

For most children with special educational needs, attainment is measured on the basis of national curriculum levels and examination results. For some children with special educational needs, other measures of attainment are used that are better suited to their needs, e.g. 'P scales' which provide a way of measuring incremental progress, pre-national curriculum levels.

Please note when referencing SEN data or analysis, data is extracted from School Census January 2015.

Key Messages:

- Birmingham's Key Stage 1 SEN attainment has slightly improved in reading and writing, from 2014 to 2015.
- Phonics SEN outcomes match national levels for Year 1 and Year 2 in 2015.
- Birmingham's Key Stage 2 SEN attainment requires improvement for reading and maths.

5.2 Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage Profile (EYFSP) children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in the 12 early learning goals of the prime areas (personal, social and emotional development; physical development; and communication and language) and in the areas of mathematics and literacy.
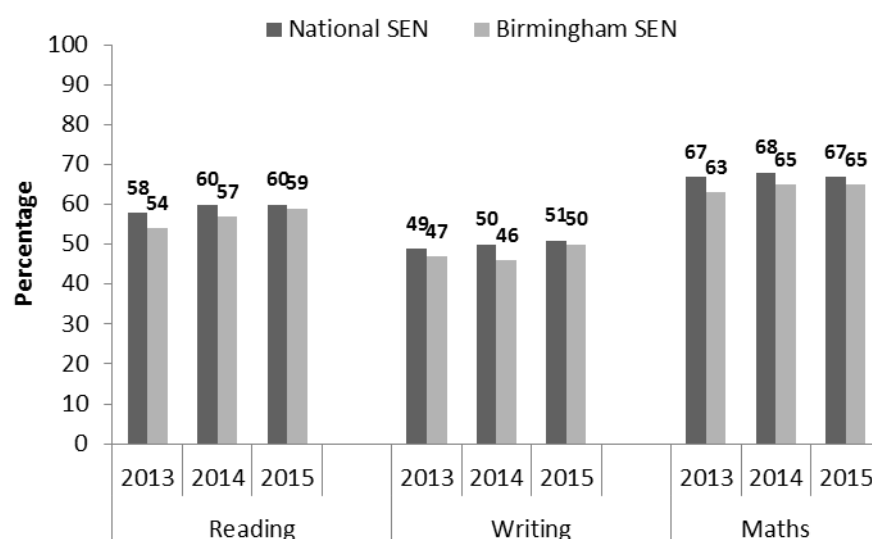
Fig 84 – SEN Good Level of Development
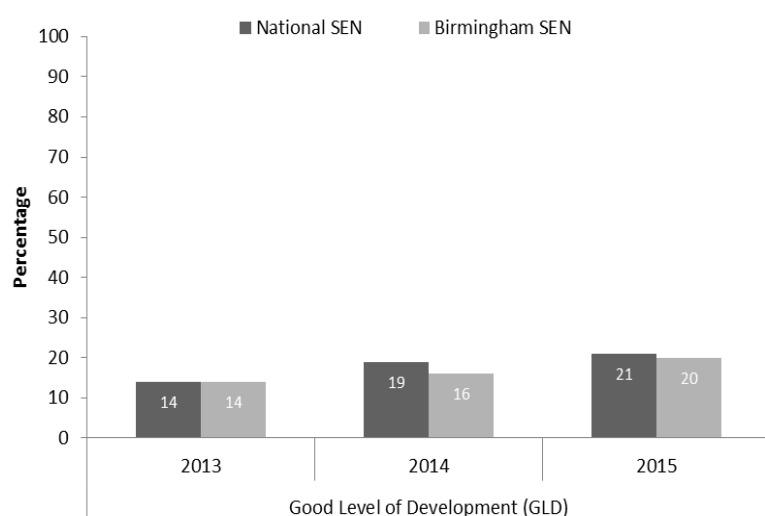
Birmingham's SEN children attainment at EYFS is below national levels, with a lower than average proportion of children reaching the GLD standard in both 2014 and 2015. However the gap has narrowed.

Page 88 of 126

5.3 Key Stage 1

Fig 85 -SEN Key Stage 1- Proportion achieving Level 2 and above

Between 2013 and 2015, Birmingham's SEN children attainment has been consistently below national averages. However the gap is narrowing across all subject areas, with an improvement in reading and writing.

The current gaps in proportion achieving level 2 or above, 2015
- Reading, 1 percentage point below national.
- Writing, 1 percentage point below national.
- Maths, 2 percentage point below national.

5.4 Phonics

The Phonics screening check is a short assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher.

Those children who did not undertake Phonics or make the expected standard in Year 1 then re-take the screening check in Year 2.

A child is required to achieve 32 out of 40 to meet the expected standard in Phonics. This threshold has remained the same since 2012 which was the year of introduction.

Fig 86 – SEN Phonics Year 1 and Year 2
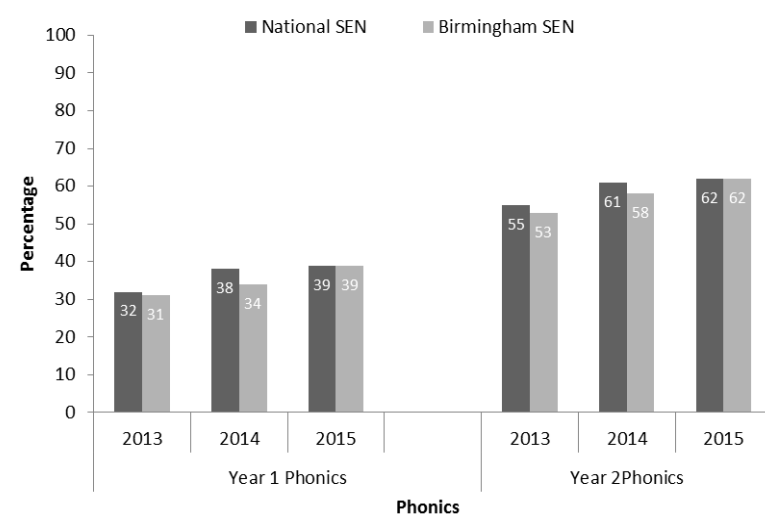
Birmingham's SEN children attainment in Phonics has improved from 2013 to 2015. Encouragingly, Birmingham SEN pupils are now in-line with national levels.
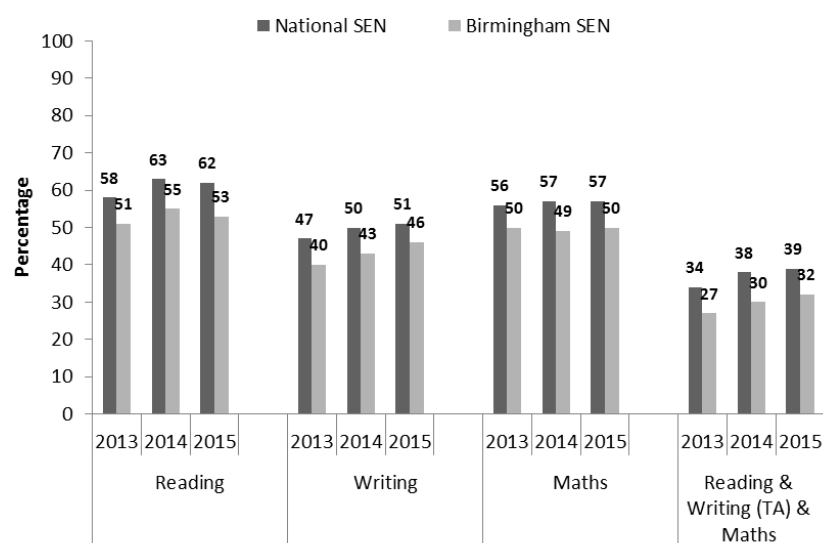
Phonics, compared 2014 to 2015

Year 1, increased 5 percentage points, equal to SEN national

Year 2, increased 4 percentage points, equal to SEN national

Page 89 of 126

5.5 Key Stage 2
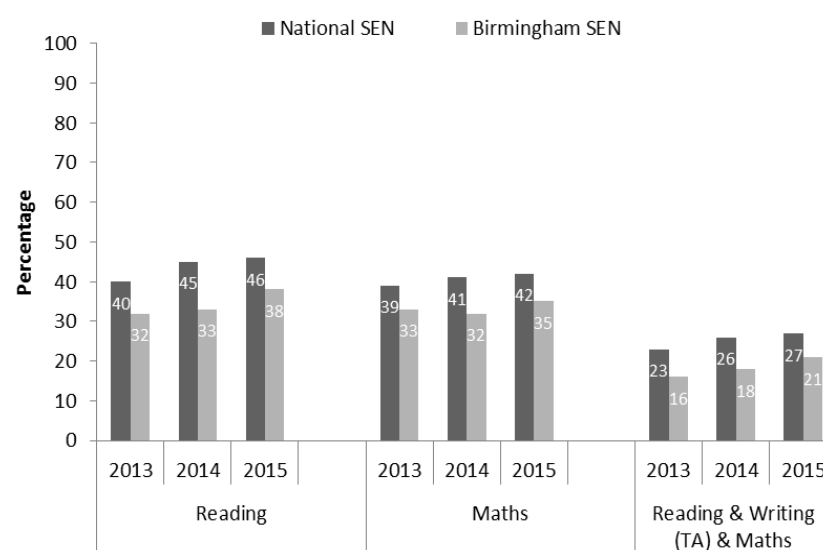
Fig 87 – SEN Key Stage 2 Level 4 and above

Birmingham's SEN children key stage 2 attainment has slightly improved in reading, writing and mathematics, from 2013 to 2015.

Level 4 or above, compared 2014 to 2015:

- Reading, decreased by 2 percentage points)
- Writing, increased by 3 percentage points
- Maths increased by 1 percentage points.
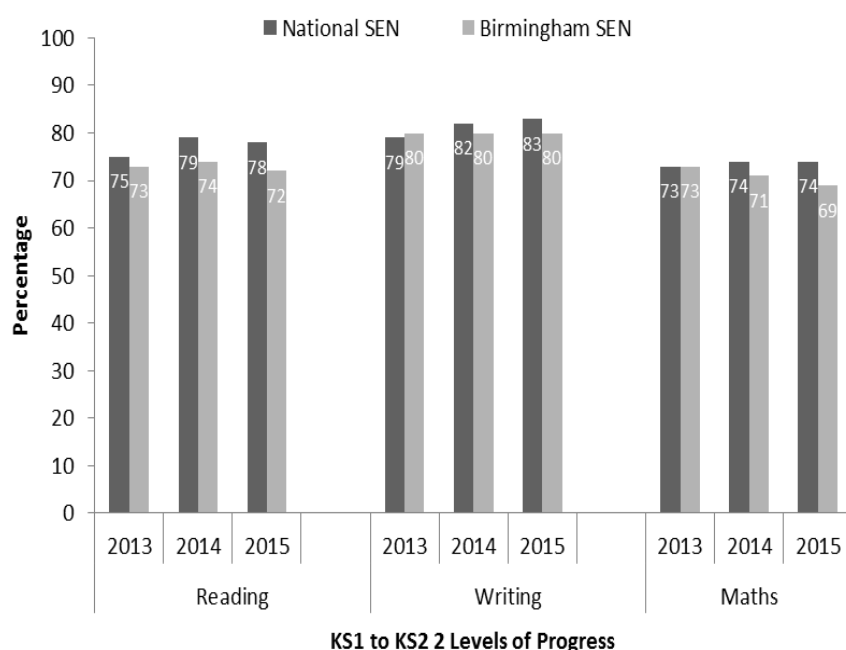- Reading, Writing & Maths increased by 2 percentage points.

Fig 88 – SEN Key Stage 2 Level 4B and above

Birmingham's SEN children key stage 2 attainment has slightly improved in reading, writing and mathematics, from 2013 to 2015.

Level 4B or above, compared 2014 to 2015:

- Reading, increased by 5 percentage points
- Maths, increased by 3 percentage points
- Reading, Writing & Maths increased by 3 percentage points.

Page 90 of 126

Fig 89 – SEN KS1 to KS2 2 Levels of Progress

Birmingham's SEN children key stage 2 progress performance has slightly in reading and maths.

Progress, compared 2014 to 2015:

- Reading and Maths decreased by 2 percentage points

- Writing, no change

Improvement

Results for our Birmingham SEN cohort in Early years and KS1 show some positive progress. Our youngest children are now only one point behind their peers nationally for overall Good Level of Development and the rate of improvement in Birmingham is faster than the national.

By age 6 our Birmingham SEN pupils are now matching their peers nationally in phonics tests whereas they were four points behind last year.

By age 7, Birmingham SEN children are continuing to improve in Reading and Writing whilst national results have remained static, therefore narrowing the gap.

By age 11 our SEN cohort is improving in Writing and Maths but declined slightly in Reading. Despite year on year improvements, the gap between Birmingham and national levels remain. Progress measures show that Birmingham SEN pupils do not match their peers nationally and that the gap for expected progress is widening slightly.

Moving forward there needs now to be a focus on improving outcomes in mathematics for SEN pupils. Maths toolkit a toolkit to supercentage pointort Maths was published by Pupil and School Supercentage pointort in September 2015. This was an updated version of a previously published one which reflected the content of the new National Curriculum and also mirrored the format of the Language and Literacy Toolkit. It was published in two stages, the first stage being the assessment frameworks in September 2015, the second stage being a set of accompanying teaching and learning ideas and an ITP (individual target plan) tool. Since September 2015, PSS teachers report that 131 schools are using the Maths toolkit to supercentage pointort assessment and target setting for pupils who have maths difficulties or who are underachieving in maths.

Future service priorities

We will continue to work in partnership with teaching school alliances and Birmingham Education Partnership (BEP) to ensure schools have effective programmes to tackle this under achievement. Access to Education colleagues will be working with schools to understand their data regarding SEN pupils and put plans in place to make improvements. *(Jill Crosbie, Head of Access to Education)*

6 Looked After Children (LAC) Attainment

6.1 Background

This analysis captures the end of key stage results for Birmingham's Looked After Children (LAC) for the 2014-15 academic year.

The main focus of the analysis is the cohort of children looked after continuously for at least 12 months as at 31 March 2015 (excluding those children in respite care) as reported in the 903 return and in particular those in the primary phase completing KS1 (Year 2), KS2 (Year 6) and the Early Years Foundation Stage assessment (Year R).

Attendance and Exclusion data is also summarised.

Key Messages:

- Early year attainment outcomes improved for LAC
- Key stage 1 Reading outcomes improved by 6 percentage points for LAC
- Positive improvements in LAC attainment at key stage 2, combined measure Reading, Writing and Maths improved 14 percentage points from 2013 to 2015.

6.2 Early Years

The number of LAC in the cohort (children looked after continuously for at least 12 months as at 31 March (excluding those children in respite care) completing the Early Years Foundation Stage Profile (Reception) at the end of the summer term was 51. Of this cohort 53% achieved a Good Level of Development (GLD) in the Early Learning Goals in the prime areas of learning and in the Early Learning Goals in the specific areas of literacy and mathematics. This is an increase of 25% on 2014 when only 28% of the cohort of 58 achieved the same level.

6.3 Key Stage 1

The number of Birmingham's Looked After Children (LAC) in this cohort completing KS1 (Year 2) at the end of the summer term was 62. The chart below shows the proportion of children reaching level 2 across the 3 subject areas.

Fig 90 – Key Stage 1 LAC Level 2 and above
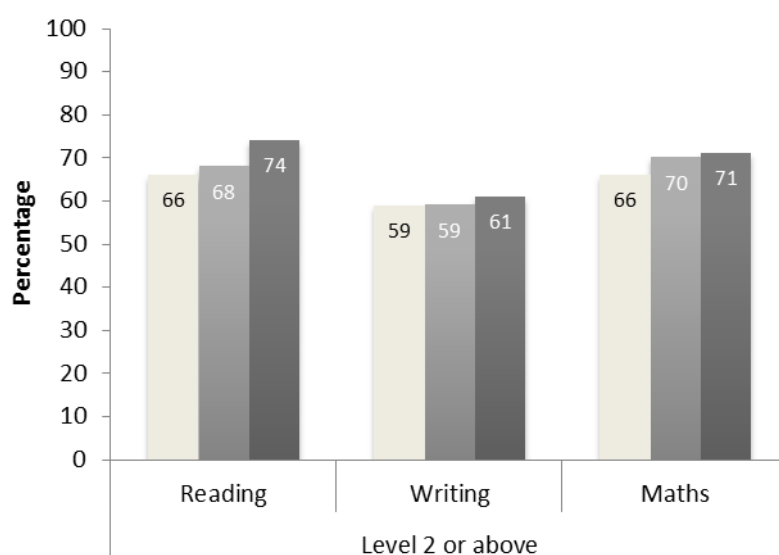
> **Birmingham's Looked After Children (LAC) Key Stage 1 attainment has improved year on year between 2013 and 2015 across all subjects (reading, writing and mathematics).**
>
> Level 2 or above compared to 2013 to 2015:
> - Reading increased by 11 percentage points (with a significant increase of 6 percentage points between 2014 and 2015)
> - Writing increased by 2 percentage points
> - Maths increased by 5 percentage points

6.4 Key Stage 2

The number of LAC in this cohort completing KS2 (Year 6) at the end of the summer term was 67. The chart below shows the proportion of children reaching level 4 and above across the different subject areas, including Reading, Writing and Maths combined, and in Grammar, Punctuation and Spelling (GPS).

Fig 91 – Key Stage 2 LAC Level 4 and above
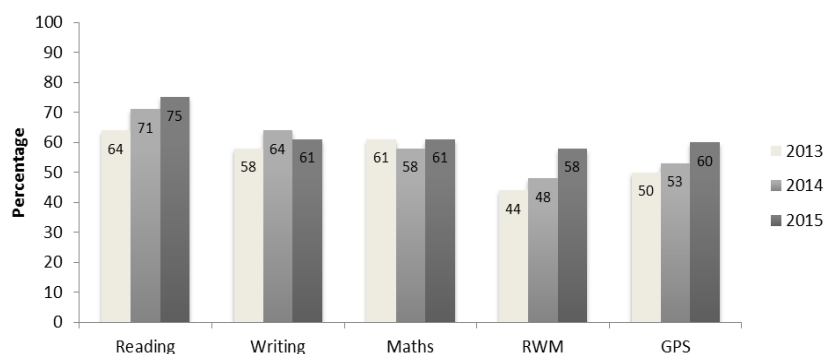
Birmingham's Looked After Children (LAC) Key Stage 2 attainment (proportion achieving level 4 and above) **improved across all subject areas between 2014 and 2015 with the exception of writing.**

- Reading increased by 4 percentage points on 2014 levels (11 percentage points on 2013)
- Writing dropercentage pointed 3 percentage points (although still higher than in 2013)
- Maths, increased by 3 points
- Reading, Writing and Maths combined increased by 10 percentage points.
- GPS has increased 7 percent since last year

6.5 Birmingham's Looked After Children (LAC) Attendance and Exclusions

Attendance

The numbers of children in care in the primary school phase cohort who missed 25 or more days schooling has increased slightly from 3.01 percent in 2013-14 to 3.02 percent for the 2014-15 academic year.

Primary Attendance in 2014-15 has dropercentage pointed slightly to 96.05 percent from 96.06 percent in 2013-14.

Exclusions

The number of permanent exclusions for LAC remains low for all phases (see table below)

Looked After Children Exclusions			
Year	2012/13	2013/14	2014/15
Male	5	7	10
Female	0	0	1
Total Number	5	7	11
Percentage	2.29%	3.14%	3.86%

Improvement / Future service priorities

Strengthen the quality of education and provision for LAC in EYFS, KS1 and the transition from KS2 to KS4 ensuring that:

- Children on entry to primary school are well prepared for education (EYFS)

- The progress and achievement of LAC at the end of KS1 is increased

- Progress from KS2 to KS4 is assessed regularly and consistently, providing targeted intervention to ensure LAC realise their potential.

Strengthen the quality of education, employment, training support and provision at KS3 & KS4 by:

- Ensuring that when they are ready to leave school young people's achievement is in line at least with the national figures for LAC

- Improving the number of LAC that achieve 5 A* - C (including English & maths)

Improve the corporate ambition of The Virtual School and LACES work in partnership with schools to make sure that every child in care has a school place by:

- Ensuring LAC are placed in a good or better school.

- Ensuring all LAC have high quality Personal Education Plans (PEP's), through the development of the e-PEP, with challenging targets.

- Providing a focussed programme of training for Virtual School staff, Carers and other professionals related to the educational progress of LAC to support the improvement of the children's progress and effective use of Pupil Premium.

- Enhance the Careers Education, Information, Advice and Guidance (CEIAG) for LAC through a targeted programme.

Ensure that care leavers have good, targeted and timely pathway plans in place so that they can make a successful transition into adulthood.

(Andrew Wright, Head Teacher of Virtual School)

Page 94 of 126

7. Primary Summary Table

Pupil Performance 2015: Comparison with Core Cities and Statistical Neighbours

Figures in brackets are 2014

Phase	Birmingham		Core City Average		Statistical Neighbour Average		West Midlands Average		Birmingham Rank Order out of 16[6]	
2015 Early Years Foundation Stage Profile[1] Percentage of children achieving a good level of development[2]	62% (56%)		62% (56%)		62% (55%)		64% (58%)		=6th (7th)	
2015 Phonics Meeting standard at end of Year 2[3]	89% (87%)		88% (86%)		88% (87%)		89% (90%)		=4th (=7th)	
2015 KS1 (Level 2+) Reading Writing Mathematics	89% (88%) 85% (84%) 91% (90%)		88% (87%) 85% (83%) 91% (90%)		88% (87%) 85% (83%) 91% (90%)		90% (89%) 87% (86%) 92% (91%)		=5th (=5th) =5th (=5th) =6th (=6th)	
2015 KS2	Level 4+	Level 4B+	Level 4+	Level 4B+	Level 4+	Level 4B+	Level 4+	Level 4B+	Level 4+	Level 4B+
Reading	87% (86%)	76% (73%)	87% (87%)	77% (75%)	88% (87%)	77% (74%)	89% (88%)	79% (76%)	=9th (=12th)	=12th (=14th)
Writing	86% (84%)	-	86% (84%)	-	86% (84%)	-	87% (85%)	-	=5th (=6th)	-
Mathematics	85% (82%)	74% (71%)	86% (84%)	75% (73%)	86% (84%)	75% (73%)	86% (84%)	75% (73%)	10th (=14th)	=10th (15th)
Reading Writing & Mathematics	78% (75%)	65% (61%)	78% (76%)	67% (63%)	79% (77%)	66% (63%)	79% (77%)	67% (65%)	=8th (14th)	=12th (14th)
Grammer, Punctuation and Spelling[4]	81% (76%)	74% (68%)	80% (75%)	72% (66%)	80% (76%)	73% (68%)	80% (76%)	73% (67%)	=4th (=7th)	5th (=6th)

The core cities are Birmingham, Bristol, Leeds, Liverpool, Manchester, Newcastle-Upon Tyne, Nottingham City and Sheffield.

Statistical neighbours are Slough, Waltham Forest, Manchester, Derby, Enfield, Luton, Nottingham City, Sandwell, Walsall and Wolverhampton. These were revised in 2014.

West Midlands are Birmingham, Coventry, Dudley, Herefordshire, Sandwell, Shropshire, Solihull, Staffordshire, Stoke-on-Trent, Telford and Wrekin, Walsall, Warwickshire, Wolverhampton and Worcestershire

Birmingham's rank order position is as compared to the other 16 core city and statistical neighbour authorities.

1. A revised Early Years Foundation Stage Profile was introduced in 2012-13.

2. A pupil achieving at least the expected level in the Early Learning Goals within the three prime areas of learning and within literacy and mathematics is classed as having "a good level of development".

3. If a pupil's mark is at or above the threshold mark they are considered to have reached the required standard. The threshold mark for 2015 remained at 32.

4. Grammar, punctuation and spelling test introduced in 2013

6. Ranking based on rounded figures

Page 95 of 126

Report to the Education and Vulnerable Children Overview and Scrutiny Committee – 10 February 2016

Peer Review of Birmingham Education and School Strategy and Improvement Plan - 16-20 November 2015

Purpose of the Report

To brief the Committee on the findings of the peer view conducted by the Local Government Association (LGA) of the Birmingham Education and School Strategy and Improvement Plan

Recommendation

That Scrutiny notes:

- the findings of the peer review.

- that a refreshed improvement plan will be presented to Cabinet for approval.

- that the plan will be monitored by the Cabinet Member, Children's Services and this Scrutiny committee.

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                            Interim Executive Director of Education

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                            Tel: 0121 675 8995

LGA Peer Review of Birmingham Education and School Strategy and Improvement Plan

1. **Introduction**

This report details the findings of the LGA peer review of the Birmingham Education and Schools Strategy and Improvement Plan.

2. **Background**

The Birmingham Education and Schools Strategy and Improvement Plan was published in December 2014 following a series of reports that identified serious safeguarding and governance concerns in a number of Birmingham schools.

To help us secure improvements, and as part of sector-led improvement, the LGA were commissioned to undertake this review of the above-mentioned Plan. As part of the review, a team of eight peers with relevant experience and expertise, drawn together through the LGA, undertook a range of interviews and focus groups during the week of 16-20 November 2015.

The peer team was asked to challenge our progress in implementing five of the twelve workstreams in the Plan:

- Build confidence in BCC's ability to lead the overall system of education through a relentless focus on core duties.

- Ensure that there are robust and effective governance arrangements in place and working effectively in schools.

- Work with schools to ensure that all children and young people in Birmingham learn in an environment that is safe and promotes their overall wellbeing.

- Work with partners to deliver improvements in schools.

- Drive innovation and improvement through new district structures that promote collaborative leadership and enhance accountability.

In challenging these, we asked the peers to focus on progress, outcomes and impact of our actions.

Members of the Peer Review team met with a cross-party group of Members from this Scrutiny Committee. They had also intended to meet with the Chair, Councillor Susan Barnett, however, due to illness, Councillor Barnett was unable to attend.

3.		**Review findings and recommendations**

The key messages from the review are set out below:

The Council has made good progress in progressing work across all of the five workstreams 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 has improved. 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 these key messages, the review recommended some corporate reflections for the Council to consider:

- 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 'the youngest city in Europe'.

- The political and managerial leadership of the city need to rigorously pursue the delivery of a shared ambition and vision for Education.

- Organisational transparency needs to be developed so that members, managers and partners can see the implementation of decisions and support growing self-awareness.

- 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.

More detailed findings covering the Council's leadership of education, strengthening school governance, safeguarding in schools, improving schools, local leadership and accountability are set out in the **appended letter**.

The findings recommend that the City Council considers the following actions:

- 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.

- Provide training and development for all Members involved in scrutinising education with clear line of sight from district level to the Council leadership.

- 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.

- Develop the intelligent client role of BCC in relation to the BEP and ensure that resources and ambitions are aligned.

- Determine an effective accountability model for BEP.

- 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.

- Ensure that the Education Improvement Group [a forum comprising senior representatives from the City Council, Ofsted, Department for Education, BEP and the Regional Schools Commissioner's office] provides effective and timely challenge where there is evidence of poor governance in schools.

- Ensure that the Education Improvement Group facilitates clarity about respective roles and responsibilities of partners to ensure that its positive impact is sustained.

- Encourage BEP to prioritise school improvement based on a single definitive process for identification of schools and their performance.

- Ensure that BCC staff undertaking visits to settings where there are concerns have the skills and authority to take necessary action.

4.   **Next steps**

The outcomes of the review are being taken into account in the future planning of children's services and a refreshed improvement plan for education.

Attachment: Letter from the LGA to Mark Rogers dated 7 December 2015

Mark Rogers
Chief Executive and Director of Economy
Council House
Victoria Square
Birmingham
B1 1BB

7 December 2015

Dear Mark

Education and School Strategy and Improvement Plan peer challenge

On behalf of the Peer Team, I would like to say what a pleasure it was to be invited into Birmingham City Council to deliver a peer challenge of your Education and School Strategy and Improvement Plan. The Team felt privileged to be allowed to conduct its work with the support of you and your colleagues and partners.

Peer challenges are delivered by experienced councillor and officer peers. The make-up of the peer team reflected your requirements and the focus of the peer challenge. Peers were selected on the basis of their relevant experience and expertise and were agreed with you. The peers who delivered the peer challenge at Birmingham City Council were:

- Phil Norrey, Chief Executive, Devon County Council
- Cllr. David Simmonds, Elected Member Peer, Local Government Association
- Sally Bates, Head Teacher, Nottinghamshire
- Steve Belk, Associate, ex Executive Director of Learning and Standards, Hackney Learning Trust
- Siddique Hussain, National Leader of Governance
- Ian Keating, Local Government Association Policy Lead for Education
- Robin Tuddenham, Director of Communities, Calderdale Council
- Anne Brinkhoff, Programme Manager, Local Government Association

Scope and focus of the peer challenge

'Education has the power to transform lives. Every child in Birmingham has the right to a fantastic childhood and the best preparation for adult life in the modern world'. Published in December 2014, your Education and Schools Strategy and

Improvement Plan builds on several pieces of work, including the Clarke and Kershaw reports triggered by Trojan Horse, along with transformation already under way in education services. The strategy is delivered via 12 work streams with an identified lead overseeing an action plan for each of these.

You asked the peer team to challenge progress with implementing five of the work streams:

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 and promotes their overall wellbeing

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

In challenging these you asked us to focus on progress, outcomes and, where possible, impact of actions.

It is important to stress that this was not an inspection. Peer challenges are improvement focused. As peers we used our experience and knowledge to reflect on the information presented to us by people we met, things we saw and material that we read.

This letter provides a summary of the peer team's findings. It builds on the feedback presentation delivered by the team at the end of their on-site visit. In presenting this feedback, the team acted as fellow local government and education officers and members, not professional consultants or inspectors. We hope this recognises the progress Birmingham City Council have made during the last year whilst stimulating debate and thinking about future challenges.

1.   Key messages

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 has improved. 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 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:

- 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 'the youngest city in Europe'.

- The political and managerial leadership of the City need to rigorously pursue the delivery of a shared ambition and vision for Education.

- Organisational transparency needs to be developed so that members, managers and partners can see the implementation of decisions and support growing self-awareness.

- 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.

2. Birmingham City Council's Leadership of Education

The Lead Member and Executive Director have brought clear and consistent leadership to Education within the City Council. This includes the main priority of delivering the Improvement Plan with focus on getting the basics right in relation to School Governance and Safeguarding. The Cabinet Member has a clear ambition for the City Council to work with all schools that educate Birmingham's children, regardless of governance and accountability arrangements. Headteachers welcome the strong professional leadership of the Executive Director of Education. He is successfully building links and relationships with all schools and is strengthening the network of school forums to provide an effective mechanism for system wide leadership.

There is a growing sense of confidence in Birmingham about the leadership of the education system. Birmingham is the largest single tier authority in Europe with 446 schools, and with a growing number of Academies (currently 29%) and Free Schools (currently 4%). The fragmentation of the education system brings challenges to system wide oversight and improvement. Although borne out of intervention, the Education Improvement Group has provided an important and

recognised forum for those accountable for school improvement and the regulator to come together to maintain oversight of school improvement in the City. Looking beyond intervention it will be beneficial to ensure that this structured oversight continues.

Relative to the majority of other education systems, the funding base for schools is strong. Birmingham has settled Equal Pay and Private Finance Initiative (PFI) issues with schools to the advantage of the education system, and schools enjoy an extremely favourable funding position compared to others, with the exception of London Boroughs. For some years, Standards Grant funding to the level of £15 million has been part of the Designated Schools Grant and has, with oversight through the Birmingham Schools Forum, been distributed to individual schools. While the peer team acknowledges significant cost pressures for many partners in the system, including the Council, we believe that the system is resourced to deliver school improvement and must prioritise existing funding to best effect.

There are sound foundations for an effective self-improving education system, including maintained and academy providers and consortia, with well-established and proven arrangements. We heard about strong formal and informal partnership arrangements between schools with established arrangements to support teaching and learning, drawing on a wealth of resources within the system such as the Teaching Schools and Leaders of Education. There are good arrangements for managing exclusions through groups of schools working together, although there was concern that too many exclusions still occur. The BEP, although still in its infancy, is bringing improved oversight, co-ordination and targeted support.

The Council's relationship with schools is improving and we heard evidence of more responsive and personalised services. Examples are School Governance, HR and Payroll, ICT as well as Safeguarding which were presented as services that are engaged and pro-active.

Communication with schools is vastly improved and valued. Starting from a low base, the Council has now developed a system that permits direct and pro-active communication with all schools across the City. The 'School Noticeboard', a weekly newsletter, provides purposeful information, resources and guidance and is valued by headteachers. A good example is the Council's response to the terrorist events in Paris on 13 November 2015, where a special edition provided strong messages of civic leadership in addition to resources for use in schools. Headteachers commented positively on the existence of more pro-active communication and direct engagement from BCC's senior team, including the Executive Director.

The Council now needs to set out its vision and ambition for the education system that will underpin the school improvement strategy post-intervention. The

peer team consider that at the heart of this lies a decision about the kind of relationship the Council wishes to have with its schools and what this means in practice. For example, what is the distinctive role and responsibility that only the Council can provide? What will this look like in practice? What services will the Council continue to provide and why? How will they be funded and sustained? Articulating clarity in its relationship with schools will enable the Council to move to setting the agenda as opposed to responding to crises.

Continuity in the professional leadership of the service is widely regarded as crucial. Given the Clarke and Kershaw reports as well as the below average performance of many schools in Birmingham there was a strong consensus that a period of stability and strong professional oversight is required for the Improvement Plan to be delivered with maximum impact.

The role of 'district' arrangements in scrutinising education is confused. Scrutiny arrangements in the 10 Districts are unclear, inconsistent and not well resourced. There is confusion about the respective roles and responsibilities of District Scrutiny arrangements and the work of the Education and Vulnerable Children Overview and Scrutiny Committee with regards to effective scrutiny of local education performance. While local scrutiny is powerful, the approach needs to be consistent and it is important to ensure a clear line of sight from District level to the Council leadership.

The Schools Forum needs to be further developed to undertake a more effective role in educational leadership. The Forum oversees over £1billion of Dedicated Schools Grant per annum which requires members to make significant strategic decisions. Members of the Forum acknowledge and welcome the change in officer leadership and the recent work to develop the Forum which has led to more trusting relationships. However, this needs to be supplemented by training to ensure that all members understand their brief and the complexity of school finance. There was a request for more effective administration of the Forum, including quality and timeliness of reports and for discussions to be commensurate to finances involved.

Partners including Ofsted, the Regional Schools Commissioner and the DfE need to be clear about their respective roles and responsibilities and how they work together. We heard different descriptions from partners about what their and others' responsibilities are. Given the complex schools landscape and an increase in Academies and Free Schools, it is crucial that partners are clear about their and partners' roles and responsibility so that they can work together to deliver their core purpose – the best education for children in Birmingham.

3.   Strengthening School Governance

Governance is now high on the agenda and has a high profile with schools and other stakeholders. Individuals we spoke with about governance reported that they had seen a significant improvement in the quality and quantity of advice and guidance given by governor services. There was clear evidence of an intensification of monitoring and risk rating governance in maintained schools. However, this is only just getting underway and it is difficult to assess its impact. The governor services team clearly relish the challenge of spearheading new initiatives such as the schools audit which will put a clear focus on the quality of governance as well as on financial issues.

Governor services are generally very well regarded, with a significant majority of all types of schools buying in and high levels of satisfaction expressed in the evidence presented. Governor services reported that some 85% of schools subscribe to their traded services and included a majority of academies, although take up in this sector was lower. Take up by maintained schools is close to 100%, while 58% of primary academies and 47% of secondary academies buy into the service. There was widespread agreement that the service is pro-active, easy to access and provides high quality advice and guidance on a range of matters, including regular briefing, general and specialist training, model policies, skills audits and legal matters. This reach and positive feedback is encouraging progress. It will help to ensure a sound foundation for Governing Bodies in Birmingham Schools to fulfil their strategic role of providing clarity of vision, ethos and strategic direction, holding the headteacher to account for educational performance of the school and ensuring that money is well spent.

Communication and support to Governing Bodies regarding safeguarding is extensive and timely. Conversations with headteachers, clerks, governors and the voluntary sector unanimously praised the communications and training on safeguarding provided by governor services through its commissioned provision Services for Education. Direct support on safeguarding to governors is also provided and well-received.

The selection of Birmingham City Council (BCC) nominated governors is much improved. We saw strong evidence that the process for nominating BCC governors is rigorous and more transparent. Applicants are required to complete a comprehensive application form and provide references. Due diligence checks are carried out and applications are reviewed at the School Governor Nomination Committee which includes councillors, headteachers and governors. However, vacancy rates are high at 25% of all LA Governors. While the Service is actively marketing governor positions, this needs to continue at pace in order to provide a sufficient pool of high calibre LA Governors.

Interim Executive Boards (IEBs) have moved their schools forward. We interviewed two chairs of IEBs of schools in very challenging circumstances and

who had been significantly underperforming schools and there was strong evidence of improvement in achievement, safeguarding and leadership. Governor services reported a much greater and more thoughtful use of IEBs in recent years to drive school improvement, together with appropriate and timely support. Appointments to these are carefully planned with involvement from governor services, the executive directors and academy sponsors. This shows a more strategic approach to using effective governance to challenge school leadership and drive school improvement.

While governor services measure the number and frequency of schools who are engaged and the feedback with individual services, there is as yet no evidence of the extent of the take up and penetration of the services or more importantly the impact their work is having across the cohort of schools. Given the scale and reach of governor services and the Birmingham Governors' Network (BGN), we consider that this is an area that should be developed, possibly in the form of a broader evaluation that would also inform the future direction of the Service. It may well be that national organisations such as the National Governance Association or one of the local universities could support this.

Working relationships between governor services and representative governor networks need to be further clarified and strengthened. Conversations with Birmingham Governor Services, Birmingham Governors Network (BGN), National Governors' Association (NGA), headteachers, clerks and leaders of the voluntary sector highlighted a disjointed approach and increasing reluctance among some groups to work together. For example, there is no agreed approach to sharing information and data about governing bodies who may need support, nor is there a coordinated approach to training and development. In the past this has led to situations where there is duplication of training or networking sessions in one part of the City or none at all in another part. Building on the recommendations in the recent review of the BGN by the NGA, the peer team consider the need to clarify roles and responsibilities of the BGN vis-à-vis Governor Services is a key task which needs to be articulated. Both organisations should work to their respective strengths and consider the needs of the system as a whole.

There is a gap in providing quality assurance of clerking services. We heard from governors, headteachers and clerks that this is a gap in the current market. Clerks in particular would value a mechanism for regular networking and training for clerks. Given the importance of professional clerking to enable professional governance this might be an area of future business development for governor services.

The BEP should take a higher profile in monitoring the quality and effectiveness of school governance across the City. It is the GB's role to tackle significant under performance in their schools through robust challenges over a long period of time. People we spoke with were committed to BEP and wanted to see it

strengthen and work for the benefit of the districts but felt their monitoring role in effective governance could be the 'central' oversight needed. Although the infrastructure of BEP is in place, the scope of BEP and resources available to it currently limit its effectiveness without the addition of extra responsibilities such as monitoring governing body effectiveness.

There is an inconsistent approach to the adoption of the school governor model code of conduct, including the recommendations on lengths of service and the number of schools a single governor can serve on. The nationally promoted Model Code of Conduct for school governance is extensively distributed and adopted but in many cases with a proviso that the requirement to limit 'long serving governors' be removed from the code. Governor Services and Birmingham Governors Network need to not only adopt the national position, endorsed and informed by NGA guidance, across the whole school population but put in place a robust system of measuring compliance and in turn help spread good practice in governance across to other schools.

4.   Safeguarding in Schools

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.

Section 175 audits have moved from a low return and awareness to 97% completion using the newly launched on-line tool, and variations in quality are being addressed. Safeguarding audits are carefully reviewed and contribute to the overall assessment of schools through the Education Data Dashboard. Headteachers report that the format and process of the Safeguarding audit has much improved with a tailored 'Birmingham version' that was developed with input from school leadership. Schools report that the requirements are clear and they felt that guidance on safeguarding audit processes and policies from the Council was responsive and of good quality. They were positive about the engagement and support to Governors.

Schools report that the Multi-Agency Safeguarding Hub (MASH) delivery model 'Right Service Right Time' is widely understood and backed up by effective

training. It is supported across the system and MASH as the 'key in the lock' to appropriate and effective support to children and families is increasingly understood. Looking forward, care needs to be taken that shifting operational practices among individual agencies do not stymie effectiveness.

Headteachers we spoke with demonstrate high levels of awareness of what is required in Safeguarding and appreciate the guidance issued by the Council. There is a clear line of sight on audit and high levels of engagement. Over 70% of schools have accessed or booked Prevent training for the spring term in 2016. Designated Safeguarding Leads understand the complex and dynamic landscape of safeguarding practice, for example Prevent, FGM and CSE across all age groups and are resilient and inquisitive. They welcome the responsiveness of the Council and value the quality of advice and resources that are made available. There is good work across safeguarding and governor services to ensure that Safeguarding Governors understand their roles and responsibilities and have access to training and support.

Data collection and management is supporting safeguarding in schools. Information from the safeguarding audits will be used to ascertain any weaknesses in safeguarding policies or practice and will feed into the Education Data Dashboard to contribute to a systemic assessment of schools against a range of criteria. Data is balanced with qualitative knowledge and helps to identify schools that require targeted or specialist support.

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 skills 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.

The fragmentation of schools' ICT and data systems is creating a risk around information exchange and data security. There are now a range of data systems available for schools to purchase which are of variable quality. Our conversations identified concerns about some systems, while cheaper, offering a lesser quality in information exchange and data security which impacts on the ability to effectively share information across the system and highlight safeguarding concerns.

There are concerns within the system about the sustainability of the improvements, given that some roles are short-term and other personnel are changing. The temporary nature of the Resilience and Safeguarding Advisors were mentioned in particular, whose roles are seen as critical in the medium term to support schools. We understand that the Chair of the Safeguarding Board is coming to the end of her term. This is a high profile position and care needs to be taken to ensure a strong replacement in a timely fashion. The Board's recent

Annual Report demonstrates insight into the challenges Birmingham faces, and effective leadership of the Board will be a key part of the improvement journey.

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.

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.

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.

5.   **Improving Schools**

The BEP is widely recognised as the right vehicle for school improvement. BEP was established in November 2013 when headteachers from across Birmingham came together to create a collective voice for the city's schools. Since 1st September 2015, BEP has been commissioned by the Council to carry out school improvement. Central to its mission is to ensure that no school in Birmingham is isolated. Headteachers and other stakeholders we spoke with, including the Regional Schools Commissioner, are supportive of the BEP and subscription levels are high from across all schools in Birmingham. It is widely regarded as the right approach to developing a system-led and system wide approach to school improvement. There is a keenness for it to explicitly seek to grow its own leaders.

BEP has begun to establish District Networks, which are crucial in developing a comprehensive understanding of schools within its remit. At present there are eight District leads (serving headteachers) who are seconded three days a week to build knowledge of schools in each district, and to enable BEP to provide school improvement support. They are supported by district engagement coordinators who are working across the ten districts to strengthen existing connections and build infrastructure with partner organisations. These are good foundations to build an effective self-improving system for school improvement.

BEP is developing a comprehensive understanding of schools in its remit. It has established a School Improvement Commissioning Group, involving a core group of recently serving headteachers. The board meets regularly to gain a clear view of the city and help drive forward school improvement in Birmingham. Positively, we heard that BEP is using its knowledge to re-categorise schools in order to better target interventions and support.

We heard some evidence that BEP is providing effective and professional advice to schools. We heard of a number of schools which moved from 'requiring improvement' to 'good' following work with BEP and who felt that support had been based on robust understanding and knowledge of schools with timely and well written analysis and recommendations.

Schools benefit from the Birmingham Curriculum Statement that was issued for the start of the new academic year on 1st September 2015. It sets out that all children will experience a broad and balanced curriculum enabling them to grow and learn in an environment without prejudice or inequality. It further describes the shared values that underpin Birmingham's approach to community cohesion with clear reference to the Equality Act 2010 and a statement that adherence to these values is non-negotiable. This has provided schools with strong and explicit policy guidelines for all children in their care.

Senior education staff are maintaining a high degree of involvement in schools which is regarded as positive by many. Schools value the greater presence of the Executive Director and his team which includes visits to new headteachers, attendance at Forums and the establishment of a new group including the chairs of each of the Schools Forums. A range of formal and informal networks ensure good engagement of the Council across all schools.

The school audit team within the Council has started a comprehensive audit programme of its maintained schools. This focuses on effective governance, specific areas of safeguarding, including Section 175, attendance and RE & Collective Worship, and financial management. This will provide independent assurance to schools and the Council.

Consideration needs to be given to the robustness and the effectiveness of performance management information and the coherence of process for identifying schools at risk. The newly created Education Dashboard (EDD) to identify schools at risk has ensured information on schools is shared. However schools expressed a concern about the quantity and quality of the data and also how it was collected. The BEP also have a process for identifying schools causing concern using attainment data and we believe the duplicate systems are confusing. Whilst the 'Cross-cutting Group' is regarded by many as a useful internal forum to co-ordinate and manage an appropriate Education Service response to complex, cross-cutting challenges in schools, there is a

misconception amongst schools about its purpose and the quality of information it uses to make judgements. Looking forward the peer team considers that the BEP should prioritise school improvement based on a single definitive process for identification of schools and their performance.

BEP has limited resources to support the large number of schools requiring assistance. As of June 2015, 15% of all Birmingham schools are rated by Ofsted as 'requiring improvement' and 8% as 'inadequate'. Given the redistribution of school improvement funding to schools via the allocation of the Standards Grant to the DSG, it is appropriate for schools to contribute to the cost of BEP and the sector led improvement system more generally. At the moment, BEP receives £1.8m school improvement funding from the Council, and has a subscription system whereby schools pay a premium of £1 per pupil. Going forward, there is a need to consider the resources required to deliver a school improvement system that is fit for purpose and can meet the current and future needs in Birmingham appropriately within the context of financial pressures for the system as a whole, and how the system as a whole will finance it.

There is a gap around improvement support for Early Years. There are conflicting views about the role of BEP in providing support to pre-statutory age providers, including maintained nurseries and PVI settings. Birmingham has a strong and mixed economy Early Years sector. The Council is currently developing a quality improvement proposal as part of its Early Years Review. This will be a key part in a system wide discussion about the extent of the improvement offer, who provides it and how it will be financed.

Building on its strong start, there is considerable scope for BEP to further develop its system leadership. This includes engagement with, for example, Academy Sponsors, Teaching Schools, Local and National Leaders of Education, National Leaders of Governance to broker the right support for schools in order to manage resources well across the system and for the benefit of all children in Birmingham.

Schools perceive that some services provided by the Council are not properly performance managed or evaluated. The Council's Property Services is universally regarded as unresponsive and not providing good value for money. Partners are keen for the Early Years Review to progress at pace, and we heard concerns about the timeliness of the education, health and care plans, and the advice and support for dealing with exclusions.

6.   Local Leadership and Accountability – the Ladywood Pathfinder

The Council is commissioning the BEP to provide a local partnership service from January 2016 to be delivered via the District teams. This approach is currently

piloted in Ladywood District where the BEP is engaging the schools and other partners to better identify local priorities, co-design and agree local solutions with service providers on issues such as mental health and school nursing, commission services and work collaboratively with other schools to ensure greater value for money, and to support schools in understanding the full range of services and resources available to them in their District.

This local approach and focus shows potential for helping to influence some of the wider determinants of school success. Following a 'taster session' in March to enable early dialogue between schools, BEP and officers from the Council and the NHS, a programme of single topic workshops has been arranged to facilitate engagement with schools and service providers, as well as a third sector market place event in September. Feedback from schools, council services and providers has been positive, and there are some good examples of a more bespoke Ladywood offer, for example for 0-25 Mental Health; and an emerging offer for School Nursing.

The Director of Partnerships in the BEP has provided good leadership in brokering relationships between schools and other service providers. He is enthusiastically establishing links and networks and is successfully facilitating better contact between schools and service providers, establishing a system whereby schools can access the right support for children to learn well and for their organisations to flourish.

To date, a high proportion of schools in the pathfinder district have not yet actively engaged with the networking events and workshops. The first interim evaluation report shows that the work had extended to 28 of the 80 schools in the pathfinder District by June 2015. Providers saw the 'Third Sector Marketplace' event in September as an energising and exciting event and a good opportunity to promote services and generate referrals; however they felt that the reach needed to go beyond the 'usual suspects' and it was necessary to continue to use a range of methods to engage with all 80 schools in the pathfinder district.

The leadership roles of the Council and the BEP in particular in the pathfinder district need to be clarified. Strong leadership from the Council's commissioning team has been invaluable to bring about early dialogue between schools and service providers and the emerging Ladywood offer for 0-25 Mental Health but could lead to a perception that the pathfinder is commissioner driven as opposed to community led.

7.   Recommendations

Based on what we saw, heard and read we suggest the Council considers the following actions. These are things we think will build on your main strengths

and maximise your effectiveness and capacity to deliver future ambitions and plans for school improvement.

1. 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

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 the 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

9. Next steps

The Council will undoubtedly wish to reflect on these findings and suggestions before determining how the system wishes to take things forward. As part of the Peer Challenge process, there is an offer of continued activity to support this. I look forward to finalising the detail of that activity as soon as possible.

We are keen to continue the relationship we have formed with you and colleagues through the peer challenge to date. Helen Murray, Principal Adviser for the West Midlands is the main contact between Birmingham City Council and the Local Government Association. Helen can be contacted at Helen.Murray@local.gov.uk and can provide access to our resources and any further support.

In the meantime, all of us connected with the peer challenge would like to wish you every success going forward. Once again, many thanks for inviting the peer challenge and to everyone involved for their participation.

Yours sincerely

Anne Brinkhoff
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Local Government Association

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

Chair: Cllr Susan Barnett

Committee Members: Cllrs: Uzma Ahmed, Sue Anderson, Matt Bennett, Sir Albert Bore, Barry Bowles, Debbie Clancy, Barbara Dring, Chauhdry Rashid, Valerie Seabright, Martin Straker Welds and Alex Yip

Representatives: Samera Ali, Parent Governor; Richard Potter, Roman Catholic Diocese; and Sarah Smith, Church of England Diocese

Officer Support: Scrutiny Team: Benita Wishart (464 6871) & Amanda Simcox (675 8444)

Committee Manager: Louisa Nisbett (303 9844)

1   Meeting Schedule

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

Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
	Outcomes: • *Members were e-mailed the consultation on 3 Dec 2015.* • *The Cabinet Member for Children's Services to attend a Committee meeting to discuss the outcomes of the consultation (TBC).*	*Scrutiny Office* *Cllr Brigid Jones / Pat Kilarney*

15 July 2015
Committee Rooms 3 & 4
	• To discuss Looked After Children (LAC):
	  ○ Corporate Parenting
	  ○ Adoption and Fostering Update
	
	Outcomes:
	• *Exploring ways in which children's voices can be heard with Cllr Jenkins.*
	• *Training will be provided to Cllrs at District Committees and will come back and report on how Districts are fulfilling their duty.*
		Andy Pepper, AD, Children in Care Provider Services & Nicky Hale, Fostering and Adoption Improvement Manager

	• Permanent School Exclusions **Outcomes:** • *To provide figures for the numbers excluded broken down for academies etc.* • *To report back on School Exclusions including the level of teaching, progress made and qualifications at COBS in December.*	Andrew Wright & Chris Atkinson
	• Whistle Blowing Policy **Outcomes:** • *Members were updated on the Whistle Blowing Policy.*	Michael Day, Solicitor
16 September 2015 Committee Rooms 3 & 4	• Educational Development Plan update: Sufficiency of school places and school admissions **Outcomes:** • *To provide information and data on Special Educational Needs Provision in schools.* • *To provide information on LAC and whether they are placed in good or outstanding schools; and if not is this due to the locality of the school being more important for the Child etc.* • *The proposed Birmingham admission arrangements will be subject to a formal consultation from 23 Nov until 8 Jan 2016. Procedures for 'summer born' children will be included in this. Members were e-mailed the links to the proposals and the survey.*	Emma Leaman, AD Education and Infrastructure, Education & Commissioning, Julie Newbold, Head of School Admissions and Pupil Placements Lucy Dumbleton, School Organisation Officer

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

Education and Vulnerable Children O&S Committee, February 2016

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

Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
9 December 2015 Committee Rooms 3 & 4	• Permanent School Exclusions *Outcomes:* • *The tables provided were described as North, N. West, Central, South, S. West and East. Members requested what areas were contained within these descriptions (geographical breakdown)?* • *Members requested how many children were waiting over 6 days.*	Andrew Wright
	• City of Birmingham School (COBS) *Outcomes:* • *Members requested what the percentage of pupils were that had a diagnosis of autism?*	Fiona Wallace, Head Teacher & Steve Howell, Deputy Head, COBS
	• School Attainment Headline Statistics *Outcomes:* • *Members were updated and a more detailed report is due in February 2016.*	Colin Diamond
	• Birmingham Education Partnership (BEP) and School Improvement. Discussion to include R07 and R08 of the Strengthening the Birmingham Family of Schools Inquiry. Also what assistance can be given to schools who fail to provide their financial returns and / or there 175 audits. *Outcomes:* • *Members requested that BEP provide a further update to the Committee in September 2016.*	Tim Boyes, BEP
20 January 2016 Committee Rooms 3 & 4	• Tracking: Work Experience for School Age Children – the role of the City Council Inquiry *Outcomes:* • *The Work Experience Dashboard is to be updated and circulated to Members. The Dashboard is then to be presented to Members every 6 months (July 2016).*	Kathryn Cook & Andrea Burns
	• Children Missing from Education *Outcomes:* • *To provide a detailed analysis report.* • *Colin to discuss unregistered schools at February's meeting.* • *Members wanted Education Awards Appeals (Home to School Transport) added to the Work Programme.*	Tony Stanley, Chief Social Worker & Chair, Missing Operational Group, Steve Nyakatawa, AD, Education & Skills, Julie Newbold, Head of School Admissions and Pupil Placements and Mike

Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
	• Elective Home Education (Home Schooled) *Outcomes:* • *To provide a report on data and/or examples of outcomes for children who are home schooled.* • *To provide an analysis of reasons why parents choose to home school.*	Innocenti, Head of Pupil Connect
	• Cabinet Member for Children Services Update *Outcomes:* • *Members were updated.*	Cllr Brigid Jones
10 February 2016 Committee Rooms 3 & 4	• Tracking: Child Sexual Exploitation (CSE) (2.10 – 2.55) – 45 mins • School Attainment Statistics for Primary Schools (detail) (2.55 – 3.35) – 40 mins • Unregistered Schools (3.35 – 4.05) – 30 mins • LGA Peer Review Findings for the Education and Schools Strategy and Improvement Plan and Next Steps (4.05 – 4.50) – 45 mins	Alastair Gibbons / Peter Hay Colin Diamond Colin Diamond Cllr Brigid Jones / Peter Hay
16 March 2016 Committee Room 2	• Cabinet Member for Children's Services to report back on the outcomes of the Early Years Review Consultation and Next Steps (2.10 – 2.50) – 40 mins • School Attainment Statistics for Secondary Schools (detail) (2.50 – 3.30) – 40 mins • Special Educational Needs (SEN) and Education, Health and Care plans (EHC) (3.30 – 4.00) - 30 mins • Education Awards Appeals (Home to School Transport) (4.00 – 4.40) – 40 mins	Cllr Brigid Jones / Suman McCartney / Pip Mayo Colin Diamond Colin Diamond, Chris Atkinson and Simon Wellman Cllr Brigid Jones / Colin Diamond

Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
23 March 2016 Committee Rooms 3 & 4	• District Chairs (2.10 – 4.10) – 2 hours To discuss how their District Plans are addressing Education and Vulnerable Children – to include Corporate Parenting responsibility; progress made on 'It takes a city to raise a child'; education and safeguarding issues: - Cllr John Alden, Edgbaston District - Cllr Josh Jones, Erdington District - Cllr Ansar Ali khan, Hodge Hill District - Cllr Mahmood Hussain & Neil De-Costa, Perry Barr District - Cllr Tony Kennedy, Hall Green District - Cllr Ziaul Islam, Ladywood District • Looked After Children (LAC) & Corporate Parenting Update (including the role of Districts) (4.10 – 4.40) – 30 mins • Tracking: Child Sexual Exploitation (CSE) - Phillipa Cresswell, Solihull Borough Council also to be in attendance. TBC	 Andy Pepper Alastair Gibbons
20 April 2016 Committee Rooms 3 & 4 **Deadline for reports 2pm on 11th Apr**	• District Chairs (2.10 – 3.40) – 1 hour and 30 mins To discuss how their District Plans are addressing Education and Vulnerable Children – to include Corporate Parenting responsibility; progress made on 'It takes a city to raise a child'; education and safeguarding issues - Cllr Ann Underwood, Sutton District - Cllr Sue Anderson, Yardley District - Cllr Peter Griffiths, Northfield District - Cllr Karen McCarthy, Selly Oak District • Progress on the Children Missing from Home and Care Inquiry (3.40 – 4.10) – 30 mins To include update on the MASH • Radicalisation Agenda (4.10 – 4.40) 30 mins	Scrutiny Office Alastair Gibbons / Tony Stanley Tony Stanley

Education and Vulnerable Children O&S Committee, February 2016

2   Further Priorities to be Discussed and Agreed

Safeguarding	Education	Other
Early Help and children's Social Care Plan (to include workforce planning)	Education and Schools Improvement Plan 11 themes: 1) Safeguarding in Schools: Jon Needham 2) Strengthening School Governance: Steve Edmonds 3) Our Leadership in Education: John Sidebottom 4) Improving our Schools: Helen Miles 5) Local Leadership and Accountability: Chris Glynn 6) Alternative Delivery Models: Nimmi Patel 7) SEND: Chris Atkinson 8) Educational Infrastructure: Emma Leaman 9) Early Years provision: Lindsey Trivett 10) Recruitment & Retention: Samantha Hulson 11) Communication 12) Equality and Community Cohesion: Mashuq Ally	Committee agreed to address the Children and Family Services Commissioning Plan as part of the three priorities: early years, early help and targeted intervention and Looked After Children (LAC)
BSCB updates on listening to children voices	Education outcomes for white working class boys	Not in Education, Employment or Training (NEETs)
	Local Authority appointments to governing bodies	Trafficked children into the UK
	Sixth Form College Review	Rights and Participation for Children in Care
	Traded Services to schools (recommendation 8)	

3   Outstanding Tracking

Inquiry	Outstanding Recommendations	Date of Tracking
Strengthening the Birmingham Family of Schools	7 (elected Members), 8 (traded services) and 9 (governing bodies & academies)	Last tracked 25 November 2015 Recs 7, 8, 9 included in the work programme
We need to get it right: A health check into the Council's role in tacking Child Sexual Exploitation (CSE)	1 - 19	Last tracked 25 November 2015 & Next tracking 10 February 2016
Work Experience for School Age Children – the role of the City Council (January 2014)	1 (action Plan), 2 (targets) and 3 (tracking)	Last tracked 21 October 2015 & 20 January 2016. The Work Experience Dashboard is to be presented to Members every 6 months

4   Inquiry Schedule

Short Inquiry – Children Missing from Home, Care and School

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

5   Useful Acronyms

AD = Assistant Director
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
	LAC = Looked After Children
	LACES = Looked After Children Education Service
	  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
		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
		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

6   Forward Plan for Cabinet Decisions

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

ID Number	Title	Cabinet Member	Proposed Date of Decision
000219/2015	Manor Park Primary School conversion to Academy Status	Children's Services	16 Nov 2015
000234/2015	School conversion to an Academy – Wilkes Green Junior School	Children's Services	08 Dec 2015
000232/2015	School Organisation Issues which may include Closures, Amalgamations, Opening of a new School - standing item	Children's Services	03 Mar 2016
001294/2016	Changes to the Full-Time (30 hours) Early Education Place Policy and Nursery Schools Admissions	Children's Services	22 Mar 2016