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, 16 SEPTEMBER 2015 AT 14:00 HOURS
IN COMMITTEE ROOMS 3 & 4, COUNCIL HOUSE, VICTORIA SQUARE, BIRMINGHAM, B1 1BB

A G E N D A

1 **NOTICE OF RECORDING/WEBCAST**

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

2 **APOLOGIES**

To receive any apologies.

3 **DECLARATIONS OF INTERESTS**

Members are reminded that they must declare all relevant pecuniary interests and non-pecuniary interests relating to any items of business to be discussed at this meeting. If a pecuniary interest is declared a Member must not speak or take part in that agenda item. Any declarations will be recorded in the minutes of the meeting.

3 - 10

4 **MINUTES**

To confirm and sign the minutes of the last meeting.

11 - 48

5 **EDUCATIONAL DEVELOPMENT PLAN UPDATE: SUFFICIENCY OF SCHOOL PLACES AND SCHOOL ADMISSIONS (2:05 - 3:35PM)**

Report of the Lead Link Officer.

49 - 52

6 **CABINET MEMBER FOR CHILDREN SERVICES TO DISCUSS CURRICULUM ENTITLEMENT AND EQUALITY - (3:35 - 4:35PM)**

Update.

53 - 62

7 **EDUCATION AND VULNERABLE CHILDREN O&S COMMITTEE WORK PROGRAMME**

To discuss the Committee's Work Programme

8 **DATES AND TIMES OF MEETINGS**

To note the dates of future meetings on the following Wednesdays at 1400 hours in the Council House as follows:-
21 October, 2015
25 November
9 December
20 January, 2016
10 February
23 March
20 April

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

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

10 **OTHER URGENT BUSINESS**

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

11 **AUTHORITY TO CHAIRMAN AND OFFICERS**

Chairman to move:-

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

BIRMINGHAM CITY COUNCIL

EDUCATION AND VULNERABLE CHILDREN OVERVIEW AND SCRUTINY COMMITTEE
15 JULY, 2015

MINUTES OF A MEETING OF THE EDUCATION AND VULNERABLE CHILDREN OVERVIEW AND SCRUTINY COMMITTEE HELD ON WEDNESDAY 15 JULY, 2015 AT 1400 HOURS IN COMMITTEE ROOMS 3 AND 4, COUNCIL HOUSE, BIRMINGHAM

PRESENT: - Councillor Barry Bowles in the Chair;

Councillors Sue Anderson, Matt Bennett, Debbie Clancy, Barbara Dring, Chauhdry Rashid, Valerie Seabright, Martin Straker Welds and Alex Yip.

Richard Potter.

IN ATTENDANCE:-

Chris Atkinson – Assistant Director, Children with Complex Needs
Jill Crosbie – Head of Access to Education
Michael Day – Senior Solicitor
Colin Diamond – Interim Executive Director for Education, People Directorate
Seamus Gaynor – Head of Strategic Management, People Directorate
Alistair Gibbons – Executive Director for Children's Services, People Directorate
Nicky Hale – Fostering and Adoption Improvement Manager
Louisa Nisbett – Committee Manager
Andy Pepper – Assistant Director, Children in Care Provider Servies
Amanda Simcox – Scrutiny Research and Policy Officer
Benita Wishart – Overview and Scrutiny Manager

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NOTICE OF RECORDING

272 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.

APOLOGIES

273 Apologies were submitted on behalf of Councillors Uzma Ahmed, Susan Barnett, Mike Sharpe also Samera Ali and Sarah Smith for their inability to attend the meeting.

An apology was also submitted on behalf of Gary Billing, Link Officer.

The Chairman welcomed some Trainee Educational Psychologists, a Social Worker and pupils from Plantsbrook and andsworth Wood Academy to the meeting.

DECLARATIONS OF INTERESTS

274 Members were reminded that they must declare all relevant pecuniary and non-pecuniary interests relating to any items of business to be discussed at this meeting. If a pecuniary interest was declared a Member must not speak or take part in that agenda item. Any declarations would be recorded in the minutes of the meeting.

Councillor Matt Bennett declared a non –pecuniary interest in the SEN report as supporter for SEN parents from as part of his working role.

MINUTES

275 The Minutes of the meeting held on 10 June, 2015, having been previously circulated, were confirmed and signed by the Chair.

CORPORATE PARENTING UPDATE

276 Andy Pepper made a presentation to the Committee with the use of the following presentation:-

(See document no. 1)

In addition Andy Pepper informed that there was a video on the BCC website to raise awareness and get commitment for Corporate Parenting. The 10 District Committees would be briefed on the matter including provision of training for Regulation 44 visits.

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

1. Councillor Valerie Seabright commented on the positive work carried out and thanked Andy Pepper for all his hard work. She stated that involving Members from Districts was not as easy as it seemed and pointed out that some Districts had not appointed District Champions. Councillor McCarthy had been asked to raise the matter at the District Head's meeting. Councillor Valerie Seabright added that the item should be a standing item on all District Agendas and suggested that some of the data from the Corporate Parenting Board should be broken down to District and Ward level and used to keep Members informed.

2. In response to comments from Councillor Matt Bennett stressing the importance of the outcomes for children and querying the contribution made by the Corporate Parenting Board to the outcomes, Andy Pepper

answered that the strategy was strong and had been compiled by a number of Local Authorities that were outstanding and from using research on young people together with guidelines. He also spoke about the multi-disciplinary, multi-agency make-up of the Board who had the ability to bring about change and could look at issues that did not fit in any particular criteria.

3. Councillor Yip thanked Andy Pepper for preparing the update which he had taken on board. Whilst he appreciated there were some difficulties and he was very much behind the vision, the update seemed lacking in detail about timescales to deliver and the challenges faced. He queried what support would be available for Members.

4. The Chairman noted that the amount of pocket money paid to children was being reviewed. He referred to the Loudmouth Scheme used by some Birmingham Schools and hoped it would be delivered to all Birmingham Schools. Gary Billing was leading on this and he felt it was beneficial.

5. With regard to engaging children in the process, Andy Pepper said that hopefully information would be received from the Children In Care Council (CICC) regarding young people's issues. There was a concern that the CICC was not representative of the 1900 young people in care in Birmingham. They were putting together a virtual CIC Council and working on engagement with all partners and posting information on the website.

6. In terms of getting Members on Board, the aim was to have 10 District Champions and have the groups back up and working again. Part of Andy Pepper's role was to attend District meetings and speak to Councillors. A date for an induction meeting in September for Councillors was being considered.

7. Councillor Sue Anderson questioned the difference between Regulation 33 to Regulation 44 Visits and what action would be taken to ensure Members were on board. She asked whether Regulation 33 Visits would continue and whether Councillors would require additional training. Councillor Sue Anderson agreed it was an excellent way forward, Andy Pepper informed that an update on the challenges and outcomes would be reported to the Committee in future. Some dates for training on Regulation 44 Visits would be arranged and as part of a presentation to Districts. Birmingham Foster Carers and residential staff would be included. A report back would be made to the Committee regarding the Corporate Parenting Board and progress in the future.

CHILDREN IN CARE FOSTERING AND ADOPTION UPDATE

277 Nicky Hale and Andy Pepper made a presentation to the Committee with the use of the following presentation:-

(See document no. 2)

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

1. A number of issues had been highlighted in particular the number of women, asian and male children in care. The issues were being looked at through the improvement plan.

2. Enquiries were now turned around in 48 hours and processes had been improved. A partnership had been secured with the University of Birmingham. Birmingham City Council had become a fostering friendly employer and staff could have time off to attend training and appointments etc. Foster Carers were being used as mentors. There had been 14 new Foster Carers since 30 March, 2015 and they were on target to recruit 19 others.

3. The Chairman had attended many events in the last few years and congratulated the staff for doing a good job. The officers asked that people be encouraged to become foster carers. There was likely to be an increase in the numbers leaving as a result of the rise in standards.

4. In reply to Councillor Seabright they were in the process of developing a Stay and Put Policy and trying to support/fund foster carers through the funding service.

5. Councillor Yip asked for extra statistics with regard to timescales for court proceedings, the processes to retain foster carers, the numbers of parents with multiple children, the numbers of children and the average number of children with each foster carer.

6. Councillor Rashid welcomed the report and stressed the importance of training to enable foster carers to carry out their job. He was concerned that Birmingham children were being looked after outside of Birmingham.

7. Nicky Hale spoke about action taken to meet the targets. They were looking to gain 90 Foster Carers. There were no more than 3 children placed with a foster carer unless they were related in which case up to 5 could be placed. Training was vital. The majority of children were placed in Birmingham

8. In response to questions from Councillor Bennett and Clancy a small Education Service was being set up to ensure the outcomes were realised. Processes were monitored, more visits carried out and Social Workers spoken to directly.

9. The Chairman praised the service as he had attended a statutory boarding school.

REVIEW OF PERMANENT EXCLUSIONS

278 The following report was submitted:-

(See document no. 3)

Andrew Ryan, Headteacher presented the report

The Chairman expressed a non-pecuniary interest as Vice-Chair on a Governing Body of a COBS and Chris Atkinson who was on a Governing Body.

During the discussion and In response to questions the following comments were amongst those made:-

1. The increase in permanent exclusions and concerns regarding the resources available and shortage of spaces at COBS was discussed. Concerns were raised in particular about the 2 to 6 year period spent by some children in the COBS unit. The purpose of the report was to consider a way forward. They were looking at identifying pathways for individuals in the process and would be visiting individual headteachers. Members spoke about the numbers of young people in the COBS unit and delay in assessing them.

2. Concerns relating to exclusions were raised by Councillors Sue Anderson and Councillor Matt Bennett and it was reported that there was support and guidance to ensure that the provision was correct.

3. In reply to concerns raised Colin Diamond, Executive Director stated that it had been acknowledged that the long term issues needed to be addressed. All schools should have a SEN Co-ordinator. Some information was requested on exclusions and qualifications at COBS during the autumn. The Chairman said that a report back on progress should be made as soon as possible.

4. Councillor Martin Straker-Wells spoke about working in partnership with Birmingham Education Partnership also the reasons pupils ended up in care. Some points were raised about pupil mobility and the amount of year 10 and 11 children travelling outside the area owing to lack of resources.

The Chairman thanked the officers for their report.

WHISTLEBLOWING UPDATE

279 The following briefing note from Legal and Democratic Services was received and noted:-

(See document no. 4)

Michael Day, Senior Solicitor briefly outlined the report. Since the report all the complaints had been responded to. In reply to a question related to the liability of Trustees of an Academy the EFA would be looking at this issue which would depend on the circumstances and facts.

The Chairman thanked the officer for attending the meeting.

WORK PROGRAMME 2015/16

The following work programme was received and noted:-

(See document No. 5)

- Benita Wishart encouraged Members to indicate their priorities and further areas they would like to explore.

- Councillor Martin Straker-Wells suggested that a task group was worth considering to look at specific items if necessary. Items suggested were:-

    - Exclusions and COBS
    - Birmingham Education Partnership (how they worked with Districts)
    - Effectiveness of the Governing Body
    - Monitor the work of LACES (Benita Wishart undertook to write to the Cabinet Member)

- The Chairman suggested that information could be requested from officers in writing. Benita Wishart together with the Chairman would consider the need for appropriate officers to attend the meeting.

- Councillor Sue Anderson reminded the Committee of the monitoring role of the Committee.

- Information could be emailed to Members in between meetings. Benita Wishart suggested a session for Members outside of the O & S meeting and undertook to write to the Cabinet office for some data as a starting point.

280 **RESOLVED**:-

That the Work Programme be noted.

DATES OF MEETINGS

It was:-

281 **RESOLVED:-**

(i) That meetings be held on the following Wednesdays at 1400 hours in the Council House :-

2015	**2016**
16 September	20 January
21 October	10 February
25 November	23 March
09 December	20 April

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

282 None were received**.**

AUTHORITY TO CHAIR AND OFFICERS

283 **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.

OTHER URGENT BUSINESS

284 The Chairman agreed that the following items could be agreed as other urgent business.

- It was requested that the clarification be sought from the Cabinet Member regarding the £3 ½ M Grant for the Education Assessment Process.

- The issue of unaccounted children from the Education System was raised. The Vice Chairman would discuss the matter with the Chairman of the Committee with a view to considering the item for the Work Programme.

The Chairman thanked everyone for attending and their contributions at the meeting.

The meeting ended at 1700 hours.

……..…….
CHAIRPERSON

Report of Lead Link Officer

Report to the Education & Vulnerable Children Overview and Scrutiny Committee

September 2015

A Progress Report on the Education Development Plan

Purpose of the Report

To update Education & Vulnerable Children Overview and Scrutiny Committee on the current picture regarding sufficiency of mainstream school places in Birmingham and the ongoing work between school place planning and school admissions to meet basic need in mainstream schools. A report on the sufficiency of special school places is not included and will be presented separately to Overview and Scrutiny.

Recommendation

That the Committee note the information contained in the report.

Contact Officer Details

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Background and Index

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Executive Summary

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

- Demand for places is increasing as a result of birth rate increase and cohort growth; more children join our schools than leave them.
- Birth rates appear to be levelling off or declining from the peak starting Reception in 2015. Cohort growth is on an upward trend as increasing numbers of families and young adults choose to re-locate to Birmingham.
- The Local Authority's Additional Primary Places programme is successfully meeting the demand for increased primary places in Reception without creating oversupply. There is, however, a shortage of vacancies in years 1 -6 in some parts of the City as a result of cohort growth. Improved data sharing with schools is essential to support in-year admissions and to monitor vacancies closely so that we can provide additional places in response to cohort growth where needed.
- The supply of secondary school places currently exceeds demand and there is a risk of some schools struggling over the next 3 years due to low numbers. Free Schools have provided a significant number of secondary school places in Birmingham.
- Birmingham schools continue to work in tremendous partnership with the City to meet Basic Need. It is a tremendous challenge to expand a school and maintain momentum on school improvement; significant expertise has developed across our school leaders and their commitment to supporting the Local Authority in our duty to provide sufficient places remains invaluable.

2	Plans for meeting growth in demand

- The City's key priority is that every child is able to attend a local school that is good or outstanding. The main priority in selecting schools for expansion is that they are located where places are needed; wherever possible, additional places are provided in schools judged by OFSTED to be good or outstanding, however it is sometimes the case that OFSTED judgements change during or after an expansion project.
- Forecasts of demand over the past two years have been within 2% accuracy for the total numbers of places required in the City. The accuracy of forecasts at District and Ward level is more variable due to the changing patterns of parental preference and the changing supply of places from expanded schools and Free Schools.
- A range of models will continue to be used and developed to create additional places. The strategy to make better use of existing space is proving extremely successful and ensures that we can meet requirements within available resource
- With the exception of Reception 2014, (birth rate dip), there are fewer vacancies in expanded schools than across all schools as a whole. This indicates that the new places are generally popular and have been provided where they are needed.
- An annual cycle of activity sets out what places we expect to need on a 3-year planning horizon. All schools are invited to express interest in expanding and there are clear criteria for identifying preferred options for expansion.
- It is feasible that the large majority of additional secondary places required by 2019 will be created in existing secondary schools, with the majority of capital investment required to re-model and refurbish existing space rather than building entire new schools. (Completely new major housing developments where there are no local secondary schools will be the most likely exception to this).
- It is highly challenging to co-ordinate local plans for expanding schools to meet Basic Need with central government Free Schools programme and with the autonomous decisions taken by some schools to expand independently of the City's basic need requirements.

3	Meeting parental preference

- Sufficiency of school places is only one of a number of factors that affects how well we meet parental preference: in some cases, parents do not select local schools due to concerns about standards and therefore risk not getting a place at one of their preferred schools.
- The popularity of grammar schools has a very significant impact on the secondary school figures for meeting first preferences: in 2015, 10% of un-met first preferences were for grammar schools.
- There is substantial variation in the degree to which parental preference is met across different wards. Figures also change significantly from one year to the next depending on a range of factors.
- A number of planned Free Schools are due to open in areas where parental preference is least well served. There is a risk however, particularly in proposals for primary schools, that there will be oversupply of local places due to the size of proposed free schools.
- . The City's objective is to ensure all schools are supported on their journey to becoming good or outstanding; it is therefore a key priority to ensure our least popular schools are effectively supported on their improvement journey to improve their standing in their local communities. It is possible that figures for meeting parental preference at secondary level will reduce over the next 3 years as the surplus places that are currently in the least popular schools fill with the increasing student population.

4	Pressure points for school places: do we anticipate pressure points and do we have appropriate admissions processes in place when pressure points arise?

- The Local Authority's Basic Need programme has delivered places to meet birth rate increase and the majority of pressure points have been well anticipated.
- A number of pressure points have arisen due to unpredicted changes in local populations; take up of places, cohort growth and changing popularity of schools. There is swift mobilisation to implement reactive solutions where pressure is emerging from cohort growth.
- There are robust processes in place to manage waiting lists and admissions appeals during this time of rapid growth

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

- We anticipate the balance of supply and demand for places over the coming years to remain a significant challenge. Co-ordination of local and central government proposals is essential to manage the risk that oversupply raises for the wider school improvement agenda.
- Birmingham is regularly asked to present its approach to meeting Basic Need on a national platform due to the success of the strategy and programme. The City's Admissions processes are also held in very high regard at national level.
- There have been substantial improvements in early engagement with local elected members when we are expanding schools, but this remains challenging where temporary expansions are required at short notice.
- Transport issues continue to create issues at local level when schools are expanded; further work is required on school travel planning and wider sustainable transport solutions to address the growth of the City's population
- A culture of continuous improvement is embedded in the teams delivering the Basic Need programme; improvements to our forecasting methodology continue to be implemented as lessons are learned annually within the Basic Need Cycle.

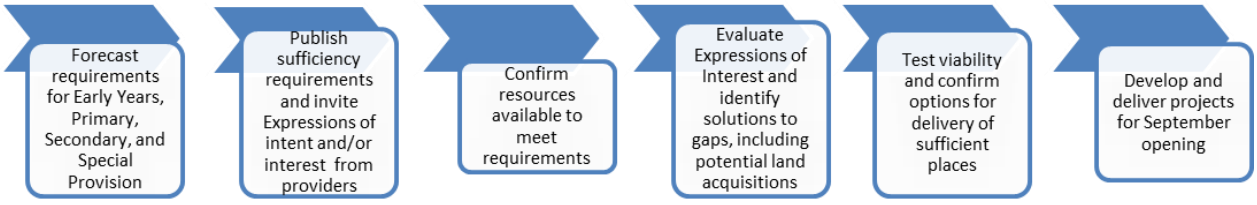
Context

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

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

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

The Birmingham Education Development Plan (EDP) was adopted by Birmingham City Council in October 2014 and sets out the City's Basic Need Strategy (Appendix 1). An annual cycle of activity takes place to maintain sufficient school places to meet Basic Need:



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

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

To date, there has been highly effective partnership work between Birmingham schools and the Local Authority to respond to the growth in demand. By 2014/15, 64 primary schools had undertaken the significant challenges of expanding the number of places offered. We are deeply appreciative of the hard work undertaken by schools and governing bodies who step forwards to support the Local Authority to meet its statutory duty.

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

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

1.2 Supply Overview: What do we know, control and influence with regard to the supply of school places?

1.1 Demand Overview

Two distinct elements contribute to growth in demand for school places:

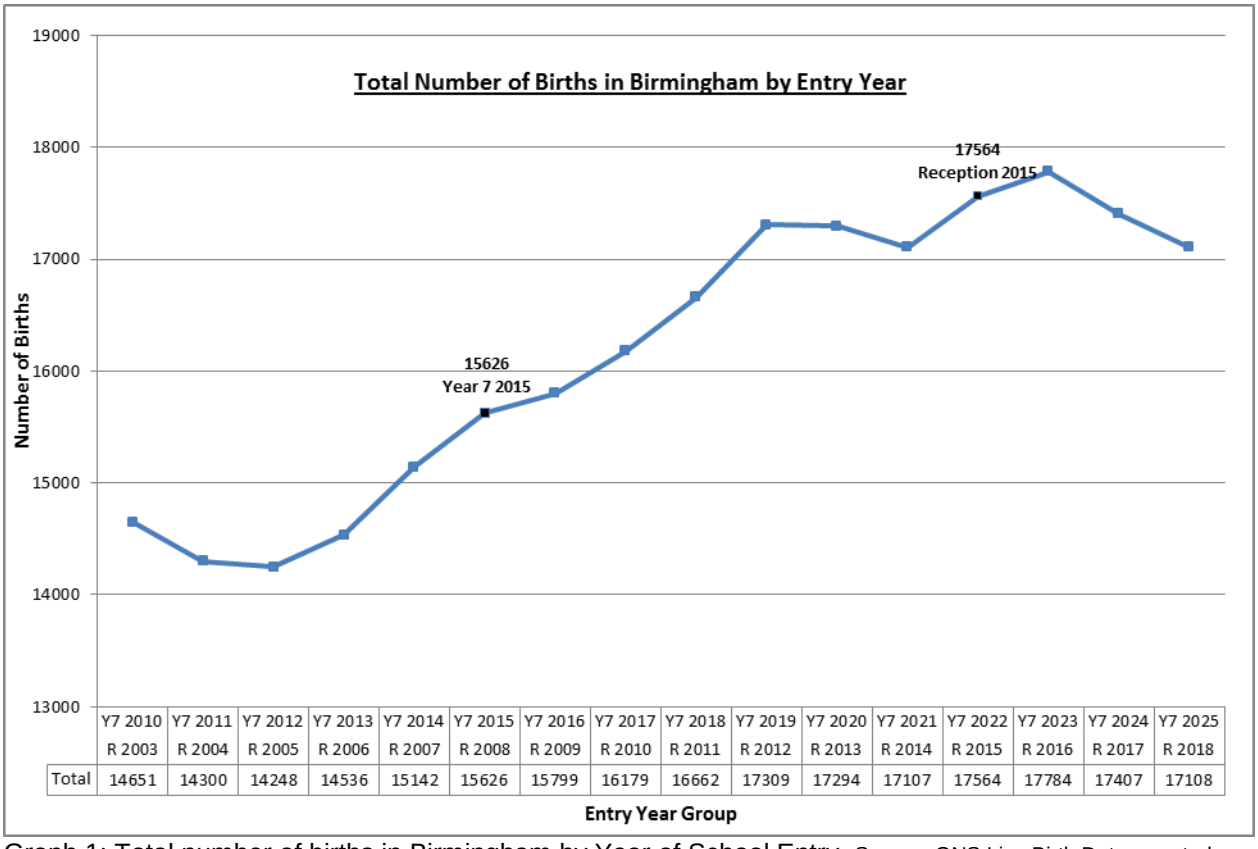
a) Increased Birth Rates and

b) Cohort Growth

Births

Birmingham is a young City and is getting younger: over 12 years from 2000 to 2011, the number of children born in Birmingham increased by 25%.

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



	Y7 2010 R 2003	Y7 2011 R 2004	Y7 2012 R 2005	Y7 2013 R 2006	Y7 2014 R 2007	Y7 2015 R 2008	Y7 2016 R 2009	Y7 2017 R 2010	Y7 2018 R 2011	Y7 2019 R 2012	Y7 2020 R 2013	Y7 2021 R 2014	Y7 2022 R 2015	Y7 2023 R 2016	Y7 2024 R 2017	Y7 2025 R 2018
Total	14651	14300	14248	14536	15142	15626	15799	16179	16662	17309	17294	17107	17564	17784	17407	17108

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

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

Cohort Growth

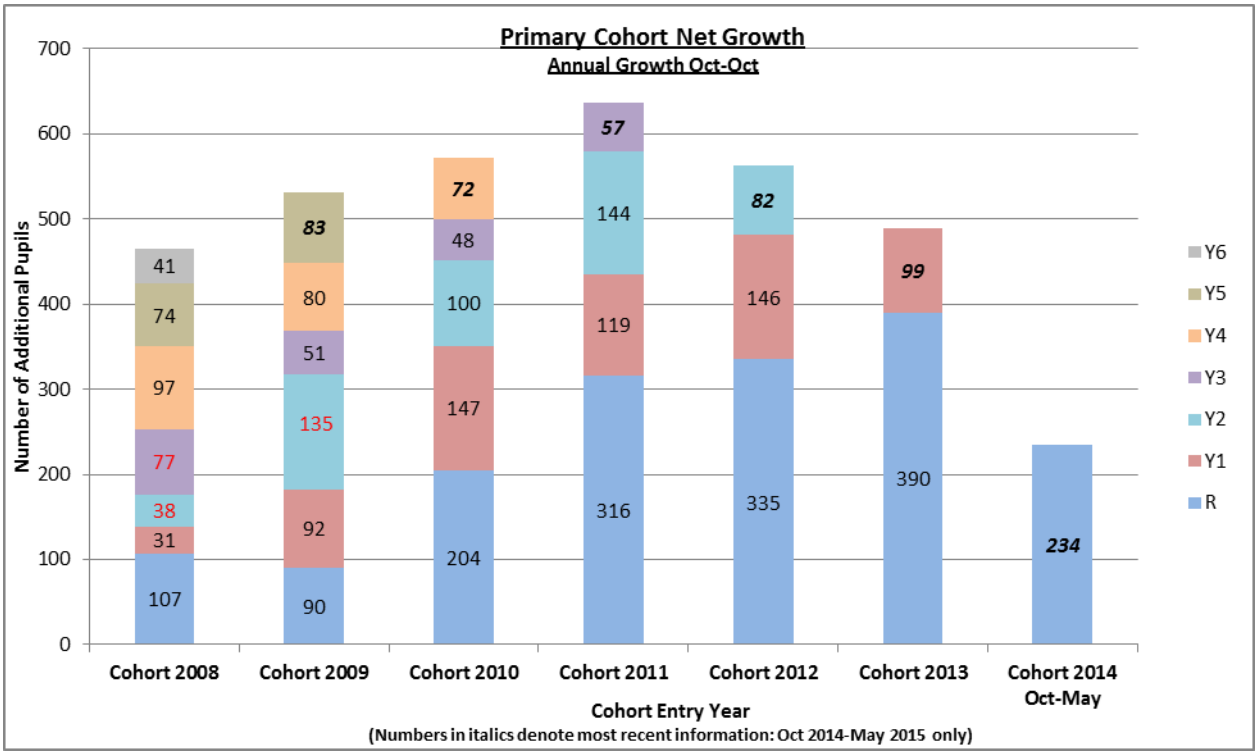
Primary

In addition to sustained birth rate increase, each cohort of children has increased annually in recent years as a result of more people moving into the City than leaving: there is increasing met growth of each cohort and this is particularly evident during Primary School years, suggesting that families with young children may be particularly attracted to Birmingham as a place to live.

It is reasonable at this time to plan for each primary cohort to grow by between 15 and 30 Forms of Entry (FE) (i.e. 450 – 900 places) between Reception and Year 6, with the majority of cohort growth currently concentrated from Reception to Year 2.

The levels of cohort growth across the City are unprecedented and continue to surpass expectations. In 2013, for example, nearly 400 additional pupils had joined the Reception year group by the time the group became Year 1 in 2014. The May-Oct term sees the largest growth in cohort numbers as a result of families moving into the City and pupils being placed over the Summer months for September start. We can therefore expect further growth between now and Oct 2015 (figures in italics).

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



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

Supporting commentary on Graph 2
If we look at the cohort that started Reception in 2011: by the time they reached Year 1 they had grown by 316 pupils, they had grown a further 119 before they reached Year 2, a further 144 by the time they reached Year 3 and a further 57 by the end of Year 3 in May 2015. To date this is a total cohort growth of 636 pupils or over 21FE over 3.75 years. This is the equivalent to more than double the number of pupils that the cohort starting in Reception 2007 grew across all 7 year groups R-Y6.

Table 1 below provides a summary of the total growth by cohort since 2008. It shows the steep increase in cohort growth over time. For example the cohort starting in 2012 has grown by more pupils in the 3 years to date than the cohort of 2008 grew in full over a 7 year period.

Year Cohort	2008	2009	2010	2011	2012	2013	2014
Number of Years Growth R-Y6	7	6	5	4	3	2	1
Total Pupil Net Growth to May 2015	465	531	571	636	563	489	234

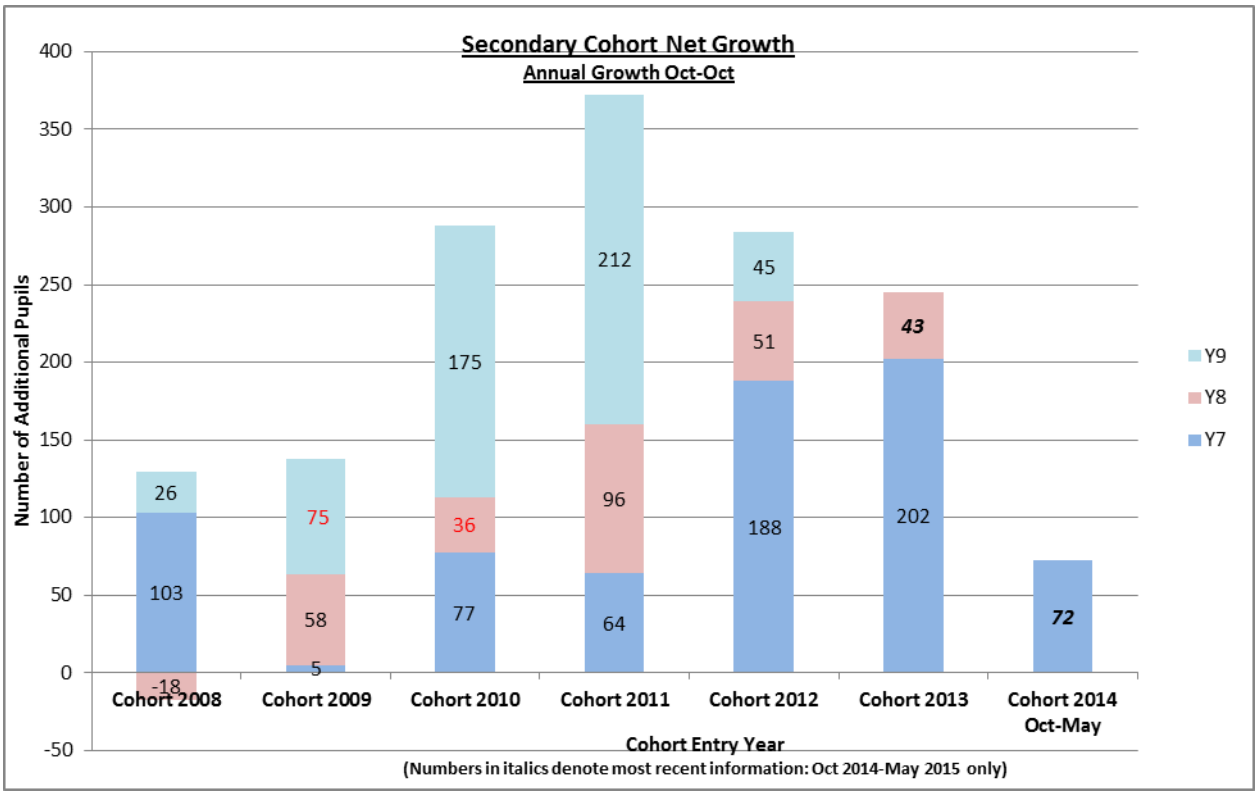
Table 1: Overview of Primary Cohort Net Growth since 2008. Source: School Census Data reported termly

Secondary

Secondary year groups (Years 7 -9) are also starting to show a considered increase in cohort growth. In 2013, for example, over 200 additional pupils had joined the Year 7 cohort by the time they entered Year 8 in 2014. (NB Years 10 and 11 traditionally see a decrease in cohort size as schools are far less likely to take new students in during the GCSE phase).

The cohort starting Year 7 in 2011 has seen exceptionally high cohort growth into a secondary phase cohort and it appears that subsequent cohorts are set to grow at an even faster rate.

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



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

Supporting commentary on Graph 3
If we look at the cohort that started in Year 7 in 2011: by the time they reached Year 8 they had grown by 64 pupils, they had grown a further 96 before they reached Year 9 and a further 212 by the time that they reached Year 10 in 2014. This is a total cohort growth of 372 pupils or over 12 FE over 3 years. Secondary cohorts traditionally reduce in size during years 10 and 11.

Table 2 below provides a summary of the total growth by cohort since 2008. It shows the increase in cohort growth over time. For example the cohort starting in 2009 has grown by 138 pupils over 3 years (Y7-Y9), whilst the cohort starting in 2013 has already grown by 245 pupils during 2 academic years (up to May 2015).

Year Cohort	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
Number of Years Growth Y7-Y9	3	3	3	3	3	2	1
Total Pupil Net Growth to May 2015	111	138	288	372	284	245	72*

Table 2: Overview of Secondary Cohort Net Growth. Source: School Census Data reported termly

*Whilst the growth in 2014 to date seems to show a lower rate of growth, the increase in pupils over the summer months is anticipated to increase this figure.

Mobility

While the cohort growth figures paint a clear picture of the change in the total numbers of students per year group, these numbers do not represent the actual numbers of children who move in and out of Birmingham during the year. As such, the figures do not provide a true picture of pupil mobility which is extremely high in a number of our schools.

1.2 Supply Overview

Primary

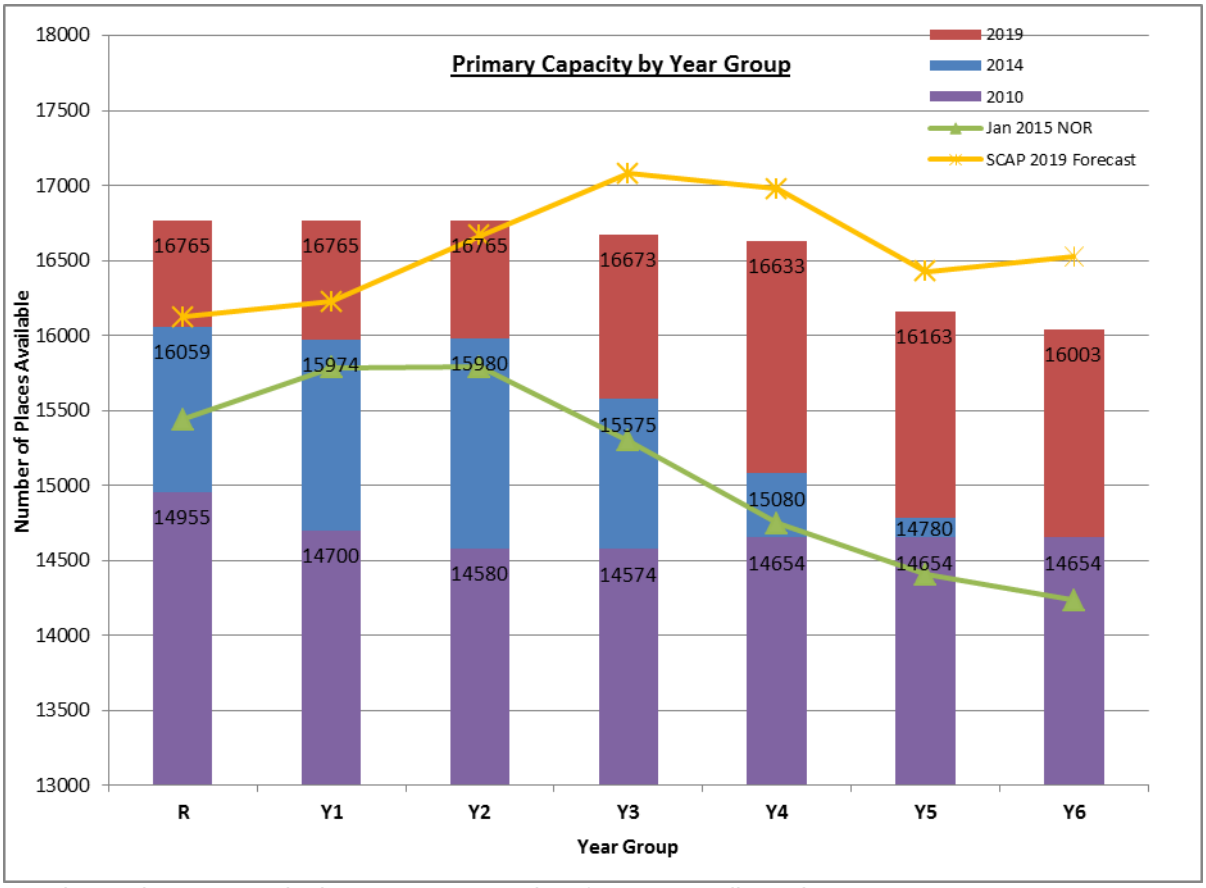
In Birmingham, we began to provide Additional Primary Places (APP) in 2010 in response to the growth in demand. We began providing Additional Secondary Places (ASP) in specific pressure areas in September 2014.

The total supply of places across our primary schools will increase year on year as the schools that we have expanded gradually fill. In addition, new places are being provided by Free Schools. In the secondary phase in particular, schools that are their own admissions authority are also offering more places; this includes Academies, Free Schools and schools in the Voluntary Aided (VA) sector.

When we determine what additional places we require, we map our forecast of demand for places against what we know about the supply of school places. There is a specific challenge for us to know whether schools that are their own admissions authorities intend to expand and it is also a challenge for us to have certainty about the number of places that will be provided in a particular year of entry by new Free Schools. We request this information in full from all partners supplying school places in our annual Basic Need Cycle and we publish what we know (including approved free schools) in our annual Sufficiency Requirements. The landscape of supply against demand continues to change as a result of these different variables.

Graph 4 illustrates how the supply of primary places in 2010, 2014 and 2019 will change based on the Additional Primary Places programme, confirmed additional places created by own admissions authorities and new approved Free Schools. The capacity within our primary schools is compared to current numbers on roll (NOR) at Jan 2015, and forecast numbers for May 2020 (2019 academic year).This graph assumes that when schools open or expand, year groups will fill

year on year (i.e. for example a Free School will only open with places in Reception and will fill one year at a time).



Graph 4: Primary capacity by year group against forecast pupil numbers.
Source: School Census Data Jan 2015, SCAP 2015 plus EDSI Capacity records

2014 saw a birth rate drop from previous and subsequent years. This can be seen on the graph where there are slightly more places in Reception than required, however this provides a level of comfort that we will be better placed to meet cohort growth for this particular year group.

Of the additional 706 Reception places being created between 2015 and 2019, 460 are from 5 new free schools due to open across 2015-2017 and the remainder are from the Local Authority's planned Additional Primary Place projects.

It is striking that the provision of additional reception places may exceed demand by 2019, particularly because the Free Schools generally provide relatively high numbers of places in single locations. However, there may remain pockets of local pressure that are not visible when looking at whole City data.

The graph above clearly illustrates the need for additional places in years 3-6 by 2019 in year groups 3-6. Given the potential for a birth rate decline, there may be opportunities to make use of existing and additional places already provided / built to accommodate the growing cohort. For example, an expanding or new school might open classes in higher year groups simultaneously to meet local need; or in an expanded school where birth rate dips, additional places could be re-allocated from Reception to Years 3-6. The annual sufficiency cycle will therefore create opportunities for further discussion with the Regional Schools Commissioner, Education Funding Agency and local schools on different ways to make use of existing resource to meet changing patterns of demand.

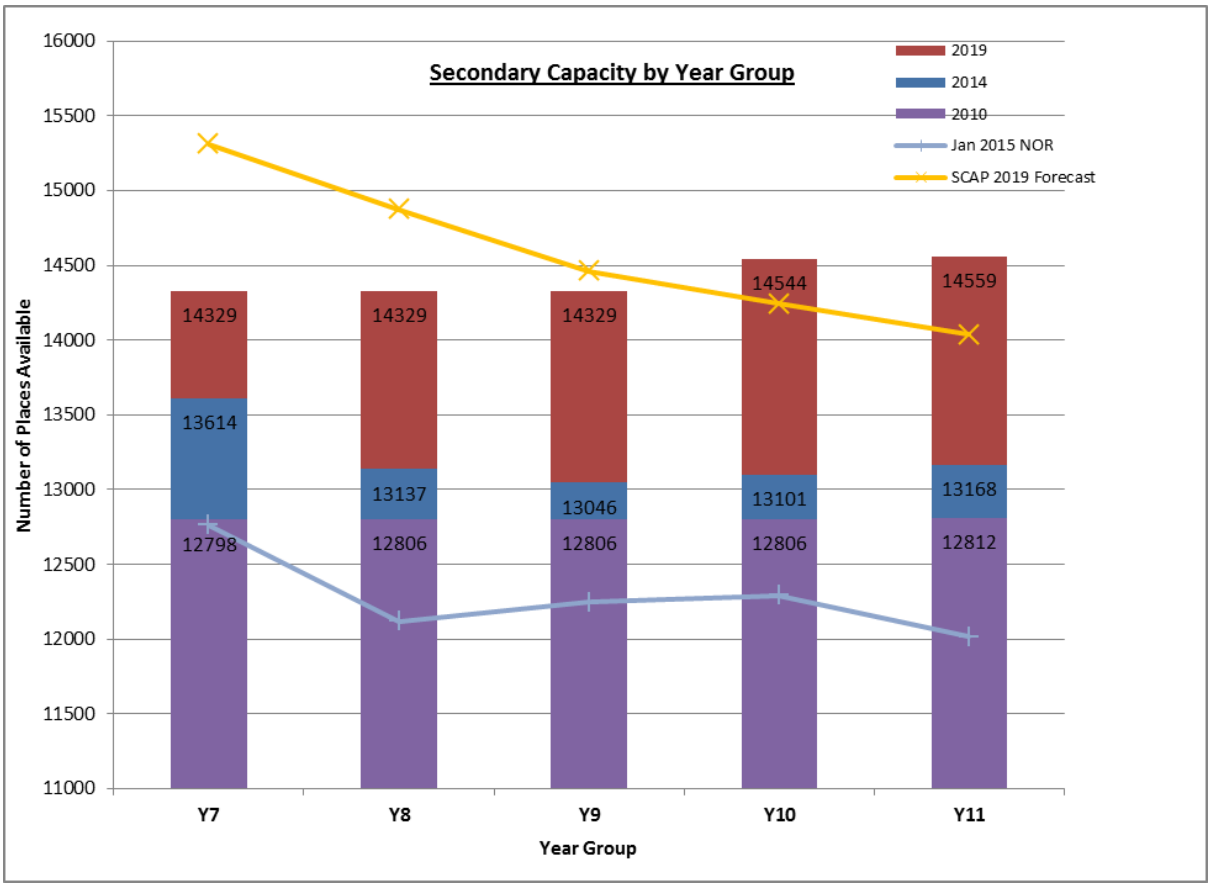
Table 3 is an overview of how the current numbers on roll (NOR) compare to 2019 forecasts.

Year Group	R	Y1	Y2	Y3	Y4	Y5	Y6
Jan 2015 NOR	15439	15787	15790	15300	14747	14405	14235
2019 Forecast NOR	16124	16225	16663	17078	16979	16427	16526

Table 3: Total numbers on roll by year group in Birmingham mainstream schools against forecast pupil numbers for 2019. Source: School Census Data Jan 2015, SCAP 2015

Secondary

Graph 5 illustrates how the supply of secondary places in 2010, 2014 and 2019 will change based on the Additional Secondary Places programme, confirmed additional places created by own admissions authorities and new approved Free Schools. The capacity within our secondary schools is compared to current numbers on roll (NOR) at Jan 2015, and forecast numbers for May 2020 (2019 academic year). This graph assumes that when schools open or expand, year groups will fill year on year (i.e. for example a Free School will only open with places Year 7 and will fill one year at a time).



Graph 5: Secondary capacity by year group against forecast pupil numbers.
Source: School Census Data Jan 2015, SCAP 2015 plus EDSI Capacity records

Of the additional 715 Year 7 places being created between 2015 and 2019, 540 are from 5 new free schools due to open across 2015-2017 and the remainder are from Local Authority's planned additional secondary place projects. Work is underway to establish the appetite among existing secondary schools to expand wthin existing buildings and it is entirely possible that the large majority of the increased secondary demand to 2019 will be met through expansions of existing schools.

The graph also highlights the oversupply of places in Key Stage 4 (Y10 and Y11), with supply planned to already be greater than numbers forecast for 2019. This is in large part the result of increased places provided by Studio Schools and University Technical Colleges and Alternative Provision Free Schools. The increasing appetite among FE providers to extend provision and pathways for young people aged 14-16 may further impact on the oversupply of places at Key Stage 4.

Table 4 is an overview of how the current numbers on roll compare to 2019 forecasts.

Year Group	Y7	Y8	Y9	Y10	Y11
Jan 2015 NOR	12761	12119	12247	12294	12017
2019 Forecast NOR	15312	14872	14461	14244	14038

Table 4: Total numbers on roll by year group in Birmingham mainstream schools against forecast pupil numbers for 2019. Source: School Census Data Jan 2015, SCAP 2015

The large majority of additional secondary school places provided in the City since 2010 have been created by new Free Schools and by schools that are their own admissions authorities. It is striking that these additional secondary places have been provided somewhat in advance of the growth in the secondary school population. This creates specific issues for our least popular schools struggling to fill places and facing increased uncertainty over pupil numbers and school budgets.

We anticipate that all of the surplus places in years 7-9 currently provided in our secondary schools will be needed over the next 3 – 5 years to meet the impending growth (subject to the management of further supply from Free Schools and schools expanding autonomously). The immediate issues associated with low pupil numbers are therefore predicted to reduce year on year. Work is underway to develop effective support and share best practice with those schools facing the most significant sustainability challenges.

Free Schools

A full list and map of Free Schools opened or approved to open in Birmingham is provided in Appendix 2.

The central government Free Schools programme invites applicants to set up new schools in areas where there is considered to be a demand for more high quality school places. Studio Schools are a sub-set of Free Schools offering provision for young people aged 14-19 usually with one or more specific links to business / industry. While there is increasing consideration of whether Free School places will meet Basic Need, this is not an essential criterion for the Free Schools programme. It has been indicated that there will be further funding waves for Free Schools with closing dates in March and September each year for the rest of this Parliament. The deadline for the next round of Free School applications to establish a Wave 10 Free School is 7th October 2015.

The capacity figures provided above include approved Free Schools, communicated to us by the EFA. This carries with it a certain level of risk as schools may not end up opening, their opening may be delayed or there could be a change to the location originally planned for the free school. This risk is managed within the Basic Need programme and related project identification process.

The large majority of Free School or Studio School applicants do seek to discuss their proposals with the Local Authority in advance of submitting applications. The Local Authority encourages Free School applicants to consider pressure areas as published in the annual Sufficiency Requirements when developing their proposals and we share information about potential sites that align to our Basic Need requirements. However, there is no obligation for applicants to either

discuss or inform the Local Authority of their plans. Applications are not necessarily shared by the Education Funding Agency until they have passed the first stage of the approval process.

The availability of buildings and/or sites affects the EFA's decision on an eventual Free School location and opening date. In reality, lack of available sites often means that the exact location of a Free School is determined very late in its approval process, well after the Local Authority has been consulted by the EFA on the Free School proposal. Indeed, the proposed location may change as close to 8 months before the opening of the Free School. In this context, it is highly challenging to co-ordinate the Local Authority's Basic Need programme with Free School proposals due to the very different timescales and processes for approvals, school organisation, land acquisition, planning requirements and development. More recently, regular dialogue has been established between the EFA Free Schools Team and the Local Authority's School Place Planning explicitly in order to reduce the risk of duplication and co-ordinate local and central government planning.

As of July 2015, the Government has published new guidance for all Local Authorities advising that any new school required by the Local Authority in response to Basic Need must be an Academy (Free School) and the Local Authority must provide the land and capital for the school buildings. A new process has been set out through which Local Authorities must take forwards establishing a new school:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/451377/Academy_and_free_school_presumption_departmental_advice_2.pdf

2. Plans for meeting growth in demand

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

2.2 What models of school expansion do we use to meet growth in demand from both birth rate increase and cohort growth?

2.3 How well are the places we have provided to date meeting growth in demand?

2.4 What is under way within the Basic Need programme?

2.1 Forecast Accuracy

Forecasting Methodology

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

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

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

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

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

Ward and District boundaries are to an extent artificial lines in the context of school place planning as families living close to a border may be best served by schools in neighbouring Wards or Districts. While solutions to meeting Basic Need are not driven by these boundaries, we are able to assess how well we are meeting demand and parental preference at Ward and District level as a guide to the success of our Basic Need programme.

Forecast Reliability

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

The next phase in our forecasting development is to establish the reliability of different variables that are used to build up the forecast and to explore upper and lower limits for our forecasts at City, District and Ward levels.

Table 5 compares the forecast total number of pupils submitted in SCAP 2013 and 2014 versus the actual numbers on roll at the start of the year (Oct) and at the end of the year (May) to provide the error rate or reliability figure.

	2013/14			2014/15		
Year Group	**Forecast**	**Actual**	**% Error Oct**	**Forecast**	**Actual**	**% Error Oct**
Reception	15543	15326	1.4	15152	15306	-1.0
Year 7	12122	11886	2.0	12686	12734	-0.4

Table 5: Error rates at SCAP 2013 and 2014 forecasts
Source: School Census Data Jan 2015, SCAP 2013 and 2014 submissions

2.2 Models of school expansion to meet Basic Need

There is a need to consider a variety of models provide additional places where appropriate with the flexibility to meet both expected and unpredicted Basic Need including cohort/'in-year' growth..

As identified within the Sufficiency Requirements, the models currently being implemented are:

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

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

c) **Flexible Expansion** creates additional places across a number of year groups where needed. Schools implementing this model are developing a range of ways in which classes and intervention programmes are organised so that the class sizes are preserved while the school is able to offer places flexibly to meet demand, in particular for sibling places. The advantages of flexible expansion are that schools can offer places to siblings who are in different year groups.

A strategy explored over the last 18 months has been to open some "bulge" classes during the year and not at the start of a term. When a school opens a new class, all places have to be offered in strict waiting list order in accordance with School Admissions legislation. At times this has meant that children have moved from a neighbouring school based on parental preference particularly if places are offered before summer holidays. Offering additional places after the beginning of a school term is likely to reduce waiting list movement so that undersubscribed and/or less popular schools are not adversely affected on their school improvement journeys. However, this needs to be balanced against the impact on an expanding school of opening places after the start of term; the places fill more slowly, sometimes with children who live some distance from the school, which in itself creates significant school improvement challenges.

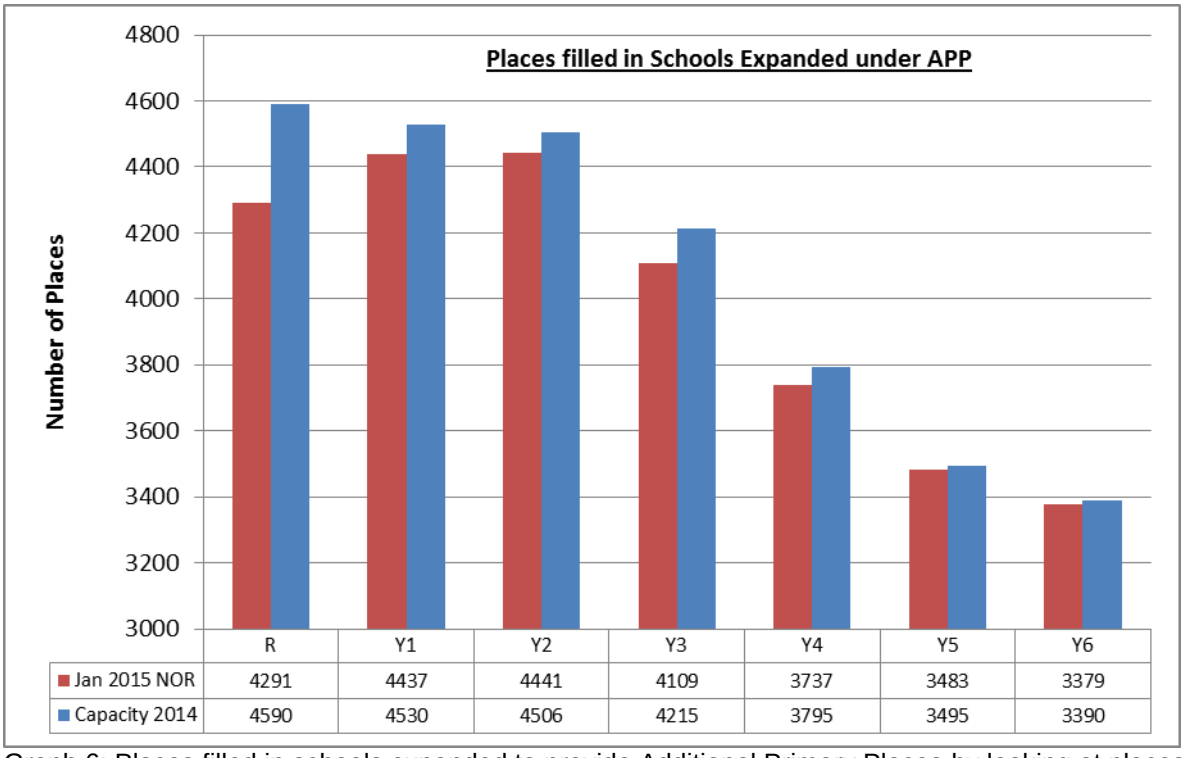
To date, no entirely new schools have been proposed by the LA to meet Basic Need: expansions of existing schools have been considered largely cost-effective and have enabled us to provide additional places where they are needed without creating oversupply in a locality (see section 2.3).

As a next step, we intend to work with the Birmingham Education Partnership on models for expansion that support system-wide school improvement. This will include the potential develop school-led collaborative models to meet Basic Need across a group of schools in a locality, in particular to respond to in-year admissions more flexibly and equitably.

2.3 Success of Additional Places provided to date

Graph 6 illustrates how many of the places provided to date on the APP programme were filled in January 2014. The dip in births in 2014 is evident in the spare capacity for that cohort; the small number of spare places in years 1 – 6 evidences the recent cohort growth pressures that have

eaten into the additional places provided to meet birth rate increase. There is a very limited supply of vacant school places for in-year admissions in many parts of the City and it can be challenging for families moving to the City to find places at the same school for siblings across different year groups.



	R	Y1	Y2	Y3	Y4	Y5	Y6
Jan 2015 NOR	4291	4437	4441	4109	3737	3483	3379
Capacity 2014	4590	4530	4506	4215	3795	3495	3390

Graph 6: Places filled in schools expanded to provide Additional Primary Places by looking at places available and numbers on roll. Source: School Census Data Jan 2015 and EDSI Capacity Records.

Table 6 below summarises the percentage of places filled in those schools expanded under APP and the percentage of places filled for the whole school estate.

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

Table 6: Total numbers on roll by year group in Birmingham mainstream schools against forecast pupil numbers for 2019. Source: School Census Data Jan 2015

This data is highly encouraging: it indicates that the additional places provided in our expanded schools are in demand and, with the exception of places in Reception, are filling at a faster rate than non-expanded schools. We would expect this pattern in Reception because of the necessity to create some spare capacity to meet cohort growth.

Case Studies of APP Schools

Case studies of some of the schools expanded to meet Basic Need illustrate some of the factors that impact on how quickly the new places are filled.

- Case Study A, Waverley All-Through School:

  Waverley School was expanded in September 2012 under the Building Schools for the Future programme to become an all-though school, offering 3FE primary alongside its

original 6FE secondary element. The school is popular but places in year 1 and 2 still filled over the first two years of the school opening. While the school is now operating at 100% capacity in Years 1 and 2 , it is currently only 84% full in Reception due to a fall in local birth rates for this entry year.

- Case Study B, Cofton Primary School

  Cofton Primary School took an additional 1FE Reception bulge class in 2012. This class had only 2 vacancies at January 2015. While starting as a temporary expansion, the school has subsequently expanded from 1FE to 2FE permanently from September 2015 to meet basic need in the area.

- Case Study C, Park Hill Primary School

  Park Hill Primary School was expanded from Sept 2010 to take the school permanently from 2 to 3FE. They are now in their 5th year of growth. Up until 2014, additional places at the school were immediately taken with only 20 vacancies across Y1-Y6. However, the last academic year Reception 2014 saw the school struggle to fill over 2FE due to a fall in birth rates. At Jan 2015 there were 23 vacancies in Reception. We are now working with the school to consider future intake numbers and will consider the option to open classes in different year groups in order to meet Basic Need and make best use of available resources.

2.4 Basic Need Programme – what is underway?

The following tables set out the extensive programme of work being delivered by the Local Authority's Education Infrastructure team in partnership with Birmingham schools to meet Basic Need. Over 20 projects were delivered in Summer 2015 to meet Basic Need.

Table 7 below sets out the breakdown of additional places required for the 2015/16 academic year with details of the anticipated date the places will be available.

Year Group	How many additional places are you creating in total to meet this demand?	How many of these places are now complete and in existence?	How many of these places are still being created but will be available on 1st September?	How many of these places will be created and available during 2015/16?
R	370	190	90	60 places identified for Oct half-term, and further 30 during 2015/16
Y1	90	45	0	45 during 2015/16
Y2	120	60	0	60 during 2015/16
Y3	324	150	69	90 places identified by Jan 2016, and a further 105 during 2015/16
Y4	144	75	9	plus 60 during 2015/16
Y5	90	90	-	-

Table 7: Requirements and plans for additional primary places for 2015/16 Source: Education Sufficiency Requirements, March 2015

Table 8: School Basic Need projects underway through Additional Primary Places (APP) programme 2014/15 and 15/16

Academic Year places start to be available	School name	Starting year group	End year group	Total places created/to be created	Type of Expansion	Ward
2014/15	Rednal Hill Juniors	3	6	30	Permanent	Longbridge
2014/15	Lea Forest Academy	1	1	30	Temporary	Shard End
2014/15	Greenholm Academy	R	6	210	Permanent	Oscott
2014/15	Starbank All Through	R	6	630	Permanent	Bordesley Green
2014/15	Nonsuch Academy	3	3	30	Temporary	Bartley Green
2014/15	Rednal Hill Infants	Nursery	2	30	Permanent	Longbridge
2014/15	Timberley Academy	R	6	210	Permanent	Shard End
2014/15	Billesley Academy	R	6	210	Permanent	Billesley
2014/15	St Josephs RC	R	6	210	Permanent	Sutton Trinity
2014/15	Paganel Primary	R	6	210	Permanent	Bartley Green
2014/15	Benson Primary	1	3	90	Temporary	Soho
2014/15	St Barnabus CE	R	6	210	Permanent	Erdington
2014/15	Whitehouse Common	R	6	0	Permanent	Sutton Trinity
2015/16	Ward End Primary	R	7	0	Permanent	Ward End
2015/16	Benson Primary	5	5	30	Permanent	Soho
2015/16	Guardian Angels RC	R	R	30	Temporary	Shard End
2015/16	Harborne Primary	R	6	420	Permanent	Harborne
2015/16	Lakey Lane Primary	R	6	28	Permanent	Acocks Green
2015/16	Maney Hill Primary	R	6	30	Temporary	SuttonTrinity
2015/16	Mere Green Academy	R	6	30	Temporary	Sutton Four Oaks
2015/16	Yenton Primary	R	6	30	Temporary	Erdington
2015/16	New Hall Primary	1	5	75	Permanent	Sutton Trinity
2015/16	St Clare's RC	3	3	15	Temporary	Lozells & EH
2015/16	St Thomas More RC	R	R	105	Permanent	Sheldon
2015/16	St Margaret Marys RC	R	R	15	Temporary	Kingstanding
2015/16	St Marys CE	R	2	30	Temporary	Lozells & EH

Table 8: Primary Basic Need Projects currently underway for 2014/15 and 2015/16
Source: SCAP 2015

Table 9: School Basic Need projects underway through Additional Secondary Places (ASP) programme 2014-17

Academic Year places start to be available	School name	Starting year group	End year group	Total places created/to be created	Type of Expansion	Ward
2014/15	Starbank	7	11	900	Permanent	Bordesley
2014/15	Queensbridge	7	11	150	Permanent	Moseley and KH
2015/16	Bishop Walsh Catholic	7	11	25*	Temporary	Sutton New Hall
2015/16	John Willmott	7	11	15	Temporary	Sutton Trinity
2016/17	Turves Green Boys'[1]	7	11	125	Permanent	Northfield
2017/18	Plantsbrook[1]	7	11	150	Permanent	Sutton Trinity

Table 9: Secondary Basic Need Projects currently underway for 2014/15 to 2017/18
Source: SCAP 2015
[1] This project is being completed under the Priority Schools Building Programme (PSBP) and managed through the Education Funding Agency (EFA).
*10 of which have been opened due to Appeal

Basic Need Programme Next Steps:

Forecasts to 2020 have just been completed and by November 2015 we expect to have analysed the demand against the expected supply. This will be presented in the next annual Education Sufficiency Requirements, at which point all schools will be invited to express interest in expanding to meet Basic Need.

Once Expressions of Interest (EOIs) are received, options appraisal will take place to identify the optimum solutions for meeting Basic Need in each locality. Assessment of the availability of existing space will take place and this will drive solutions that are most cost-effective to be taken forwards in the annual schools capital programme.

In addition to planned expansions to meet known growth in demand, there is ongoing work to monitor availability and sufficiency of local school places, particularly in light of increased cohort growth in our schools. We expect to react at times to this growth and provide additional places sometimes at short notice where specific pressures emerge that cannot always be predicted.

Improved data sharing with schools is key to us maintaining a live picture of all vacancies so that we can be confident when and where additional places are definitely required. It is generally the case that existing vacancies are in less popular schools. The Local Authority's position is that schools will only be expanded if there is a need for additional places; we do not expand schools purely to meet parental preference but when we do expand schools, parental preference is a key consideration. In areas where there is a lack of popular local school places, the emphasis will remain on improving standards through a system-wide school improvement model so that all children are attending a good school and parents are consistently satisfied and happy with the education their child is receiving.

Ongoing dialogue with the Education Funding Agency regarding Free Schools Proposals is intended by all parties to secure improved alignment of future Free Schools to local need. There is a significant risk that large new primary Free Schools will create oversupply at local level, leading to excessive vacancies and unsustainable schools. This has been successfully mitigated through dialogue in one recent Primary Free School proposal through use of admissions nodes so that places serve areas where there is Basic Need.

3. Meeting parental preference:

3.1 How well are we meeting parental preference?

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

3.1 Meeting parental preference

The data provided in Appendix 3 provides information on preferences for ward of residence for 2015 entry, numbers of pupils placed and also the number of appeals. It is evident that there is significant variation between wards and also that this can vary hugely from year to year.

It is absolutely essential to note that the Basic Need programme is not a programme to provide additional places to meet parental preference. The Local Authority's overarching priority is to support every school on its journey to good or outstanding provision. When places are provided to meet growth in pupil numbers, the first priority is to ensure those places will be close to the increased demand. Parental preference is considered in appraising which schools to expand so that wherever possible, expansions increase the number of places in Good or Outstanding schools. It is also important to note that a school's OFSTED rating may change before, during or after an expansion programme. The emphasis therefore remains on supporting all schools to maintain their school improvement journeys and to ensure additional places are provided in the right places to meet local need and improve the local offer.

Reception Entry 2015

The following data tables provide information on how well different areas are served to meet first preference applications.

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

DISTRICT	WARD	FIRST PREF	%
Hodge Hill	Bordesley Green	696	93.80%
Perry Barr	Lozells And East Handsworth	503	92.80%
Hodge Hill	Washwood Heath	594	90.83%
Hall Green	Sparkbrook	542	89.29%
Perry Barr	Oscott	297	88.39%
Hodge Hill	Hodge Hill	461	88.15%
Ladywood	Aston	522	87.88%
Perry Barr	Perry Barr	324	87.80%
Ladywood	Soho	430	87.76%
Hall Green	Springfield	491	87.52%

Table 10: Highest ten wards for % of first preference offers, Reception 2015. Source: Schools Admissions

The District areas of Hodge Hill, Hall Green, Ladywood and Perry Barr feature in the ten wards achieving highest first preference offers, with the ward achieving highest rates of parental preference being Bordesley Green in East Birmingham. Thirty-three additional place projects have taken place to date within these four districts.

Table 11 shows the 10 wards with lowest percentage first preference places for Reception entry.

DISTRICT	WARD	FIRST PREF	%
Perry Barr	Handsworth Wood	274	80.59%
Edgbaston	Quinton	293	80.49%
Selly Oak	Bournville	278	80.12%
Northfield	Kings Norton	287	78.63%
Sutton Coldfield	Sutton Trinity	219	77.94%
Northfield	Longbridge	295	77.84%
Erdington	Stockland Green	261	76.32%
Erdington	Erdington	263	75.57%
Edgbaston	Edgbaston	124	75.15%
Ladywood	Ladywood	185	70.08%

Table 11: Lowest ten wards for % of first preference offers, Reception 2015. Source: Schools Admissions

The District areas of Edgbaston, Erdington and Northfield mainly feature in the ten wards achieving lowest first preference offers, with the ward achieving lowest rates of first preference being Ladywood in central Birmingham. There is a concentration of new free schools set to open within Ladywood and Edgbaston districts from 2015 which should improve these figures. Additional primary place projects are also planned for Sutton Trinity and Edgbaston wards from 2015 which too should improve these figures.

Appendix 3 provides further information on other parental preference measures: number of pupils placed and number of appeals. The data evidences that in general, for areas where first preference offers are less successful, more placements are likely and more appeals are submitted.

Year 7 Entry 2015

The following data tables provide information on how well different areas are served to meet first preference applications.

Table 12 shows the 10 wards with highest percentage first preference places for Year 7 entry.

DISTRICT	WARD	FIRST PREF	%
Northfield	Longbridge	271	85.49%
Yardley	Sheldon	229	84.81%
Sutton Coldfield	Sutton Trinity	240	81.36%
Northfield	Kings Norton	225	78.95%
Edgbaston	Bartley Green	265	75.93%
Hodge Hill	Hodge Hill	377	75.70%
Selly Oak	Bournville	214	74.31%
Northfield	Northfield	211	74.30%
Perry Barr	Oscott	218	73.65%
Ladywood	Aston	426	73.45%

Table 12: Highest ten wards for % of first preference offers, Year 7 2015. Source: Schools Admissions

The District area of Northfield features highly in the ten wards achieving highest first preference offers. All districts are mentioned in this list apart from Erdington. The ward achieving highest rates of parental preference is Longbridge in south Birmingham.

Table 13 shows the 10 wards with lowest percentage first preference places for Year 7 entry.

DISTRICT	WARD	FIRST PREF	%
Perry Barr	Perry Barr	203	65.06%
Perry Barr	Handsworth Wood	227	64.67%
Hall Green	Hall Green	250	64.27%
Erdington	Kingstanding	249	63.36%
Northfield	Weoley	223	62.99%
Hodge Hill	Washwood Heath	451	62.64%
Hodge Hill	Bordesley Green	427	62.43%
Yardley	South Yardley	290	57.54%
Edgbaston	Harborne	111	50.92%
Edgbaston	Edgbaston	75	44.91%

Table 13: Lowest ten wards for % of first preference offers, Year 7 2015. Source: Schools Admissions

The District areas of Edgbaston, Hodge Hill and Perry Barr mainly feature in the ten wards achieving lowest first preference offers, with the ward achieving lowest rates of first preference being Edgbaston in central Birmingham. New Free Schools set to open in 2015 and 2017 and located in some of the areas where parental preference is currently least well served (Perry Barr, Edgbaston, Hodge Hill).

Appendix 3 provides a full break down of these and a number of wider parental preference measures including number of pupils placed and number of appeals by ward. The data evidences that in general, for areas where first preference offers are less successful, more placements are likely and more appeals are submitted.

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

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

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

Table 14 belowprovides data at Offer Day for the last 4 Reception admissions entry rounds 2012 to 2015:

Birmingham pupils applying for a Birmingham school	2012		2013		2014		2015	
	%	Pupil Nos	%	Pupil Nos	%	Pupil Nos	%	Pupil Nos
Number of Applicants	100	15028	100	15011	100	15358	100	15785
Offered 1st preference	85.3%	12819	85.6%	12849	86.9%	13346	84.7%	13369
Offered a preference 1-3	95.7%	14429	95.8%	14380	95.5%	14667	94.8%	14964

Table 14: Numbers of applicants and offers for Reception admissions rounds 2012-15.
Source: Schools Admissions data

While the numbers of pupils being offered a first preference or a preference 1-3 has increased year on year since 2012, the increased cohort size in 2015 has led to a drop in the percentage figures for meeting parental preference. Birth rates for 2016 and 2017 drop from those in 2015 so we expect parental preference figures for Reception places to improve next year accordingly.

Table 15 provides data at Offer Day for the last 4 Year 7 admissions entry rounds 2012 to 2015:

Birmingham pupils applying for a Birmingham school	2012		2013		2014		2015	
	%	Pupil Nos	%	Pupil Nos	%	Pupil Nos	%	Pupil Nos
Number of Applicants	100	13426	100	13303	100	14000	100	14625
Offered 1st preference	68.4%	9177	73.6%	9786	70.3%	9842	68.5%	10016
Offered a preference 1-6	94.7%	12709	94.9%	12621	93.7%	13120	93.4%	13661

Table 15: Numbers of applicants and offers for Year 7 admissions rounds 2012-15.
Source: Schools Admissions data

In comparing this parental preference data with national benchmarks and statistical neighbours, it must be noted that the very high demand for grammar schools and faith schools in Birmingham skews the data; the number of applicants submitting preferences for those schools far exceeds the number of places available. For entry in September 2015, there were 1,492 Birmingham pupils who unsuccessfully placed a grammar school as their first preference; this equates to 10.2% of the entire cohort of applicants. This factor significantly reduces the number of children who were offered their first preferred school.

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

4. Pressure points for school places: do we anticipate pressure points and do we have appropriate admissions processes in place when pressure points arise?

4.1 Case Studies

4.2 How are waiting lists managed when there is high demand for local places?

4.3 What mechanisms are in place to check validity of applications?

4.4 What are the implications of growth on numbers and management of appeals?

4.5 Summer-born pupils

4.6 Looked After Children

We are able to offer places to all children who apply for a mainstream school place in Birmingham. However, in certain hotspots, there are times that we cannot always offer places close enough to home. In addition, it is often the case that we cannot offer siblings a place in the same school when families arrive into the City part way through the children's education.

Pressure points for places emerge at different times in different locations for a range of reasons, however to date the Local Authority has been exceptionally fortunate in our working relationship with our schools to provide solutions where needed. Next steps to better anticipate hotpots and avoid shortage zones includes strengthening the data sources that inform our knowledge of demand for places, including access to robust GP, Public Health, housing and schools data.

4.1 Case Studies

- **Case Study 1 - Boldmere Reception September 2012 and 2015: demand for places exceeding supply.**

In 2012, parents in Boldmere, Sutton Coldfield, raised concerns regarding the lack of availability of reception places at the local primary school, Boldmere Infants. The school, having been relatively unpopular locally in previous years, had received an improved OFSTED rating. At the same time as there being an increased number of Reception applications in 2012, the popularity of the school increased and there was also an unprecedented spike in sibling applicants. Many of these siblings were from further away as a result of the school's previous low popularity (i.e. it had been a school that families from Erdington could access previously due to relatively low local popularity). As a result of this local pressure, more detailed analysis was undertaken. There is an identified risk that a combination of factors can leave a specific area in Boldmere underserved by local school places, However, it is always possible to offer those children a place within 2 miles. There is a specific issue that some of the schools that can offer a place are unpopular locally and parents therefore do not consider this to be a good enough local offer.

Solutions: Comparisons of access to places within a 1 and 2 mile radius from Boldmere indicate that the area is not underserved relative to many other parts of the City. Given the popularity of local schools and pressure further to the North in Sutton, a number of other expansion proposals are currently being taken forwards in the District and it is anticipated that this will alleviate the specific Boldmere hotspot of pressure identified by parents.

- **Case Study 2 - Northfield Reception September 2015: Lack of solution for 2 Forms of Entry (2FE) additional reception place requirements**

Annual Sufficiency Requirements published in February 2015 identified the need for 1FE (30 additional primary places). This increased at a later date to 2FE as a result of a local academy reducing its PAN by 1FE for September 2015 as a specific school-improvement measure.

Options to expand among the 27 schools in the area are severely limited by a number of factors:

- 9 schools are currently rated OFSTED Grade 3 or 4 and therefore unlikely to be considered for expansion
- 2 are located very close to a neighbouring school already undergoing expansion
- Several are already restricted for space / site
- Of the remaining 18, 10 are their own admissions authority (Academy status or Voluntary Aided); to date this has not proved a barrier but in the event that the Local Authority has to move to direct a school to expand these schools would be out of scope

Solutions: Two preferred options have been identified and at least 1FE is likely to be opened during the Autumn Term 2015. This has not been achieved in time to alleviate local pressure on places for starting in September but will ensure there is sufficient capacity to meet Basic Need during 15/16 and may also enable some families to move children to a school closer to home than that available at the start of term.

4.2 Waiting List Management

In accordance with the School Admissions Code, following the offer of school places in the normal admission rounds, each admission authority must maintain a clear, fair and objective waiting list until at least 31st December of each school year of admission, stating in their arrangements that each added child will require the list to be ranked again in line with the

published oversubscription criteria. Priority must not be given to children based on the date their application was received or their name was added to the list.

In accordance with Birmingham's coordinated admissions scheme, any child who has not been offered a place at one of their parent/carers preferred schools is automatically added to the waiting list at that school. If places become available, they are offered strictly in accordance with the school's oversubscription criteria.

Birmingham Local Authority is the admission authority for community and voluntary controlled schools and School Admissions manage the waiting lists for each of these schools following the offer of places on each of the national offer dates.

4.3 Checking of validity

The Local Authority and own admission authority schools in Birmingham place great emphasis on the home address provided by parent/carer's as the vast majority of schools and academies use distance from home to school as an oversubscription criterion. The distance from home to school is calculated on the basis of a straight line measurement between the applicant's home address and a specific point at the school. This is usually the main gate or centre point of the school. In order for the offer of school places to be fair and robust, the Local Authority must be as confident, as far as practicably possible, that the address provided by parent/carers is the child's normal and permanent home address.

The Local Authority's published admission arrangements, information booklets and website provide information to parent/carers on the definition of what is considered to be a normal and permanent home address; what is deemed as acceptable proof of address. The Local Authority position is also stated clearly that that if a school is offered on the basis of an address that is subsequently found to be different from a child's normal and permanent home address, then that place is liable to be withdrawn.

Table 16 provides data regarding investigations of addresses since 2012/13:

	12/13	13/14	14/15
Number of addresses investigated	34	42	48
Number of applications indicating a change of address that was not accepted by the LA	9	13	19
Number of places withdrawn as a result of invalid address	2	3	6

Table 16: Address investigations 2012-14.
Source: Schools Admissions data

Validation of home address

When a child is due to start school or transfer from primary to secondary school, (normal admissions round), parent/carers receive a letter from the Local Authority containing details of how to apply for a school place; how and where they can access information to assist with understanding how school preferences are dealt with and how school places are offered. If the address included on the letter is incorrect then parent/carers are advised that they must provide proof of the new address with their application.

The parent information booklet and the school admissions website, informs parent/carers that a home visit may be undertaken by officers of the Local Authority without prior notice to verify a child's home address.

For applications for school places made during the academic year (in-year admissions) schools and academies, parent/carers are required to submit their application directly to their preferred school(s). All schools and academies are advised to receive proof the child's home address at the time of submission of the application. If the school has vacancy a place should be offered to the child (unless the child has challenging behaviour and the governors wish to make a referral to the Local Authority for consideration under the Fair Access Protocol). If the school is full to its admission number then the child should be added to the schools waiting list, in accordance with the schools' oversubscription criteria and a referral made to the School Admissions Team. The School Admissions Team, on behalf of the Local Authority will then allocate the child a place at the nearest school with a vacancy to the family's home address.

Change of address

Parent/carers are advised that if they are planning to change address during the normal admissions round they should provide proof of the new address with their application. Acceptable proof of address includes a letter from a solicitor confirming exchange of contracts. In accordance with DfE advice and guidance the Local Authority will consider the information provided by parent/carers, however it may not always be possible to take the new information into account before the places are offered.

Improved home address validation procedures from September 2015.

Following successful negotiations with the Birmingham City Council's Audit Team, School Admissions and Pupil Placements Service has secured data sharing with a D*ata Warehouse* for the purposes of validating home addresses, preventing and detecting fraud and locating vulnerable pupils who have become disconnected from the education system. The Data Warehouse contains information, including various types of personal data, most of which is collected by or on behalf of Birmingham City Council, but some of which is supplied through partnerships with other organisations. The data includes information held within council tax and housing benefits teams and those registered on the electoral register. This data access will further assist with address queries and validation. The use of the Data Warehouse for address validation will become fully integrated within the Service from 1st September 2015.

4.4 Appeals and impact of growth in numbers

When an admission authority informs a parent of a decision to refuse their child a place at a school for which they have applied, it must include the reason why admission was refused; information about the right to appeal; the deadline for lodging an appeal and the contact details for making an appeal. Parents must be informed that, if they wish to appeal, they must set out their grounds for appeal in writing.

In Birmingham, Birmingham's Legal Services facilitate the appeal hearing process so that it is independent from the education functions of the Local Authority.

Legal Services, on behalf of the Local Authority, appoint independent appeal panels that are comprised of a chair and at least two other panel members. Each panel must consist of the following persons with at least one from each category:

a) lay people (someone without personal experience in the management of any school or provision of education in any school (except as a school governor or in another voluntary capacity);

b) people who have experience in education, who are acquainted with educational conditions in the local authority area, or who are parents of registered pupils at school.

Legal Services also appoints a clerk to the panel who must be independent from the school and the admission authority. The clerk's role is to make the necessary administrative arrangements for hearings; to notify the parties of the order of proceedings in advance of the hearing; to respond to queries from appellants in advance of the hearing, or to identify the appropriate person to provide a response; to be an independent source of advice (or to seek appropriate advice) on procedure and on admissions law; to keep an accurate record of proceedings; and to provide the parties with written notification of the panel's decision.

Infant class size appeals

Regulations made under Section 1 of the School Standards and Framework Act 1998 limit the size of an infant class (a class in which the majority of children will reach the age of 5, 6 or 7 during the school year) to 30 pupils per school teacher. Only in very limited circumstances can admissions over the limit be permitted.

As a result of the legal limits placed on infant class sizes, the circumstances in which an appeal panel may uphold an infant class size appeal are extremely limited. To uphold such an appeal, an appeal panel must be satisfied that:

- The admission of additional children would not breach the infant class size limit;
- The child would have been offered a place if the published admission arrangements had been properly implemented;
- The child would have been offered a place if the arrangements had not been contrary to mandatory provisions in the School Admissions Code and the School Standards and Framework Act 1998; and/or
- The decision to refuse admission was not one which a reasonable admission authority would have made in the circumstances of the case.

4.5 Summer-born pupils

The School Admissions Code, states that *"Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child may choose not to send their child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group, to Reception rather than Year 1".*

The Code also indicates that admission authorities must make decisions on the basis of the circumstances of each case and in the best interests of the child concerned. This should include taking account of the parent's view, information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously educated outside their normal age group and whether they may have naturally fallen into a lower age group if the child had not been born prematurely. The views of the head teacher must also be considered. When informing a parent of their decision on the year group the child should be admitted to, the admission authority must set out clearly the reasons for their decision.

In Birmingham each request for a child to be admitted to school outside of their normal age group is considered on a case by case basis. DfE have confirmed that Birmingham Local Authority's

process and procedures when dealing with summer born applications is a model of “good practice”.

In May 2015, DfE issued further guidance and confirmed that that the question admission authorities need to consider, when making a decision on a summer born application is, if the child is admitted at age 5, should the child be admitted to Reception Class or to Year 1? Admission authorities should inform the child’s parents of the decision and set out clearly the reasons for their decision.

During academic year 2014/2015, of the 15,785 Reception Class applications School Admissions Team received 8 applications from parent/carers who wish for their child to be taught outside the normal admissions round (summer born applications.) Currently the number of applications received by the LA is statistically insignificant for the purposes of school place planning and therefore not incorporated within our forecasts. This will be monitored over time**.**

4.6 Looked After Children

Looked After Children have priority access in the admissions criteria for all schools other than those that are selected on academic ability. As a consequence, there is no lack of availability of places for Looked After Children and very low if any risk of the Local Authority being unable to provide the most appropriate and preferred place for a looked-after child.

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

Successes

- Highly effective strategic and operational partnerships underpin the way that sufficient school places are provided to meet Basic Need in Birmingham. Relationships between Head Teacher Fora and individual schools are key to the success of the programme. Strengthened relationships between the City Council and the Department for Education are yielding improved co-ordination of place planning. In addition, there is a strong and increasingly effective integrated delivery team working across Acivico, BCC and schools to deliver high quality build projects on time and on cost with minimum disruption to education continuity.
- The strategy to make best use of existing space, introduced in 2012, has been highly successful. Careful analysis of potential for refurbishment and re-modelling of spaces within existing buildings has released additional resource to invest in the requirements for additional special school places and to address the key suitability issues that will also lead to education improvement in expanded schools. This strategy is absolutely essential to us meeting the demand for more places and improved learning environments within available resource.
- The move to inviting all schools to express an interest in expansion has been successful in building stronger partnerships with our school partners. The model continues to rely on the good will and expertise of school leaders and Governing bodies to provide additional places where and when needed. By producing annual Education Sufficiency Requirements, there is greater clarity for school partners on what is needed and a growing understanding that requirements can change rapidly as a result of changing patterns of supply and demand.

- Birmingham‘s approach to Basic Need has attracted significant national interest: City Council officers have been invited to present at four national conferences and also hosted a very successful Basic Need Day for 17 other local authorities in May 2014.

Challenges

- The oversupply of school places creates a major risk to the sustainability of our least popular schools. The vast majority of school places that are currently vacant will be needed to meet future growth in demand. There is therefore an interim period where those schools, many of whom contend with extremely high mobility of pupils, require additional support. Work is underway to share best practice in managing high numbers of in-year admissions and to explore local collaborative models in partnership with Birmingham Education Partnership.
- It is an on-going challenge to provide the additional places we require within the Basic Need capital funding allocations made by the Education Funding Agency. The demand for additional special school places has put additional pressure on the capital funding available. There are risks that future allocations will be reduced as a result of Free School places provided by central government, regardless of whether those places in fact meet Basic Need. This could mean that capital funding is diverted from providing places where they are most needed. We are at the forefront of implementing lean construction processes to ensure we squeeze maximum value from the capital funding without compromising the quality of provision.
- Co-ordination of place planning remains highly challenging in the context of increased autonomy for individual schools. Schools that are their own admissions authorities have freedom to expand without the agreement of the Local Authority. The Local Authority does not control the supply of places by all individual schools in the area, however we have the statutory duty to ensure there are sufficient places while attempting to limit the oversupply that can be detrimental to the wider school improvement agenda.
- The continued upward trend in cohort growth across all year groups from Reception to Year 9 is placing additional pressure as each cohort moves through the school system. This means we will need increasingly flexible solutions to meet Basic Need so that we do not build schools or classrooms now to find them empty in ten years’ time. The increased landscape of places for students in years 10 and 11 creates a significant level of surplus but at present it remains completely unpredictable whether young people will move from current provision in year 10 and therefore there is little opportunity to make use of the surplus places at Key Stage 4 to meet basic need in other year groups.
- It remains a challenge to align the Basic Need programme with housing and transportation developments. This is addressed through regular joint working. As the rate of housing growth increases, it will be imperative that we monitor closely the yield of pupils from different types of housing to ensure that we maximise developer and ensure there is high quality, sufficient education provision ready for families moving into new housing developments.

Appendix 1

Basic Need Strategy

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

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

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

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

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

Whenever possible, additional places to meet Basic Need will be introduced at the start of a Phase i.e. in Reception and Year 7. However, the unpredictable nature and location of cohort growth means that it is necessary at times to implement reactive Basic Need measures and introduce additional classes during a phase of education in order to meet our statutory duty to provide sufficient places. The level of net migration into the primary phase of education means that supplying sufficient places in Reception for all of the expected cohort growth to Year 6 would leave far too many reception places unfilled. In essence, we will continue to need to provide additional classes as cohorts move through the primary phase in order to manage the current levels of cohort growth.

In the event that the supply of school places exceeds demand in an area to a degree that threatens the sustainability of local provision, the Local Authority will consider temporary or permanent decommissioning of places in order to support a sustainable, high quality local offer.

Placing Schools at the Heart of Meeting Basic Need

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

i) Share requirements for additional places regularly with all school partners and Early Years Providers;

ii) Invite Free Schools and schools that are their own admissions authority to share and co-ordinate their expansion intentions so that requirements can be modified to factor in new provision;

iii) Invite schools and education providers to express interest in expanding their provision in order to identify optimum solutions to meeting Basic Need and, where necessary, identify projects for Basic Need capital investment;

iv) Ask schools to work with the Local Authority to identify additional funding streams and alternative funding models to meet Basic Need.

Criteria for Expansion to meet Basic Need

Expressions of Interest in expansion from school partners will be evaluated against the following key criteria:

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

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

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

iv) Popularity of the school;

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

Process for Decommissioning of School Places

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

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

ii) Standards in the school;

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

iv) Popularity of the school.

Appendix 2: Birmingham Free Schools

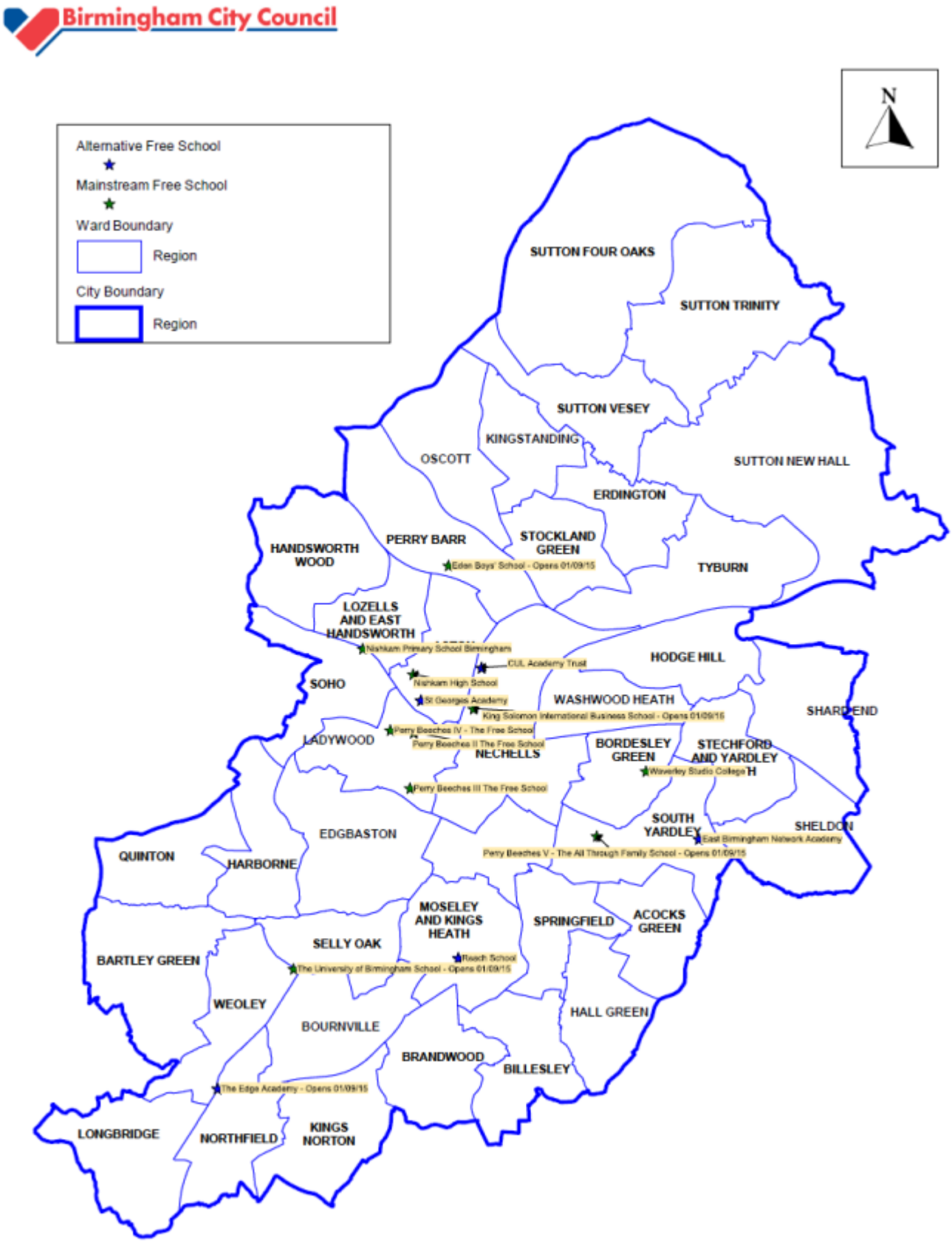
The following table shows the list of open or approved free schools to date in Birmingham:

No	Establishment	DFE	Opening Date	DfE Stage	Pupil Needs	Admission Number	Planned Capacity	Age Group	Criteria	Ward
1	Nishkam Primary	2032	01/09/2011	Open	Mainstream	60	420	4-11	Sikh	Soho
2	Nishkam High	4004	01/09/2012	Open	Mainstream	100	700	11-19	Sikh	Aston
3	Perry Beeches II	4002	01/09/2012	Open	Mainstream	100 (+120 6th form)	620	11-18		Ladywood
4	East Birmingham Network Academy	1105	17/09/2012	Open	Alternative	NA	90	13-16		South Yardley
5	Perry Beeches III	4011	01/09/2013	Open	Mainstream	100 (+120 6th form)	620	11-18		Ladywood
	Kajans Hospitality and Catering Studio Sch	-	01/09/2013	Closed	Mainstream	75	300	14-19		Aston
6	Waverley Studio College	4010	01/09/2013	Open	Mainstream	75	300	14-19		Bordesley Grn
7	St George's Academy	1108	01/09/2013	Open	Alternative	NA	110	14-16		Aston
8	REACH Free School	1107	01/09/2013	Open	Alternative	NA	64	11-16		Moseley and KH
9	Perry Beeches IV	4016	01/09/2014	Open	Mainstream	100 (+120 6th form)	620	11-18		Ladywood

No	Establishment	DFE	Opening Date	DfE Stage	Pupil Needs	Admission Number	Planned Capacity	Age Group	Criteria	Ward
10	City United Ltd Academy	1109	01/09/2014	Open	Alternative	NA	50	13-16		Nechells
11	The University of Birmingham School	4014	01/09/2015	Approved	Mainstream	150 (+ 400 6th form)	1150	11-19	Admissions Nodes: Selly Oak/Hall Green (2)/Ladywood	Selly Oak
12	Eden Boys' School	4021	01/09/2015	Approved	Mainstream	100 (+200 6th form)	700	11-19	Islamic/Boys	Perry Barr
13	King Solomon International Business School	4020	01/09/2015	Approved	Mainstream	60 YR-6, 90 Y7-11 (+180 6th)	1050	4-19	Christian	Nechells
14	Perry Beeches V	4019	01/09/2015	Approved	Mainstream	100 (+120 6th form)	1320	4-19		South Yardley
15	East Birmingham Network Academy - Phase 2	TBC	01/09/2015	Approved	Alternative	NA	90	13-16		tbc
16	The Joseph Lucas Centre for Learning	TBC	01/09/2015	Approved	Alternative	NA	50	9-13		tbc
17	The Edge Academy	1111	01/09/2015	Approved	Alternative	NA	140	11-16		Northfield
18	Perry Beeches - The Primary School I	TBC	01/09/2016	Approved	Mainstream	100	700	4-11		Ladywood

No	Establishment	DFE	Opening Date	DfE Stage	Pupil Needs	Admission Number	Planned Capacity	Age Group	Criteria	Ward
19	Olive Primary School	TBC	01/09/2016	Approved	Mainstream	100	700	4-11	Islamic ethos. Admissions Nodes: Sparkbrook/Aston/Hall Green/Acocks Green	tbc
20	Perry Beeches VI	TBC	01/09/2017	Approved	Mainstream	100 (+120 6th form)	1320	4-19		Perry Barr

Map of Birmingham Free Schools up to and including Sept 2015, where sites are known.



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Appendix 3: Preference Information 2015 Admissions Round (Source: School Admissions)

Table A: Reception Entry 2015 – Preference Information

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

DISTRICT	WARD	FIRST PREF	%	SECOND PREF	%	THIRD PREF	%	LA PLACED	%	Total Apps	Appeals Received	% Appeals
Edgbaston	Bartley Green	301	82.02%	33	8.99%	13	3.54%	20	5.45%	367	10	2.72%
Edgbaston	Edgbaston	124	75.15%	12	7.27%	4	2.42%	25	15.15%	165	8	4.85%
Edgbaston	Harborne	205	85.06%	15	6.22%	6	2.49%	15	6.22%	241	17	7.05%
Edgbaston	Quinton	293	80.49%	21	5.77%	12	3.30%	38	10.44%	364	24	6.59%
Erdington	Erdington	263	75.57%	26	7.47%	22	6.32%	37	10.63%	348	37	10.63%
Erdington	Kingstanding	333	81.82%	35	8.60%	12	2.95%	27	6.63%	407	27	6.63%
Erdington	Stockland Green	261	76.32%	29	8.48%	16	4.68%	36	10.53%	342	24	7.02%
Erdington	Tyburn	303	85.11%	25	7.02%	9	2.53%	19	5.34%	356	16	4.49%
Hall Green	Hall Green	299	81.69%	37	10.11%	10	2.73%	20	5.46%	366	19	5.19%
Hall Green	Moseley And Kings Heath	241	87.00%	21	7.58%	5	1.81%	10	3.61%	277	6	2.17%
Hall Green	Sparkbrook	542	89.29%	41	6.75%	10	1.65%	14	2.31%	607	22	3.62%
Hall Green	Springfield	491	87.52%	39	6.95%	8	1.43%	23	4.10%	561	14	2.50%
Hodge Hill	Bordesley Green	696	93.80%	25	3.37%	4	0.54%	17	2.29%	742	20	2.70%
Hodge Hill	Hodge Hill	461	88.15%	21	4.02%	15	2.87%	26	4.97%	523	14	2.68%
Hodge Hill	Shard End	399	83.65%	32	6.71%	14	2.94%	32	6.71%	477	24	5.03%
Hodge Hill	Washwood Heath	594	90.83%	36	5.50%	18	2.75%	6	0.92%	654	22	3.36%
Ladywood	Aston	522	87.88%	47	7.91%	9	1.52%	16	2.69%	594	19	3.20%
Ladywood	Ladywood	185	70.08%	28	10.61%	19	7.20%	32	12.12%	264	6	2.27%
Ladywood	Nechells	474	85.10%	45	8.08%	11	1.97%	27	4.85%	557	8	1.44%
Ladywood	Soho	430	87.76%	26	5.31%	8	1.63%	26	5.31%	490	12	2.45%
Northfield	Kings Norton	287	78.63%	35	9.59%	19	5.21%	24	6.58%	365	22	6.03%
Northfield	Longbridge	295	77.84%	51	13.46%	11	2.90%	22	5.80%	379	6	1.58%
Northfield	Northfield	270	85.44%	31	9.81%	5	1.58%	10	3.16%	316	15	4.75%
Northfield	Weoley	318	85.25%	29	7.77%	9	2.41%	17	4.56%	373	14	3.75%
Perry Barr	Handsworth Wood	274	80.59%	27	7.94%	17	5.00%	22	6.47%	340	16	4.71%
Perry Barr	Lozells And East Handsworth	503	92.80%	27	4.98%	5	0.92%	7	1.29%	542	10	1.85%
Perry Barr	Oscott	297	88.39%	20	5.95%	8	2.38%	11	3.27%	336	19	5.65%
Perry Barr	Perry Barr	324	87.80%	23	6.23%	6	1.63%	16	4.34%	369	21	5.69%
Selly Oak	Billesley	294	86.22%	22	6.45%	13	3.81%	12	3.52%	341	8	2.35%
Selly Oak	Bournville	278	80.12%	26	7.49%	18	5.19%	25	7.20%	347	23	6.63%
Selly Oak	Brandwood	300	85.71%	21	6.00%	13	3.71%	16	4.57%	350	9	2.57%
Selly Oak	Selly Oak	161	84.74%	17	8.95%	3	1.58%	9	4.74%	190	15	7.89%
Sutton Coldfield	Sutton Four Oaks	247	80.98%	26	8.52%	11	3.61%	21	6.89%	305	15	4.92%
Sutton Coldfield	Sutton New Hall	194	81.86%	12	5.06%	10	4.22%	21	8.86%	237	9	3.80%
Sutton Coldfield	Sutton Trinity	219	77.94%	30	10.68%	14	4.98%	18	6.41%	281	19	6.76%
Sutton Coldfield	Sutton Vesey	211	82.42%	20	7.81%	8	3.13%	17	6.64%	256	36	14.06%
Yardley	Acocks Green	381	83.92%	33	7.27%	14	3.08%	26	5.73%	454	14	3.08%
Yardley	Sheldon	264	82.76%	29	9.09%	7	2.19%	19	5.96%	319	14	4.39%
Yardley	South Yardley	513	85.50%	39	6.50%	20	3.33%	28	4.67%	600	21	3.50%
Yardley	Stechford And Yardley North	328	85.64%	22	5.74%	14	3.66%	19	4.96%	383	23	6.01%
Grand Total (ave %)		**13375**	**83.72%**	**1134**	**7.45%**	**450**	**3.04%**	**826**	**5.78%**	**15785**	**678**	**4.66%**

Appendix 3: Preference Information 2015 Admissions Round (Source: School Admissions)

Table B: Year 7 Entry 2015 – Preference Information

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

DISTRICT	WARD	FIRST PREF	%	SECOND PREF	%	THIRD PREF	%	FOURTH PREF	%	FIFTH PREF	%	SIXTH PREF	%	LA PLACED	%	Total Apps	Appeals Received	% Appeals
Edgbaston	Bartley Green	265	75.93%	47	13.47%	8	2.29%	14	4.01%	1	0.29%	0	0.00%	14	4.01%	349	17	4.87%
Edgbaston	Edgbaston	75	44.91%	32	19.16%	21	12.57%	4	2.40%	6	3.59%	3	1.80%	26	15.57%	167	23	13.77%
Edgbaston	Harborne	111	50.92%	32	14.68%	24	11.01%	13	5.96%	7	3.21%	8	3.67%	23	10.55%	218	27	12.39%
Edgbaston	Quinton	225	69.88%	40	12.42%	21	6.52%	7	2.17%	2	0.62%	5	1.55%	22	6.83%	322	15	4.66%
Erdington	Erdington	175	67.31%	27	10.38%	21	8.08%	15	5.77%	3	1.15%	8	3.08%	11	4.23%	260	13	5.00%
Erdington	Kingstanding	249	63.36%	35	8.91%	20	5.09%	11	2.80%	11	2.80%	10	2.54%	57	14.50%	393	54	13.74%
Erdington	Stockland Green	186	66.91%	33	11.87%	13	4.68%	14	5.04%	1	0.36%	3	1.08%	28	10.07%	278	27	9.71%
Erdington	Tyburn	235	68.51%	35	10.20%	23	6.71%	6	1.75%	10	2.92%	6	1.75%	28	8.16%	343	17	4.96%
Hall Green	Hall Green	250	64.27%	59	15.17%	26	6.68%	18	4.63%	13	3.34%	10	2.57%	13	3.34%	389	8	2.06%
Hall Green	Moseley And Kings Heath	167	67.89%	36	14.63%	21	8.54%	5	2.03%	4	1.63%	1	0.41%	12	4.88%	246	16	6.50%
Hall Green	Sparkbrook	393	67.64%	79	13.60%	36	6.20%	9	1.55%	14	2.41%	3	0.52%	47	8.09%	581	68	11.70%
Hall Green	Springfield	423	68.56%	71	11.51%	38	6.16%	29	4.70%	21	3.40%	6	0.97%	29	4.70%	617	69	11.18%
Hodge Hill	Bordesley Green	427	62.43%	87	12.72%	54	7.89%	34	4.97%	11	1.61%	8	1.17%	63	9.21%	684	112	16.37%
Hodge Hill	Hodge Hill	377	75.70%	49	9.84%	26	5.22%	6	1.20%	11	2.21%	6	1.20%	23	4.62%	498	27	5.42%
Hodge Hill	Shard End	252	68.11%	60	16.22%	19	5.14%	8	2.16%	3	0.81%	5	1.35%	23	6.22%	370	12	3.24%
Hodge Hill	Washwood Heath	451	62.64%	89	12.36%	51	7.08%	37	5.14%	23	3.19%	7	0.97%	62	8.61%	720	156	21.67%
Ladywood	Aston	426	73.45%	73	12.59%	20	3.45%	16	2.76%	16	2.76%	5	0.86%	24	4.14%	580	46	7.93%
Ladywood	Ladywood	118	65.56%	24	13.33%	11	6.11%	6	3.33%	4	2.22%	0	0.00%	17	9.44%	180	10	5.56%
Ladywood	Nechells	387	71.93%	40	7.43%	27	5.02%	23	4.28%	10	1.86%	7	1.30%	44	8.18%	538	101	18.77%
Ladywood	Soho	320	68.09%	61	12.98%	35	7.45%	10	2.13%	15	3.19%	2	0.43%	27	5.74%	470	40	8.51%
Northfield	Kings Norton	225	78.95%	30	10.53%	16	5.61%	2	0.70%	2	0.70%	1	0.35%	9	3.16%	285	12	4.21%
Northfield	Longbridge	271	85.49%	25	7.89%	11	3.47%	2	0.63%	2	0.63%	1	0.32%	5	1.58%	317	10	3.15%
Northfield	Northfield	211	74.30%	43	15.14%	6	2.11%	7	2.46%	2	0.70%	1	0.35%	14	4.93%	284	11	3.87%
Northfield	Weoley	223	62.99%	52	14.69%	27	7.63%	12	3.39%	1	0.28%	2	0.56%	37	10.45%	354	39	11.02%
Perry Barr	Handsworth Wood	227	64.67%	44	12.54%	31	8.83%	11	3.13%	11	3.13%	6	1.71%	21	5.98%	351	22	6.27%
Perry Barr	Lozells And East Handsworth	349	65.97%	75	14.18%	33	6.24%	17	3.21%	10	1.89%	8	1.51%	37	6.99%	529	36	6.81%
Perry Barr	Oscott	218	73.65%	35	11.82%	14	4.73%	4	1.35%	3	1.01%	3	1.01%	19	6.42%	296	20	6.76%
Perry Barr	Perry Barr	203	65.06%	44	14.10%	21	6.73%	8	2.56%	6	1.92%	3	0.96%	27	8.65%	312	47	15.06%
Selly Oak	Billesley	218	68.13%	55	17.19%	19	5.94%	7	2.19%	1	0.31%	3	0.94%	17	5.31%	320	8	2.50%
Selly Oak	Bournville	214	74.31%	52	18.06%	10	3.47%	5	1.74%	5	1.74%	0	0.00%	2	0.69%	288	7	2.43%
Selly Oak	Brandwood	212	66.25%	47	14.69%	18	5.63%	20	6.25%	4	1.25%	4	1.25%	15	4.69%	320	7	2.19%
Selly Oak	Selly Oak	96	67.13%	24	16.78%	9	6.29%	6	4.20%	1	0.70%	1	0.70%	6	4.20%	143	13	9.09%
Sutton Coldfield	Sutton Four Oaks	242	71.39%	38	11.21%	18	5.31%	14	4.13%	5	1.47%	4	1.18%	18	5.31%	339	25	7.37%
Sutton Coldfield	Sutton New Hall	172	69.64%	32	12.96%	14	5.67%	10	4.05%	4	1.62%	3	1.21%	12	4.86%	247	19	7.69%
Sutton Coldfield	Sutton Trinity	240	81.36%	36	12.20%	7	2.37%	7	2.37%	3	1.02%	0	0.00%	2	0.68%	295	8	2.71%
Sutton Coldfield	Sutton Vesey	168	72.73%	23	9.96%	16	6.93%	4	1.73%	3	1.30%	2	0.87%	15	6.49%	231	12	5.19%
Yardley	Acocks Green	261	68.68%	58	15.26%	18	4.74%	10	2.63%	9	2.37%	6	1.58%	18	4.74%	380	7	1.84%
Yardley	Sheldon	229	84.81%	15	5.56%	6	2.22%	3	1.11%	3	1.11%	4	1.48%	10	3.70%	270	1	0.37%
Yardley	South Yardley	290	57.54%	75	14.88%	33	6.55%	23	4.56%	10	1.98%	15	2.98%	58	11.51%	504	58	11.51%
Yardley	Stechford And Yardley North	235	65.83%	51	14.29%	22	6.16%	16	4.48%	4	1.12%	0	0.00%	29	8.12%	357	13	3.64%
Grand Total (ave %)		**10016**	**68.57%**	**1863**	**12.93%**	**864**	**5.96%**	**473**	**3.14%**	**275**	**1.75%**	**170**	**1.15%**	**964**	**6.49%**	**14625**	**1233**	**7.54%**

Curriculum Entitlement Legal Framework

The Curriculum Entitlement Statement is underpinned by the following legislation:-

- Maintained schools have obligations under section 78 of the Education Act 2002 which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and to prepare pupils at the school for the opportunities, responsibilities and experiences of later life. The requirements to actively promote fundamental British values in schools can be met through the general requirement in section 78 of the 2002 Act.

- The requirements for Academies and Free Schools are set out in section 1A of the Academies Act 2010 (broad and balanced curriculum) and the Education (Independent School Standards) Regulations 2014 (spiritual, moral, social and cultural development and active promotion of fundamental British values.

- Under section 405 of the Education Act 1996, parents have the right to withdraw their child from **all** or **part** of Sex and Relationships Education (SRE) provided outside national curriculum science.

- The Equality Act 2010 provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. It is against the law to discriminate against anyone with 'protected characteristics'.

- The Ofsted inspection of the broad and balanced curriculum requirement is covered by Section 5 of the Education Act 2005. (Common Inspection Framework – September 2015)

- Section 13A of the Education Act 1996 requires Local Authorities to ensure that their education functions are exercised with a view to promoting high standards, ensuring fair access to opportunity for education, and promoting the fulfilment of learning potential by every child.

- Section 42A and Section 45A of the Education Act 1997 places a duty on schools to provide independent careers advice for all year 8 to 13 pupils, that inspires and motivates them to fulfill their potential and to be prepared for life in modern Britain.

Birmingham City Council

BIRMINGHAM CURRICULUM STATEMENT

1. PREAMBLE

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

2. THE STATEMENT

A statement for our children in Birmingham: a guarantee for their future.

ALL children in Birmingham will experience a broad and balanced curriculum enabling them to grow and learn in an environment without prejudice or inequality. It will prepare them for adult life by:

- ✓ enabling them to play an active role in their school and community
- ✓ experiencing a culturally rich and diverse life
- ✓ developing and benefitting from a range of positive relationships

The curriculum will:

- ✓ promote children's engagement in learning through enquiry-led approaches that develop skills, dispositions and attitudes to learning
- ✓ equip children for their futures in a rapidly changing world recognising the importance of technology, science, languages and communication for dialogue and understanding between different groups
- ✓ value, celebrate and build on children's religious and cultural heritage and develop a sense of identity, honouring the UN Convention on the Rights of the Child
- ✓ promote the fundamental shared values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

- ✓ help children develop an understanding of all faiths and none, and participate in the celebration of different religious events in understanding and accepting differences
- ✓ develop children holistically: their intellectual, practical, aesthetic, spiritual, social and emotional capacities
- ✓ ensure an understanding of protected characteristics of the Equality Act and how through diversity they can be celebrated
- ✓ encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely

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

At school, ***all*** children will have opportunities to explore their talents and abilities through:

- ✓ developing an appreciation of the arts
- ✓ taking part in a wide range of physical activities, sports and games
- ✓ developing a sense of self in a non-judgemental, mutually supportive environment
- ✓ experiencing music and its intrinsic value for enjoyment and self-expression through performing, singing and the playing of instruments
- ✓ experiencing social, moral, spiritual and cultural education that broadens children's awareness and understanding of the world and their place within it
- ✓ independent careers advice that inspires and motivates them to fulfil their potential

In this way we work together to:

Equip children and young people to be happy, talented, confident and ambitious citizens of Birmingham and of the world

Signed by ***Date* 10 September 2015**

Councillor Brigid Jones - Cabinet Member, Children's Services

Signed by ***Date* 10 September 2015**

Councillor James McKay - Cabinet Member, Inclusion and Community Safety

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

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

1 Meeting Schedule

Date / Location All at 2 pm	**Session / Outcome**	**Officers / Attendees**
10 June 2015 Committee Rooms 3 & 4 **Starts at 3.30pm**	Cabinet Member for Children's Services to discuss: • 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 will be inviting the Birmingham Education Partnership (BEP) to attend a committee meeting. Discussion to include the contract with the City Council (Members invited to the 18th June 2015 event).* • *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 & Alistair Gibbons *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 to be e-mailed the consultation (ends 31st October 2015) and decide whether to individually or collectively respond.* • *The Cabinet Member for Children's Services to attend a Committee meeting to discuss the outcomes of the consultation (9th December 2015).*	*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 on 20th January 2016 and report on how Districts are fulfilling their duty.*	Andy Pepper, AD, Children in Care Provider Services & Nicky Hale, Fostering and Adoption Improvement Manager
	• Permanent School Exclusions ***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 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 • Cabinet Member for Children Services to discuss Curriculum Entitlement and Equality	Emma Leaman & Julie Newbold Cllr Brigid Jones / Pat Kilarney

Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
21 October 2015 Committee Rooms 3 & 4 **Deadline for reports 2pm on 12th Oct**	• Sir Mike Tomlinson, Education Commissioner (TBC for October or November) • Cabinet Member for Children Services to update the Committee on the budget position for the portfolio • Special Educational Needs (SEN) and Education, Health and Care plans (EHC) • Missing Children Inquiry (TBC) • School Attainment Statistics (TBC) • Tracking: Strengthening the Birmingham Family of Schools • Tracking: Work Experience for School Age Children – the role of the City Council Inquiry	Seamus Gaynor Cllr Brigid Jones / Pat Kilarney Colin Diamond & Simon Wellman Scrutiny Office Colin Diamond Colin Diamond Kathryn Cook, Interim Head of OD
25 November 2015 Committee Rooms 3 & 4 **Deadline for reports 2pm on 16th Nov**	• Sir Mike Tomlinson, Education Commissioner (TBC for October or November) • Birmingham Safeguarding Children Board (BSCB) Annual report • Tracking: Child Sexual Exploitation (CSE): Delivery of training and awareness raising on CSE recommendations 1 - 7 (TBC)	Seamus Gaynor Jane Held, Chair of BSCB / Simon Cross, Business Manager Garry Billing / Colin Diamond
9 December 2015 Committee Rooms 3 & 4 **Deadline for reports 2pm on 30th Nov**	• School Exclusions and City of Birmingham School (COBS) • Cabinet Member for Children's Services to report back on the outcomes of the Early Years Review Consultation (TBC) • Summary report on overall progress on the Children Social Care and Safeguarding (TBC) • Update on the Education and Schools Improvement Plan (TBC December or January)	Andy Wright & Fiona Wallace, Head Teacher, COB Cllr Brigid Jones / Pat Kilarney Alistair Gibbons (TBC) Colin Diamond (TBC)
20 January 2016 Committee Rooms 3 & 4 **Deadline for reports 2pm on 11th Jan**	• Corporate Parenting Update • Rights and Participation for Children in Care • Update on the Education and Schools Strategy & Improvement Plan (TBC December or January)	Andy Pepper Lisa Carter Colin Diamond (TBC)

Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
10 February 2016 Committee Rooms 3 & 4 **Deadline for reports 2pm on 1st Feb**	• Special Educational Needs (SEN) and Education, Health and Care plans (EHC) TBC for Feb or March. • Tracking: Child Sexual Exploitation (CSE): policies and procedures recommendations (R08 – R13) (TBC)	Colin Diamond and Simon Wellman (TBC) Garry Billing / Colin Diamond
23 March 2016 Committee Rooms 3 & 4 **Deadline for reports 2pm on 14th Mar**	• Special Educational Needs (SEN) and Education, Health and Care plans (EHC) TBC for Feb or March. • District Chairs to discuss how their District Plans are addressing Education and Vulnerable Children – to include Corporate Parenting responsibility; progress made on 'It takes a city to raise a child'; education and safeguarding issues: - Cllr Mahmood Hussain, Perry Barr District (confirmed) - Cllr Sue Anderson, Yardley District (confirmed) • Tracking: Child Sexual Exploitation (CSE) Multi-Agency Working and Tracking (recs R14 – R19) (TBC) – **this may involve an extra meeting or a visit**	Colin Diamond and Simon Wellman (TBC) Scrutiny Office Garry Billing / Colin Diamond
20 April 2016 Committee Rooms 3 & 4 **Deadline for reports 2pm on 11th Apr**	• District Chairs to discuss how their District Plans are addressing Education and Vulnerable Children – to include Corporate Parenting responsibility; progress made on 'It takes a city to raise a child'; education and safeguarding issues (TBC)	Scrutiny Office

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	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).
Missing from home and / or education.	Birmingham Education Partnership (BEP) and School Improvement.	Regular updates on the Budgets.

Safeguarding	Education	Other
	Education outcomes for white working class boys.	Not in Education, Employment or Training (NEETs).
	Local Authority Appointments to governing bodies.	Performance Indicators.
	Education Peer Review.	
	Home Education.	

3 Outstanding Tracking

Inquiry	Outstanding Recommendations	Date of Tracking
Strengthening the Birmingham Family of Schools	7, 8 and 9	Last tracked 19 November 2015 / Next tracking 21 October 2015
We need to get it right: A health check into the Council's role in tacking Child Sexual Exploitation (CSE)	1 - 19	Last update 18 March 2015 Next tracking 21 October 2015
Work Experience for School Age Children – the role of the City Council Inquiry in 2013	1, 2 and 3	21 October 2015

4 Inquiry Schedule

4.1 An Inquiry topic, TOR etc needs to be agreed.

Inquiry – Children Missing from Home, Care and School (TBC)

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) 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
000226/2015	Provision of Additional Primary Places at Ward End Primary School to meet Demographic Growth for September 2015 onwards – FBC / Contract Award	Children's Services	-
000229/2015	Education Services Review: Cityserve - Authority to mobilise full business case recommendation	Children's Services	21 Sep 2015
000232/2015	School Organisation Issues which may include Closures, Amalgamations, Opening of a new School - standing item	Children's Services	21 Sep 2015
000285/2015	Provision of Additional Places at Rednal Hill Junior School to meet Immediate Need and Demographic Growth for September 2015	Children's Services	21 Sep 2015

ID Number	Title	Cabinet Member	Proposed Date of Decision
	Onwards – FBC		
000570/2015	Think Family Intensive Family Support	Children's Services	22 Sep 2015
000234/2015	School conversion to an Academy – Wilkes Green Junior School	Children's Services	28 Sep 2015
000416/2015	Youth Justice Strategic Plan 2015/16	Children's Services	28 Sep 2015
000496/2015	Foster Care Framework	Children's Services	28 Sep 2015
000291/2015	Re-commissioning Transport Provision for Children with Special Educational Needs, Vulnerable Adults and Transport for use by Council Services and Schools - PUBLIC	Commissioning, Contracting and Improvement	30 Sep 2015
000219/2015	Manor Park Primary School conversion to Academy Status	Children's Services	16 Nov 2015

Proposed EVC Inquiry 2015

Missing from Home

Missing from Care
(Bham children and children placed in Bham by other LAs?)

Missing from School

Children Missing from Home, Care and School

Possible Lines of Enquiry

- What role should and does the City Council play?
- Does the City Council manage the risks to children appropriately?
- Is there effective collaboration to keep children safe?

Risks which could be dealt with outside the Inquiry

Children without School Places

Home schooling

Children who are no longer enrolled

"Disappeared"

Possible Issues / Concerns / RIsks to Explore