

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

BIRMINGHAM CITY COUNCIL

SCHOOLS, CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE

WEDNESDAY, 08 FEBRUARY 2017 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 - 10

3 ACTION NOTES

To confirm the action notes of the meeting held on the 25 January 2017.

11 - 34

4 PROGRESS ON THE BIRMINGHAM CHILD POVERTY COMMISSION RECOMMENDATIONS

Councillor Waseem Zaffar, Cabinet Member, Transparency, Openness and Equality, Councillor Roger Harmer and Jacqui Kennedy, SD, Place Directorate

35 - 60

5 CORPORATE PARENTING INQUIRY

Evidence gathering for the Inquiry:-

- District Corporate Parent Champions and Andy Pepper, AD, Children in Care Provider Services

- Debbie Curry, AD, Child Protection, Performance and Partnership and Charles Greer, Head of Service, Independent Reviewing Officers (IROs)

6 **WORK PROGRAMME**

For discussion.

7 **DATES OF FUTURE MEETINGS**

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

22 March, 2017

26 April, 2017

8 **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).

8A **REQUEST FOR CALL IN - PROPOSAL TO EXPAND MOOR HALL PRIMARY SCHOOL BY ENGAGEMENT**

To consider the "Request for Call-In". (The portfolio holder and the Lead Officer identified in the report have been summoned to attend the meeting).

The following documents are attached:-

(A) The Executive decision record.

(B) The relevant form for the "Request for Call-In" lodged by Councillors Ewan Mackey and Margaret Waddington, showing the reasons given against the criteria for call-in.

(C) The report considered by the Cabinet Member and Chief Officer in reaching their decision.

9 **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.

10 **AUTHORITY TO CHAIRMAN AND OFFICERS**

Chairman to move:-

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

BIRMINGHAM CITY COUNCIL

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

**13:00 hours on Wednesday 25 January 2017, Committee Rooms 3 & 4 –
Actions**

Present:

Councillor Susan Barnett [Chair]

Councillors: Sue Anderson, Kate Booth, Debbie Clancy, Shabrana Hussain, Julie Johnson, Cllr Chauhdry Rashid, Martin Straker Welds and Alex Yip.

Other Voting Representatives: Samera Ali, Parent Governor Representative.

Also Present:

Lisa Carter, Rights and Participation Service

Sally Craddock, Head of Service, South Children in Care (CIC) Social Care Team

Sivay Heer, Head of Service, East CIC Social Care Team

Theresa Kane, Head of Service (HOS), Fostering and Adoption

Kalvinder Kohli, HOS, Prevention and Complex

Seamus Gaynor, Head of Strategic Management

Peter Hay, Strategic Director, People Directorate

Natalie Loon, Corporate Parenting Coordinator

Rakesh Mistry, Commissioning & Brokerage Manager

Mel Page, Service Manager, Residential Homes

Shank Patel, Head of Service, Care Leavers and Unaccompanied Asylum Seekers
Children (UASC)

Andy Pepper, AD, Children in Care Provider Services

Manjeet Rai, HOS, North West & Central CIC Social Care Team

Narinder Saggu, Head of Service, Children's Commissioning

Lorna Scarlett, AD, North West Central, Children's Services

Amanda Simcox, Research & Policy Officer, Scrutiny Office

Benita Wishart, Overview & Scrutiny Manager, Scrutiny Office

Andrew Wright, Head Teacher, Virtual School for Children in Care

1. NOTICE OF RECORDING/WEBCAST

The Chairman advised that this meeting would be webcast for live or subsequent broadcast via the Council's Internet site (which could be accessed at

“www.birminghamnewsroom.com”) and members of the press/public may record and take photographs.

The whole of the meeting would be filmed except where there were confidential or exempt items.

2. APOLOGIES

Apologies were submitted on behalf of:

Councillors: Matt Bennett and Barry Bowles [Deputy Chair].

Evette Clarke, Parent Governor Representative; Richard Potter, Roman Catholic Representative and Sarah Smith, Church of England Diocese

3. ACTION NOTES

(See document No 1)

RESOLVED:-

The action notes of the meeting held on the 7 December 2016 were confirmed.

4. CORPORATE PARENTING INQUIRY

(See document No 2)

Cllr Susan Barnett declared an interest as she works in a children centre that facilitates contact.

The Chair reminded Members that a questionnaire has been circulated to all Councillors for this Inquiry and requested Councillors complete this and to encourage other Councillors to do so.

The key question for the Inquiry is “how can Councillors support the service improvement journey for Children in Care through their role as corporate parents?” There will be a report presented to the 4th April 2017 City Council meeting.

Andy Pepper, AD, Children in Care Provider Services explained that there was extensive information contained within the papers and what will be discussed at today’s meeting. The main points for this Inquiry were:

- Throughout today Councillors could look at “how you can engage yourself as Councillors on the O&S Committee and on the City Council and how you might be able to encourage other Councillors on the Corporate Parenting Journey”.
- The term corporate parenting simply is “having the same aspirations and commitment to children and young people in care as any good parent would have for their own children.”
- We should be able to offer excellent outcomes if we have:
 - Commitment and aspiration
 - Are Enabling

- Help to reach their potential
- Improvements have been made and Ofsted have recognised this and improved the rating for the 'Children looked after and achieving permanence' services to 'Requiring Improvement' from Inadequate. For example in the March 2014 Ofsted rated the Corporate Parenting Board was judged as weak and now they recognise the board has a clear focus and is beginning to have an impact on improving services.

Natalie Loon, Corporate Parenting Coordinator highlighted some of the successes for this inquiry:

- Mentoring Scheme - a voluntary scheme that has 100 Council staff and partner mentors (including Birmingham City University (BCU), NHS and Service Birmingham) providing one to one support to CIC.
- Academic Mentoring Pilot – The Birmingham Virtual School developed the role of Academic Mentor in partnership with BCU and Communicate, a software-based literacy and communication teaching intervention designed specifically for use with people who have delayed literacy and communication skills.
- Councillors raised over £1,000 to ensure that 622 children in care received presents at the winter events.
- Celebrating success and events – there are a number of events that reward partners support and Members can attend these.
- The City Council as a Foster Friendly employer will be launched to staff in March. A recognition scheme for businesses will be launched in April.
- District Corporate Parents have a number of sessions planned where they will be looking at how they can support service improvements.
- The Lord Mayor visited 7 residential homes with Cllr Barnett to meet the children and staff and this has meant a lot to those in the homes.

Lorna Scarlett, AD, North West Central, Children's Services is the Strategic Lead for Children in Care with the overview of the operational social work services in the south, east and North West Central. The main points for this inquiry were:

- There are currently 1,834 children in care spread fairly evenly across the teams in the City.
- They have worked with Essex City Council, their improvement partners, on the effectiveness of the CIC service and quality of the practice. As a result there is more focus on the quality of practice and outcomes for the child and young person.
- Members can help support and help improve the service by having an understanding of needs, issues and complexities of the children Birmingham are caring for. For instance, nationally there are issues in finding places for children with very complex needs.
- Independent Review Officers (IROs) check every six months that the child's plan is on track and meet needs.
- The contact and escort service arranges and supervises contact sessions with parents and families for children in care. These are being reviewed to ensure these are appropriate. Cllr Clancy requested that the Committee discusses the Contact Review at a future meeting.

- Members thanked officers for the visit to the South Area Team and visits to the other teams will be arranged.

Lisa Carter, Rights and Participation Service main points for this inquiry were:

- Advocacy is a statutory offer.
- Lisa supports two groups: Children in Care Council (CICC) and the Care Leavers Forum and they both influence the Corporate Parenting Board.
- Most children have joined the CICC via advocacy. The CICC is quite a small group and they are looking at mechanisms so they represent the views of others.
- The Care Leavers Forum was piloted at the end of 2016 and there has been a lot of interest from young people and officers and there is great potential for them to influence policy and practice.
- Consideration needs to be given to how young people influence the decisions and practice within the new Trust arrangements.
- The role of Councillors needs to be clear to young people and the CICC will produce something that explains Councillors role.
- There is a lot of engagement with the Birmingham Foster Care Association (BFCA) and Cllr Yip requested that the voice of foster carers is heard by the Committee.

Theresa Kane, Head of Service (HOS), Fostering and Adoption main points for this inquiry were:

- There are currently 655 children who are subject to a Special Guardianship Order (SGO).
- Three key areas:
 - Recruitment for fostering and adoptions and Councillors can help raise the profile and awareness in the communities and at their surgeries. Also, staff are happy to come along to community groups and schools to discuss this.
 - Children who are privately fostered are a hidden and vulnerable group and Councillors can be the eyes and ears. For instance if a child is with someone other than a close relative for more than 28 days then Children's Social Care needs to be informed.
 - Regionalising adoption has the potential to the sharing of skills and expertise and shorten waiting times.

Shank Patel, Head of Service, Care Leavers and Unaccompanied Asylum Seekers Children (UASC) main points for this inquiry were:

- They have 702 care leavers and 121 UASC.
- A number of care leavers live outside Birmingham – Scotland, Kent and London.
- They have care leavers aged 28 who have returned to education and entitled to support.
- The Child Poverty Action Group are engaging organisations to ascertain whether they can assist care leavers as part of their Corporate Social Responsibility. For example providing a 15% off loyalty cards.

- Potential risks to the Supporting People funding to assist with independent living skills and supporting the most vulnerable. However, a commitment was given that vulnerable homeless care leavers are allocated supported accommodation that can keep them safe.

The Three Children in Care Social Care Teams: Sally Craddock, Head of Service, South; Sivay Heer, Head of Service, East and Manjeet Rai, HOS, North West & Central main points for this Inquiry were:

- It's difficult to undertake return interviews for children placed outside Birmingham.
- Area Resource Panels have reduced the number of children coming into care.
- All three Social work teams have a principal Social Worker who supports them. They also have a team manager and an Assistant Director. There are approximately eight social workers per team manager.
- Councillors can help support the improvement journey by:
 - Maintaining a stable budget and reducing agency staff. Investment can then be made in permanent staff and there is a stability for the child.
 - Celebrate success, for instance 'good luck' banners around exam times.
 - Help with secure sponsorship with hampers for young people at Christmas.
 - Give officers positive feedback as well as being in contact if something has gone wrong.
 - Councillors could ask Social Workers how well they know the children that are working with and whether the child's voice is heard and involved in the decisions made.

Mel Page, Service Manager, Residential Homes highlighted:

- The service offer permanency and short breaks for disabled children across five sites. The services provide 27 long term beds and 120 short break placements.

Narinder Saggu, Head of Service, Children's Commissioning and Rakesh Mistry, Commissioning & Brokerage Manager main points for this Inquiry were:

- As of 9th January 2017 there were 1,840 CIC. 63% are in planned placements and 37% were unplanned and present on the day e.g. due to breakdown of existing placement.
- Over 1,200 are with foster carers (66%) and 9% are in residential.
- There are 83 providers in the regional supported accommodation framework for 16+ placements.
- The team has accelerated their work on the quality of the care home and they have a dedicated Quality Assurance officer. Also, if Ofsted drop the rating of a Children's home it is the Social Workers decision as to whether the child remains there.

- A lot of money is spent on CIC and therefore there is a need to look at the outcomes. They have started to introduce an outcomes tracker and they could provide overall information or at provider level to Councillors.
- Members provide feedback from their visits to the home which is shared with the home. Responses from providers are returned to Councillors usually within a day of its receipt, or within the week if there is an outstanding query.
- Councillors can support the improvement journey by:
 - Continuing the Reg 44 (should be known as Corporate Parenting Monitoring Visits) to residential homes. Councillors can visit Children's residential homes that are outside of Birmingham and they should inform the Commissioning & Brokerage Manager beforehand.
 - To visit supported accommodation provision in their area.
 - Attend briefings on what provisions are in their areas and could ask questions of providers, e.g. health and leisure to help ensure young people are fully integrated into the area.
 - Councillors could use their partnerships and network e.g. if meeting with the police or health could they include or invite the residential and supported housing providers
 - Support for planning applications for Residential Children's Homes with the local community and residents in relation.

Kalvinder Kohli, HOS, Prevention and Complex discussed the Care Leavers Accommodation and Support Framework and the main points for this Inquiry were:

- The skills for life wheel diagram will be shared with the Committee.
- Would welcome Members involvement in the housing strategy and homeless transformation where Councillors could have an input into the vision and service.
- They were looking at corporate sponsors, for example they are working with a major supermarket towards them providing a welcome pack for care leavers when they move into their own accommodation.
- A training house is provided by the Place Directorate to address the high levels of tenancy abandonment of 16 and 17 year olds.

Andrew Wright, Head Teacher, Virtual School for Children in Care main points for this Inquiry were:

- The Looked After Children in Education Service (LACES) is now known as Children in Care Education Services - the umbrella is the virtual school.
- They have a number of celebration events that Members are welcome to attend.
- They look at the child's education progress whilst they are in care.
- They are working to set-up work taster days.
- Councillors can assist by:
 - Many of the Councillors are governors and they can assist with raising awareness that CIC are vulnerable and can ask that the school is doing to support them.

- Councillors may be aware of partners or businesses that could offer work experience / mentoring and this needs to be nurtured and managed so the experience for both is positive.
- Councillors could attend events at the residential homes and assist with raising expectations.

RESOLVED:-

- The evidence gathered today would be used for the Corporate Parenting Inquiry.

5. WORK PROGRAMME 2016-17

(See document 3)

The work programme was discussed.

RESOLVED:-

That the work programme was agreed and:

- The findings from today's evidence gathering session needs to be discussed and there may be a need for further evidence gathering.
- The Early Years update would be discussed at a later committee meeting rather than 8th February 2017 due to the 'consultation on the changes to the Early Years Funding Formula from April 2017' only closing three days earlier.

6. DATES FOR FUTURE MEETINGS

The dates were noted.

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

None.

8. OTHER URGENT BUSINESS

None.

9. AUTHORITY TO CHAIRMAN AND OFFICERS

RESOLVED:-

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

The meeting ended at 17.16 hours.

Report of:	Cllr Waseem Zaffar, Cabinet Member for Transparency, Openness & Equality, Cllr Robert Alden (Con) and Cllr Roger Harmer (Lib Dem)
To:	Schools, Children and Families Overview and Scrutiny Committee
Date:	8th February 2017

Progress Report on Implementation: The Birmingham Child Poverty Commission Recommendations

Review Information

Date approved at City Council:	12 July 2016
Member who led the original review:	N/A
Lead Officer for the review:	Jacqui Kennedy, Acting Strategic Director Place
Date progress last tracked:	N/A

1. The City Council asked me, as the appropriate Cabinet Member for Transparency, Openness & Equality to report on progress towards these recommendations to this Overview and Scrutiny Committee.
2. Details of progress with the remaining recommendations are shown in Appendix 2.
3. Members are therefore asked to consider progress against the recommendations and give their view as to how progress is categorized for each.

Appendices

1	Scrutiny Office guidance on the tracking process
2	Recommendations you are tracking today
3	Additional examples of policy interventions to support children and families out of poverty

For more information about this report, please contact

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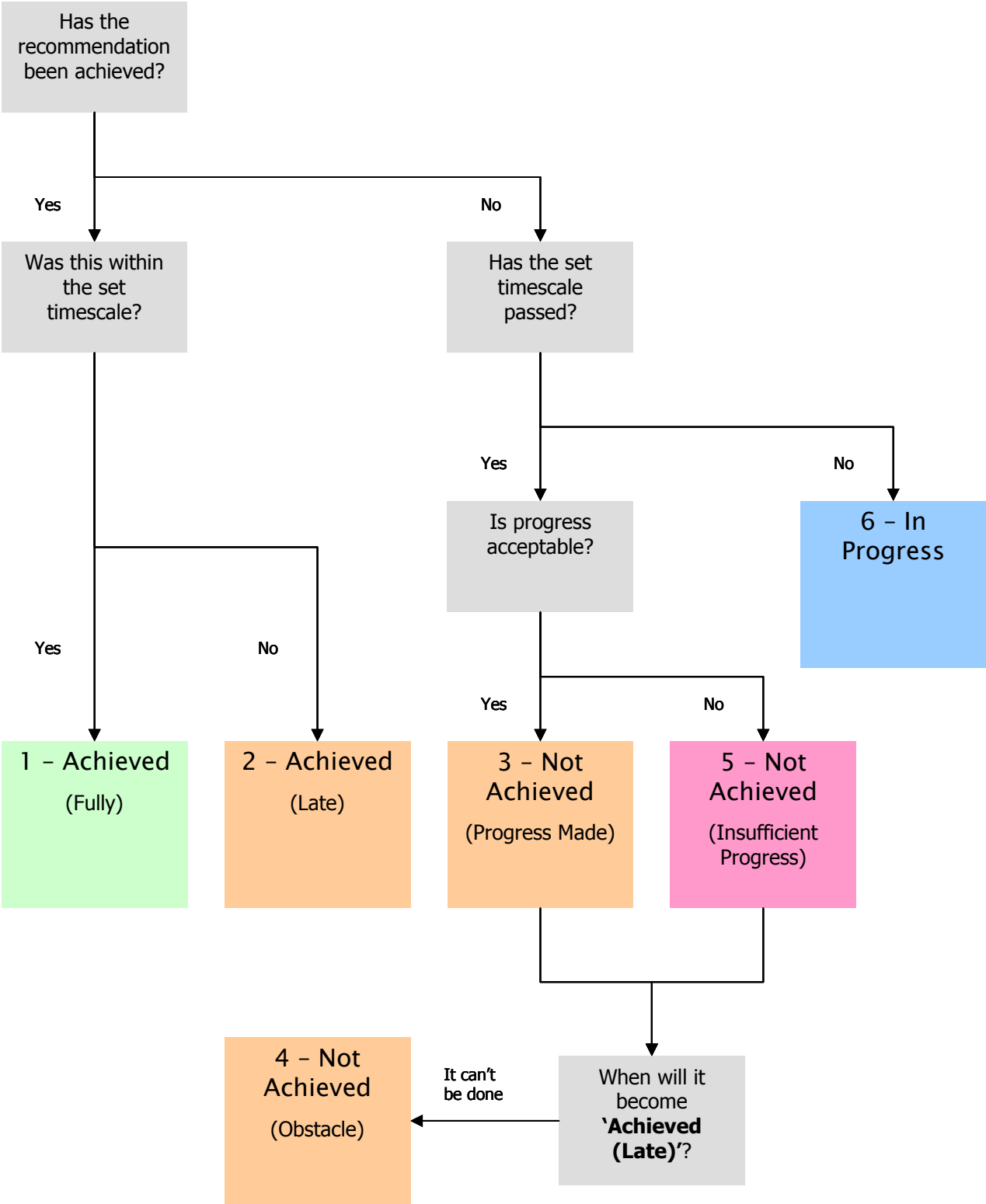
Appendix 1: The Tracking Process

In making its assessment, the Committee may wish to consider:

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

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

The Tracking Process



Appendix 2: Progress with Recommendations

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
1	There should be a named Cabinet Member with responsibility for poverty.	Cllr Waseem Zaffar, Cabinet Member for Transparency, Openness & Equality	Sept 2016	1 - Achieved (Fully)
Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')				
<p>The Birmingham Child Poverty Commission's findings and recommendations were presented to full Council in July 2016 at which the Council made a commitment to take forward the recommendations. Cllr Waseem Zaffar, Cabinet Member for Transparency, Openness & Equality is the designated Cabinet Member with responsibility for child poverty.</p> <p>Given the success of the cross Party contribution to the Child Poverty Commission's work, the Cabinet Member for Transparency, Openness & Equality has established a Cross Party group to oversee the implementation of the recommendations. The cross Party group including Cllr Zaffar (Chair), Cllr Alden (Con), Cllr Harmer (Lib Dem) and Jacqui Kennedy, Acting Strategic Director Place (Corporate Leadership Team) oversee and monitor progress of the Commission's recommendations. An implementation plan has been produced and the group meets monthly to track progress.</p> <p>As part of the Child Poverty Commission's legacy, members of the Commission were keen to see continued debate, and action, on child poverty across the City, building on the evidence and the Commission's recommendations. As a result, an independent Birmingham Child Poverty Action Forum supported by the Council has been established to ensure the City continues to promote, monitor and support citywide activity to combat child poverty. The Forum is chaired by ex-Commissioners: Emeritus Professor Pete Alcock (University of Birmingham) and Dr Jason Wouhra (Regional Chair of Institute of Directors) and meets quarterly.</p> <p>To support citywide action to combat child poverty, a Child Poverty Action Forum website will be launched in early February 2017. The website will be a communication channel for wider debate, engagement and information sharing of local and national good practice.</p>				
No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
2	Birmingham City Council should work with Jobcentre Plus and employment support providers to ensure that parents of two year olds taking up funded early education are specifically targeted with employment and skills support that encourages starting work or training, and that wrap-around childcare is sufficiently affordable and flexible to enable those parents to sustain and increase their employment opportunities.	<p>Cllr Brigid Jones, Cabinet Member for Children, Families and Schools</p> <p>Cllr Brett O'Reilly, Cabinet Member for Jobs and Skills</p> <p>Lindsey Trivett, Interim Head of Early Years,</p>	December 2016	3 - Not Achieved (Progress Made)

		Children's Centres Early Years and Childcare Service Directorate for People		
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Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')

Sustainable employment is an important route out of poverty. Helping parents access good quality and flexible employment opportunities supported by good quality childcare creates the conditions to increase family income, reduce dependency on welfare benefits, improve living standards and lift children out of poverty.

Following discussions with the Head of Early Years it has now been agreed that the Early Years Strategy will include a focus on employment and skills support to parents of two year olds who have taken up funded early education. Key partners including Early Years, Employment and Skills, Jobcentre Plus, and Public Health have agreed an action plan to include:

- bringing together key information from relevant partners into one information document to promote and share widely with all supporting professionals;
- the Early Years' service will work in partnership with Jobcentre Plus and Youth Promise to deliver a focus group workshop with parents in a Children's Centre to identify key information needed to help facilitate engagement with parent across the City. The workshop will take place on 6th February;
- Early Years' service will continue working in partnership with Jobcentre Plus delivering employment workshops in Children's Centres. From February 2017, the Job Match team will be supporting a weekly Job Club in Ladywood. In addition, DWP has a pooled resource of Work Coaches from Birmingham City Jobcentre to deliver employment support at the Ladywood Children's Centre. Additional support sessions can be held at the request of City Council Children Centres. These Work Coaches are skilled in offering support to lone parents claiming Income support/ JSA, /Carer's Allowance/ESA. Focus will be to assist parents to improve their employability, participate in job matching and job searches, and introduce parents to the world of work through a variety of contracted and non-contracted provision, work experience and flexible working.

By April 2017, Early Years, Jobcentre Plus and employment support providers will target parents of two year olds taking up funded early education with employment and skills support into employment work or training, supported by wrap-around childcare.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
3	Adult education providers to provide data for all Birmingham City Council courses so that the reach and impact of adult education in the city can be appropriately analysed.	Cllr Brett O'Reilly Cabinet Member for Jobs and Skills Paul Cornick Head of Partnerships and Business Development	January 2017	1 – Achieved (fully)

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

The Skills Funding Agency's allocation to Birmingham providers is over £60m, including 19+ apprenticeships (excluding 16-18 apprenticeships), community funding and learner support funding for the academic year 2014/15. Birmingham Adult Education and Skills has analysed this data and identified 81,390 enrolments for Birmingham citizens of which 66% of these were undertaken by females, 56% of these enrolments were at level 1 or below and 42% were at entry level. Nearly half of all enrolments were Preparation for Life and Work subjects i.e. maths, English, ESOL (English to Speakers of Other Languages), employability and provision for adults with learning disabilities.

The data suggests that the majority of women, studying English or ESOL at entry level are utilising SFA funding/investment. It was highly likely that this learning was not directly linked to an actual employment opportunity and therefore the impact of this learning on an individual's income would have been limited due to the distance of the learners from the labour market. However, the nature of this learning is critical in moving the learners forward, both socially and economically. What is not known from the SFA data is the propensity of learners to progress either between learning levels or into employment. The overall Skills Funding Agency adult education budget has been reduced by over £23 m over the last 2 years, which means providers will be under more pressure to decide how they invest SFA funding in the city, going forward.

The data analysis of postcodes of learners shows that there are two main groups that access ESOL that stand out significantly: Pakistani and Black African. These account for large numbers of learners who are studying ESOL or English.

The top 5 wards for the Pakistani community are:

1. Washwood Heath
2. Springfield
3. Bordesley Green
4. Sparkbrook
5. Hodge Hill

Black African community:

1. Nechells
2. Aston
3. Lozells and East Handsworth
4. Sparkbrook
5. Soho

There is some evidence to suggest that faced with funding cuts providers continue to prioritise ESOL provision. This is borne out by BAES who maintained learner numbers in ESOL for 2015/16 despite losing a dedicated funding stream called ESOL Plus which targeted unemployed claimants with language barriers to take ESOL programmes and support them into the labour market. BAES replaced this funding stream with a mainstream funded programme with similar aims and objectives and it has been successful with 250 learners recruited in 2015/16 and approximately 20% of these gaining employment.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
4	The DWP (Department for Work & Pensions), working closely with schools, Birmingham City Council and the voluntary sector, should rotate benefits and other	Cllr Waseem Zaffar, Cabinet Member for Transparency, Openness & Equality	January 2017	3 - Not Achieved (Progress Made)

	financial advisers around those schools/children's centres with high levels of need offering an outreach financial inclusion service.	Antonina Robinson Think Family Lead, Birmingham, Department for Work and Pensions Chris Jordan Head of Service Integration Neighbourhoods & Communities Division, The Place Directorate		
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Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')

Following discussions with DWP and City Council Advice Services a number of actions have been agreed to support low income families with advice and information to improve financial capability, including:

- DWP to pilot an approach that will provide advice from a Children's Centre based in an area with high levels of child poverty. This pilot will build on existing activity delivered by DWP including employment support currently delivered at Ladywood Children's Centre by the Job Match Team Work Coaches;
- NAIS Service and third sector providers will jointly provide advice on welfare benefits and financial assessments, with a focus on income maximisation and debt prevention in Saltley, Aston and City Centre locations; and
- a web based service will provide access to advice and information on a wide range of financial advice services. This service can be accessed from children's centres.

It is planned for the above actions to be completed by May 2017.

In addition to the above actions, the Birmingham Financial Inclusion Partnership will work closely with schools and Children's Centres to deliver financial inclusion advice and raise awareness of the risks of illegal money lending; work closely with families to advise and support parents in becoming digitally included and accessing training and employment. Promoting financial inclusion will help: increase tenancy sustainability, reduce the risk of homelessness, mitigate against the impact of welfare reform and improved health and wellbeing and help reduce child poverty in the neighbourhood. Phase 1 of the work will commence on 30th January 2017 providing targeted support to low income families impacted by the Benefit Cap.

Birmingham's Financial Inclusion Partnership (FIP) has recently refreshed its strategy and action plan to reflect the financial challenges faced by families. Before the launch of the 2017 – 2020 strategy in April 2017, the Partnership will be undertaking a pilot, testing the impact and effectiveness of the aims of the Strategy in the St. Georges neighbourhood within the Aston Ward of Ladywood. A pilot project in St. Georges aims to improve the financial health and general wellbeing of citizens including low income families in the area by undertaking targeted and coordinated activity with partner organisations and the local community in a community hub approach. The project will have a face to face element across the key FIP objectives; digital inclusion underpins all of these themes and allows the project to become sustainable through use of a digital platform, creation of local digital champions and increase in access to wifi connectivity/IT equipment.

Furthermore, the local housing management team in Aston and Perry Barr have been working with Citizens UK Birmingham to link with local schools in the Aston, Newtown and Lozells areas in order to support

parents in those schools who are Council Housing tenants. A pilot approach to holding surgeries in schools was developed last summer and is currently being evaluated. Further partnership working with schools in the area of the St George's estate is currently being developed.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
5	All Birmingham City Council-approved strategies should include a mandatory section on the public health and health inequality implications of the issue under consideration.	<p>Cllr Paulette Hamilton Cabinet Member for Health and Social Care</p> <p>Adrian Phillips Director of Public Health</p>	January 2017	3 - Not Achieved (Progress Made)

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

Discussions concerning this proposal are still in progress. In the meantime the Public Health function has developed a team to implement a *Health in all Policies* resource, the Council Collaboration Team.

Council collaboration takes a 'health in all policies' approach to integrate health and wellbeing principles across Birmingham City Council plans, policies and programmes, as well as within communities and partner organisations. With a specific understanding of, and focus on, the wider determinants of health and working in partnership, the team supports BCC, partners and communities to develop a Healthy City for everyone.

Key areas of work include: links with planning, housing and the built environment to develop healthy places and with employment to support training, skills and jobs for the most vulnerable; developing health based approaches to licensing; support for the work of the Mental Health Commission of the West Midlands Combined Authority and the Birmingham Health and Wellbeing Board; championing workplace health and wellbeing; developing approaches to food and activity to combat obesity and promote sustainability; and leading on Council business continuity and resilience.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
6	An audit should be completed on the number of schools that have access to counselling support and do a cost analysis of providing outreach counselling service to schools with the highest proportion of pupils in receipt of pupil premium.	<p>Cllr Paulette Hamilton Cabinet Member for Health and Social Care</p> <p>Cllr Brigid Jones, Cabinet Member for Children, Families and Schools</p> <p>Dennis Wilkes Assistant Director Public Health</p>	March 2017	3 - Not Achieved (Progress Made)

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

The recently launched Forward Thinking Birmingham service and the Birmingham Transforming Children's and Adolescent Mental Health (CAMH) Services Programme addresses the issue of equity of access to psychological therapies. The transformation programme will seek to support access through a partnership between schools and Forward Thinking Birmingham.

There is no history of a commissioned school based counselling service, by the NHS or the Council. Support has been through Educational Psychologists in some cases or referral to the specialist NHS CAMH Service. As schools have attained more autonomy over their finance, including pupil premium funds, more of them have commissioned their own access, usually on a pupil by pupil basis. The Transforming CAMHS Programme seeks to develop teacher skills and access to lower intensity programmes in an attempt to improve the Early Help offer in partnership with schools.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
7	Where required, parents should be encouraged to take up ESOL classes, particularly for groups whose language is a barrier to the labour market. These should be scheduled in schools around pick up/drop off times for children.	<p>Cllr Brigid Jones, Cabinet Member for Children, Families and Schools</p> <p>Cllr Brett O'Reilly Cabinet Member for Jobs and Skills</p> <p>Joanne Keatley Head BAES</p>	April 2017	3 - Not Achieved (Progress Made)

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

Birmingham Adult Education Service (BAES) aims to provide accessible learning and skills that help parents access opportunities into employment. BAES offers flexible learning with daytime, evening and weekend courses delivered from centres across the City. There are a wide range of courses available, including: English, Maths, ESOL, ICT and a wide variety of vocational programmes: Health and Social Care, Supporting Teaching and Learning in Schools, Mentoring, Counselling, Creative Industries such as floristry and upholstery plus programmes for health and well-being. These courses are widely promoted by the BAES team to ensure increased take up.

BAES works closely with schools to encourage take up of adult learning. A Curriculum Leader with responsibility for ESOL and a family learning team including Family Learning Organisers teach and set-up family learning programmes in schools. A Teaching and Learning Manager, liaises with schools to set-up provision, with particular emphasis on improving English and maths skills. In the 2015/16 academic year the City has seen over 2,300 enrolments and 1,326 residents undertake ESOL programmes, with 55% progressing to higher levels in 2016/17. There were 1,900 enrolments taking place in schools and Children's centres and classified as Family Learning. In addition, over 250 residents were recruited following a referral from the Job Centre, onto the ESOL and English for Works programme and 20% of these went on to find employment following the course. Over 400 adults undertook GCSE maths and over 65% gained a grade A* to C. There were 250 GCSE English students and of these 62% gained a grade A* - C.

ESOL provision is most concentrated in areas of multiple deprivation: 30% (407) of ESOL learners were from Hall Green district with 14% from Springfield and 12% from Sparkbrook. 16% (219) of ESOL learners were from the Ladywood district with 9% from Aston. The third largest district for ESOL learners was Hodge Hill district with 15% (202) of learners 8% of whom were from Washwood Heath ward. All other districts ranged from 1% in the Sutton district to 10% in the Yardley district.

Despite a general reduction to Adult Education funding year on year for the last 5 years BAES has maintained ESOL provision and our numbers have been consistent year on year, with 1366 learners in 2013/14 and 1326 learners in 2015/16.

No	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
8	Birmingham City Council should adopt a local 'breathing space' placing council tax accounts on hold for 21 days when a family gets in touch with them so as to enable the family time to seek independent debt advice. The Council should also adopt an explicit policy of not engaging bailiffs for families in receipt of Council Tax Support.	<p>Cllr Ian Ward, Deputy Leader</p> <p>Chris Gibbs Assistant Director Change and Support Services</p>	April 2017	3 - Not Achieved (Progress Made)

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

In response to the Commission's recommendation the Council has made a policy commitment: from April 2017 Birmingham City Council will not engage Bailiffs for families in receipt of Council Tax Support.

The Council will continue to implement its Council Tax Support Scheme providing protection with 100% of council tax to low income families including families with children under 6years in receipt of Income Support. In Addition, arrange payments through attachment of benefits/earnings or special payments.

Families are signposted to Voluntary and Community Sector support with money and debt advice. Revenue services will issue additional letters and make calls to families on Council Tax Support to identify any additional support to prevent families falling into debt.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
9	Birmingham City Council should exempt care leavers from Council Tax up to, and including, the age of 25.	<p>Cllr Ian Ward, Deputy Leader</p> <p>Chris Gibbs AD, Change and Support Services</p>	April 2017	3 - Not Achieved (Progress Made)

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

Young people leaving Care and moving into independent living often have to manage their own finances for the first time and fall into financial hardships. The Council, as a corporate parent, has made a pledge to children leaving care to support and help them successfully move out of care into adult life by exempting them from Council Tax up in Birmingham to the age of 25yrs. This policy will be implemented as part of the Council's 2017/18 budget and will be effective from 1 April 2017.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
10	Birmingham City Council and Birmingham Education Partnership should assist schools to establish formal partnerships with universities, both in the UK and abroad. The purposes of doing so include: raising students' awareness and	<p>Cllr Brigid Jones, Cabinet Member for Children, Families and Schools</p> <p>Anne Ainsworth</p>	June 2017	6 – In progress

	aspirations of the opportunities for higher education; enhancing partnerships between schools and universities for professional development; and influencing standards of teaching and learning.	Assistant Director People Directorate		
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Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')

Discussions have taken place with officers with responsibility for education, employment and skills to help identify action needed to raise awareness and aspirations of young people to access opportunities into higher education. The Council is working closely with schools, colleges and universities to create opportunities and address barriers that hinder young people from reaching their aspirations, including :

- to continue to build on its work with the Aim Higher West Midlands Partnership (consortium of local Universities) to raise aspirations and provide mentoring for students to KS4 and 5 pupils, identified at risk by schools;
- the Education Service is a strategic partner in a four year programme linked to an additional funding proposal as part of the HEFCE (Higher Education Funding Council for England) National Collaborative Outreach Programme. The proposal covers target wards in Birmingham, Solihull, Sandwell, Herefordshire, Worcestershire and Warwickshire, and South Shropshire / Staffordshire;
- targeting young people from disadvantage backgrounds to enrol onto courses run by the National College for High Speed Rail which is planned to open in 2017 which will provide specialist training, skills and qualifications to build a HS2 and other special rail projects;
- developing a programme of activity that builds on existing STEM activity already delivered through schools engaging with Higher Education institutions;
- engaging with University Technical Colleges already linked to universities to understand key benefits of forming national and international links;
- engaging universities and Further Education (FE) providers that have existing links, partnerships and joint projects at an international level; and
- the current Building Birmingham Scholarship programme is an example of engaging young people and outlining the opportunities available within FE and HE in relation to studies in the Built Environment.

A meeting with BEP is being planned in February to discuss what more can be done to establish robust partnerships that will open up possibilities for young people from all backgrounds with a particular focus on the most disadvantaged.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
11	Birmingham City Council should explore potential for subsidised transport for young people within city localities, using Merseytravel's 'My ticket' scheme as a model.	Cllr Stewart Stacey, Cabinet Member for Transport and Roads Anne Shaw Transportation, Economy Directorate	April 2017	5 - Not Achieved (Insufficient Progress)

Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')				
Discussions are taking place with Transport for the West Midlands Travel and City Council to explore options to provide subsidised transport for young people within city localities.				
No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
12	Birmingham City Council should establish the School Food Trust to provide free school meals for all school pupils whose families are in receipt of working tax credits, child tax credits and universal credit (when rolled out), with the ultimate aim of providing universal free school meals.	Cllr John Clancy, Leader Jacqui Kennedy, Acting Strategic Director Place	December 2016	5 - Not Achieved (Insufficient Progress)
Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')				
Work is ongoing to establish a School Food Trust. A feasibility study to explore potential approaches to extending Free School Meal entitlement to all KS2 Children in Birmingham was completed in November 2016. The next phase is underway to explore and identify national models of good practice to help develop a Birmingham model.				
No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
13	Birmingham City Council should have reviewed how improved data sharing processes could be used to automatically enrol children for free school meals in order to increase take up.	Cllr Brigid Jones, Cabinet Member for Children, Families and Schools Anne Ainsworth AD, People Directorate	June 2017	6 – In progress
Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')				
Discussions are taking place with Education and Skills team to explore auto enrolment of children who are eligible for free school meals in Birmingham. It has been agreed that the Council will work with schools, relevant agencies to discuss the feasibility of enrolling children for free schools to increase take up.				
No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
14	The tendering process should be used to ensure that new projects over £500,000 encourage greater numbers of quality apprenticeships offered to young people from low-income families in Birmingham and the wider West Midlands.	Cllr Majid Mahmood Cabinet Member for Value for Money and Efficiency Shilpi Akbar Assistant Director Employment & Skills	June 2017	1 - Achieved (Fully)

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

The Council will continue to work with its Procurement Policy Framework for Jobs and Skills, harnessing the City Council's buying power to take positive and tangible actions to secure greater access to jobs and training opportunities for local people, especially those that are disadvantaged in the labour market. This policy makes local employment a mandatory element of supplier contracts; an effective lever to ensure that Birmingham low-income families benefit from the employment opportunities generated by the major construction developments in Birmingham.

The policy is embedded into construction contractors operating under the Constructing West Midlands Framework. Birmingham City Council and Construction Industry Training Board (CITB) Joint Investment Project in Birmingham addresses local skills gaps and creates employment and skills opportunities for construction employers which reflect the specific skills of the Birmingham area. An early example of the success of this policy was linked to the construction of the new Library of Birmingham where 308 unemployed people secured an employment opportunity (226 jobs / 82 Apprenticeships). The policy is also embedded within BCC's construction contractors operating under the Constructing West Midlands Framework contract where to date, 481 unemployed people have secured an employment opportunity such as a job, apprenticeship or work placement. The new Repairs and Maintenance, Gas and Capital Investment contract commenced in April 2016 and supported a total of 216 individuals into employment opportunities including 28 jobs, 19 apprenticeships and 169 work experience placements.

To date over 300 unemployed people have taken part in accredited construction related training and 153 people have secured employment as a result of this training. The project is currently supporting a group of 9 young people who are care leavers and/or young offenders. This is in partnership with Kier who are one of City Council construction contractors. The young people have participated in team building activities and are experiencing a variety of construction trades as well as improving their key skills. 2 of the young people have secured an Apprenticeship with Kier and will shortly start working towards an NVQ Level 2 in their trade.

Birmingham and Solihull YPP is currently live and runs to December 2018. The project aims to support 16,610 Birmingham and Solihull young people who are NEET. The outcomes are to upskill participants and support them into pathways to sustainable employment including Apprenticeships.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
15	Registered Social Landlords should commit to introducing a minimum of 3-year tenancies, allowing for greater stability for tenants and landlords. This information should be made available for families on Birmingham City Council's website.	Cllr Peter Griffiths Cabinet Member for Housing and Homes Rob James Service Director, Housing Transformation Place Directorate	June 2017	1 - Achieved (Fully)

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

The Housing & Planning Act 2016 will require Local Authorities to grant future tenants fixed term tenancies of between 2 and 10 years. Housing Associations (Registered Social Landlords) have discretion over whether to use fixed term tenancies.

The regulations providing details on their use are expected to be laid in the Autumn of 2017. Local Authorities may be able to grant households containing a child under the age of 9 years a longer tenancy which may last until that child reaches the age of 19 years. The Government is currently working with 20 councils to look at how to implement fixed-term tenancies.

As the Council considers its strategic approach to the use of flexible tenancies for council properties, it will have regard to any views or recommendations of the Child Poverty Action Forum.

The Council will need to review its Strategic Tenancy Policy in view of the use of fixed term tenancies and will ensure that all properties offered through Choice Based Lettings will clearly indicate the length of tenancy that is being offered.

In view of the new regulation, Birmingham City Council will undertake strategic discussions with RSL partners within 'Housing Birmingham' to ensure a collective approach that will provide fixed term tenancies in Birmingham.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
16	An annual or biennial 'Best of Birmingham' event should be introduced to showcase and celebrate outstanding children, young people and the adults that support them.	<p>Cllr Waseem Zaffar, Cabinet Member for Transparency, Openness & Equality</p> <p>Suwinder Bains Partnership & Engagement Manager Place Directorate</p>	July 2017	3 - Not Achieved (Progress Made)

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

A planning group has been established chaired by Cllr Kerry Jenkins (Youth Champion). The cross Party group will work with young people to design and plan event in summer 2017.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
17	All schools should adapt their school uniform policy to ensure affordability is a primary consideration.	<p>Cllr Brigid Jones, Cabinet Member for Children, Families and Schools</p> <p>Anne Ainsworth Assistant Director People Directorate</p>	July 2017	4 - Not Achieved (Obstacle)

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

It is the role of the school governing body to decide and determine the school uniform policy. Therefore, the Council cannot enforce schools to adapt their school uniform policy to ensure affordability. Department for Education guidance to School Governing Bodies advises that 'the governing body should be able to demonstrate to parents how best value has been achieved and keep the cost of supplying the uniform under review. It should also bear in mind that sustainable sourcing can be part of the action a school can take to support sustainable development'.

A meeting is being planned with Birmingham Education Partnership and Birmingham Schools Forum to discuss how school governing bodies include affordability in their school uniform policy.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
18	<p>The Birmingham Secondary Schools Forum working with Birmingham City Council, Birmingham Education Partnership and Business leaders should develop a specific offer for disadvantaged pupils at KS4 (14 – 16yrs) to provide intensive support to narrow the attainment gap between disadvantaged and non-disadvantaged children at this level.</p> <p>There is the potential that this could be funded through the pupil premium. It is proposed that a mentoring scheme with local businesses could be run alongside or be part of this specific offer for KS4 pupils.</p> <p>The roll out of this scheme should focus initially on the lowest performing groups at KS4.</p>	<p>Cllr Brigid Jones, Cabinet Member for Children, Families and Schools</p> <p>Anne Ainsworth Assistant Director People Directorate</p>	Sept 2017	6 - In progress

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

The City Council with its partners including schools has developed a web based platform called Cog. This website support young people into employment and skills opportunities. This portal links young people to job opportunities, apprenticeships and other opportunities with employers and training providers. The Portal is accessed by schools to support career advice and guidance including CV writing. There is further potential for Cog. to promote mentoring opportunities for pupils at KS4.

Birmingham Youth Promise Plus is a personalised employment and skills support to young people between 15 – 29 years old who are not in employment, education and training (NEET). Support includes mentoring, coaching, employer engagement leading to pathways to jobs and apprenticeships.

Further work is being considered to develop offers to disadvantaged pupils at KS4 (14 – 16yrs) to help narrow the gap to include:

- working with the Careers and Enterprise Company mentoring scheme which has the potential to provide targeted support to pupils that could be linked to the Risk of NEET Indicator (RONI);
- intermediary organisations brokering education business links to target schools with lowest performing students at KS4. Ensure interventions are coordinated to avoid gaps and duplication;
- employment & Skills Service (E&SS) to work with business contacts through the Public Procurement Policy Framework for Jobs & Skills (PPPFJ&S), FiiB and the Business Charter for Social Responsibility (BC4SR) to introduce the mentoring scheme;
- there is potential to develop a Mentoring Service for Year 11s by sharing Schools RoNI information. The RoNI information is shared by schools with the Education Service for Year 11 and 12 pupils, which enables Education Service to alert the Careers Service at the transition point from Year 11 to 12 and Years 12 to 13. Post 16 Providers are responsible for providing independent and impartial careers advice and guidance to their pupils and directing support to young people at risk of becoming

NEET. However, agreement with schools to share for Year 10 would need to be agreed and the process set-up;

- full participation school meetings include discussion on systems to identify young people at risk and subsequent interventions. These young people could receive targeted offer;
- inviting business and employers to provide mentoring opportunities through their Corporate Social Responsibility role. Make the Grade is an example of a project that is partnership between business and schools to support young people with the skills they need in the world of work; and
- consultation with schools, whether they would be prepared to co- fund the mentoring scheme through the pupil premium and wish to participate in the programme.

A meeting is being planned with The Birmingham Secondary Schools Forum working with Birmingham City Council and Birmingham Education Partnership to discuss how the above activities can be developed further to help disadvantaged pupils at KS4.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
19	A targeted obesity programme in primary schools to reduce the rise in childhood obesity should be in place.	<p>CLlr Paulette Hamilton Cabinet Member for Health and Social Care</p> <p>Dennis Wilkes Assistant Director Public Health</p>	Sept 2017	6 - In progress

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

The Birmingham Childhood Obesity Partnership is a working group of the Birmingham Health & Wellbeing Board, which reflects the Board's priority for this issue. The Partnership is leading a coordinated effort to impact on childhood obesity at all levels, which includes policy change, partnerships, communications as well as specific interventions.

The group has been exploring innovative approaches to tackle childhood obesity, improve health and tackle health inequality. It has:

- secured Childhood Obesity as one of the outcomes in the citywide Early Years System Offer;
- expanded the Early Years prevention programme in the Early Years System offer to ensure universal delivery of both nutrition and physical opportunities in Early Years settings; and
- been successful with a National Institute of Health Research fellowship funding application to undertake a comprehensive economic evaluation of all school based childhood obesity services across Birmingham.

Testimony to the joint work carried out by the group has resulted in:

- Birmingham City Council's street side advertising contract will now include a requirement to display nutritional information on all street side adverts. This is a first for any Local Authority in England!
- the group has signed the Urban Food Policy Pact on behalf of Birmingham City Council (BCC). Prof Tim Lang (*Professor of Food Policy, City University, London*) says 'the pact signals the return of the City Region as a powerful voice in modern food policy';
- stronger partnership with BCC Planning department; secured £400k of Section 106 funding for healthy living revenue project in Birmingham - A first for Birmingham;

- national recognition for Birmingham's Statutory Planning policy in place to restricts Hot food shops;
- been successful in engaging business and the Smart City Alliance;
- national interest in the Developer Toolkit Pilot which aims to ensure that planning authorities, developers and architects are engaged at the earliest opportunity in considering health as part of the planning and development process;
- the Council has also seen some positive results working with large local organisations about Healthier, More Sustainable Procurement and meeting *Government Buying Standards* for Food and Catering. This includes both nutrition and sustainability standards and applies to all food served/sold to the public;
- our Strategic Childhood Obesity Lead, Dr Andrew Coward has recently been awarded the Public Health Excellence 2016 Unsung Hero Award; and
- SHIFT , a behavioural design charity working in partnership with the Childhood Obesity Steering Group have recently secured a substantial amount of sponsorship to focus on a project which will aim to redesign the obesogenic environment by transforming the health impact of takeaway food in specified locations.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
20	The new city centre hub Pause should be advertised in services accessed by children and families, including the School Health Advisory Services and Children's Centres.	<p>Cllr Paulette Hamilton Cabinet Member for Health and Social Care</p> <p>Dennis Wilkes Assistant Director Public Health</p>	Sept 2017	1 – Achieved (fully)

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

Forward Thinking Birmingham has an active programme of communication in all these settings and schools to increase awareness and access to the Pause.

The establishment of Forward Thinking Birmingham and the Pause is monitored by an implementation group. The evidence suggests that there is increasing awareness and usage of the Pause.

Information about the Pause service will be disseminated to all Elected Members to promote in their local areas.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
21	Birmingham City Council should adopt to undertake a formal review of their housing standards enforcement, with a view to introducing a landlord accreditation scheme such as that in operation in Newham.	<p>Cllr Peter Griffiths Cabinet Member for Housing and Homes</p> <p>Pete Hobbs Service Head, Private Rented Services and Tenant Engagement Place Directorate</p>	January 2018	4 - Not Achieved (Obstacle)

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

Birmingham City Council is working with relevant agencies through HOMESTAMP to ensure a decent housing

standards framework for all PRS (Private Rented Sector) properties. The Council supports the Midlands Landlords Accreditation Scheme (MLAS) to ensure tenants can identify responsible landlords who provide decent homes. BCC will review this framework to determine how the standards can be enforced

Birmingham City Council is reviewing its housing standards enforcement by consulting with communities and business over Selective Licensing in target wards with high levels of PRS (over 19%) and affected by issues of low demand, poor property conditions, or anti-social behaviour. The Council budget plan highlights the proposal to consult in the following 11 target wards : Edgbaston, Handsworth Wood, Harborne, Ladywood, Nechells, Selly Oak, Sparkbrook, Springfield, Soho, Stockland Green. Data sharing with Homelessness, Housing Benefit, Police and Fire Service is taking place to overlay against data on where in the key wards to PRS is located to determine the first Wards in a phased approach. The Council is required to formally consult in the target areas for a minimum of 10 weeks which is planned to start by the end of February 2017 and likely to complete by 31 May 2017. If approved, Selective licensing is likely to come into force in those areas in September 2017. The Council only have discretion as a local authority to introduce Selective Licensing for up to 20% of PRS stock or geographical area. Above this requires Sec of State approval. This restriction was introduced in 2015 after local authorities such as Newham and Waltham Forest were able to set up selective licensing for all PRS properties borough wide. At present the Council only has data from the 2011 Census that shows the overall level of PRS in the city is less than the 19% limit set by Government as the threshold for an area with a high proportion of PRS. This means there would not be a robust case for city wide licensing if a case was presented to the Secretary of State.

The Council has identified the potential risk of displacement to other areas if Selective Licensing is introduced in certain wards. The Council will be evaluating the licensing approach and improving data sharing with partner agencies to determine if this risk factor actually occurs. This could lead to further licensing consultation in newly affected areas. Discussions will be held with Planning and Regeneration as part of the initial consultation to consider how use of powers under Article 4 may be appropriate to protect potentially vulnerable housing areas from this possibility.

The Council has responded to support Government proposals to extend mandatory licensing to all Houses in Multiple Occupation with five or more people sharing in April 2017, which will substantially increase the scope of control over poor quality housing.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
22	There should be a planning restriction in place preventing new fast food outlets within 250 metres of schools.	Cllr Paulette Hamilton Cabinet Member for Health and Social Care Keith A Watson Public Health Planning & Regeneration, Economy Directorate	January 2018	6 – In progress

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

The City Council is looking to add a further policy on hot food takeaways in to the emerging *Development Management in Birmingham* policy document. The document is seeking views on a number of planning related issues including further restrictions of hot food takeaways near schools. The policy document, when finalised, will be used to inform decisions on planning applications.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
23	Birmingham City Council should use its powers as a commissioner and champion of Birmingham to work with local businesses and the Living Wage Foundation to make Birmingham the first Living Wage City where all employers pay this minimum amount.	<p>Cllr Ian Ward, Deputy Leader</p> <p>Cllr Majid Mahmood Cabinet Member for Value for Money and Efficiency</p> <p>Nigel Keltz, Director of Procurement, Change and Support Services</p>	January 2019	6 – In progress

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

The Council is an accredited Living Wage (LW) employer. Contracted suppliers and their subcontractors will pay the Living Wage to employees servicing Council contracts as part of their commitments under the Birmingham Business Charter for Social Responsibility (BBC4SR).

There are currently 388 charter signatories undertaking to pay the LW. This represents £500m worth of the Council spend. When the Council became LW accredited organisation, over 3000 employees were uplifted to the LW. These are mostly part time cleaners and lunch time assistants at schools.

The Council revised the BBC4SR and its Social Value Policy in December 2016 and is currently reviewing its Living Wage Policy. One of the main changes is the introduction of thresholds in applying the BBC4SR; however the LW Policy should be applied to all contracts regardless of value.

The Council works closely with the LW Foundation to encourage all employers to pay the LW and around 10% of the organisations are accredited to the Charter on a voluntary basis (i.e. not contracted by the Council) and pay the LW.

The LW is not the same as the National Living Wage which is a statutory requirement as a minimum wage for over 25s. The LW is based on the cost of living and is promoted by the Living Wage Foundation. It is currently (Jan 2017) £8.45 and is revised every November.

No.	Recommendation	Responsibility	Original Date For Completion	Cross Party Implementation Group Assessment
24	Birmingham City Council should adopt a policy that no low-income family with children can be declared intentionally homeless.	<p>Cllr Peter Griffiths Cabinet Member for Housing and Homes</p> <p>Rob James Service Director, Housing Transformation Place Directorate</p>	April 2019	4 - Not Achieved (Obstacle)

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

The homeless legislation clearly sets out that councils have to consider if households are intentionally homeless. This is not an optional test but one that is required by statute. Full circumstances of the family

will be taken into consideration before an intentional decision is made. The household have the right to a review, and given appropriate advice and support including the provision of temporary accommodation for a short period and are also entitled to a reasonable preference on the local authority's housing allocation scheme.

However, preventing children and families from becoming homeless is a key policy priority for the Council. Therefore, ensuring everything that can be done to keep the family in their home is undertaken, including use of discretionary housing payments and support. The council has a number of early interventions to prevent families from becoming homeless including:

- early intervention to prevent families affected by the benefit cap falling into debt and rent arrears. Support includes home visits to build financial capability and referrals to neighbourhood office for debt advice and guidance; DWP for advice on employment and Think family programme;
- the Rent Service issuing letters to tenants affected by the benefit cap. Home visits will take place with tenants where non- payment as a result of the benefit cap could result in escalation recovery process;
- supporting new tenants through the Council's Letting Suites, these are a one stop shop for all housing issues. A key aim of this service is to ensure new tenants have the financial capability and support to prevent them from falling into debt and becoming homeless. New tenants are provided with a dedicated officer for the first 12 weeks of the tenancy to help them successfully settle into their new home. A further 12 weeks of support is provided to vulnerable tenants;
- a Pre-tenancy Strategy is being developed as part of early intervention support to prevent homelessness. The aim of the strategy is to provide support and guidance to families, care leavers and young people before they take up their tenancy;
- in November 2016, the Council's Rent Service established an officer led eviction prevention panel. The panel which meets weekly is set up to support tenants including families who are facing eviction; the aim is to prevent them from becoming homeless. Each case is reviewed in detail to identify the tailored support needed to help prevent an eviction. To date five evictions have been cancelled; and
- seven Family Workers supporting families with complex needs to help sustain tenancies. The Family Workers help families address: issues such as anti-social behaviour; ensure children are receiving free school meals; sign post families to agencies providing financial support and access to employment and training.

The above structures and systems have been put in place to help provide children and their families live in stable homes.

Appendix 3

Additional examples of policy interventions to support children and families out of poverty

Introduction

The Cross Party Implementation group's progress report identifies policy interventions that respond directly to the Child Poverty Commission's recommendations. In addition to the activities identified in progress report, the policy interventions below illustrate some examples of the breadth of work currently being delivered or planned to help address the diverse drivers of child poverty across the City.

CITB - Joint Investment Strategy

This project was developed in collaboration with the public and private sector, including: the Construction Industry Training Board, Carillion and other major construction companies, construction trade associations, Further Education colleges and the Department of Works and Pensions. It seeks to address local skills gaps within the sector, creating unique employment and skills opportunities for local unemployed residents including parents. It also focuses on the needs of construction sector employers and supports their workforce development requirements. The following has been achieved to date:

- 212 people have obtained a **Construction Skills Certification Scheme** Card
- 63 people with little or no construction experience have undertaken a **Pre-Apprenticeship programme**.
- 424 people have completed or are currently now on **vocational training** programmes.
- 36 construction **SMEs have been supported** within the Birmingham and Solihull LEP area.
- 74 people from those businesses undertook **leadership and management training**.
- 168 people have moved into **employment**.

Parent Ambassador Programme

The Parent Ambassador programme has been delivered in Harrow and Wolverhampton successfully. Birmingham will be the next to pilot the scheme. BAES is working in partnership with the City Council's Pupil and School Support team and the aim is to start to recruit Parent Ambassadors through schools from April 2017. The course parents undertake will equip them with an accredited certificate called 'Become a Parent Ambassador'. They will then volunteer in a school or cluster of schools supporting other parents, such as newly arrived parents, with many aspects of the British education system. The long-term goal for the volunteer ambassadors would be to gain employment.

ESOL (English for Speakers of Other Languages) route into employment

Given the reduction in adult education funding, the Council has been exploring ways to ensure ESOL remains a priority in helping parents into employment. Adult Education has been working in partnership with Unite and the Dery Foundation (a Somali voluntary organisation) to deliver pre-entry and entry level ESOL to members of the Somali community. Unite is providing Dery with facilitator training and use of their online learning platform, together with initial assessments, so that

the Somali tutor volunteers can help support the wider Somali community to learn English. Adult Education has linked two of its ESOL volunteers to help support the new tutor volunteers from the Dery Foundation. Once learners have progressed to Entry Level 2 ESOL, they will then move onto Adult Education provision at Entry Level 3 or above. This pilot, if successful has potential to be replicated in other communities and parts of the City. This project aims to empower the Somali community via building community capacity to deliver essential English language skills to the Somali community.

Street Scene

Child poverty is significantly higher in deprived neighbourhoods and these neighbourhoods are likely to have more environmental issues such as litter, poorly maintained communal spaces, graffiti and fly tipping.

Street Scene is a programme that aims to work with tenants and residents to encourage a sense of pride in their neighbourhood. Tenants and residents work with a Street Scene team to keep communal housing open spaces and personal gardens clean and developing good neighbour agreements. Additionally, there is an emphasis on changing behaviours of council tenants and other residents to encourage a more socially responsible attitude towards their neighbourhood environments. The Street Scene Team has developed information and education awareness alongside the use of enforcement. Since the introduction of the Street Scene Programme areas have seen a reduction of fly tipping. Furthermore, Housing is developing an apprenticeship scheme to recruit local people to work on the Street Scene programme apprenticeships.

An area that looks clean and welcoming, creates pride, motivates people and is more likely to attract jobs, opportunities, investment and be an area where people choose to live.

Supporting families affected by domestic violence

Evidence suggests a link between poverty and domestic violence, with women living in the poorest household are three times more likely to be victim of domestic abuse. In June 2016 following an 18 month review and consultation with a number of internal and external partners, Landlords Services committed resources to supporting victims of domestic abuse and reducing homelessness due to domestic violence. As a result of the discussions, four dedicated trained Domestic Abuse officers are recruited to support families affected by domestic violence. Since June 2016, the Domestic Abuse officer service has engaged over 600 victims of domestic abuse. The support provided includes a phone conversation; obtaining civil injunction; and target hardening to keep the victim safe at home. Due to this early intervention over 40 families have been prevented from progressing homeless applications and supported the process of eviction action on a perpetrator. Furthermore, Domestic Abuse officer work with the Councils rent team to support victims of domestic abuse with financial problems - stopping evictions, reinstating benefits to prevent homelessness.

Supporting Housing Tenants

Colleagues who manage the City Council's housing stock are currently developing their data and systems to support a greater understanding of the differing needs of local neighbourhoods where there is a predominance of council housing. This approach will enable more focussed and holistic approaches to housing management and investment to be developed for the areas of greatest need. This approach will help targeted families in greatest need of support.

Financial Inclusion Partnership

The Financial Inclusion Partnership includes a wide range of partners with expertise knowledge and experience of financial exclusion. The Partnership will be launching its refreshed Financial Inclusion Strategy which sets out its vision to “to create opportunities for Birmingham citizens to improve their financial wellbeing and digital skills so that they can live healthy and fulfilling lives”. The strategy recognises the effects of financial exclusion and its negative impact on children and families and identifies the action needed to mitigate the chances of children and families falling into poverty. The Partnership will work with partners including the Birmingham Child Poverty Action Forum to implement the objectives of the Financial Inclusion Strategy.

Conclusion

The Cross Party Group will continue to identify policy interventions that combat the drivers of child poverty, as it works towards the successful implementation of the Commission’s recommendations pertaining to the Council.

District Corporate Parent Champions 2016/17

District Corporate Parent Champion	District Chair	District	Wards Covered
Cllr Matt Bennett	Cllr John Alden	Edgbaston	Bartley Green Edgbaston Harborne Quinton
Cllr Mick Brown	Cllr Josh Jones	Erdington	Erdington Kingstanding Stockland Green Tyburn
Cllr Barry Bowles	Cllr Claire Spencer	Hall Green	Hall Green Moseley & Kings Heath Sparkbrook Springfield
Cllr Diane Donaldson	Cllr Uzma Ahmed	Hodge Hill	Bordesley Green Hodge Hill Shard End Washwood Heath
Cllr Sharon Thompson	Cllr Ziaul Islam	Ladywood	Aston Ladywood Nechells Soho
Cllr Debbie Clancy & Cllr Julie Johnson	Cllr Steve Booton	Northfield	Kings Norton Longbridge Northfield Weoley
Cllr Barbara Dring	Cllr Mahmood Hussain	Perry Barr	Handsworth Wood Lozells & East Handsworth Oscott Perry Barr
Cllr Susan Barnett	Cllr Karen McCarthy	Selly Oak	Billesley Bournville Brandwood Selly Oak
Cllr Alex Yip	Cllr Anne Underwood	Sutton Coldfield	Sutton Four Oaks Sutton New Hall Sutton Trinity Sutton Vesey
Cllr Sue Anderson	Cllr Mike Ward	Yardley	Acocks Green Sheldon Stechford & Yardley North South Yardley



CORPORATE **Parenting**

Summary Report 2016



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For further information contact

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Birmingham City Council

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1. Introduction to Corporate Parenting in Birmingham

Introduction from Andy Pepper,

Assistant Director of Children in Care Provider Services

Birmingham City Council

In my role as an Assistant Director, and strategic lead for corporate parenting, I have been in the privileged position to support this fantastic, resilient, diverse and unique group of individuals over the past year and help to develop and embed the corporate parenting agenda.

I believe that a city is defined by the way they treat their most vulnerable, and am proud of the work that has been done by our corporate parents – carers, partners, social workers councillors, officers, and other workers – who are working together to support our young people to become secure, productive, independent and happy members of our city.

We are all aware of how our children and young people in care, as well as care leavers, are more likely to experience poorer health and lower educational achievement, as well as having fewer employment opportunities. We strive to give them the same opportunities as any other child in this city, and work with them to provide services recognising their individuality.

Our Corporate Parenting Strategy has provided a blueprint for our responsibilities, commitment and aspirations for young people in care. This update is a reflection on the huge amount of work done in 2016 and the many achievements of our young people. It sets out in more detail the work that we have done to date, and also our visions and aspirations for the future of which there will be more.

This year has seen some really innovative work by the Children in Care Council (CICC), supported by the Rights and Participation (RAP) service. This group of motivated young people meets regularly and their highlights this year have included presenting to international events, sitting on interview panels and campaigning on important issues. You will see more about their work later in this report.

This work is driven by the revised Corporate Parenting Board, which has a key role in championing the rights of young people and thus focussing, challenging and supporting our corporate parenting work. A series of task and finish groups, working closely with the Children in Care Council (CiCC), meet to provide focussed support on specific tasks and really making sure we succeed.

Birmingham City Council, as a corporate parent, has developed and driven a number of corporate initiatives this year to raise the profile of corporate parenting and

highlight the responsibilities of all staff. The corporate parenting mentor scheme in partnership with Birmingham Virtual School has grown beyond all recognition and now supports over 100 young people. Exciting developments within the scheme include the work with Birmingham City University to develop academic mentors and support at corporate parenting events.

Our reward partners have been vital to the success of corporate parenting in the city and help to support our work with vulnerable young people in a range of ways. This can be anything from apprenticeships and work experience, tickets to the football to supporting career and raising aspiration events. This last year has seen a phenomenal amount of support from partners and this continues to grow.

We have also provided a number of laptops to support educational attainment in partnership with Service Birmingham, and will have provided 120 to young people in care and care leavers by October this year.

Although corporate parenting is the responsibility of all citizens in Birmingham, we have been very grateful for the continued support of our elected members in raising the profile of our campaigns and championing our corporate parenting work. Councillor Susan Barnett is our new corporate parenting lead and you will hear about her passion and drive to represent the young people in care in the city.

Part of my wider role this year has included work to implement new pathway plans – designed with and for young people in care, these are much more user friendly and have received great feedback. We have been improving policy and procedure around Child Sexual Exploitation (CSE) and Missing, Private Fostering and Special Guardianship Orders and reviewing and improving the placements service, as well as supporting more effective social work interventions to make a child's journey through the care system as seamless as possible.

And finally, Children's Services has had a challenging year, and change is in the air with proposals to move towards a Children's Trust. However and wherever the service is governed, Corporate Parenting will remain an essential part of everyone's work – staff, partners and colleagues across the city. As the work with corporate parenting develops so does the realisation that we cannot do this alone, this is a citywide task and a citywide responsibility and I am proud and grateful for the help and support of the partners that has enable the great strides that we have achieved this year.



CORPORATE Parenting Strategy

2. Corporate Parenting Governance

The overall aim of the 2015/16 Corporate Parenting strategy
is to reinforce the corporate responsibility of everyone
in the Council

Introduction

The overall aim of the 2015/16 Corporate Parenting strategy is to reinforce the corporate responsibility of everyone in the Council, both elected members and staff, and of its partner agencies, to improve the life chances of children in care and care leavers and ensure they get the right support and services where they live.

2.1 Corporate Parenting Board

The Corporate Parenting (CP) Board aims to support and champion Birmingham's looked after young people. The Board is a multi-disciplinary, multi-agency group chaired by Councillor Susan Barnett, comprising of:

- Children in Care Council (CiCC) representatives,
- Elected members,
- Assistant Director Children in Care Provider Services,
- Head teacher, Birmingham Virtual School,
- Representatives from other Directorates,
- Rights and Participation service
- Children's Social Care;
- Birmingham Foster Care Association, representing the voluntary sector;
- Health
- West Midlands Police
- Other representatives where necessary to the agenda.

The CP Board meets every three months and works to champion the rights of children in care, and bring about change to ensure improvements in the outcomes for young people.

Our children and young people in care are best placed to tell us how services can be improved. That's why the members of our CiCC are the life and soul of our corporate parenting board. We listen carefully to what they have to say and do all we can to meet their expectations. We then feed back to them on a regular basis through attendance at CiCC meetings. A member of CiCC attends each CP Board meeting to present the work of the CiCC.

The CP Board provides governance to ensure outcomes for children in care improve.

Some of its areas of focus are:

- Consolidating practice, to avoid drift in the system and to ensure resources are used only where intended. The Board works to strengthen policy, practice and process to enable better planned and more appropriate placement in the first instance and, subsequently, more timely permanence planning, case progression and exits from care as appropriate.
- Supporting more children in care to succeed. Recently attainment of GCSE A* to C grades has improved, but the gap between children in care, in contrast to the wider Birmingham population, still requires improvement. Care leavers are still less likely to find education, employment or training in Birmingham than in similar areas.
- Supporting the Care Leavers Pathway Planning accommodation and support CSE and Children Missing from Care, Home and Education.

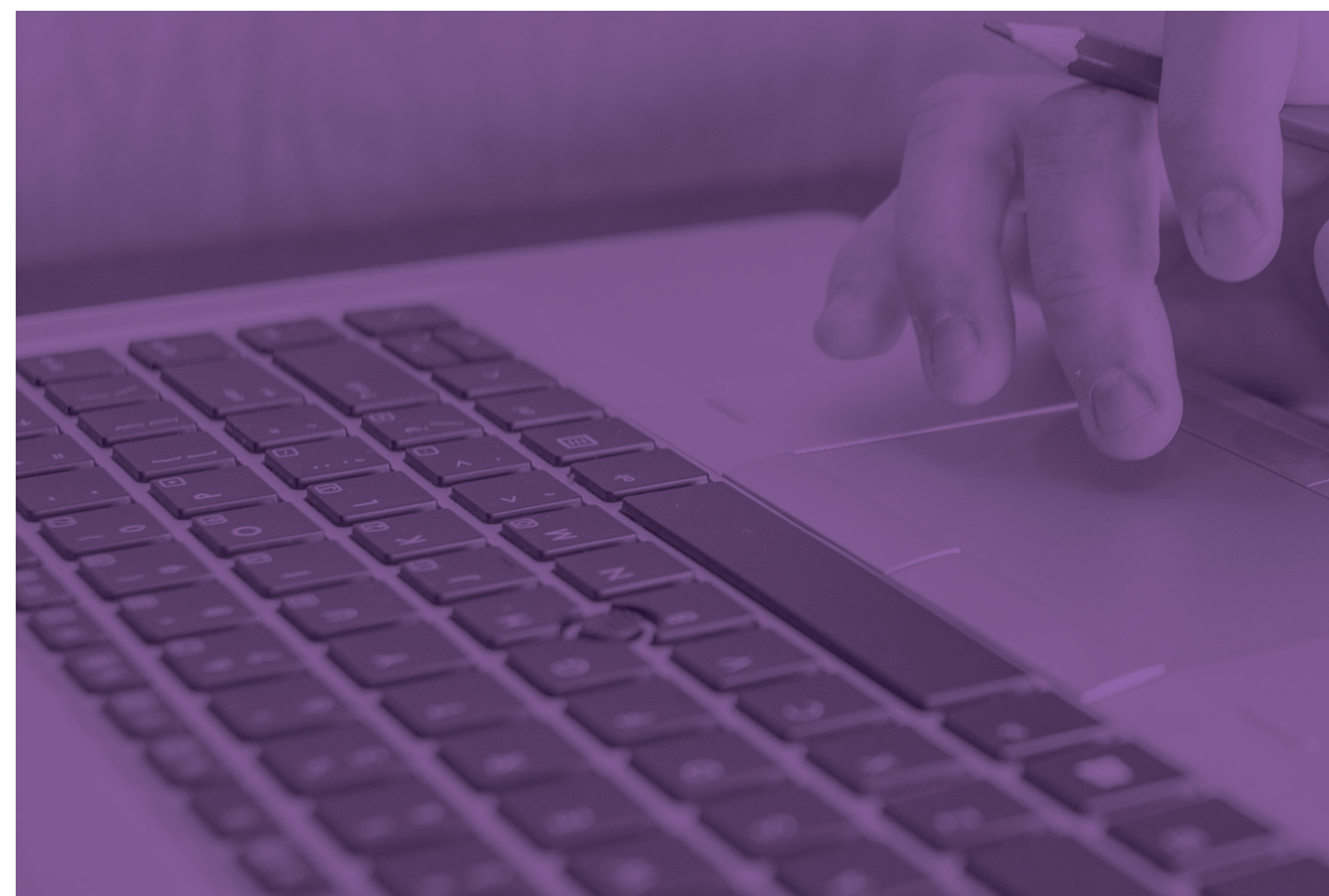
The role of the CP Board includes:

- Ensuring the corporate parenting role is understood by all elected members, officers working in the Council and in partner agencies
- Monitoring and overseeing plans, strategies or policies for children in care, young people and care leavers to ensure performance is maintained
- Monitoring and implementing the Corporate Parenting Strategy
- Reviewing Children in Care data set, identifying issues, then driving and monitoring how these are addressed

2.2 Corporate Parenting Task and Finish Groups

The working groups meet monthly and focus on discussion or activity around specific subject areas related to children in care.

The group's works closely with the Children in Care Council (CICC), hearing the views of children and young people





3. Children in Children Care Council (CiCC)

Introduction

Birmingham CiCC is a welcoming group of young people in care. We are friendly, energetic and enthusiastic. We are powerful, positive and amazing! We want to give children in care a voice and we want to tell you if you are in care your voice matters!

We are a group of young people that meet regularly to discuss being in care and we think about how we can help Birmingham City Council make improvements. We want to enable children and young people in care (and care leavers) to have a voice and be able to engage meaningfully at different times and in different ways and we want to ensure that corporate parents are listening to those views and showing genuine interest! With the support of Rights and Participation Service and the Corporate Parenting Board we have achieved so much this year! We have a new mission statement and we believe our profile is the best it has ever been. We have challenged, practised, shared our experiences and supported other children and young people to have their voice heard. We believe we support the corporate parenting agenda by making the board stay accountable to children and young people. We 'live' being in care and we experience being in care in a way that our corporate parents cannot. We believe we can work together to make improvements and evidence how children and young people's views can bring about change.

This year we have presented to international events, we have sat on numerous interview panels, we have presented to different professionals, we have campaigned on issues we believe are important, we have brought about change, we have met interesting people, we have grown as a group, we have supported The Rights and Participation service to launch a Care Leavers Forum. We have been away on a residential with each other. The pictures throughout this report are of us and we are proud to be YOUR Children in Care Council.

"I have sat on interview panels and met people like Lord Warner and Andrew Christie. When I first sat on a panel I was very nervous but I felt more confident as it went on and some of the candidates were more nervous than me! I felt very proud at the end when I fed back my views and Birmingham employed the person I thought was best. I am more confident about being involved in my care plan as well. Being a member of CiCC has helped me know my rights and given me the confidence to share my views with people."

Zoe from the Birmingham CiCC.

3.1 Pledges and responses

The Corporate Parenting Board prepared a Birmingham Pledge, making ten promises (see below) to make sure that children in care are supported to achieve and succeed. The Birmingham Pledge is based on what children have told the Board is most important to them. A response was produced to each pledge, explaining the work that is currently taking place and future initiatives in this area by the Assistant Director of Children in Care Provider Services. In 2016 the board will look at how to 'better' capture evidence of delivery against the pledges and build on what Children and Young People are telling us.

Promise 1 We promise to involve you in decisions that affect you and to listen to your views

Response: Children and young people should have their wishes and feelings taken into account. These should be captured by the social worker and the social worker should be able to evidence children and young people's views within their care plan. A range of creative techniques are used and championed with different approaches being added all the time. We are currently signed up to using a nationally recognised 'mind of my own' online application as well as creative arts based techniques. Where a child or young person does not feel listened to or requires support to express their views then we have an internal advocacy service (Rights and Participation) that will support the child with 'issue based' advocacy. As well as evidencing individual children and young people's views we ensure that children and young people have opportunities to talk to us about their care experience. We are currently undertaking research with a group of children to track their experiences in Care. Opportunities to hear children's voices are embedded within everyday practice. However our commitment to 2016 is to ensure that we develop a robust system to both evidence children and young people's influence within their care plan and also how we respond to children's experiences and potentially change practice as a result.

Promise 2 We promise that we will endeavour to find you the best possible place for you to live

Response: Children and young people should have their wishes and feelings taken into account. These should be captured by the social worker and the social worker should be able to evidence children and young people's views within their care plan. A range of creative techniques are used and championed with different approaches being added all the time. We are currently signed up to using a nationally recognised 'mind of my own' online application as well as creative arts based techniques. Where a child or young person does not feel listened to or requires support to express their views then we have an internal

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Promise 3 We promise to make sure you have every opportunity possible to achieve at school

Promise 4 We promise to encourage you to take part in all available activities that the city has to offer to ensure that your talents, hobbies and interests are met and to support you to do the things you enjoy.

Response: As corporate parents we identify and look for opportunities that go above and beyond hobbies and interests and really try and offer (though relatively small numbers) opportunities and experiences that make lifelong memories (Olympic tickets/Wembley tickets etc.) however all IROs and SWs also encourage children and young people to pursue their interests. If a child moves placement then professionals should work hard to ensure that children do not abandon their hobbies and interests. Every effort should be made to ensure a child can continue with something they enjoy. A child and young person should know where to go to and complain if this doesn't happen.

Promise 5 We promise to take care of your health and encourage you to be healthy

Promise 6 We promise to provide you with a good and clear assessment of your needs, an up to date care plan and a PEP (personal education plan)

Promise 7 We promise that you will have your own social worker who visits you regularly and gives you details about how to contact them or someone else if they are away when you need them

Response: A new entitlements leaflet has been produced to help children and young people be more aware that they are entitled to see a social worker every 6 weeks.

Promise 8 We promise we will help you stay in touch with your family, friends and other people who are important to you

Response: Contact is an issue for children and young people in care. We should ensure that children and young people can stay in touch with people who are important to them. However, sometimes this is difficult. A child/young person should know and understand their contact arrangements. They should be fully explained to them and evidenced in their care plan (complaints happen when children/young people feel let down and out of the loop).

Promise 9 We promise to listen to what you have to say listen to what you have to say

Response: As a board we are exploring different ways to hear from children and young people and get a proper feel for their experience in Birmingham's care. We need to ensure that BCC fulfils its statutory duties but we also need to be ambassadors for our children and drive practice that is responsive to children's views. This is a common thread and children and young people experience things differently to adults. They are in receipt of our care and we can in error make decisions that we feel are in young people's best interests, without thoroughly exploring a child's view or appreciating the many different views there may be.

Promise 10 We promise to work with you and give you all the help and support you need to successfully move from care to adult life

Response: We would like your views as to how best the Birmingham Safeguarding Children Board (BSCB) can support the changes in approach and what can BSCB board members do as partners to support the work – e.g. through their agencies becoming foster friendly, or providing independent visitors. I think BSCB should identify their priorities and campaigns for 2016 and then come back to us to hear how these issues may affect children in care (different to how it effects non children in care). They should be working with scrutiny to ensure policy and process doesn't have an adverse effect on in care/care leavers. They should ensure that in care/care leavers have a particular focus and drive within any of their campaigns.

3.2 CiCC Priorities

2015 saw the CiCC go from strength to strength. The group has grown and tackled some very complex issues and campaigns. We believe a successful CiCC can achieve these things:

- Potential to contribute to transforming the lives of those involved
- Ability to show and evidence children and young people's views and how their engagement can bring about changes to services.
- A CiCC can support and add meaningful value to a corporate parenting approach

Birmingham CiCC want to enable children and young people in care (and care leavers) to have a voice and be able to engage meaningfully at different times and in different ways and we want to ensure that corporate parents are listening to those views and showing genuine interest.

The group is open to all children in care, the only criteria being that a member is in the care of Birmingham City Council or a Birmingham Care Leaver. As we have meetings in Birmingham it is obviously difficult if young people cannot get to Birmingham but we are always thinking about how CiCC can engage with more children and young people that are placed outside of Birmingham.

In 2015/2016 members of CiCC have attended several Corporate Parenting Board meeting and attended several national events for CiCC including those hosted by 'A National Voice'. Taken part in reviewing the IRO service, met with researchers involved in research with children in care and contributed to LGA/OFSTED consultations. Met with Lord Warner and Andrew Christie. CiCC have sat on a number of interview panels for a range of senior managers. CiCC have attended several high profile events and received praise, thanks and an award for their contribution to BCC.

CiCC have produced a number of resources that have been used to promote CiCC and also work has been used by the adoption and fostering team to raise their profile and recruit potential new fosterers. CiCC are particularly proud that the 'ideal social worker' resource has been so well received. CiCC would like every social worker to see the resource and use it to motivate them to do a better job. CiCC would like children and young people to see it and know its ok to expect your social worker to be honest and brave!

Our campaigns for 2016

- CiCC want to see meaningful and creative work experience opportunities for children in care/care leavers. This could be days, weeks or longer. It can be hard to get 'good' work experience if we come and ask our corporate parents to help us then you should!
- CiCC want to let young people and children know that they can attend their reviews. We want to work with the IRO team to ensure that children and young people can creatively and positively contribute to their care plans.
- CiCC will continue to share positive stories around being in care and we will work hard to tell everyone about the Children in Care Council. The group meet fortnightly and are also now linked to a new care leaver's forum. CiCC have produced a new logo and are busy promoting their work and recruiting new members.

3.3 Pocket Money and Savings and Reviews and Overnight Stays

The Corporate Parenting working group responded to a request from the CiCC who raised a concern that there was a perceived difference in the levels of personal pocket money paid to children and young people in care across the city, which appeared to change based upon whether or not the children or young person had been home fostered or living in residential accommodation.

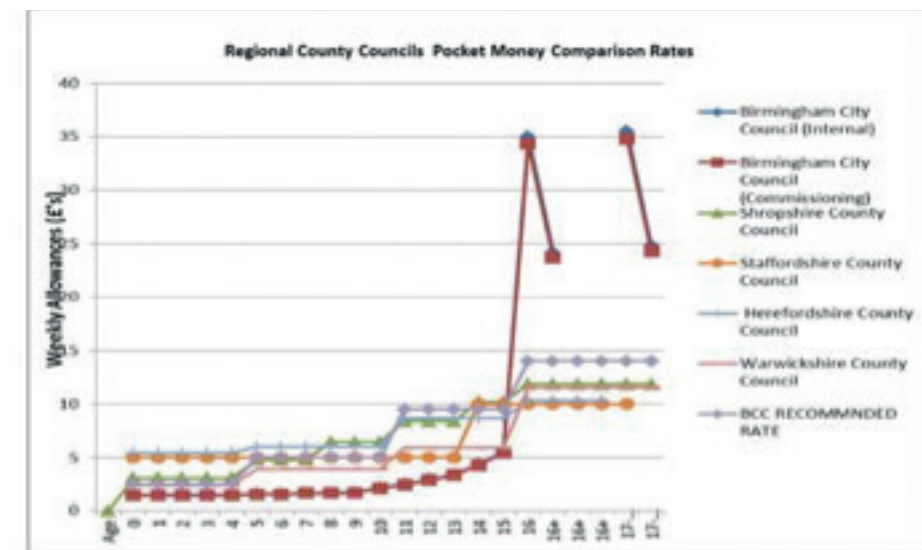
The Corporate Parenting working group listened and assigned a pocket money working group to investigate, made up of fostering team managers, finance team leads and Birmingham Foster Carers Association (BFCA). Firstly, the group was required to identify whether or not a standard policy for pocket money and savings existed across the service.

It then carried out the following tasks:

- Reviewing an ongoing consultation by the CiCC on pocket money rates paid to young people, and gathering feedback from them and their foster carers. The team then reviewed all the responses to get a clearer understanding of young people's perceptions.
- Reviewing the existing guidance on pocket money rates issued to children and young people within Birmingham, whether based in residential homes or foster carer homes.
- Identifying and analysing the national pocket money rates of Birmingham's statistical neighbours, Core Cities and Regional authorities.

- Once the feedback had been reviewed the working group proposed the recommendations to the Corporate Parenting Working Group for setting a new pocket money rate and savings policy comparable to statistical neighbours, Core Cities and Regional authority rates.
- Developing separate pocket money and savings policy documents which would standardise rates across all Birmingham's looked after service areas including Internal Fostering, Commissioning Services, Residential fostering, and other residential settings like schools or secure units/young offender institutions.

Regional Comparison Pocket Money rates:



They also recommended no change to the levels of payment for 16-18 year olds who would otherwise face a reduction under the new recommended rates. In light of this, the working group will decide on changes to the guidance wording when they meet in October.

The pocket money working group recommended new comparable rates which on average equated to an overall increase in the weekly amounts of pocket money received by young people across the city. The policy is scheduled to go live in April 2016.

Overnight Stays

The CICC told the Corporate Parenting Board that young people in care were having difficulty arranging sleepovers or overnight stays with friends. They sometimes had to wait several weeks for social workers to agree to individual requests which meant they missed out on opportunities which were available to their peers who were not in care.

The Corporate Parenting Working Group listened and investigated the guidance which was being issued nationally by other similar local authorities and ensured Birmingham City Council's policy was consistent with this.

The guidance which followed stated that:

- The child's carer including Foster Care or Residential Care has the 'delegated authority' to agree to requests for overnight stays.
- This could be subject to certain exceptions which would normally be agreed with the social worker, carer and child and recorded in the placement plan.
- DBS checks are not normally required for overnight stays but may be needed for regular contact. Procedure Review: A new online children's social care procedure manual for social workers and carers was launched in July 2015. This contains a section on Social Visits and Overnight Stays which includes a definition of what might constitute an overnight stay and suggested guidelines and procedure.

Birmingham City Council procedures online reference link:

http://birminghamcs.proceduresonline.com/chapters/p_overnigt_stays.htm



4. Birmingham Virtual School

The Virtual School for Looked after Children (LACES) team consists of a Head Teacher, three team managers, twelve teacher advisers and twelve mentors

Introduction

The Virtual School for Looked after Children (LACES) team consists of a Head Teacher, three team managers, twelve teacher advisers and twelve mentors, who support children based in the South Birmingham, North Birmingham and Out of Authority. These three teams support the 1815 children and young people aged 0-25 years of age who are in the care of Birmingham City Council to improve their attainment and attendance.

The staff ensure that all children have appropriate school places, all have a high quality (electronic) Personal Education Plan (e-PEP) and that their pupil premium plus grant is spent effectively to improve their progress. They work with a variety of agencies and professionals including schools and settings, alternative providers, colleges, residential homes, carers and families to promote achievement and progress. Training is delivered to a variety of professionals including teachers, early year's professionals, Designated Teachers/people(DT's), Independent Reviewing Officers(IRO's), carers, residential care staff, social care staff and further education staff.

4.1 Corporate Parenting mentoring scheme

The Corporate Parenting mentoring scheme began in 2015, based on the simple idea of pairing up Birmingham City Council's large, altruistic and dedicated workforce, and some of our 1,819 young people in care who need some extra support. The pilot focused on providing one to one mentoring support to a cohort of year 11 pupils supporting with GCSE's and the preparation to go onto further education and employment.

The scheme started off with a group of 16 mentors providing one to one support to young people in secondary schools in the city that were preparing for GCSE's and going into further education and employment.

In early 2016 the council appointed a Corporate Parenting Coordinator and one of the key tasks was to work in partnership with the Head teacher of Birmingham Virtual School to develop the bespoke mentoring scheme training package for staff, allowing mentors and partners to provide targeted support within all areas of educational attainment in schools and colleges throughout the city and also young people/adults placed out of authority.

In March 2016 due to the success of the scheme and the numbers of staff expressing an interest, the decision was made to expand the offer providing support from Key Stage 1 right through to 18 plus care leavers.

By August 2016 204 Birmingham City Council staff and reward partners including Birmingham City University, the NHS and Service Birmingham were trained as Corporate Parents.

Over 100 staff and partner mentors are now providing one to one support in a range of ways including support with coursework, homework, reading, and writing, securing apprenticeships, employment opportunities and life skills.

Mentors are also providing dedicated support with college and university enrolment, attending open days, supporting with the transition into independent living, mock interview and skills sessions and days out.

Other staff and partners that have received training are providing support in a number of ways including the Birmingham Virtual School raising aspiration programme careers events and participation in group activities with young people and adults.

The Birmingham Virtual School team continues to play a key role in providing dedicated support to Corporate Parent mentors through their mentoring journey. The team provides the background to the young person's educational position, arranges and attends the initial meeting and are there as a point of contact to support mentors. A bespoke training calendar will be available over the next year for mentors.

This will provide training sessions on a number of topics and a number of networking sessions allowing mentors to share experiences.

Corporate Parenting mentoring case study 1 - Sabrina

Sabrina's view

My name is Sabrina Robinson and I am 18 years old. Having a mentor has been a blessing. I'm saying this because I didn't realise how much I needed Heather until I had her working with me. She has been absolutely amazing, she definitely works above and beyond.

Heather has now been working with me for just over a year and she's been a great help. She found me two work placements, helped me sort out my portfolio (she literally didn't care how long it would take for it to be completed) as long as it was, (and when I say long, it took absolutely ages!) the persistence was real!

Shortly after we met, Heather realised that I needed help in order to move house. It wasn't an easy process but Heather went back and forth in her little car taking my things to my new house. For that I am ever so grateful. If Heather hadn't helped me, I don't know who would have. I think both of us sharing the same

faith has played a huge part in forming a relationship, I feel like I understand her, simply because I know she understands me.

Having a mentor is a blessing, and I can sincerely say, thank you Heather, thank you for everything!

Corporate Parenting mentoring case study 2 – Sally

Professional's view from a Birmingham Virtual School Education Advisor

I referred Sally to the Corporate Parent mentor scheme in the summer holidays of 2015. The reason being that Sally was facing a placement move, and this combined with returning to college was causing her a lot of anxiety.

Sally's mentor made contact with her very quickly. I met with Sally during the holidays and she was very dubious about why she was being contacted and how this was going to help her. I explained the role of the mentor and asked Sally to give her a chance. Sally's mentor and I kept in good contact and I encouraged her to persevere. Very quickly Sally's mentor proved to her that she was genuine, trustworthy, caring and consistent. She helped Sally in many practical ways - with her placement move, enrolling at college, and then later in the academic year, finding her a work placement for her Health and Social Care course. Sally would not have completed her college course, and been accepted on to the next level without her mentors input. Sally's mentor has been a huge and invaluable support for Sally, who struggles with independent living and personal organisation. I am hugely grateful to Sally's mentor for everything she has done for Sally and feel that her input has made Sally's experience of being in the care of the local authority a much more positive experience. Her intervention has also improved the prospects of Sally - who is now studying on a level 3 course and could progress to higher education in two years' time. Sally's mentor has enhanced the work of the statutory services by working alongside us, and she has given the time and care that Sally needs to move forward with her life at this time of transition.

4.1.1 Corporate Parenting Champions

To ensure that Corporate Parent mentors are given the best possible support to enable them to carry out and develop in their role three voluntary Corporate Parent Champions will be working with the Corporate Parenting Coordinator.

Quotes from Corporate parent champions:

Mark Cohen, Corporate Parent Champion, North Birmingham: "As a Corporate Parent Champion it is a privilege and honour to be able to support, advise and mentor other new and existing Corporate Parents. The role is so uplifting, though challenging at times, and nothing can match the sense of achievement once you have helped a young person to strive towards achieving their goals."

Heather Farrell, Corporate Parent Champion, South Birmingham: "I am passionate about helping young people to achieve their potential. It's been an incredible journey to be involved with Corporate Parent Mentoring from the initial stages as one of the first mentors. The programme has now grown offering more children/ young people the opportunity to have the support of someone who can make a positive input their lives."

Lourell Harris, Corporate Parent Champion, Out of Authority: "Whilst acknowledging that working at the corporate centre is just as important as any other job in the council, being able to experience working directly with our front-line staff, members of the public, and our own young people, makes my corporate role more 'real'. I feel very special being part of the original pilot in 2015, and being successful in helping my mentee to achieve her own goal of going to University. It's a blessing to be involved in such a worthwhile cause, with such wonderful and supportive colleagues from across the wider organisation, and I am very proud to be a Corporate Parent Champion."

4.1.2 Residential mentoring pilot

From October 2016 Birmingham Virtual School will be working in partnership with Birmingham City University and Communicate, a software-based literacy and communication teaching intervention designed specifically for use with people who have delayed literacy and communication skills.

The project is designed to focus on core communication skills along with building self-esteem and confidence. A Corporate Parent mentoring team comprising of a champion, lead mentor and academic mentors will be working with a residential home within the city.

The mentoring team will be working together to provide support to some of our young people in developing their literacy skills. They will also be providing support with homework and coursework. The pilot will initially focus on five residential homes and will develop further throughout 2016/17.

To find out more about Corporate Parent mentoring and how you can get involved contact Natalie Loon, Corporate Parenting Coordinator at:
corpparent@birmingham.gov.uk

4.2 Raising Aspirations Programme

The Going For Success Raising Aspirations Programme is a targeted learning offer to help improve the outcomes of children in care. This programme is delivered out of school time in the evenings or holidays, with the active help of a number of our Reward Partners. The summer holiday supported 79 young people in the five-day summer event over three venues.

27 young people were on courses which offered a qualification of which 22 were successful in gaining their award (Sports leadership or Music Technology). A further small group of Year 9 pupils were targeted to help them in their transition to Key Stage Four in a Work Skills programme.

The purpose of this course which ran over nine days (Feb, Easter & Summer) was to develop the young people's skills around 'working with others', 'improving own learning and performance' and 'problem solving'. These skills are commonly needed for success in a range of activities in education and training, work and life in general. This will lead to the children gaining the ASDAN Wider Key Skills qualification. A third group of secondary aged young people were involved in a Hair and Beauty course.

Raising Aspirations In the primary age group, the Virtual School linked with the reward partner Birmingham Repertory Theatre to provide a 'Spy School' experience for 16 children. The purpose of the week was to develop the young people's oral literacy along with self-confidence. The young people (YP) spent the week with professional drama practitioners from The REP Theatre taking part in games, improvisations and drama workshops as be part of an exhilarating story about spies and espionage.

For further information on the Raising Aspirations Programme contact: Kathryn Holland, Virtual School Advisor at Kathryn.holland@birmingham.gov.uk

4.2.1 Going4Success careers events

The Going4Success careers events launched in autumn 2015 and two further events took place in the spring and summer term of 2016

The purpose of the events is to raise the aspirations and increase the vocational knowledge of our young people and their carers. The autumn term event had a multi vocational focus that comprised of a number of workshops including theatrical make up, public services, motor vehicle maintenance, construction and art and design.

The spring term event focused on careers in health and was delivered by reward partner HealthTec and hosted at North Birmingham Academy. The interactive workshops for young people included paramedics, first aid and medical engineering.

The summer term event was hosted and delivered by the REP theatre and the event included a number of interactive workshops for young people including wigs and make up, lighting and sound, backstage tours, set design and props.

Each event has a tailored interactive session for carers on a number of topics.

Over 260 young people and carers attended the 2015/16 careers events.

Moving forward the 2016/17 careers events will have a focus on higher education and apprenticeship will take place at venues across the city.

For further information on the Virtual School Careers events contact: Juliette Walton, Virtual School Advisor at Juliette.walton@birmingham.gov.uk

4.3 Laptops to support with educational attainment

In 2015 a successful application was made to the Service Birmingham staff benefit fund. The application was to provide 60 laptops for young people in care across Birmingham who are entering higher education and did not have access to a computer.

This project was put in place to meet a current funding gap for young people in care, giving them access to laptops in order to support their progression into continued education.

The project has been administered through the Birmingham Virtual School, who already have and continue to build up relationships and trust.

The safeguarding of the young people whilst online has been paramount to the success of the project. Policy Central Monitoring software was installed on all 60 laptops before they were distributed.

By installing Policy Central we have provided a comprehensive and automatic protection for each young person that has received a laptop. A monitoring process and team has been implemented within Birmingham Virtual School, the team take forward any captured identified by the system and action in line with the process.

The impact of this project to date has been huge, both for the individuals involved and for the wider service. For the individual having access to this technology has proven to be a fantastic resource for learning and education, it has enabled young people to feel connected and part of the wider world, and access resources. It has also proven to be a way of accessing job opportunities, completing application forms, paying bills, writing essays – all vital aspects of living in the modern world.

It is primarily an education resource that has helped in raising attainment and aspirations for young people thought this programme

Following the success of this project, a further application to the Service Birmingham staff benefit fund for 60 reconditioned laptops has been approved. By October 2016 120 young people will have laptops provided by Service Birmingham to support with their educational attainment.

Quote from Joanne Craig, Head of Recruitment, Learning & Development, Service Birmingham: "Service Birmingham is always delighted to be able to support local young people and strive to have an impact on their development in education and future careers. Because of our understanding of the importance of education, through our Staff Benefit Scheme we have, to date, given 120 laptops out to assist their learning and widen their research opportunities with access to this resource."

CASE STUDIES

Case Study 1: Afra

Afra has just completed her BTEC Level 2 First Diploma in Travel and Tourism South and City College Birmingham, Hall Green Campus. She has also achieved her Functional Skills Level 1 in English and Maths.

Afra lives in independent council accommodation with her one year old son and has no support from family. She attends college three days a week.

With daily struggles of keeping a house, budgeting and looking after a young child who was sometimes poorly and unable to go to nursery it was not easy for Afra to maintain her place at college and complete the work required to pass the course.

Having this laptop has enabled Afra to complete her coursework at home in the evenings at weekends, and also keep up with her peers by working from home when she has been unable to get to college due to personal circumstances out of her control.

The laptop has also enabled Afra to keep in contact with her Corporate Parent mentor by email and her college tutors and peers which she says has made her feel less isolated.

When Afra was asked for feedback she said, "I could not believe it when my Virtual School worker told me I would be getting this laptop; I never knew that people could be so kind to me.

"It has helped me with my studies and confidence and to be honest I would not have completed my level 2 in travel without being able to study online when my son sleeps in the day or goes to bed. Thank you so much."

Case Study 2: Simon

Simon is really committed to his studies and has aspirations to become an information technology teacher. Unfortunately Simon did not have access to his own computer.

Simon spent a lot of time traveling to his friends in the hope that he could use their PC which was not always possible.

Simon's Virtual School worker nominated him for a laptop to support with his education and also as a way of keeping touch with his fellow students. After three months of receiving the laptop Simon's tutors reported that he was now consistently submitting his assignments on time. Before he received the laptop, Simon was regularly submitting his work two weeks late.

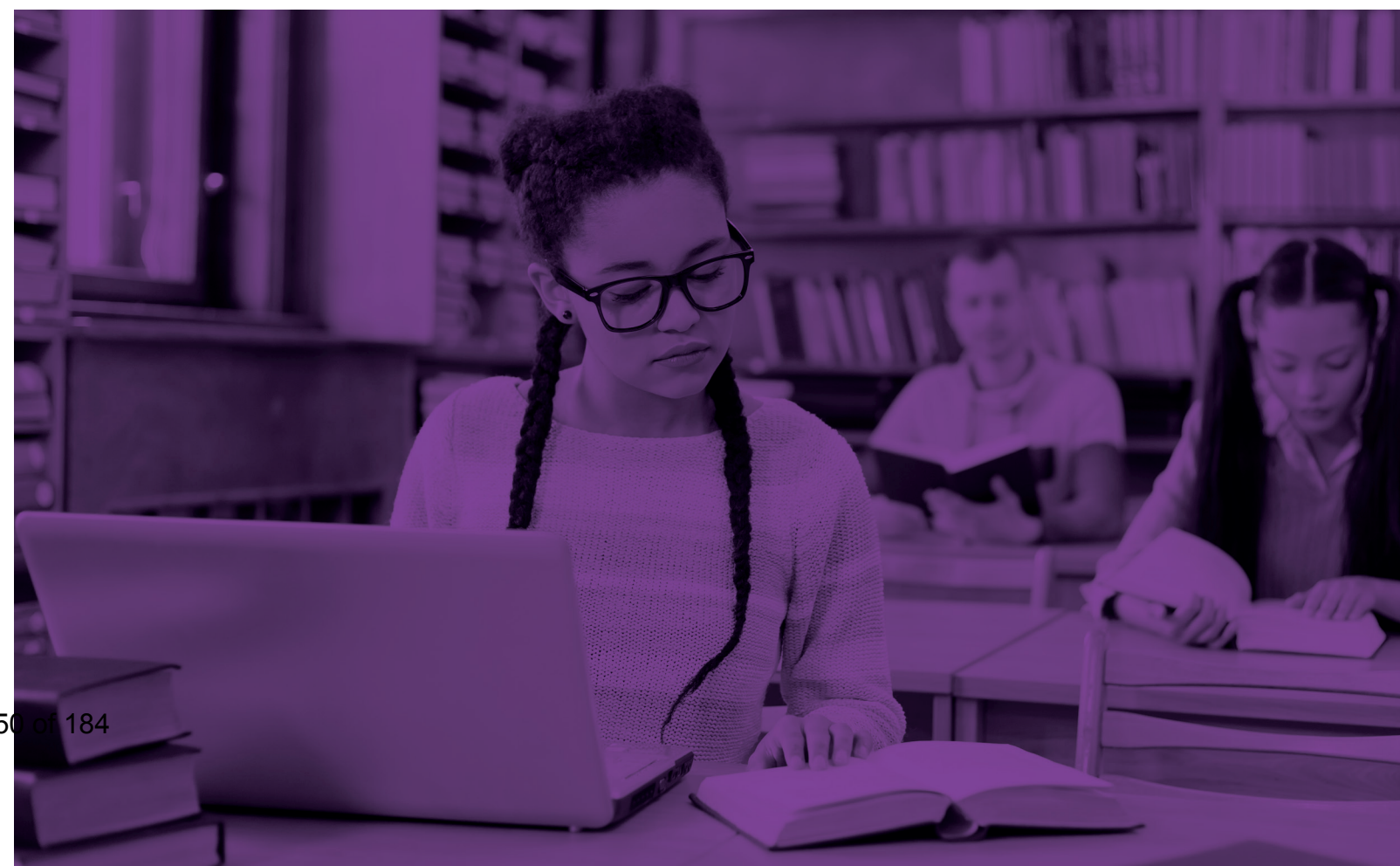
Simon, 18, from South Birmingham, said "Before I had this laptop, I had to go to my friends to do my coursework, talk to others and email my assignments which meant they were never in on time. Now I can do all these things in the privacy of my own home and can even talk to my friends online about coursework. I feel less isolated and my tutors are very pleased."

Case Study 3: Lucy

Having her own laptop has allowed Lucy to continue with her study through her pregnancy by completing work through the online portal at home, particularly in the later stages of pregnancy when Lucy would not have managed the long journey on public transport so frequently.

Lucy, 17, from North Birmingham, said: "As a pregnant mum to be I was still given the opportunity to have a laptop, something I never thought I would have. It has opened up lots of doors for me. I can now comfortably study at home and do not have to go to the library.

"It has also allowed me to look at baby groups that I could join and learn more about what awaits me over the coming months. I have been really thankful for the opportunity to be able to research about how I can continue with my education when my daughter arrives and never knew there were so many options available to me. I cannot thank you enough; the laptop has made a real difference."



5. Elected members responsibilities

Introduction by Councillor Susan Barnett,
Lead Corporate Parent

"Whatever your reasons for wanting to be an elected member, I don't think there can be a more important reason than that of wanting to be part of making change for the children and young people who, for whatever reason, are in the care of Birmingham City Council.

"During my time as a Corporate Parent I have met some of the most brilliant, funny, enchanting children and young people – all of whom I would have been proud had I been their parent. But I can strive to be the next best as their Corporate Parent. I welcome the active participation of all our district corporate parent champions to join with us to try and make a difference in the lives of some of the nicest children you will meet. I look forward to meeting with you all regularly to further our joint task to represent these children to the very best of our combined ability.

"In 2016 the Corporate Parenting Board carried out a series of Corporate Parenting presentations at each of the 10 district meetings. The meetings set out Corporate parenting responsibilities to members, to enable them to get involved in corporate parent activities. Following the presentations each district elected a corporate parent champion to work as part of a team collectively to engage with and support all elected members in their role as Corporate Parents."



5.1 Corporate Parenting District Champions

Duties and Responsibilities

- To be a member and attend monthly Corporate Parent Champion Sessions
- Representation of Children in Care voicing their concerns and successes. Working with all stakeholders to understand and prioritise issues for children and young people in care.
- To represent the views and interests of Birmingham's Children in Care in all aspects of your role.
- To promote a greater awareness and understanding of Corporate Parenting internally and externally.
- Proactively participate in Corporate Parenting development and its review across the district, directorates and agencies.
- To engage with other ward councillors to promote and develop the interest of Children in Care for your district
- To work with BCC officers and BCC partners to ensure successful delivery of Corporate Parenting initiatives for Children in Care.
- Develop an understanding of the care system and the application of threshold and risks.
- Attend appropriate training to ensure the effective understanding of the context and issues with the care system.

"We must continue unequivocally to ensure that all professional staff in the city working with children, and with families... walk in the shoes of a child, and see the world through the eyes of a child, whenever they do something that might affect the life of a child for the better. We want their decisions to be shaped by the children and young people they serve"

Penny Thompson, CBE –
Independent Chair BSCB

Corporate Parenting District Champions will also support elected members in the following areas:

- Build an understanding in all areas of Corporate Parenting
- Actively be more involved
- Receive more training on Corporate Parenting and Regulation 44.
- Support more engagement with children and young people
- Children and young people's themed and consultative events including raising attainment and careers.
- Focused events – on relevant serious issues
- Communication with young people – using technology
- In addition to attending CP board meetings members develop relationships with the frontline workers and with children and families

"We can't put enough emphasis on the role of elected members to ensure the Council acts as an effective Corporate Parent."
Local Government Association

5.2 Regulation 44 and Elected member engagement

Ensuring the safeguarding and the quality of care in Birmingham Children's homes are at the core of the Regulation 44 task. The registered person of the residential home must ensure that:

An independent person visits the children's home at least once each month.

- The independent person must produce a report about a visit ("the independent person's report") which sets out, in particular, the independent person's opinion as to whether:
 - a. children are effectively safeguarded; and
 - b. the conduct of the home promotes children's well-being.

Regulation 44 reports should be a reliable and regular source of external monitoring ensuring the home has the leadership, resources, skilled and supported staff to meet the needs of each child, and provide a safe, facilitating environment. Through the corporate parenting board many elected members of Birmingham City Council have taken on the responsibility of the independent person carrying out these monthly visits.

Role of a visiting member

- Get an understanding of what it is like to live in the home
- Explore the conduct of the home rather than its implementation of policy and procedure, guidance and regulations
- Explore the culture, and atmosphere of the home
- Seek young peoples' experience of living in the home
- Explore how the home is managed and staff approaches to young people
- Make a judgement on how well the home is meeting the needs of the young people living there.
- Get an understanding of how other agencies support the young people and the staff.

Rules for members visits

- Should hold no allegiance to adults working in the home
- Should focus the visit on the quality of care received
- Are not expected to have specialist skills
- Are not expected to be experts on legislation, childcare theories or the management of the home
- Should ask questions and explore the way the home is run
- Are free to ask apparently naïve questions – where staff cannot explain in simple words, either they do not understand it themselves or they are not being entirely open
- Should complete a report of their visit
- Should report any safeguarding concerns immediately

Following the visit by the members a report will be produced and e-mailed to the children's commissioning team. The report will be circulated to the Home Manager, Service Manager and Assistant Director for Children in Care Provider Services for a response. Finally, the responses will then be returned to the visiting Member.

Other seminars for members are being arranged to raise awareness of why children and young people come into care. The issues of CSE and children missing from home or care or education will be highlighted.

Foster Friendly Families and Friends



6. Foster Friendly Families and Friends

The Corporate Parenting Working Group investigated an initiative set-up by The Fostering Network called Foster Friendly Families

Introduction

The Corporate Parenting Working Group investigated an initiative set-up by The Fostering Network called Foster Friendly Families, where employees who foster within an organisation could have additional time off work to support them in their fostering.

The Corporate Parenting working group liaised with the Fostering Network Charity, the Department for Education (who are the government's first Foster Friendly employer) and BCC HR team to identify the initial requirements to adopt the initiative, and then to formulate a policy to implement it across the organisation.

6.1 Supporting Foster Carers and Family & Friends Carers

Birmingham City Council has become one of fewer than 30 councils across the country to establish itself as a Foster Friendly employer. A partnership has now been secured with the University of Birmingham where BCC Foster Carers are being used as mentors. There is no right in law to leave for fostering purposes; however, BCC is now making Fostering Leave available to support employees who are also Local Authority foster carers or family and friends carer. This is in addition to current annual leave provisions, public holiday leave, and flexi-leave where applicable. It is also separate from the current provisions for Special Leave.

Staff can access up to 10 days paid and 10 days unpaid foster carers leave per leave year if they are:

- BCC or other Local Authority foster carer, for example temporary, short term, long term, out of hours emergency or respite fostering
- Caring for a child under a residence or special guardianship order and the child would otherwise be a BCC or other Local Authority 'looked after' child (family and friends carer).

Care Leavers and Apprenticeships

7. Care leavers and apprenticeships

An apprenticeships pathway for young people in care was developed by Employment and Skills team in 2014

Introduction

An apprenticeships pathway for young people in care was developed by Employment and Skills team in 2014 and piloted with a group of nine care leavers, four of whom completed a full year apprenticeship within Birmingham City Council.

Review

The Corporate Parenting Working Group has since undertaken a review in 2015 of similar good practice within other local authorities including Trafford, Derbyshire, Glasgow and Newcastle to see how they are helping to support care leavers to access apprenticeships.

A paper on the good practice findings was presented to Councillor Penny Holbrook, Cabinet Member for Learning, Skills and Culture mid-December 2015 which built upon the previous recommendations from the pilot.

Ongoing actions include:

- To ensure a pathway of support through the Youth Employment Initiative (YEI) for all care leavers who are NEET; this being an approximate cohort of 320 young people. The coordination of this work will be undertaken through a dedicated employed within 18+ service who will work with the successful commissioned organisations to deliver this support.
- A care leavers' forum has been established and has begun to meet regularly.
- The BCC Care Leavers 18+ Team are currently progressing an offer made by University Hospital Birmingham (UHB) to take on up to 60 young people in care or leaving care via their Learning Hub through a mixture of pre-apprenticeship training and apprenticeships.

Pathway Planning accommodation and support

8. Pathway Planning accommodation and support

In January 2016 the CP group alongside elected members co-chaired an initial presentation workshop regarding Care Leavers Accommodation

Introduction

In January 2016 the CP group alongside elected members co-chaired an initial presentation workshop held with a number of key stakeholders regarding Care Leavers Accommodation and the Support Framework around it. Feedback was collated from the workshop and has been used to shape and inform a proposed project approach and key deliverables.

A further joint session has been held with existing accommodation and support service providers for both the Placements service and young people Supporting People providers.

A stakeholder session is planned for the end of September 2016 with key stakeholders within health and the wider third sector commissioned providers particularly those providing services to young people in relation to their mental health and wellbeing and substance misuse.

The intention of this exercise is to:

- Inform and gain support of all stakeholders of Birmingham intention to embed the St Basils/Barnardo's Care Leavers Accommodation and Support Framework model in Birmingham.
- Gain intelligence of existing services to map the current service offers, determine the gaps that exist and inform any market re shaping that is required in order to embed the Pathway model in Birmingham.

Alongside this work a needs analysis and strategy document is being prepared with input from Public Health which will provide an evidence base for the future commissioning intentions.

To further support this development Birmingham has been successful in securing some Local Government Association funding under its efficiency programme.

The aim of which is to undertake a challenge of local authority systems, processes, commissioning arrangements and social work responses which currently result in some very expensive accommodation options for 16/17 year olds.

A second element to the LGA funding is to explore a resilience building skills programme for young people. Work is currently underway to explore this option with Birmingham University and St Basils.

In February 2016 the corporate parenting task and finish group chaired a project meeting to agree the scope for the re-design and improvement of the Care Leavers' accommodation pathway and to start building a clear project plan for the projects key objectives. This would include:

- A clear project structure
- Agreed products
- Agreed resources needed to deliver it
- To identify risks, issues and dependencies associated with the work

The project scope covers

- Young people (from 16 and 17 year olds in care and 18-25 care leavers) for whom we are the corporate parent.
- The pathway assumes that this is likely to impact on the 15.5+ age group.
- This will be an holistic view of all of the needs of young people who will be travelling the leaving care journey.
- The project covers the accommodation and support pathway.
- This project does not cover the wider pathway plan, unless identified for particular cohorts.
- The project does not cover the interim arrangements being put in place with 16+ supported accommodation providers

The project approach is based on Product-based planning:

- Core idea in PRINCE2 projects
- Iterative
- Looks at what needs to be produced to deliver the project

A young person with curly hair and a flower headband is holding a cardboard sign that says "HELP". The image is overlaid with a purple tint.

CSE and Missing young people

The potential of deliverables in service design include:

- An as-is summary
- Including current position relating to practice and commissioned services, data analysis
- Needs Analysis
- Future Delivery Options
- Agreed Design Principles
- Agreed Future Delivery Model including high-level processes

The potential deliverables in practice changes includes:

- Agreed Policies
- Agreed Procedures
- Agreed Staff Guidance
- Agreed Staff Changes (if any)
- Agreed Pathway Plan
- Agreed Electronic Form Changes
- Agreed Training Plan
- Agreed Training Content
- Agreed partnership arrangements

The project is now in the phase of initial scoping before a comprehensive project initiation document (PID) is compiled and presented to the service for discussion and project approval.

9. CSE and missing young people

Children who are Looked After by the Local Authority can be more vulnerable to exploitation

Introduction

Children who are Looked After by the Local Authority can be more vulnerable to exploitation. It is therefore important that all people who are involved in caring for children and young people are able to recognise the possible indicators of child sexual exploitation.

Child protection

Children in care are subject to the same child protection procedures as those who live with their own families, however their needs may be different and for this reason their Independent Reviewing Officer must be kept informed of any concerns relating to child sexual exploitation or any other form of suspected abuse. The child / young person's Care Plan must include a strategy to keep them safe and it must be updated and reviewed regularly.

CSE

There are specific concerns about the links between children running away and the risks of sexual exploitation. Many looked after children missing from their placements are vulnerable to sexual and other exploitation, especially children in residential care.

New policy and procedures have now been issued and the Corporate Parenting Board will be championing issues of CSE and Missing as one its 2016 priorities. These policies provide a framework for all agencies to do the following:

Prevent and Protect

We should all be aware of the risk indicators and factors to consider whether a child is at risk of sexual exploitation. This is a form of abuse and is everyone's responsibility to act upon which is in line with a child's best interests.

Vulnerability and Risk Management

Where it has been recognised that a child is at risk, has been targeted or is being exploited, services to work together to manage vulnerability and risk. This will usually be coordinated by Family Support Services or Children's Social Work Service and involves multi-agency partnership working.

Pursue

Services should work in partnership to disrupt perpetrator activity.

This will include sharing information between the police and services working with children and adults, the business sector and the wider community.

Children running away and going missing from care, home and education is a central issue for Birmingham Safeguarding Children Board. The board recently undertook an audit of a small number of children/young people who had an allocated social worker, some of these were children in care. The learning from the audit has been shared at the Executive Board held in August and highlighted the importance of all agencies working together effectively to safeguard children and young people.

In addition there is training available for all practitioners to raise awareness around CSE details of this can be found on the BSCB website.

To assist in achieving the above there are now three CSE co-ordinators in post who are currently chairing the Multi Agency Child Sexual Exploitation meetings and therefore have an overview of intelligence gathered which should assist with informing the strategies to be put in place by Missing Operational Group to address concerns in relation to perpetrators and/or places within the city. The co-ordinators are linked to the three areas- North/West Central, East and South and are building links with the family support and social work teams.

So what can you/we do:

- Listen to the voice of the child
- Ensure you are familiar with Right Service, Right Time document, the CSE and Missing Procedures and Policy
- Ensure you adopt the principles of these when working with young people
- Use the Force Information Bureau form- this is a form that anyone can complete and forward to the police. The aim is for the police to consider information/intelligence to inform the risks perpetrators may pose and to safeguard children. The information you have may help complete the jigsaw!
- If in doubt ask!

For further information contact

Natalie Loon

Corporate Parenting Coordinator

CorpParent@birmingham.gov.uk



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

Chair: Cllr Susan Barnett

Committee Members: Cllrs: Sue Anderson; Matt Bennett; Kate Booth; Barry Bowles; Debbie Clancy; Shabrana Hussain; Julie Johnson; Chauhdry Rashid; Valerie Seabright; Martin Straker-Welds and Alex Yip

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

Officer Support: Link Officer: Seamus Gaynor

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

Committee Manager: Louisa Nisbett (303 9844)

1 Priority Issues

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

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

1.2 Annual reports/updates on:

- School places sufficiency
- School attainment
- Birmingham Safeguarding Children Board (BSCB)
- Portfolio Budget
- Youth Justice Strategic Plan



2 Meeting Schedule

All at 2 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
15 June 2016 Committee Room 2	Informal Meeting to discuss the Work Programme	
20 July 2016 Send out: 12 Jul 2016	<p>The Education and Children's Social Care Improvement Journey.</p> <ul style="list-style-type: none"> Andrew Christie, Children's Commissioner for Birmingham to provide a SWOT analysis (robustness & risks). Will be available from 3.30pm. Cabinet Member for Children, Schools and Families (discussion to include: Children's Services Voluntary Trust & SEN Commission) Peter Hay, SD for People Alastair Gibbons, Executive Director for Children Services <p>Outcome: <i>These discussions have informed the work programme.</i></p>	
21 September 2016 Send out: 13 Sep 16	<p>Voluntary Children's Trust (2pm – 2.30pm)</p> <p>Outcome: <i>Sessions will be built for Overview and Scrutiny and the wider political consultations/discussions.</i></p>	Councillor Brigid Jones and Peter Hay, Strategic Director for People
	<p>Inclusion Commission (2.30pm - 3pm)</p> <p>Outcome:</p> <ul style="list-style-type: none"> <i>Information on the six work streams provided.</i> <i>The process for appointing the young person and other representatives on the Inclusion Commission provided.</i> <i>An update on the Inclusion Commission to be made at either the December 2016 or January 2017 committee meeting.</i> 	Councillor Brigid Jones and Colin Diamond, Executive Director for Education



All at 2 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
	<p>Birmingham Education Partnership (BEP) to discuss school improvement. This includes:</p> <ul style="list-style-type: none"> • Summary of the work BEP do for BEP Members and then the work they are contracted to do under the BCC contract to set the context. • First year contract review. • Whether BEP is making a difference? • Whether BEP/BCC undertakes a survey? • How BEP broker relationships. <p>Outcome: <i>School attainment to be discussed more fully at the 22nd March 2017 committee meeting and Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, BEP to be invited.</i></p>	<p>Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, BEP</p> <p>Colin Diamond as the Council's Commissioner</p>
<p>12 October 2016</p> <p>Send out: 4 Oct 2016</p>	<p>Tracking: Children Missing from Home and Care Inquiry (previous progress report received April 2016)</p> <p>Outcome: <i>Progress noted and there will be a report back on 26th April 2017. To include the key measures of success that will be used and the WMP to come back with case studies.</i></p>	<p>Claire Bell, West Midlands Police and Tony Stanley, Chief Social Worker</p>
	<p>Update on Child Sexual Exploitation (CSE). To include a tracking report on Rec 6: awareness raising and licencing</p> <p>Outcome: <i>Rec 6 was agreed as achieved – late. To report back on 26th April 2017. To include further analysis around trends.</i></p> <p><i>Licensing redrafted the letter to taxi drivers and Members were asked for comments.</i></p>	<p>Claire Bell, West Midlands Police, Alastair Gibbons, Executive Director for Children Services, Debbie Currie, AD Child Protection, Performance & Partnership, Cathryn Greenway, Senior Commissioning Officer and Emma Rohomon, Licensing Manager</p>
	<p>Missing from Education</p> <p>Outcome: <i>An updated Appendix 3 – weekly CNES report was forwarded.</i></p> <p><i>Cllr Valerie Seabright to set up a working group to look at wider issues, e.g. exclusions and transport.</i></p>	<p>David Bishop, Head Of Service - Alternative Provision & Independent Education and Julie Young, AD - Education & Skills</p>



All at 2 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
23 November 2016 Send out: 15 Nov 2016	Birmingham Safeguarding Children Board (BSCB) Annual report. Discussion to include: <ul style="list-style-type: none"> • Update on listening to children voices • Lessons learned from serious case reviews • Children trafficked into the UK • Issues arising from Section 11 and 175 audits (including how many schools haven't completed) • The strength of the partnership and capacity to prioritise safeguarding • Listening to Social Workers voices <p>Outcome: <i>Report noted and information on young people who self-harm to be provided.</i></p>	Penny Thompson, Chair of BSCB and Simon Cross, Business Manager
	Citywide School Attainment Statistics – Headline data <ul style="list-style-type: none"> • Whether the different styles of moderation in schools have impacted on results of key stage 2. • Is there information about trends in the schools 'requiring improvement' and in the 'outstanding' schools? <p>Outcome: <i>Members updated and trends with our statistical neighbours to be included in the detailed school attainment statistics to be presented on 22nd March 2017.</i></p>	Richard Browne, Intelligence Manager, Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, BEP
	School Places Sufficiency Update <p>Outcome: <i>Members updated and Officers to investigate Member consultation for a school expansion in Weoley Ward.</i></p>	Emma Leaman, AD - Education & Infrastructure; Lucy Dumbleton and Julie Newbold
7 December 2016 Send out: 29 Nov 2016	Cabinet Member for Children, Schools and Families Six Month Update. To include: <ul style="list-style-type: none"> • Improvement and challenges following Ofsted's full inspection • Budget position • Inclusion Commission (either Dec or Jan) <p>Outcome: Members to be provided with:</p> <ul style="list-style-type: none"> • <i>The current and proposed funding formula for early years to the three different sectors for each child per hour, including the percentage that is passed on.</i> • <i>The ongoing funding for school improvement when the figures have been released by Government and the future role of Birmingham Education Partnership.</i> 	Councillor Brigid Jones, Alastair Gibbons and Colin Diamond



All at 2 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
	<p>Multi-Agency Safeguarding Hub (MASH) / Children's Advice and Support Service (CASS). To include how the Social Worker teams are working together (ASTI etc) and the number of:</p> <ul style="list-style-type: none"> • Referrals • Re-referrals • School referrals and the number of school referrals followed up / not followed up • Referrals and re-referrals dealt with within/outside targets <p>Outcome</p> <ul style="list-style-type: none"> • <i>The improvement plan to be forwarded to the committee.</i> • <i>A briefing note that set out the communication plan was circulated 17.1.17.</i> • <i>An update will be provided following Ofsted's return.</i> 	Kay Child, AD, Integrated Services East and Liz Elgar, Head of Service
	<p>Youth Justice Strategic Plan 2016 – 17. To include the number of re-offending rates over time.</p> <p>Outcome</p> <ul style="list-style-type: none"> • <i>The 2017/18 Youth Justice Strategic Plan to be programmed into the Committee's work programme.</i> • <i>Members who wish to visit the youth offending teams to let the scrutiny office know their availability for the visits.</i> 	Dawn Roberts, AD, Early Help and Trevor Brown, Head Of Youth Offending Services
<p>25 January 2017</p> <p>Starts at 1pm</p> <p>Send out: 17 Jan 2017</p>	<p>Evidence gathering for the Corporate Parenting Inquiry</p> <p>Outcome</p> <ul style="list-style-type: none"> • <i>Report to go to City Council on the 4 April 2017.</i> 	Andy Pepper, AD, Children in Care Provider Services
<p>8 February 2017</p> <p>Send out: 31 Jan 2017</p>	<p>Progress on the Child Poverty Commission's recommendations – not discussed at committee before.</p>	Cllr Waseem Zaffar, Cabinet Member for Transparency, Openness and Equality, Marcia Wynter, Jacqui Kennedy, Strategic Director for Place
	<p>Evidence gathering for the Corporate Parenting Inquiry:</p> <ul style="list-style-type: none"> • District Corporate Parent Champions • Independent Reviewing Officers 	<p>Andy Pepper, AD, Children in Care Provider Services</p> <p>Debbie Currie, AD, Child Protection, performance & Partnership & Charles Greer, HOS, Independent Reviewing Officers</p>



All at 2 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
22 March 2017 Send out: 14 Mar 2017	Christine Quinn, West Midlands Regional Schools Commissioner	Rachael McNaney, PA to Christine Quinn
	School Attainment Statistics for Secondary and Primary Schools (detail building on headline statistics reported on 15 November 2016). Update to include trends with our statistical neighbours. Secondary detailed statistics for previous year discussed at 16 March 2016 committee meeting Primary detailed statistics for previous year discussed at 10 February 2016 committee meeting	Colin Diamond / Richard Browne Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, BEP
	Inclusion Commission	Councillor Brigid Jones, Suman McCarthy, Alastair Gibbons and Colin Diamond (tbc)
	Disability Service for Children	Alastair Gibbons, Yvette Waide / Chris Bush
26 April 2017 Send out: 18 Apr 2017	Update on Children Missing from Home and Care Last discussed at 12 Oct 2016 committee meeting.	Claire Bell, West Midlands Police, Tony Stanley, Chief Social Worker and Debbie Currie, AD Child Protection, Performance & Partnership
	Update on CSE. To include the role of schools. Last discussed at 12 Oct 2016 committee meeting.	Claire Bell, West Midlands Police, Alastair Gibbons, Executive Director for Children Services, Debbie Currie, AD Child Protection, Performance & Partnership, Cathryn Greenway, Senior Commissioning Officer and Emma Rohomon, Licensing Manager Colin Diamond, Julie Young and Jon Needham TBC
	Radicalisation Agenda	Tony Stanley, Chief Social Worker
	Schools, Children and Families O&S Committee's 2017/18 Work Programme	Scrutiny Office



3 Outstanding Tracking

Inquiry	Outstanding Recommendations	Date of Tracking
We need to get it right: A health check into the Council's role in tackling Child Sexual Exploitation (CSE)	R6 - Awareness raising and licencing.	Tracking Completed
Children Missing from Home and Care	R2 – Develop an overarching strategy for missing children so responsibilities are clear and understood, risk is managed well, especially for looked after children and persistent runaways, information is shared effectively and appropriate support is in place for children and families.	Update received: 12 October 2016

4 Visits

- 4.1 A visit to Leeds City Council on the 2nd August 2016: Education Awards Appeals (Home to School Transport), Special Educational Needs (SEN), Leeds Safeguarding Childrens Board & Leeds' Scrutiny.
- 4.2 Further visits to be arranged to social work teams to talk to front line staff (South Area – Lifford House visited on 22nd July 2016).
- 4.3 Children in Care Council (CiCC) and work experience visit on 12th August 2016.
- 4.4 Visits to the Youth Offending Service to be arranged.

5 Inquiry

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

Inquiry – Corporate Parenting (TBC)

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

6 Working Groups

- 6.1 The committee have discussed 'children missing from school' and Cllr Valerie Seabright to set up a working group to look at the wider issues of children 'missing education', e.g. permanent exclusions.
- 6.2 A Working Group to assist with the Council's Early Years Review: Early Education and Childcare



Offer has been set up:

Early Years Review: Early Education and Childcare Offer	
Working Group Members: Cllr Susan Barnett, Cllr Sue Anderson, Samera Ali, Evette Clarke & Cllr Shabrana Hussain	
Key Officer(s): Emma Leaman, AD, Education and Infrastructure, Lindsey Trivett, Acting Head of Early Years and Gill King, Inclusion Support Manager	
Terms of Reference	<p>The City Council is undertaking a programme of work for the Early Years Review into Early Education and Childcare Offer. The Working group will:</p> <ul style="list-style-type: none"> Contribute and add value to the Special Educational Needs and Disabilities (SEND) report and roll out. This includes: <ul style="list-style-type: none"> Contribute to the draft report and recommendations from the Focus Group meetings (this will also be shared with all Committee Members). Assistance with the promotion of the launch. Contribute to improving the insufficient take up of nursery places for 2 year olds. This may include: <ul style="list-style-type: none"> Briefing sessions (the Q&A could lead to a short report from the Working Group). The voice of the parents and the impact. Visits.

7 To be Programmed

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

8 Useful Acronyms

ASTI = Assessment and Short Term Intervention BEP = Birmingham Education Partnership BESD =Behavioural, Emotional, Social Difficulties BSCB = Birmingham Safeguarding Children Board CAF = Common Assessment Framework CAFCASS = Child & Family Court Advisory Support Service CAMHS = Child and Adolescent Mental Health Services CASS = Children's Advice and Support Service CEOP = Child Exploitation and Online Protection CHIPS = Challenging Homophobia in Primary Schools CIC = Children in Care CICC = Children in Care Council COBS = City of Birmingham School CPD =Continuing Professional	DFE =Department for Education DCSC = Disabled Children's Social Care DV = Domestic Violence EDT = Emergency Duty Team EFA = Education Funding Agency EHC = Education, Health and Care plan (to replace SEN statements from Sept 2014) EHE = Elective Home Education EWS = Education Welfare Service EYFS = Early Years Foundation stage FCAF = Family Common Assessment Framework FGM = Female Genital Mutilation FSM = Free School Meals FSW = Family Support Worker IA = Initial Assessment IAT = Integrated Access Team IRO = Independent Reviewing Officer Key Stage 1(Ages 5-7) Years 1 and 2 Key Stage 2 (Ages 7-11) Years 3, 4, 5 and 6 Key Stage 3 (Ages 11-14) Years 7, 8 and 9	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 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
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Development CPR = Child Protection Register CRB = Criminal Records Bureau CSE = Child Sexual Exploitation CTB = Children's Trust Board	Key Stage 4 (Ages 14-16) Years 10 & 11 Key Stage 5 (ages 16 – 18) LAC = Looked After Children LACES = Looked After Children Education Service LADO=Local Authority Designated Officer LSCB = Local Safeguarding Children Board	Disability SEDP = Special Education Development Plan SGOs = Special Guardianship Orders TA=Teaching Assistant TAF = Team Around the Family UASC = Unaccompanied Asylum Seeking Children YDC = Young Disabled Champions YOS = Youth Offenders Service YOT = Youth Offending Team
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9 Forward Plan for Cabinet Decisions

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

ID Number	Title	Proposed Date of Decision
000232/2015	School Organisation Issues which may include Closures, Amalgamations, Opening of a new school – Standing Item	20 Sep 16
000732/2015	Provision of Additional Places at Harborne Primary School (Lordswood Academy Annexe) to meet Immediate Need and Demographic Growth for September 2016 Onwards – FBC	17 Feb 17
001955/2016	Harper Bell Seventh Day Adventist School conversion to Academy status	30 Jan 17
002307/2016	Council run Day Care Services – Review of delivery and future options for sustainability	17 Feb 17
002600/2016	Unattached School Playing Fields – Disposal for Development	17 Feb 17
002873/2017	Early Years Capital Funding – Outcome of Bid - PUBLIC	17 Feb 17
002890/2017	Voluntary Children's Trust	30 Jan 17
002981/2017	Elms Farm Primary School – Full Business Case & Contract Award - Public	30 Jan 17
002982/2017	Pension Arrangements for staff transferred out of Cityserve following outsourcing by a City Council School	30 Jan 17
002997/2017	Primary and Secondary School Coordinated Scheme, Admission Arrangements and Admission Numbers – September 2018/2019	20 Feb 17

Details

Status:	Decision Proposed
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Title:	Proposal to Expand Moor Hall Primary School by Enlargement
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Reference:	003210/2017
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Details:	Report of the Strategic Director for People
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Implementation Date (not before Meeting Date):	Mon 30 Jan 2017
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Purpose:

To seek determination of the statutory proposal to permanently expand Moor Hall Primary School by enlargement of 30 places in each year group (additional one form entry; 1FE) with effect from 1st September 2017. If approved, it is intended that the school will grow year-on-year with an admission of up to 60 places (2FE) into Reception from September 2017 and continue to admit up to 60 places (2FE) into Reception each year thereafter.

Key Portfolio:	Children, Families and Schools
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Include Item on Forward Plan / Key Decision:	No
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Reason for Key Decision:	
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Decision

No	Page 71 of 184
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**Urgent Decision -
Not in Forward
Plan:**

Is Private: No

**Decision
Outcome:**

On 31 January 2017, the Cabinet Member for Children, Families and Schools, jointly with the Strategic Director for People, approved, having taken account of the statutory guidance, the proposal to expand Moor Hall Primary School by enlargement, thereby increasing the capacity of the school by 30 places per year group (210 pupils in total) starting with effect from 1st September 2017. THE DEADLINE FOR REQUESTS FOR CALL-IN IS FRIDAY, 3 FEBRUARY 2017 AT 1600 HOURS.

Miscellaneous

Reg 10

Reg 11

Decision Criteria

This Decision does not contain any decision criteria records.

Wards

Sutton Trinity

Topics

This Decision does not contain any Topic records

Overview and Scrutiny

Schools, Children and Families Overview and Scrutiny Committee



Appendix 2: Request for Call In – Pro-forma

To: David Smith

Committee Services, Room 315, Council House.

E-Mail: LESCommitteeServicesAll@birmingham.gov.uk (marked "For the attention of Dave Smith")

Date: 1st February 2017

Please arrange for a meeting of the Schools, Children and Families O&S Committee

to be called to discuss the following executive decision:

Title: Proposal to Expand Moor Hall Primary School by Enlargement

Taken By: Joint Cabinet Member and Chief Officer

On: 31st January 2017

Reason for request:

- | | | |
|--|--|--------------------------|
| (a) Is the Executive decision within existing policy? | 1. the decision appears to be contrary to the Budget or one of the 'policy framework' plans or strategies; | <input type="checkbox"/> |
| | 2. the decision appears to be inconsistent with any other form of policy approved by the full Council, the Executive or the Regulatory Committees; | <input type="checkbox"/> |
| | 3. the decision appears to be inconsistent with recommendations previously made by an Overview and Scrutiny body (and accepted by the full Council or the Executive); | <input type="checkbox"/> |
| (b) Is the Executive decision well-founded? | 4. the Executive appears to have failed to consult relevant stakeholders or other interested persons before arriving at its decision; | ✓ |
| | 5. the Executive appears to have overlooked some relevant consideration in arriving at its decision; | ✓ |
| | 6. the decision has already generated particular controversy amongst those likely to be affected by it or, in the opinion of the Overview and Scrutiny Committee, it is likely so to do; | ✓ |
| | 7. the decision appears to be particularly "novel" and therefore likely to set an important precedent; | <input type="checkbox"/> |
| | 8. there is a substantial lack of clarity, material inaccuracy or insufficient information provided in the report to allow the Overview and Scrutiny Committee to hold the Executive to account and/or add value to the work of the Council. | ✓ |



(c) Has the Executive decision been properly taken?

9. the decision appears to give rise to significant legal, financial or propriety issues; ✓

10. the notification of the decision does not appear to have been in accordance with council procedures; ☐

(d) Does the Executive decision particularly affect a District?

11. the decision appears to give rise to significant issues in relation to a particular District. ☐

Councillor

(Signed)

CLLR MACKEY

(Print Name)

Councillor

(Signed)

CLLR WADDINGTON

(Print Name)



Appendix 3: Criteria For 'Call In'

These are the criteria against which the Council expects an O&S Committee to judge any "request for call in". The Council does NOT expect an Overview and Scrutiny Committee to call in an Executive decision UNLESS one or more of the following circumstances applies –

	(a) Is the Executive decision within existing policy?
1	the decision appears to be contrary to the Budget or one of the 'policy framework' plans or strategies;
2	the decision appears to be inconsistent with any other form of policy approved by the full Council, the Executive or the Regulatory Committees;
3	the decision appears to be inconsistent with recommendations previously made by an Overview and Scrutiny body (and accepted by the full Council or the Executive);
	(b) Is the Executive Decision well-founded?
4	the Executive appears to have failed to consult relevant stakeholders or other interested persons before arriving at its decision;
5	the Executive appears to have overlooked some relevant consideration in arriving at its decision;
6	the decision has already generated particular controversy amongst those likely to be affected by it or, in the opinion of the Overview and Scrutiny Committee, it is likely so to do;
7	the decision appears to be particularly "novel" and therefore likely to set an important precedent;
8	there is a substantial lack of clarity, material inaccuracy or insufficient information provided in the report to allow the Overview and Scrutiny Committee to hold the Executive to account and/or add value to the work of the Council.
	(c) Has the Executive decision been properly taken?
9	the decision appears to give rise to significant legal, financial or propriety issues;
10	the notification of the decision does not appear to have been in accordance with council procedures;
	(d) Does the Executive decision particularly affect a District?
11	the decision appears to give rise to significant issues in relation to a particular District.

BIRMINGHAM CITY COUNCIL

PUBLIC REPORT

Report to:	CABINET MEMBER FOR CHILDREN, FAMILIES & SCHOOLS JOINTLY WITH THE STRATEGIC DIRECTOR FOR PEOPLE
Report of:	Assistant Director for Education Infrastructure and Early Years
Date of Decision:	January 2017
SUBJECT:	PROPOSAL TO EXPAND MOOR HALL PRIMARY SCHOOL BY ENLARGEMENT
Key Decision: No	Relevant Forward Plan Ref:
If not in the Forward Plan: (please "X" box)	Chief Executive approved <input type="checkbox"/> O&S Chairman approved <input type="checkbox"/>
Relevant Cabinet Member(s):	Councillor Brigid Jones, Cabinet Member Children Families and Schools
Relevant O&S Chairman:	Councillor Susan Barnett, Schools, Children and Families Overview and Scrutiny Committee
Wards affected:	Sutton Trinity

1. Purpose of report:
<p>1.1 To seek determination of the statutory proposal to permanently expand Moor Hall Primary School by enlargement of 30 places in each year group (additional one form entry; 1FE) with effect from 1st September 2017. If approved, it is intended that the school will grow year-on-year with an admission of up to 60 places (2FE) into Reception from September 2017 and continue to admit up to 60 places (2FE) into Reception each year thereafter.</p>

2. Decision(s) recommended:
<p>That the Cabinet Member for Children, Families and Schools, jointly with the Strategic Director for People:-</p> <p>2.1 Approve, having taken account of the statutory guidance, the proposal to expand Moor Hall Primary School by enlargement, thereby increasing the capacity of the school by 30 places per year group (210 pupils in total) starting with effect from 1st September 2017.</p>

Lead Contact Officer(s):	David Board (Programme Co-ordinator) Lucy Dumbleton (School Organisation Manager)
Telephone No: E-mail address:	0121 303 8847 david.board@birmingham.gov.uk lucy.dumbleton@birmingham.gov.uk

3. Consultation

3.1 Internal

During the pre-statutory and statutory consultation periods, information about the proposal was shared with the following consultees: Executive Member for Sutton Coldfield, Ward Councillors for Sutton Trinity and relevant officers across the Local Authority (LA). The information was shared by email on the 26th September 2016 as part of the pre-statutory period and again on 3rd November 2016 as part of the statutory period when members were invited to comment. A copy of the full proposal documents are in Appendix 1.

3.2 External

The proposal has been fully consulted upon in line with the requirements set out in statutory guidance "Making 'prescribed alterations' to maintained schools – statutory guidance for proposers and decision-makers" published by the Department for Education (DfE) in April 2016. See Appendix 5 for an extract of this guidance.

A pre-statutory consultation was carried out from the 26th September 2016 in line with DfE best practice. Information about the proposal was publicised to the following consultees: parents, teaching staff, non-teaching staff and governors of Moor Hall Primary School. The proposal document was publicised in the following ways: addressed letters, information displayed on the school website and at a public meeting at the school. Please see Appendix 3 for a copy of the pre-statutory document that was shared.

A four week representation period commenced on 3rd November 2016 through the publication of a statutory notice. During this statutory consultation period, information about the proposal was publicised to the consultees from the pre-statutory period and the following additional consultees: Birmingham Schools, neighbouring Local Authorities, The Archdiocese, The Anglican Diocese of Birmingham, trade unions and Member of Parliament for Sutton Coldfield. All consultees were invited to comment. The information was publicised in the following ways: public notice displayed at the school, the school's webpages, a public notice in the Birmingham Post newspaper, the LA BeHeard webpage, the LA Education Notice Board, emails and at a public meeting at the school. Please see Appendices 1 and 2 for a copy of the full proposal and public notice. 41 responses were received in total. Responses to the consultation and an analysis of those responses are included in Appendix 4 to this report.

4. Compliance Issues:

4.1 Are the recommended decisions consistent with the Council's policies, plans and strategies?

Once implemented, these proposals will support the LA to meet its statutory duty to provide pupil places and to promote diversity and increase parental choice in planning and securing provision of school places (Section 14 Education Act 1996 and Education & Inspections Act 2006). The proposal for expansion of Moor Hall Primary School falls in line with the Additional Primary Places Programme to enhance the school offer and access to outstanding school provision for local pupils and their families.

4.2 Financial Implications (Will decisions be carried out within existing finance and Resources?)

The expansion of the school, along with the associated remodelling work, is part of Phase 6 of the Additional Primary Places Programme (APP6) and will be funded through DfE capital allocation for Basic Need. The project will be managed by Education and Skills Infrastructure (EdSI) in conjunction with ACIVICO and delivered through the Construction West Midlands (CWM) framework.

The existing bulge-class at the school (year 3 September 2016) was accommodated within a temporary Learning Chalet erected on the school site.

Project costs for Moor Hall Primary School are estimated at £3.1M. The Full Business Case will be brought to Cabinet in due course to approve the construction work necessary to create the additional accommodation required for the permanent expansion from September 2017. Cabinet approved the School Capital Programme 2016-2017 on 28th June 2016. All other previous school expansions up to and including 2015 have been approved by Cabinet.

Revenue funding for the additional pupils will be from the Dedicated School Grant (DSG) and generated through the relevant and prescribed DSG formulas for mainstream provision.

4.3 Legal Implications

This report exercises powers contained within section 19 and 21 of the Education and Inspections Act 2006 and Schedule 2 and Schedule 3 of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 (the "Prescribed Alterations Regulations"), by which the LA has the power to make statutory proposals affecting schools in its area and to determine them.

4.4 Public Sector Equality Duty (see separate guidance note)

An updated Equality Assessment initial screening was carried out in December 2013 against the School Organisation Change Process, which identified that a full impact assessment was not required. No events have occurred since then which would require the preparation of a fresh screening in respect of these recommendations.

5. Relevant background/chronology of key events:

- 5.1 The LA has a statutory duty to provide pupil places and to secure diversity in the provision of schools and increase opportunities for parental choice (Section 14(3A) Education Act 1996 and Education & Inspections Act 2006).
- 5.2 Annual receipts of birth data provided by the Office of National Statistics have evidenced a sustained increase since 2001 and the number of young people in the city therefore has increased considerably. Combined with increasing levels of cohort growth due to migration, there is considered to be an ongoing need to provide additional primary school places across the city. Edition 3 of the Education Sufficiency document dated November 2015 detailed the impact of increased birth rates and increased cohort growth in areas of Birmingham on the supply of mainstream school places. Forecasts demonstrate the need for additional primary places in Sutton Coldfield to meet current and forthcoming demand. In response to this a planned programme of additional places has been implemented.
- 5.3 All schools were invited to submit an Expression of Interest (EOI) if they were interested in providing additional primary school places. The Governing Body of Moor Hall Primary School submitted an EOI. The EOI was reviewed and approved by a panel in April 2016. After an evaluation and relevant due diligence checks, the school was: considered to be in the right locality to meet the requirements, operating at an Ofsted rating of Outstanding, able to accommodate additional class-bases and popular with local families. The potential for overprovision in neighbouring schools was also reviewed and it was considered appropriate to continue with a proposal for permanent expansion at the school from 2017 in order to meet local demand. In the meantime the school was able to assist with responding to in-year pressures and was able to offer an additional 30 places in year 3 in September 2016, accommodated within a temporary Learning Chalet erected on the school site

- 5.4 The proposal for expansion at the school has been developed with the support of LA officers and its Governing Body; with EdSI leading the project.
- 5.5 In compliance with DfE guidance, a pre-statutory consultation was carried out on the proposal between 26th September 2016 and 24th October 2016 including the consultees noted in section 3 of this report. A public meeting was held at the school on 3rd October 2016 which was attended by local stakeholders including residents, the school and Governing Body leadership, Ward Councillors and LA officers. A summary of the themes from the pre-statutory consultation meeting, including responses from officers and the school can be found in Appendix 4.
- 5.6 In compliance with DfE guidance, a statutory consultation was carried out on the proposal for four weeks between 3rd November 2016 and 1st December 2016 which included all consultees noted in section 3 of this report. The statutory consultation commenced with a notice for the expansion of Moor Hall Primary School being published on 3rd November 2016. During the four week representation period comments on the proposal could be submitted to EdSI or the school in writing via the BeHeard webpages, email or letter. A copy of the public notice and full proposal can be found within Appendices 1 and 2. A public meeting was held at the school on 8th November 2016 which was attended by local stakeholders including residents, the school and Governing Body leadership, Ward Councillors and LA officers. LA officers reported that no new themes or responses were raised or recorded, further to those captured during the pre-statutory meeting.
- 5.7 41 responses were received regarding the proposal to expand Moor Hall Primary School during the statutory consultation representation period. A quantitative and qualitative analysis and copy of all responses received are included in Appendix 4.
- 5.8 The feedback from the consultation has been fully considered. A summary of responses concludes that there are benefits to the school and the local community for parent choice and demand for school places. The broad concerns from the stakeholders were about how the project would be delivered, the impacts on education of existing pupils at the school, health, safety and wellbeing, travel and transport on and outside the school site. Many comments received are pertinent to the planning process: e.g. traffic, parking, design and build and impact on local residents. The planning process is a separate consultation carried out and publicised by colleagues in Planning and Regeneration and will be an opportunity for local residents and stakeholders to submit or resubmit pertinent comments at that stage.
- 5.9 The LA has confidence in the leadership team at the school to support the expansion. EdSI officers will be managing the building programme and will ensure that the school accommodation (internal and external) meets national guidelines.
- 5.10 Should this proposal be approved, full expansion is planned for delivery from 1st September 2017. A Full Business Case will be brought to Cabinet in due course for the relevant construction work necessary to create the additional accommodation required for September 2017 and subsequent year groups.
- 5.11 Regulation 7 of the Prescribed Alterations Regulations provides that the Local Authority is required to have regard to relevant statutory guidance when taking a decision on such proposals. The relevant extract of the statutory guidance is attached at Appendix 5. Paragraph 5 of Schedule 3 to the Prescribed Alterations Regulations allows for the proposals to be approved, approved with modification, approved subject to meeting a prescribed condition, or rejected.

6. Evaluation of alternative option(s):

- 6.1 The recommendation on the proposed expansion at Moor Hall Primary School is for it to be approved; alternatively, in line with the statutory guidance, the proposals may be approved with modification, approved subject to meeting a prescribed condition, or rejected.

6.2	Should the proposals be rejected, the number of places available at Moor Hall Primary School will remain at the current level and the additional pupils, taken in the bulge-class to date, will work through the school. In light of school forecasts, this may mean that going forward some children in the area will be unable to secure a place at a local school and therefore have to travel some distance to an alternative school. There is a risk that by failing to implement this proposal, the LA would fail to meet its statutory duty to provide a school place to each child of compulsory school age living in Birmingham.
6.3	The consequences for a LA failing to provide sufficient school places are potentially severe and could lead to significant financial costs. Parents could pursue a judicial review at which the LA would be liable for its own and the parents' legal costs, the Local Government Ombudsman could recommend financial compensation be paid to parents whose children cannot be offered a school place and the likely increase in successful appeals could mean that measures have to be taken to mitigate infant class size breaches such as providing new teachers or new classrooms.

7. Reasons for Decision(s):	
7.1	To enable Moor Hall Primary School to offer additional school places in line with the LA's Basic Need Programme.
7.2	To ensure the LA is able to meet its statutory duty to provide all Birmingham pupils of compulsory school age with a school place, and ensure that local residents have access to a local school for their children.

Signatures	<u>Date</u>
Cabinet Member, Children, Families and Schools: Cllr Brigid Jones
Strategic Director, People: Peter Hay

List of Background Documents used to compile this Report:
Education and Inspections Act 2006 "Making 'prescribed alterations' to maintained schools – statutory guidance for proposers and decision-makers" published by the Department for Education (DfE) in April 2016. Edition 3 Birmingham Education Sufficiency Requirements (Nov 2015) Schools' Capital Programme 2016-2017

List of Appendices accompanying this Report (if any):
1. Full (Statutory) Proposal Document 2. Public Notice 3. Pre-statutory Proposal Document 4. Consultation Analysis and Responses 5. Extract DfE Guidance (<i>Relevant guidance from "Making 'prescribed alterations' to maintained schools – statutory guidance for proposers and decision-makers" published by the Department for Education (DfE) in April 2016</i>)

Report Version	<u>9</u>	Dated	<u>27th January 2017</u>
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Full Proposal Document

Moor Hall Primary School

Proposal to Enlarge a Foundation Mainstream School

PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in a complete proposal.

Section 19(2) of the Education and Inspections Act 2006

In respect of a Governing Body Proposal: School and governing body's details

1. The name, address and category of the school for which the governing body are publishing the proposals.

Not applicable

In respect of an LEA Proposal: School and local authority details

1. The name, address and category of the school.

Birmingham City Council, Education & Skills Infrastructure, PO BOX 15843, Birmingham B2 2RT

<i>School</i>	<i>Address</i>	<i>Type of School</i>
<i>Moor Hall Primary School</i>	<i>Rowallan Road, Sutton Coldfield B75 6RE.</i>	<i>Foundation</i>

Implementation and any proposed stages for implementation

2. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

1st September 2017

Objections and comments

3. A statement explaining the procedure for making representations, including —
- (a) the date prescribed in accordance with Schedule 3 of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 20013, by which objections or comments should be sent to the local authority; and
 - (b) the address of the authority to which objections or comments should be sent.

Copies of the full proposal and ability to comment online are here:

www.birminghambeheard.org.uk/people-1/moorhall

Any person may comment on or object to the proposal within four weeks of the date of publication of this proposal. Anyone wishing to make representation about this proposal is encouraged to do so through the web site above. If the proposal is required in another format, contact the School Organisation Team, Education and Skills Infrastructure, PO Box 15843, Birmingham B2 2RT; or: eds.enquiries@birmingham.gov.uk

Comments or objections must be received no later than 1st December 2016.

Alteration description

4. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

The proposed change is an expansion of Moor Hall Primary School by enlargement. Moor Hall is currently a one form-entry school (offering 30 places in each year). In 2016 the school offered up to an additional 30 pupils in year-3; these temporary places (bulge-class) continue through year-4 and 5; and finish after year-6 in 2019.

The proposal is to permanently expand the school by 30 places per year: In September 2017 the school would start to offer 30 additional places in reception-year, totalling 60 places (two form-entry); and each reception-year intake thereafter will offer a total of 60 places. Ultimately this will expand the total places available at the school to two classes per year-group by 2023.

Some remodelling work has been proposed for the existing accommodation of the school and additional land has been identified for the building of extensions to the school for the additional permanent classrooms and ancillary space required to implement the proposals.

School capacity

5.—(1) Where the alteration is an alteration falling within Schedule 2 alterations other than alterations proposed in foundation proposals which may be published by a governing body or local authority as specified in Regulations 4 and 5 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013, the proposals include —

- (a) details of the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

School	Current Net Capacity	Proposed Net Capacity
<i>Moor Hall School</i>	<i>240</i>	<i>420</i>
<i>The school has taken an additional 30 pupils in year-3 in 2016</i>		

- (b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

School	Admission Numbers							
	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
<i>Moor Hall Primary</i>	<i>60</i>	<i>30</i>	<i>30</i>	<i>30</i>	<i>60</i>	<i>30</i>	<i>30</i>	<i>240</i>

The first year of the permanent expansion the school will be able to offer up to 60 places in reception. The year 3 bulge class of 2016 will have become a year 4 class in the first year of the permanent expansion in 2017, with up to 60 children.

(c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

Not applicable.

In 2016 the School admitted a temporary class in year-3 of up to 30 places

This proposal is for a permanent expansion of the school by 30 places with effect from 1st September 2017.

(d) where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

Where the number of pupils on roll in any relevant year group is lower than the admission number, this is as a result of movement during the year. Birmingham currently has a high level of net cohort growth meaning that the level of places available can change greatly over the year in different areas of the city as families arrive requiring school provision.

(2) Where the alteration is an alteration falling within Schedule 2 alterations other than alterations proposed in foundation proposals which may be published by a governing body or local authority as specified in Regulations 4 and 5 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 a statement of the number of pupils at the school at the time of the publication of the proposals.

At the time of publication, the total number of students on roll is:

Moor Hall Primary: 240

(This includes an additional (bulge) year 3 class that was provided at the school in a temporary learning chalet in September 2017.)

Implementation

6. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

The Local Authority is implementing the proposals after full collaboration and with full agreement of the Foundation Governing Body.

Additional Site

7.—(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

Not applicable

Changes in boarding arrangements

8. —(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned Schedule 2 alterations other than alterations proposed in foundation proposals which may be published by a governing body or local authority as specified in Regulations 4 and 5 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013

Not applicable

Transfer to new site

9. Where the proposals are to transfer a school to a new site the following information—

Not applicable

10. The objectives of the proposals.

Additional places are required within the Sutton Trinity ward and the Sutton District to meet Basic Need. The proposal to expand Moor Hall primary School is considered an appropriate solution. We are proposing to expand Moor Hall Primary School so that the school will be able to admit 60 pupils each year across reception to year 6 rather than the current 30. The expansion of the school will be gradual. The 2017 reception intake will continue through the year groups, ultimately expanding the total places available at the school to two classes per year-group by 2023.

The school has successfully offered additional places in Year 3 in September 2016. This class has been accommodated in a temporary learning chalet on the school site.

11. The effect on other schools, academies and educational institutions in the area.

The effect on other schools and academies will be a positive one. The expansion at Moor Hall will enable local families to access local schools, thus decreasing travelling time. If approved the expansion has the potential to free up places at neighbouring schools to enable them to also offer their local community local places.

Consultation

12. Evidence of the consultation before the proposals were published including—

- a list of persons who were consulted;
- minutes of all public consultation meetings;
- the views of the persons consulted;
- a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
- copies of all consultation documents and a statement on how these documents were made available.

All statutory requirements in relation to the proposals to consult were complied with. Due regard and careful consideration was given to the guidance contained within The

department for education “Making Prescribed Alterations” to maintained schools – Statutory Guidance for a proposers and decision-makers” document, April 2016. All individuals or bodies in the guidance are being consulted and their views considered. As part of an initial pre-statutory consultation, all pupils, parents, Governors, teaching and non-teaching staff were sent a consultation document pack (Appendix 1) week commencing 26th September 2016. Ward Councillors, parents, school and local community stakeholders attended and participated in a pre-statutory meeting to share and collect initial comments on the proposal on the 3rd October 2016 and again on 8th November 2016.

All teaching associations and trade unions, The Archdiocese and The Anglican Diocese of Birmingham, Executive Members for Sutton Coldfield and respective ward councillors, and all neighbouring authorities were advised of the consultation by email and advised how to obtain consultation packs.

A public notice was published on 3rd November 2016 (see Appendix 2). This appeared in the Birmingham Post on 3rd November 2016 and was displayed at all entrances to the school. The notice detailed how comments/objections could be made either via the BeHeard consultation website, www.birminghambeheard.org.uk/people-1/moorhall or in writing to School Organisation Team, Education & Skills Infrastructure, PO Box 15843, Birmingham B2 2RT by 1st December 2016.

Project costs

14. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local authority, and any other party.

To be confirmed in the final full business case following associated Cabinet approvals

15. A copy of confirmation from the Secretary of State, local authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

All costs will be met by Birmingham City Council through their Basic Need funding allocation. It is also proposed that agreement is sought to spend the Section 106 education funds from the Woodlington Road development in Sutton Trinity ward.

Age range

16. Where the proposals relate to a change in age range, the current age range for the school.

Not applicable

Early year's provision

16. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

Not applicable

17. Changes to sixth form provision

Not applicable

Special educational needs

18. Where the proposals are to establish or change provision for special educational needs—

Not applicable

19. Where the proposals are to discontinue provision for special educational needs—

Not applicable

20. Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision

Not applicable

Sex of pupils

21. Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

Not applicable

22. Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

Not applicable

Extended services

23. If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

Not applicable

Need or demand for additional places

24. If the proposals involve adding places—

(a) a statement and supporting evidence of the need or demand for the particular places in the area;

Birmingham City Council is proposing the above prescribed changes, in line with our Additional Primary Places Programme. Please find here a link to the Education Sufficiency Requirements document published in November 2015

www.birmingham.gov.uk/schools/esr . The headlines are as follows:

Birmingham City Council as the local authority for Birmingham has a statutory duty to provide sufficient school places.

- The city of Birmingham has a growing population with one of the youngest populations in Europe and the number of births in the city has risen rapidly over the last few years.*
- To compound this Birmingham is also experiencing high levels of in year growth in the city.*
- Certain areas of the city have experienced a larger increase in the birth rate than others. As a result, demand for places has grown and unless action is taken, there will not be sufficient places for each child in the ward.*
- Our projected pupil numbers showed that we needed to provide an additional 600*

<i>Reception places in the city in September 2017.</i>
--

- (b) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

Not applicable

- (c) where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

Not applicable

25. If the proposals involve removing places—

Not applicable

Appendix 1 –Consultation document & Appendix 2 – Public Notice

These resources can be accessed by visiting

www.birminghambeheard.org.uk/people-1/moorhall

Birmingham City Council School Organisation Proposals

Enlargement to the Premises of a Foundation School by Expansion

Notice is given in accordance with section 19(2) of the Education and inspections Act 2006 that Birmingham City Council proposes to make a prescribed alteration, namely enlargement of the premises by expansion to Moor Hall Primary School, (a foundation school), Rowallan Road, Sutton Coldfield, West Midlands, B75 6RE with effect from 1st September 2017.

The current net capacity is 240. The proposed net capacity is 420.

The current admission number is 30. The proposed admission number is 60.

The school has taken up to an additional 30 places in Year 3 in September 2016 in temporary accommodation at the school site (these places have been included in the current net capacity figure).

Remodelling work is proposed on the existing accommodation and additional available land has been identified at the school site for the building of the extension to the school for the additional permanent classrooms and ancillary space required to implement the proposal.

This notice is an extract from the complete proposal document. Copies of the complete proposal can be found at;

www.birminghambeheard.org.uk/people-1/moorhall

If you require a hardcopy this can be obtained by writing to: School Organisation Team, Education and Skills Infrastructure, PO Box 15843, Birmingham B2 2RT, or by requesting at the school.

Within four weeks from the date of publication of this proposal, any person may object to or comment on the proposals. Anyone who wishes to make representations about these proposals should either make comments through the web site or by writing to the School Organisation Team at the above postal address. The date by which objections or comments must be received by is **1st December 2016**.

Signed; Peter Hay, Strategic Director for People

3rd November 2016

Proposal Document

Moor Hall Primary School

*Proposal to Enlarge a
Foundation Mainstream
School*

Introduction

Birmingham City Council, as the local authority for Birmingham, is consulting on a proposal to expand Moor Hall Primary School, by enlargement of the premises, to increase the net capacity (pupil numbers) from 210 (240 from September 2016) to 420 September 2017. Remodelling work is proposed at the existing accommodation and additional land has been identified for the building of the extension to the school for additional classrooms and ancillary space that may be required to implement the proposal.

These changes are explained in the sections below. Following this consultation we propose to issue a public notice in November 2016 and this will be followed by a representation period that will run for 4 weeks. Proposed timescales are detailed at the end of this document.

School Information

Moor Hall Primary School is a foundation school located in the Sutton Trinity ward of the Sutton district. The school caters for pupils aged 4 to 11. The school is oversubscribed and has a waiting list in all year groups. Moor Hall has been graded "outstanding" by OFSTED. The school is part of the Learning Trust for Excellence and works closely with 6 other partner schools in the locality. The school is currently a one form entry school, offering 30 places in each year. From September 2016 the school has been able to accommodate up to 240 pupils, as they agreed to take up to an additional 30 pupils in year 3. These 30 places are accommodated following the installation of a learning cabin on the premises.

What changes are proposed?

We are proposing to expand Moor Hall Primary School so that the school will be able to admit 60 pupils each year rather than the current 30. The growth of the school will be gradual as larger numbers of children will be admitted into Reception each year from 2017 and work their way through the school. The school have agreed to admit up to an additional 30 pupils in Year 3 in September 2016. The modelling of the increased numbers can be shown below. There may be opportunity for the school to admit pupils earlier than intended if accommodation is available and the Local Authority requirements indicate there is a need. This would be through collaboration with the school.

Year	Group	R	1	2	3	4	5	6
2016		30	30	30	60	30	30	30
2017		60	30	30	30	60	30	30
2018		60	60	30	30	30	60	30
2019		60	60	60	30	30	30	60
2020		60	60	60	60	30	30	30
2021		60	60	60	60	60	30	30
2022		60	60	60	60	60	60	30
2023		60	60	60	60	60	60	60

Why do we want to do this?

Birmingham City Council is proposing the above prescribed changes, in line with our need for Additional Primary Places (APP).

Birmingham City Council, as the local authority for Birmingham, has a statutory duty to provide sufficient school places. The city of Birmingham has a growing population with one of the youngest populations in Europe and the number of births in the city has risen rapidly over the last few years. To compound this Birmingham is also experiencing high levels of in year growth due to net migration into the city. Our projected pupil numbers show that we need to provide an additional 600 Reception places in the city by September 2017.

The schools within Sutton Trinity ward are popular and its school places in high demand. Forecasts project the need to increase the number of places locally to support the needs of local families and those choosing these schools.

The School's objectives for the expansion are:

- To give opportunity to more children to access an outstanding education in the locality.
- To widen opportunity for children through the development of their Cooperative Trust values.
- To increase the school's capacity to improve provision further with additional staff and expertise.
- To increase the school's capacity to engage in Learning Trust for Excellence activities including professional development.

Why has this school been chosen?

Following the publication of our Education Sufficiency Requirements in November 2015*, all schools were invited to submit a proposal if they were interested in expansion. The Governing Body of Moor Hall Primary School submitted an expression of interest (EOI) for an expansion by an additional form of entry (30 pupils).

The EOIs were evaluated against the Basic Need criteria as follows:

- i) The schools' location relating to areas requiring additional places.
- ii) Standards in the school: it is expected that schools that expand will be Outstanding or Good
- iii) The capacity of the school to provide suitable accommodation on the site, within existing space and within planning / build-ability constraints. Schools that have already been expanded under Additional Primary Places Programme (APPP) and have spare capacity in particular class groups due to the nature of the phased growth
- iv) Popularity of the school
- v) Potential of any expansion to create overprovision or reduce diversity of provision in an area

Moor Hall Primary School has received a judgement of “outstanding” in their last Ofsted inspection and we believe the school will be able to sustain the planned growth. The school is central to the area of demand, it is popular with local families, has enough space to accommodate additional classrooms and we believe will be able to cope well with the additional pupils. Given the level of need locally we do not believe that this expansion is likely to create overprovision in the area.

How will this affect pupils at the school?

Pupils will notice some changes but the effects of which are likely to be limited. The school will grow by 30 pupils in Year 3 in 2016. If the school is permanently expanded, future Reception intakes from 2017 will be for 60 places. It is anticipated that the school will be operating at 60 pupils in each year group by September 2024. The school may decide to organise the school differently to ensure educational continuity as the school grows, this will, as always, be the school's decision.

Please be reassured that the high standard of education and care for your child will remain. The alterations will enable existing and future pupils to access high quality learning spaces and facilities.

How will this affect staff?

Staff will generally be unaffected; however, a larger school will offer more opportunities for professional development. The school feel that this would especially be the case through the Learning trust for Excellence, and feel that there will be a wider distribution of workload across the school.

Will there be changes to the school building?

The proposed increase in places means we will have to do some work at Moor Hall Primary School. The expansion will initially include temporary accommodation for September 2016. Remodelling of the existing accommodation and provision of additional classrooms will be required and any internal refurbishment work will be completed in time for the permanent expansion in Reception to commence in September 2017, if this proposal goes ahead. Please note that changes to the school building may be subject to planning permission.

Will this definitely happen?

There is a statutory process we must follow to make these sorts of changes to schools. We are sending this document to all parents, pupils, staff and Governors to advise you of the changes and will publish full proposals in November 2016. There will then be four weeks for people to formally comment on the full proposal - this is referred to as the ‘representation period’. Within two months of the end of the representation period the Council's Cabinet Committee will make a final decision. It is only at that point that we will be able to say with certainty that the school will be expanded.

What will happen if this proposal is rejected?

If a decision is taken that Moor Hall Primary School should not be permanently expanded, apart from the additional places planned for September 2016, the school will continue to operate at its current size. Further additional places will need to be provided at another school which is likely to mean that some parents will have to travel further to take their child to school and will possibly leave this school open to an increase in admission appeals, which can result in larger class sizes.

How can I make my views known?

We will be issuing full proposals in November 2016. The representation period will be for four weeks. During this representation period you have the opportunity to let us know what you think about the proposed enlargement. You can make your views known by visiting www.birminghambeheard.org.uk/people-1/moorhall or by writing to:

School Organisation Team
Education and Skills Infrastructure
Directorate of People
PO Box 15843
Birmingham
B2 2RT

Email: eds.enquiries@birmingham.gov.uk

Tel: 0121 303 8847

*Link to Birmingham Education Sufficiency Requirements:

www.birmingham.gov.uk/schools/esr

What happens next?

The following timescale for the proposal to be implemented is for guidance only. At any point during the process, the proposal might be withdrawn or rejected by the City Council or Governing Body. The dates set out below meet the government requirements for us to consult fully with the people affected by the proposal and every effort will be made to keep to them.

Action	Date
Proposal document distributed	Week commencing 26th September 2016
Statutory notice published	3 rd November 2016
Beginning of 4 week representation period	3 rd November 2016
End of 4 week representation period	1 st December 2016
Final decision required by	1 st February 2017
School is permanently expanded	1 st September 2017

Appendix 4 : Moor Hall Primary School
Expansion by Enlargement (SOT10050).

Contents:

1. Summary table: quantitative and qualitative analysis of statutory consultation responses
2. Copy of all statutory consultation responses received
3. Copy of pre-statutory consultation meeting: themes and officer/school responses

Moor Hall SOT10050: Statutory Consultation Results

Summary Table

Total number of responses:	41
Number in favour or against the proposal:	
In favour	16
Against	24
Not indicated	1
Method of response:	
BeHeard (website)	38
Email	1
Letter	2
Respondent by type:	
Parent	15
Parent & local resident	8
Parent & Local resident other	1
Local resident	13
Local resident other	1
Other	3
Comment themes: (counted per mention of total responses);	Result
Traffic increase	21 /41
Parking increase/concerns	15 /41
Outdoor play/space: concerns it will be affected/insufficient	09 /41
Build and Construction; design and programme: concerns	08 /41
Prefer small school ethos	05 /41
Noise increase/concerns	04 /41
Impact on standards of education (adversely)	04 /41
Inadequate site/space for expansion	04 /41
Impact on neighbouring schools	03 /41
Privacy issues (neighbouring properties)	03 /41
Kitchen / catering: concerns will be affected/insufficient	03 /41
Over provision of school places	02 /41
Litter increase	02 /41
Property value decrease	02 /41
Increase in wrap-around care (i.e. nursery, after school club)	02 /41
Outstanding school: good leadership, appealing standard of education	02 /41
Places are needed locally	02 /41
Parental choice improved	02 /41
Pupil funding query	01 /41
Pollution increase	01 /41
Using nursery building for expansion: suggestion	01 /41
Impact on secondary school places: concern	01 /41

Response ID ANON-YZBX-W282-Z

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-08 22:00:28**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Local Resident

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

Parking and traffic is already horrendous, if the school expands it would be impossible. Fire engines and ambulances need to be able to access the estate and at times parents parking block the roads.

Response ID ANON-YZBX-W283-1

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-11 11:45:37**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Local Resident, Other, please specify

other, please specify:

Parent of two who attended Moor Hall school

4 Are you in favour of the proposal?

Yes

Please give details:

It is a very capable school with high standards in its teaching methods.

I think it is a very good move to give more children the high level of learning that both my daughters thankfully received.

Response ID ANON-YZBX-W284-2

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-11 19:52:13**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent

other, please specify:

4 Are you in favour of the proposal?

Yes

Please give details:

Response ID ANON-YZBX-W285-3

Submitted to **School Organisation Moor Hall Primary School**
Submitted on **2016-11-07 12:43:58**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Local Resident

other, please specify:

4 Are you in favour of the proposal?

Yes

Please give details:

As a local resident I know the hassle which is caused at parents evening times and school events. I have had my drive parked over so I could not pull my car onto my drive and my wife could not remove hers from the drive. This is the only issue I have stopping inconsiderate parking and the flustered anger it creates from residents and drivers who return to a miserable huffy resident. I am not sure if there is a way to restrict parking to residents only - a police notice or some kind of legislation to prevent being imprisoned until the car owner returns.

Response ID ANON-YZBX-W286-4

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-09 10:44:48**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent

other, please specify:

4 Are you in favour of the proposal?

Yes

Please give details:

Response ID ANON-YZBX-W287-5

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-26 08:40:15**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

The surrounding roads cannot cope with the extra traffic , this is already evident. There are already are issues with traffic speed and pollution, which will get worse. This poses an immediate physical danger to pupils as well as to their long term health from fumes. In order to make it viable , several things would have to be done:

1) 20 mph zone outside the school and possible one way system - the 20 mph should be extended to other schools in the locality. I understand Birmingham already have a policy to make it 20 mph around schools and surrounding roads. It's been proven that slower driving means less pollution and less accidents.

2) In order to encourage walking to school and less cars there is a current issue in trying to cross the busy Little Sutton Road is dangerous and impossible. I myself have nearly been run over by a car and witnessed several near misses. To help encourage parents to walk have a:

(a) Zebra crossing (traffic lights) outside McColls newsagents on Little Sutton Road - there is only a Pelican crossing there and it puts parents off walking. It is extremely dangerous to cross and parents end up using cars.

(b) Mini Roundabout - between Mere Green Road and Little Sutton Road. This would help slow traffic down on the blind bend between Mere Green Road and Little Sutton Road - which then will make crossing near McColls less dangerous.

Response ID ANON-YZBX-W288-6

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-28 19:28:03**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent

other, please specify:

There is a huge shortage of primary school places in the area and Moor Hall school has the management capability and capacity to expand to provide extra places.

4 Are you in favour of the proposal?

Yes

Please give details:

There is a huge shortage of primary school places in the area and Moor Hall school has the management capability and capacity to expand to provide extra places.

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-11 09:44:16**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent

other, please specify:

4 Are you in favour of the proposal?

Yes

Please give details:

Yes as I am led to believe that the school is unsustainable otherwise, and provided it is done properly with due consideration for all stakeholders, the educational needs of my daughter, health, safety and environment. I would prefer that the school remain unchanged and was more adequately funded, but am told that is not an option.

It is essential that the plans include increased provision for wrap around (Moorhens) care to cater for the increased number of children and thus increased demand for the service. It is an essential service for my family and other parents. Moorhens will require both an increase in staffing and an increase in accommodation and unless I see this in the plans then I will be raising strong objections.

It is also essential that additional playground facilities are provided to cater for the doubling in numbers of children, as the existing playgrounds are already overcrowded.

We will need assurance that the additional burdens placed on the school during planning, construction and development does not distract and divert staff and teacher resources away from educational needs, and that there will be no impact on the children's learning. Will additional resources be provided to the school during these periods, so that the teachers and leaders can continue to concentrate on teaching and caring for children?

Response ID ANON-YZBX-W28B-G

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-25 15:26:34**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent, Local Resident

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

If I ignore the fact the decision to enlarge the school has already been made (date for agreeing school numbers for the next financial year is before the closing date for this consultation https://www.birmingham.gov.uk/downloads/file/4088/report_1_appendix_2_2017_to_2018_dfe_timetable)

Increasing the school WILL result in someone being seriously injured. According to the Heath & Safety Executive "Schools should consider in their risk assessment vehicle movements occurring immediately outside the school premises".

I have examples of where the HSE have fined organisations £180,000 after people have been injured by vehicles parking and making deliveries (i.e. children) where proper safe guards where not in place to prevent accidents.

As the proposal document doesn't mention "safety" once I hope the council and the school can afford this level of fine.

Response ID ANON-YZBX-W28C-H

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-09 17:00:54**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

The school and surrounding area is simply not big enough. The extra pupils for the current year 3 has already caused traffic chaos and the surrounding area has gone from being relatively safe to un-safe.

I feel that with the introduction of a further 30 pupils in each year, the traffic and extra cars will make it extremely hazardous for pupils and parents.

Response ID ANON-YZBX-W28D-J

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-27 11:35:49**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent

other, please specify:

4 Are you in favour of the proposal?

Yes

Please give details:

Response ID ANON-YZBX-W28E-K

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-10 09:52:47**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Other, please specify

other, please specify:

Resident of Mere Green Sutton Coldfield though not in the school catchment area.

4 Are you in favour of the proposal?

Yes

Please give details:

Additional school places are most certainly needed in Sutton Coldfield. My neighbours have had to send their child to school in Lichfield because there were no local places in their home town of Sutton Coldfield despite the fact that they pay their council tax to Birmingham and have lived in the area for several years. However and this is a major point ! You MUST provide for the additional traffic and parking required for all the extra parents,visitors and staff. You simply cannot extend the school places without making proper provision for the anticipated levels of increased traffic.

Response ID ANON-YZBX-W28F-M

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-07 17:31:54**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Other, please specify

other, please specify:

[REDACTED] a nearby school with existing places to be filled

4 Are you in favour of the proposal?

No

Please give details:

I am not in favour of this proposal because we have available spaces here at New Hall primary School in all year groups within a short distance of Moor Hall. Staffing and classroom space is already in place and no additional construction works need to be carried out or paid for. We are a 'good' school and could offer an excellent education to these children who require additional spaces within the area.

Response ID ANON-YZBX-W28G-N

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-28 22:17:39**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent

other, please specify:

4 Are you in favour of the proposal?

Yes

Please give details:

Response ID ANON-YZBX-W28H-P

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-28 09:06:05**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Local Resident

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

As residents who have lived directly behind the school for nearly 20 years we are concerned that our privacy will be affected. Noise levels are already considerable and the doubling of the size of the school will obviously increase this issue.

The current building is low-level, which is acceptable. Any increase in the height of the building will cause unacceptable privacy issues. We are also very anxious about access to the school (the potential of school traffic, vehicular and otherwise, being re-routed immediately behind our property.)

[REDACTED]

Response ID ANON-YZBX-W28J-R

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-25 22:12:16**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Local Resident

other, please specify:

4 Are you in favour of the proposal?

Yes

Please give details:

Yes, I am very much in favour of the expansion of Moor Hall Primary School. There are huge pressures on the schools in this local area and there are many families that are having to travel several miles to the primary school place that has been allocated to their child. This is not only inconvenient but also takes something away from the community that people have grown up in or moved to, and that they assume will be the community that their child grows up in. It leaves children feeling disconnected from their local community if they are not able to obtain their education within it, which in turn has a detrimental effect on society. A two-class intake school offers many benefits to a one-class intake such as greater flexibility to rearrange the class populations if there are personality clashes / disruptive pupils. It also offers greater control on maintaining a maximum of 30 pupils per class. Moor Hall Primary School has demonstrated outstanding performance and has a leadership that I am sure will be able to continue to deliver outstanding results as a two-class intake.

Response ID ANON-YZBX-W28K-S

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-28 19:25:34**

Introduction

1 What is your name?

Name:

██████

2 What is your e mail address?

e mail:

████████████████████

3 What is your interest in the proposal?

Parent

other, please specify:

4 Are you in favour of the proposal?

Yes

Please give details:

Response ID ANON-YZBX-W28M-U

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-25 22:38:36**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent

other, please specify:

4 Are you in favour of the proposal?

Yes

Please give details:

Expanding what is already a fantastic school is obviously a positive measure. I am very much in favour of expanding what is already a wonderful school so more children get the opportunity to attend.

Response ID ANON-YZBX-W28N-V

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-14 10:34:12**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

The school was built in the 50s as a one intake, how can doubling the size be viable?Where are all the children going to come from to fill it?, If this is a distance away doubling of cars will be inevitable it is already dangerous for children and parents as the roads around the school are saturated at drop off and pick up times.

If the doubling in size takes away any of the play grounds/sports fields this is totally unacceptable in these times when child obesity is on the rise!

Response ID ANON-YZBX-W28P-X

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-28 11:35:35**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Local Resident

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

I live within 120 metres of the school gate. The current traffic situation is an accident waiting to happen, why someone has not been killed on our stretch of road is amazing. Inevitably parking is an issue often meaning access to our own properties can be restricted. However, it is the driving behaviours of drivers delivering pupils to school or other road users frustrated by the thoughtless parking that is the real issue.

Drivers will mount the pavement with two wheels and drive down the section of road with two wheels on the pavement. Some parents (admittedly only a few) will park wholly on the pavement leaving pedestrians with only the option of walking on the road to get by. The scramble for parking opportunities has resulted in at least one of the residents getting knocked down when on her own property.

The police do not appear interested, the only time you see a police uniform is during the quiet times, never at peak times.

My children went to this school and I was a parent governor so I am not anti the school. As a resident I chose to live here knowing the school was down the road. However when this school was built the quantity of traffic was lower and drivers weren't trying to manoeuvre 4x4s. The traffic situation has outgrown the capacity of a domestic residential road. Potentially you now want to double the double the problem.

Response ID ANON-YZBX-W28Q-Y

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-09 07:16:38**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

The current school size is unique for the area with only one class entry. This was the main appeal for choosing the school for our daughter. By increasing the year 3 in September 2016 there has been an issue with traffic down Rowallen and Essex Rd. This traffic issue will increase if the school is to be enlarged. Moor Hall is a small school with a big heart, it needs to remain that way!

Response ID ANON-YZBX-W28R-Z

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-11 16:38:02**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Local Resident

other, please specify:

4 Are you in favour of the proposal?

Yes

Please give details:

With reservations on the inadequate highway infrastructure surrounding the site. at present the roads, built in the 1960s have difficulty coping with the amount of cars used by parents delivering and collecting children. It is difficult to see how this is going to be managed if the school doubles its size.

Response ID ANON-YZBX-W28S-1

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-04 17:53:03**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Other, please specify

other, please specify:

[REDACTED] another local Sutton school

4 Are you in favour of the proposal?

No

Please give details:

New Hall Primary is situated in close proximity to Moor Hall, and easily accessible to parents who may want to send their children to Moor Hall. From September 2015 we have been allowed to increase from 1.5 to 2 form entry. This has been done with very little financial cost to BCC, as we have a fantastic facility and site, and we are still not full (currently 353 pupils). The justification for spending a great deal of money to expand Moor Hall cannot be warranted, when there is a school very close by which has spaces in EVERY year group. I know that the increase to Y3 for Moor Hall this year has only added 13 new pupils, so where is the justification for adding even more spaces, and a whole new build, for places that are not required? I feel very let down by the LA, as I cannot see the need for the expense when New Hall has spaces. Are taxpayers aware of how much money is needed to expand Moor Hall, when there is absolutely no justification?

Response ID ANON-YZBX-W28U-3

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-09 17:14:38**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Local Resident

other, please specify:

4 Are you in favour of the proposal?

Yes

Please give details:

It is essential that the footprint of the development contains sufficient parking facility for all staff plus disabled parking and for any visitors The present facilities do not currently provide this and extra vehicles are regularly left on the pavement/street in the surrounding roads causing hazard both to other cars ,delivery land emergency vehicles .

In addition adequate control of cars used for delivering pupils to school must be made - one way systems one side of the road only and use of traffic wardens.

Your acknowledgement of this EM would be appreciated

Response ID ANON-YZBX-W28V-4

Submitted to **School Organisation Moor Hall Primary School**
Submitted on **2016-11-06 12:08:31**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Local Resident

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

Noise, inconvenience,access,parking. We have already suffered from building work to put a nursery adjacent to our fence and suffer from significantly greater noise pollution than when we bought our property , plus balls and rubbish over our fences. We are concerned re access issues to the school plus building disruption as we are both elderly and infirm

Response ID ANON-YZBX-W28W-5

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-08 23:35:03**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent, Local Resident

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

I believe that the local residential area and the small school site could not possibly cope with the projected pupil numbers and subsequent staff members. The local road infrastructure is also inadequate, the school site is on a narrow residential road occupied primarily by elderly residents many of which have carers attending on a daily basis, and the school entrance is on a blind bend! There is a long-standing history of traffic accidents, emergency vehicles being delayed by having their access blocked by double parking and a total lack of safe parking and safe walking routes adjacent to the site which would obviously increase significantly, thus having a very dangerous and detrimental effect on both pupils and neighbours of the school, very sadly only last year a local pupil was killed on a side road in the vicinity of the school, a route that is walked daily by many families, a consultation was done with BCC and the need for a crossing was unbelievably dismissed! I also believe that any possible benefits to an already outstanding school are heavily outweighed by the negative impact that would occur during the build itself due to a lack of amenities whilst the build itself is taking place. I fail to see how provisions during this period can be made for sport to continue on site as the only identifiable space for materials, site huts, contractors vehicles, rest rooms and associated buildings and amenities would no doubt be on the one existing playing field which we have. I believe this whole proposal for expansion is due to budgetary constraints and is not for the direct benefit of the children.

Response ID ANON-YZBX-W28X-6

Submitted to **School Organisation Moor Hall Primary School**
Submitted on **2016-11-10 18:06:04**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent, Local Resident

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

I believe due to the schools location and the footprint of the school this school is not suited to an expansion.

Location: The school is on a traffic'ed side road which at present is very busy in the morning with both traffic from school parents and traffic from commuters driving past the school. There is a one way system which is in place but is only advisory so doesnt make a great deal of difference especially to residents of Rowallan Road.

School Plot: There is a single playing field for the school along with seperated playing grounds. New school buildings will have to be built on areas that currently are reserved for outdoor learning through play. I do not like the idea of school greenland being taken up to increase the population of the school.

I appreciate Moor Hall is an outstanding school and expansion has worked for local schools but these schools locally had the footprint to allow comfortably for the expansion of the school. Moor Hall does not.

It is for this reason i oppose the expansion of the school.

Submitted to **School Organisation Moor Hall Primary School**
Submitted on **2016-11-08 21:36:46**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent, Local Resident

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

1. Our son [REDACTED] recently joined Moor Hall in reception, he is the youngest boy in his class and quite socially shy. Even though we are in the catchment area for several outstanding primary schools we specifically chose Moor Hall as a single form school as we believed it would be the best place for our son to develop his confidence and grow in a school that wasn't too large or intimidating. We are upset that we were not told that the school had ambitions to develop into a dual form school when we chose which school we would like him to attend.
2. We also own the house that directly backs onto the playground of the school and we are concerned that a dual form school would have significantly increased levels of noise and in addition we are concerned that a second storey school building would impact on our privacy and property value.
3. Having attended the consultation meeting today we were told that the primary reason for developing the school is to solve budgetary concerns through the expansion of the school catchment area as it would allow the school to be open to the placement of more disadvantaged children which would directly impact the level of funding the school receives. Therefore I don't believe that the primary reason for expansion is to support and further develop the schools existing pupils but will impact on their education in the favour of pupils yet to join the school.

Response ID ANON-YZBX-W28Z-8

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-17 19:43:35**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

3 What is your interest in the proposal?

Local Resident

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

Parking and through traffic is already a cause for concern. Lack of consideration to local residents are already evident with speeding (which is also a danger to students), inconsiderate parking, abuse of property when walking by i.e littering, kicking of stones. Parking is also an issue with school events happening on evenings and weekends. Uncertainty of the structural extension which may invade our privacy, view and noise level is also a great concern. This will affect market value and resale potential.

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-29 15:26:08**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent, Local Resident, Other, please specify

other, please specify:

Childrens road safety campaigner.

4 Are you in favour of the proposal?

No

Please give details:

I object to the expansion of Moor Hall Primary School for the following reasons;

1. Paul Boden misleading Parents and Residents. At two recent meetings held at Moor Hall Primary School, Paul Boden BCC Capital Program Manager and representative has set out to mislead the parents of Moor Hall Primary School and local residents, by deliberately quoting and stating facts that are completely untrue, denying he has any knowledge whatsoever of the proposed development plans and withholding information against the parents and residents interests.
 - i. Paul Boden made false representations by stating that Moor Hall Primary School, Coppice Primary School and St Joseph's Primary School sites (Both Coppice and St Joseph's having already recently expanded to a double intake/stream) were all of very similar sizes and therefore Moor Hall Primary School is more than large enough to expand on its current site. The truth is Coppice Primary School site is 28300 square metres, St Joseph's Primary School site is 19000 square metres and Moor Hall Primary school site is a mere 9800 square metres.
 - ii. At both meetings Paul Boden stated that there are no draft plans or scheme in place for the expansion of the school to date, however, in a one to one conversation with myself after the first meeting in October it slipped out that as well as a feasibility study he had already had several meetings with architects and actually had basic draft plans drawn up in which the school was to be remodelled, footprint increased to accommodate the seven extra classrooms, each of which would be to the minimum 64 square meters in size and rather than expand the already overburdened facilities such as Kitchen/Catering, Hall, Toilets, Playground, breaks would most likely be staggered with extra sittings to cope with the doubling of pupil numbers, as he had done at other schools. This information was not only blatantly withheld during both meetings in an attempt to mislead parents and residents, it's against the wider public interest to have a local government officer so blatantly try to hide the facts and mislead people in an open forum/discussion.
 - iii. In a consultation document to residents it was stated "additional land" had been identified for the expansion of the school. When Paul Boden was asked where the additional land is, he refused to go into any details, when pressed it transpired it was not "additional land" at all, but the "existing land" within the school site. Again this was very ambiguous and misleading leaving a lot of residents confused and with grave concerns over their boundaries.
2. Size of site. As stated in item 1, Moor Hall Primary School site is only one third the size of other local double intake primary schools and cannot satisfactorily accommodate the construction/footprint of a larger school, its associated parking and infrastructure, without it being to the severe detriment and welfare of pupils, staff and residents alike.
 - i. Coppice Primary School site is 28300 square metres, Mere Green Combined Primary School site is 28900 square metres, St Joseph's School site is 19000 square metres and Moor Hall Primary School site is a mere 9800 square metres. Tiny by comparison.
 - ii. Pupils have already been banned from running at playtimes for safety reasons because the two separate playgrounds are too small to satisfactorily accommodate the current intake.
 - iii. The kitchen and hall already cannot cope at meal times, with children being late for the start of lessons because of delays between sittings.
 - iv. Sports field size is only just adequate to fulfil its role for the various sports and activities so vital to the children's health. The Sports field also needs additional space to allow for the maintenance and rotation of pitches/playing areas due the effects of inclement weather and wear and tear. Any loss of even the smallest part of the field will result in pitches needing more time to rest and recover between play, resulting in a reduction in time/sport available to the children.
 - v. Parking. A total of only 13 spaces are available on site. The independent on site nursery, Ducklings, alone employs 7 members of staff that drive to work, with only one parking space provided. There's also insufficient parking for the current level of school teaching/admin/kitchen staff, as well as contractors, deliveries and ancillary service staff. Coppice Primary School by comparison currently has 3700 square metres of parking compared to Moor Hall Primary School's tiny 288 square metres of parking, that's less than one tenth of the current parking for Coppice Primary School. The equivalent parking needed for Moor Hall Primary School would take up 38% of the total Moor Hall Primary Schools site/footprint.

3. Local demand for places. During the meeting of the 8/11/16 we were told that there was a large demand for places within the catchment area.

- i. Within the same 2 mile catchment area and cluster is Coppice Primary School, St Josephs Primary School, Mere Green Combined Primary School, Little Sutton Primary School, Four Oaks Primary School, Hillwest Primary School, Whitehouse Common Primary School all of which are double intake, most notably three of the closest Primary schools to Moor Hall Primary School were very recently expanded to double intake.

- ii. There's hasn't been any significant new housing developments within the catchment area over the past 10 + years. So no influx of new families over and above existing year on year demand.
- iii. Moor Hall School is oversubscribed because it's "Ofsted outstanding" and a single stream intake. Single intake schools are generally favoured by parents (this is why we chose Moor Hall Primary School for our children) thus more popular.
- iv. Secondary school places within the area have not increased in line with the increase in Primary school places. This will add to the burden on Secondary schools within the area over coming years.

In conclusion, within the same catchment area and cluster, seven Primary schools already have a double intake despite no increased demand being created from new housing stock. In fact the local area has an ageing population living in old existing housing stock. Within the 2 mile catchment area there are a minimum 450 + reception (and that does not even include Langley School) places available.

4. Local infrastructure and safety. The expansion of Moor Hall Primary School cannot adequately safeguard children's safety and local infrastructure is inadequate.

- i. The roads and car park to Moor Hall Primary School are inadequate for emergency services. Due to overflow parking on neighbouring roads by staff, parents and contractors, as well as the entire access/entrance to Moor Hall Primary School only being 5.8 metre wide, which is usually blocked by staff cars double parking, makes it impossible for a fire appliance to gain entry to the school site in an emergency.
- ii. The school fire assembly point is on the rear playground, hemmed in by the schools own buildings, neighbouring properties and trees leaving no clear escape route. Trapping children in a confined area, smoke inhalation is the biggest cause of death during a fire.
- iii. In October 2015 a child was killed on Little Sutton Road. A majority of children who walk to school cross Little Sutton Road opposite the shops. There is no pelican crossing. Little Sutton Road is wide, a speeding hot spot and desperately in need of a safe Pelican Crossing opposite the shops. The doubling of parents and pupils crossing this road will significantly increase the risk of another fatality.

5. Budget and cost. The budget of £1600 per square metre proposed for the expansion of Moor Hall Primary School is too low. Because of the nature and small size of the site it presents some unique and costly challenges compared to other school developments.

- i. The only viable way to provide sufficient parking on such a small site (comparable with other Primary schools in the area) is for a subterranean or multistorey car park.
- ii. Adding additional parking to green spaces would be a loss of valuable amenity and recreation space, such as the children's gardening activities, overspill for play and outdoor lessons during the summer months.
- iii. Reducing the playing field would still not provide enough space. If it were reduced in size it would need to be replaced with a hugely expensive artificial all weather surface (for reasons explained in item 2 iv).
- iv. The reasons for expansion given at the meeting on the 11/10/2016 were that the school would gain much needed finances by virtue of more pupils and Pupil Premium. The school is unlikely to qualify for Pupil Premium as Sutton Coldfield is an affluent area. With more classes comes more overheads, such as staff, books, building maintenance, heating and electricity to name but a few. The financial net gain is likely to be small if nothing at all. There are also more than enough places within the catchment/cluster as a whole and it's unlikely the extra classes will be filled for many years, meaning lower pupil numbers than projected, so rather than increasing the net budget, will instead put an increased and unnecessary burden on the schools finances.
- v. Birmingham City Council is also under huge budgetary pressures and will have to make cuts.

In conclusion:

I don't feel Moor Hall Primary School site large enough for expansion.

Local infrastructure and road safety is inadequate.

Projected pupil numbers and school finances will not provide a significant enough financial net gain to justify such an expansion and be an unnecessary cost to the public finances.

There are already additional Primary school places over and above previous years within the catchment and cluster, enough to fulfil the needs of local children.

The small budget of £1600 per square metre to undertake the extension/expansion work will not deliver a school worthy of local children's needs, either educationally, physically or emotionally.

Its' unfortunate that so many people are looking out for their own interests (namely Architects, BCC Capital Program dept etc) by promoting such an unsuitable scheme and clearly do not care or have any vested interest in the actual wellbeing of the children affected. If they did they would not be pushing forward this unworkable and unsuitable scheme so hard.

The school is already delivering an excellent education and environment for the children. This should be about safeguarding the existing pupils welfare and education which is already Ofsted Outstanding. Not diluting it.

Yours sincerely

[Redacted Signature]

(father of two children attending Moor Hall School and local resident)

Response ID ANON-YZBX-W2R2-T

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-30 07:48:33**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent, Local Resident

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

Primary reasons for our objections are as follows:

- disruption to our children's school education and experience throughout the building works.
- safety of children, residents and visitors to the school on local roads due to the significant increase in vehicles using the roads of what is a residential estate.
- car parking on local roads is already an issue for some residents, and it is expected that it is only to get worse. It is not just an issue at the standard drop off/pick up times, but also when the school runs events outside normal school hours, such as fetes and performances.
- the transportation and delivery of building materials will also generate disruption and H&S issues.

Submitted to **School Organisation Moor Hall Primary School**
Submitted on **2016-11-29 12:51:08**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e-mail address?

e-mail:

[REDACTED]

3 What is your interest in the proposal?

Parent, Local Resident

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

I am a parent of two current children at the school and one additional sibling who I would hope would be a future pupil. I also live on the road so I have the opportunity to look at this from three separate angles.

My main concern is that to date there has been nothing provided by the school/council giving more detail into the site plan, how the build will be managed and how the future school would operate. Without this I have too many questions unresolved.

1) Safety of children and members of the public outside of the school

Despite many innovations from the staff and parents to reduce traffic and make drivers more thoughtful none have had a long lasting effect on the dangers to children and adults alike during the school drop off. Driving on the pavement and parking outside the school have both been tackled with an unofficial one-way system, facebook campaigns and school newsletter notices. There are inherent dangers even now with a 240 capacity and increasing to 420 will put pressure on carparking around the school. Additionally as the catchment areas widens those new pupil's parents will live further afield and are more likely to drive adding to the proportion of cars to pupils increasing. I cannot see that innovative solutions will be taken up by parents eager to get to work in inclement weather.

2) Staff carparking

There are already insufficient spaces for staff. The doubling of the Moor Hall staff will either result in more parking on the road - see above or additional carparking spaces being created which can only reduce the common areas of the school.

3) Loss of school Ethos

We have a wide variety of school choices in the area and what attracts many to the school is the "Small School with the Big Heart" motto. By removing from the local area one of the remaining one form entries it is difficult to see that the school will keep some of its unique characteristics. I would also be concerned that the senior staff would spend more time project managing the changing face of Moor Hall than teaching the children.

4) Loss of amenities during the build stage

At present it is not clear how the school will manage to operate during the construction stage. There is a fear that the playing field will be used for site equipment, plant, etc losing access to open space for the current intake. Additionally there is a worry that temporary classrooms will be used during the construction phase which for infant pupils is not ideal due to lack of toilet facilities

5) Safety and structure of the school following the extensions

Moor Hall School (excluding the playing field) is on a fairly small parcel of land and it is difficult to see how the school could double in size unless you build upwards (which would severely affect the current schools ability to operate during construction). The areas used to wait for children after school are already crowded and these will need to double. The two playgrounds will need to double in size as will common areas. How can safety be maintained for children in a school that may be extended economically but where the size of the site does not on the face of it allow for footfall to double.

I recognise the budgeting issues of the one form entry and would rather have largely voluntary contributions that a rushed expansion. Equally I know we need to address the large increase in pupils numbers in Birmingham. We should not build more schools not create a legacy of Frankenstein schools where we fix a few classrooms here and there and hope for the best.

Response ID ANON-YZBX-W2RA-9

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-30 09:42:06**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent

other, please specify:

4 Are you in favour of the proposal?

Yes

Please give details:

Submitted to **School Organisation Moor Hall Primary School**
Submitted on **2016-11-29 14:37:52**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent

other, please specify:

4 Are you in favour of the proposal?

Yes

Please give details:

We recently moved to the area and selecting a location where there were primary school places available was critical to our decision. I believe that there is a clear demand for additional school places in the area. Moor Hall School is excellently run but restrained by its current size making it difficult to provide cost effective extra-curricular activities such as sport, music, etc.

However, there are significant public concerns in the local area that need to be addressed as part of the full business case and prior to the planning application. The school in its current form does not have the capacity to accommodate the increased number of pupils, however expanding the school appears feasible within the current footprint. The design will need to consider increasing facilities for sports, play, assemblies, catering, staff car parking and office space alongside the necessary increases to the number of classrooms. Any expansion will also need to consider travel implications as the increased capacity is likely to attract a significant increase in car drivers. The existing road is already heavily congested around school start/finish times and there are safety concerns for pupils crossing the road outside the school. Traffic improvements such as a reduced speed limit, permanent one-way system, vehicle activated speed signs, chevrons and extended zig-zag markings should be implemented to ensure pupil safety is maintained.

Finally, outside of permanent planning requirements, the construction works at the school will need to be undertaken sympathetically. Any impact of the construction will need to be minimized on pupils in the school by planning deliveries outside school start/finish times, providing temporary parking away from the school site and undertaking noisy and disruptive works outside the school term time.

Response ID ANON-YZBX-W2RT-V

Submitted to **School Organisation Moor Hall Primary School**
Submitted on **2016-11-30 23:42:34**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Local Resident

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

Primary reason is road safety. The roads around the school including Homer Road and Essex Road are already severely congested between 08:30 to 09:15 and 3:15 to 4:00; increasing the school intake will inevitably worsen this as the new catchment will be wider. The sharp corner on Rowallan Road by the school is a particular hazard. I cycle to work past the school each morning and in the past two years I have been knocked off my bike once (without serious injury) and been close to being hit several times going round this corner. On my journey home I have several times been forced onto the pavement by cars overtaking vehicles parked for an evening event. I'm aware that numerous attempts have been made over the past 20 years to reduce traffic congestion around the school, but none has had lasting impact. The increased number of traffic movements around the school will inevitably worsen road safety in the vicinity.

A lesser reason is the parking issue, especially during the peak times. I have regularly seen residents blocked from exiting their driveways by carelessly parked cars - this is bound to worsen if the school is enlarged.

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-29 09:31:09**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent, Local Resident

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

The document "Birmingham Mainstream Primary and Secondary Education Sufficiency Requirements 2016" (hereafter BCC 2016) gives the criteria for school expansion as (on page 43):

- "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
- iii) The capacity of the school to provide suitable accommodation on the site, within existing space and within planning / buildability constraints; whether school has undertaken a BCC asset sufficiency survey
- iv) Popularity of the school
- v) Potential of any expansion to create overprovision or reduce diversity of provision in an area."

A permanent expansion of Moor Hall School does not meet criteria (i), (iii) or (v) and therefore the school should not be allowed to expand.

To consider each point in turn:

(i) Location in relation to Basic Need.

BCC 2016 clearly states that there is no need for a permanent expansion from Year R in any primary school in Sutton Coldfield.

For example:

Page 12: "The peak year of entry to Primary schools at Reception age is 2016/2017, after which birth rates appear to be declining. We expect to make more use of flexible expansion so that we do not build permanent reception classes that will not be needed in the future."

On page 17, it is stated for both 2017/18 and 2018/19 "No permanent Reception places required".

Map set A (pp. 19-25) shows that no part of Sutton Coldfield or Erdington is a priority area for Year R. No part of Sutton Four Oaks or Sutton Trinity is identified as a priority area for any year group.

Ward/District Requirements on p.29 show only a need for a temporary Reception class in Sutton Coldfield in 2017 with no additional requirement anticipated for 2018.

Also, in the local area, Mere Green, Maney Hill and St. Joseph's schools have all expanded in the last few years and additional places have also been made available at New Hall and Whitehouse Common (BCC 2016, appendix 3). The "cut-off distances" published in the booklet "Primary Education 2017" show that for both 2015 and 2016 all residents of the area around Moor Hall School who were applying for a Reception place were within the cut-off distances of at least two schools. In other words, parents applying for a reception place have a choice of schools. It is therefore clear that a permanent expansion of Moor Hall would create more places than are required in the area.

The real problem, as highlighted in BCC 2016, is the pressure caused by cohort growth – by families moving into the area and needing school places for children who are already of school age. This is a problem in the local area because all the local schools are full, so it is extremely difficult for a family moving into the area to find a school place. However, the local schools are all full not because there is a shortage of places locally, but because most local schools have Outstanding Ofsted ratings, with the few that are not Outstanding being rated as Good. Such schools will always have more applicants than places. A permanent expansion of Moor Hall School from Year R will not solve the problem. If Moor Hall offered 60 places in Year R, it would fill them, and the other local schools would still fill all their places, because families in areas where the schools are not so good are willing to travel to get their children into a 'good' school. There would still be no places available for families moving into the area. The only difference would be that Moor Hall's ability to accommodate a bulge class would have been lost.

iii) The capacity of the school to provide suitable accommodation on the site

Looking at the schools nearest to Moor Hall School: Coppice, Four Oaks, Hill West, Hollyfield, Little Sutton, Maney Hill, Mere Green, St Josephs and Whitehouse

Common are all located on sites that are much larger than Moor Hall (average of 5 acres; the smallest is Hollyfield at over 3¼ acres). In contrast, Moor Hall is squeezed onto approximately 2½ acres. There is no two-form-entry school on such a small site in the local area. It is hard to see how it can be expanded in such a way as to (i) provide the necessary additional classrooms etc and (ii) provide additional on-site car-parking (which was confirmed at the November meeting to be part of the proposal) without reducing the amount of outdoor space available to the children. Even if a building proposal could achieve the necessary expansion without sacrificing outdoor space, there would still be only half as much outdoor space available per child if the expansion went ahead. The current infant playground, in particular, is very small and probably cannot safely accommodate 180 children during playtimes.

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

The proposal to permanently double the size of Moor Hall School carries a significant risk of creating overprovision in the local area as explained above. The overprovision would not be expressed in empty places in the local schools (although the Year 3 bulge class introduced at Moor Hall in September 2016 is not full) but rather in parents travelling further because they abandon their local schools in favour of the 'better' schools in Sutton Coldfield. This is not going to help the 'poorer' schools to improve.

In addition, some parents specifically look for a small school for their child. The only other single-form-entry primary school in the local area is Holy Cross, which is a Catholic school and thus not accessible to non-Catholics. A permanent expansion at Moor Hall does, therefore, reduce the diversity of provision in the area, because it removes the option of choosing a single-form-entry school.

Having explained why a permanent expansion at Moor Hall is not justified according to BCC's own criteria, there are two additional points I would like to make:

i) The consultation and proposal documents are contradictory and in many cases also directly contradict statements made by Council representatives at the two pre-consultation meetings held at the school in recent months. This undermines the whole validity of the consultation.

Some examples:

- from the Minutes of the meeting on 3 October: "There is a real need for additional school places in the local area, as indicated by forecasting tools ... There is a statutory requirement for the Local Authority to ensure there are sufficient schools for its residents. This involves ensuring that we increase the school places available so that families can be offered a school place within 2 miles from home for children under the age of 8 years..." This gives the impression that permanent expansions of local primary schools are urgently required, which is not the case (see above).
- from the Proposal Document, page 3: "additional land has been identified for the building of the extension" – in answer to a question at the November meeting, it was clarified that this is not additional land acquired by the school (as many residents had assumed) but rather part of the existing site that is not currently built on. Anyone not attending that meeting is likely to assume that the proposal is to enlarge the school site.
- from the Proposal Document, page 4: "Our projected pupil numbers show that we need to provide an additional 600 Reception places in the city by September 2017". This contradicts page 17 of BCC 2016 and is misleading because it fails to mention that the majority of these places are needed only on a temporary basis.
- from the Proposal Document: "Additional places are required within the Sutton Trinity ward and the Sutton District to meet Basic Need." In fact, the figures in BCC 2016 show that no part of Sutton Trinity (or Sutton Four Oaks, which is also served by Moor Hall School) is a priority area requiring additional places.

ii) BCC 2016 makes a compelling case for temporary flexible expansion to accommodate cohort growth. e.g. "We require permanent expansions from Year 3 and further bulge classes across Years 1-6 in order to meet anticipated cohort growth"; "We ask all partners to ... Consider flexible expansion – providing new places across year groups to help meet pressures from cohort growth, rather than one class of 30"; "We will require increased flexibility across our primary schools to create bulge expansions as particular year groups fill."

These comments resonate with families who have moved into the area around Moor Hall School and cannot get a local school place. By taking a bulge class in Year 3 in 2016, Moor Hall has proved that it is well-placed to address this need. The current Year 6 class has expanded to 31 in order to admit the sibling of one of the new Year 3 pupils. Rather than permanent expansion, the emphasis should be on this kind of compassionate flexibility across all schools in the local area.

Finally, Moor Hall School brands itself as a 'small school with a big heart'. It is rated Outstanding by Ofsted. The headteacher is a local leader of education who provides support to other schools in the local authority, and the Chair of the Governing Body is a national leader of governance (as noted in the Ofsted report). This school is successful in every way. It should not be forced to change just to "create a sustainable financial future for the school" (Minutes of the October meeting). This is the type of school that Birmingham needs more of. Don't change it. A bulge class flexibly addresses local need. A permanent expansion would irreversibly change the very thing that makes this school so special.

Response ID ANON-YZBX-W2RW-Y

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-30 23:58:50**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent, Local Resident

other, please specify:

4 Are you in favour of the proposal?

No

Please give details:

I am strongly against the proposal for a number of reasons.

Road safety/Parking

One of my main concerns (as a parent and a local resident) is the impact on traffic, congestion and the safety of the children. Increasing the number of pupils will mean there are more people coming from further away and will result in more people driving to, and parking near, the school. There are already problems with cars and parking around school times and this would be a lot worse following the expansion.

The location of the school on a bend is a significant problem which cannot be mitigated. Coupled with the volume of traffic moving along Rowallen Road and past the school (in both directions on the bend), this would create real dangers for the safety of the children should the school be expanded.

A further problem is that the staff car park is not big enough for existing staff let alone an increase in staff. This will mean even more cars parked on the road not just at school times but throughout the day.

School Infrastructure

The school infrastructure and the footprint of the school and the grounds are insufficient to cope with the additional pupils. Other local schools with two classes per year group have much larger facilities than Moor Hall eg larger playing fields, larger playgrounds, two dining halls etc and yet the proposal is to create a school double the size on a plot of land meant for a one class intake school.

Classroom accommodation - I understand that the school is going to be "remodelled" rather than rebuilt. Moor Hall sits on a relatively small plot of land which is surrounded by houses. There is no possibility to acquire extra land to expand the school. It is difficult to see where 7 additional classrooms plus other necessary additions (toilets, cloakrooms etc) would be built other than on existing playgrounds and playing fields. I do not believe this is an acceptable solution as outside space is just as important to pupils as inside space - PE and outdoor play are crucial to the health and wellbeing of the children.

Outside areas - The playgrounds are not big enough for the current number of children in the school. Collisions between children are not uncommon during breaks and lunchtimes and an increase in pupils would only exacerbate this. For this reason, in the summer months some classes are allowed to play on the playing field to relieve the pressure in the playground. Additional pupils would create the risk of far more accidents happening.

Similarly, the playing field is not very big compared to playing fields at other local schools (eg Mere Green School has vast playing fields and grounds). Using some of the playing field to build on would be detrimental to the children and their physical wellbeing.

School Hall - the current school hall will be too small to accommodate the extra pupils for assemblies and lunchtimes. Lunchtimes are already staggered for KS1 and KS2 and it would not be acceptable to stagger it even more, resulting in some children having their lunch very early or very late.

The kitchen - this would also need to cope with the additional pupils and it has not been explained how this would be achieved.

Moorhens before and after school club - this is already oversubscribed and would need to be at least doubled in size to allow for the increase in pupils. Where would these be accommodated? Again, this has not been made clear. Many parents rely on this in order to be able to go to work (myself included) and it would be disastrous if I could not have my children looked after before school as I would be unable to work.

Library - this is very small and insufficient for double the number of pupils. The number of books in the library would need to be increased significantly as would all other teaching resources in the school (books, whiteboards, PCs, iPads, keyboards etc)

My understanding is that the main driver for the proposal is to create new school places. It would be a far better solution to create school places at a school with larger facilities and grounds. Surely a school with 2 classes per year group already would be far better placed to absorb an additional 30 pupils per year group than a school with only one existing class per year group (ie a 50% increase rather than a 100% increase). For example, Mere Green School has extensive grounds/playing fields compared to Moor Hall. Similarly, Whitehouse Common, Coppice and Little Sutton are all on much larger plots of land and have the existing facilities to cope better with an increase in numbers.

Response ID ANON-YZBX-W2RY-1

Submitted to **School Organisation Moor Hall Primary School**

Submitted on **2016-11-29 17:34:14**

Introduction

1 What is your name?

Name:

[REDACTED]

2 What is your e mail address?

e mail:

[REDACTED]

3 What is your interest in the proposal?

Parent

other, please specify:

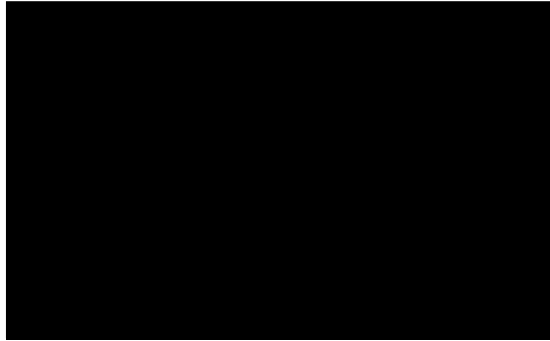
4 Are you in favour of the proposal?

No

Please give details:

I chose the school over other local outstanding schools specifically because it was a one year intake, which best suits my children. There is already an issue with crowding of the residential streets during pick up and drop off, which will only get worse with double the number. I am concerned valuable outside space will be taken up with the expansion. And I cannot imagine that the expansion works would be completed over the 6 weeks summer holidays, and will extended into the school year. Thus disrupting my child's education time.

RECEIVED
17 NOV 2016



14th. November 16

Dear Sirs,

Ref. Proposal to Enlarge Moor Hall Primary School.

I want to register my objection to the proposal. My objection is solely related to the parking problem which has been a gradually occurring event.

About one year ago the parents who have children at the school sent a circular to all local residents requesting support for an informal one way system to be adopted in the road approaches to the school. This was their recognition that parking had become a major problem for them. The parents promoting the idea could not get their fellow parents to adopt their idea which is confirmed by the current traffic flow and parking.

The proposal is to double the number of pupils. I would foresee the increase coming from remote locations with the attendant increase in traffic.

Before considering increasing pupil numbers the appalling parking problem must be resolved. If you have no solution to the problem now, you will not find one in the future.

Yours faithfully,



18th November 2016

Moor Hall School Expansion Proposal

On Tuesday 8th November an informal meeting was convened at the school. This was because most of the local residents in Homer Road, Rowallan Road, Holte Drive etc knew nothing of the above proposals, which was very remiss of someone, as it affects us as well as the school.

I was not able to attend, but a neighbour was & he tells me it was well attended by residents from the above roads & others. In fact, more chairs had to be put out. There were four parents. When I looked out of my window that night there were only SIX cars parked along my end of Rowallan (near the school) which only shows that residents walked it!

Parking here has always been a concern, but in the past parents have all parked on the opposite side of the road, leaving space for other vehicles to drive past. The by 9.15am they had all left & the same in the afternoon.

But over the past couple of years the number of cars has increased, stayed longer & some all day.

This has not been helped by the Nursery premises

which are situated in the school grounds.

2

In order to get as close to the school or Nursery as possible, parents are now parking both sides of the road & half on the pavement (which incidentally Blham City Council have just very recently spent hundreds & thousands replacing). This makes it more difficult for pedestrians & motorists & more dangerous. We have already had two minor accidents involving young women reversing cars up pavement & knocking down grownups. Next time it will be a child. I wonder what would if a Fire Engine tried to get through?

If the school increases in size it will:-

= More teaching staff

= Possibly more class room assistants

= More pupils not within walking distance

= More Dinner Ladies to serve these children

= More Cars

Plus more Class Rooms, more Toilets for Teachers & Pupils & possibly a larger kitchen to cope with having to prepare dinners for the influx of more children receiving school dinners.

If the building of this expansion goes ahead, I've no doubt the people most inconvenienced will not be the pupils, teachers & governors, but the local residents who will have all the disruption with Contractors' vehicles etc, as I expect the work would be done during school holidays.

3

I live on the opposite of Rowallan Road to the school. But I'm sure residents backing on to the school & its playing fields will strongly object to any building taking place on the playing fields & overlooking their property.

Children also need the open space to play football & run around after sitting at desks & computers most of their young life. It seems to be the only exercise they get.

Yours faithfully



[REDACTED]

[REDACTED]

[REDACTED]

Sent: Wednesday, November 30, 2016 5:51 PM
To: Edsi Enquiries
Subject: ENLARGEMENT OF MOOR HALL SCHOOL.

Dear Sirs,

I object to the proposed enlargement for the following reason:

Car deliveries of children to this school already cause serious problems for passing traffic. This is further augmented by staff from the school and the attached nursery parking their cars in the same stretch of road. If the school is enlarged this can only become much worse. Local householders already have difficulty exiting their own drives and those of us living just five minutes away already have school parking at times.

Construction heavy vehicles will create further difficulties in a comparatively narrow road that was built when Moor Hall School only offered tuition to children living nearby. A new build would have been unnecessary if the person responsible at the Education Dept., had negotiated a year by year roll on lease for the nursery, as has been achieved at Maney Hill School, instead of a 25 year lease. THIS ERROR LACKS FORWARD THINKING!!! Can he buy the nursery out? The cost is likely to be less than a new build.

The only satisfactory way in which the school can expand without causing serious congestion is that those eager to attend the school arrive by public transport, walk or cycle and for nursery staff and school staff to do the same.

It is interesting to note that when we first moved to Moor Hall there was no school and children from this area, including five year olds, were expected to walk to the former Mere Green School, now the Speckled Hen, a journey taking approximately 30 minutes. Make today's children walk and avoid obesity.

I tried to visit your web site but it was unavailable. Why was this?

I think BBC WATCHDOG would be very interested to investigate a situation where officials ignore the wellbeing and comfort of local communities covertly overlooking their own initial mistakes.

Yours faithfully,

[REDACTED]

School Organisation Proposal: Moor Hall Primary School 2016**Pre-statutory Consultation Meeting: 3rd October 2016: 5pm – 7pm: Hosted at Moor Hall Primary School.**Purpose:

An informal meeting inviting local stakeholders to discuss the school organisation proposal and related building project prior to the statutory consultation by school organisation and future planning consultation.

All comments are welcome as this will inform the statutory consultations, information for decision makers, the design brief and provide direction on how the local authority or the school may communicate and engage throughout the course of events.

Attended by Moor Hall Primary School representatives including the Head Teacher (Mr Steggall) and members of the Governing Body, representatives from Birmingham City Council including Local Councillors (Cllr Mackay and Cllr Waddington), School Organisation Officer (David Board) and Lead Officer for School Capital Projects (Paul Bowman); approximately 30-40 stakeholders were present during the meeting, for part or whole of the time.

During the discussions the following key points were acknowledged:School objective:

School reps highlighted the intentions of the school governing body to expand their outstanding education offer (as recorded during the last Ofsted inspection) to a wider group of pupils and, in doing so, create a sustainable financial future for the school to continue to offer that standard of education to the community. More teaching staff also opens up scope and flexibility for development and delivery of the curriculum.

During the admission cycle the school received 140+ applications for 30 places, the cut off distance for admission was 800m from the school. There is currently a significant waiting list for any available places.

Local authority objective:

School Organisation officer explained that the local authority has a statutory duty to provide sufficient school places within a reasonable distance.

(Update: *There is a statutory requirement for the Local Authority to ensure there are sufficient schools for its residents. This involves ensuring that we increase the school places available so that families can be offered a school place within 2 miles from home for children under the age of 8 years and within 3 miles from home for older children.*)

There is a real need for additional school places in the local area, as indicated by forecasting tools. One of the factors is that there are 139 more births in the local area than 10 years ago. Moor Hall Primary School expressed an interest in expanding to meet this demand which was assessed by a panel of council officers.

(Update: includes comments/attendance from Education and Skills, Planning, Transport and school admissions officers; Birmingham Education Partnership (school improvement) and Head Teacher representatives.)

The process for consultation:

School organisation: This consultation focuses on the proposal to expand the school to 2 classes per year group and considers the impact on children and their families either already attending the school or opportunity to apply to the school in future. This meeting is a pre-statutory consultation meeting to encourage comments and engagement prior to the statutory consultation period (which will be during November 2016 for 4 weeks).

Build [Capital] Project:

Lead Officer for School Capital Projects shared that high level feasibility had been completed but was not in a position to share anything tangible with stakeholders at this time. The feasibility does indicate that there are options for further investigation and development for how an additional form of entry can be accommodated on the Moor Hall site. The outline and anticipated programme was shared but is notional and based on experience rather than firm plans at this time. The first design meeting with the school is set to be held this week. The intention is to have the permanent solution built and ready for occupation by September 2018.

Questions, comments and suggestions: Key themes:

Communication and engagement: How will this work?

This consultation is pre-statutory; the statutory consultation is in one month's time. All comments are welcome and appreciated at this time and responses to the statutory consultation are encouraged. Suggestion and accepted that further consultation and engagement opportunities will be promoted for the statutory consultation processes (school organisation and planning); and through school newsletter, Councillor Meetings and other opportunities that may arise.

Phasing of the introduction of a second form of entry:

How would we comment on a consultation if we don't know the exact delivery method?

During the statutory consultation there will be more information available, this pre-statutory consultation is to identify any key issues and to consider what themes and information is important to stakeholders.

The statutory school organisation proposal will be followed by statutory planning consultation and representation; so provide further opportunity to see how the project develops and engage with questions and comments.

Educational continuity and quality of education: how will this be maintained?

Experience on multiple expansion projects indicates that creativity and innovation is often required by the school and can be result in attainment and aspiration improvements during and following projects.

Concern trying to visualise how the school will accommodate a doubling of pupil numbers.

How will the pupils be accommodated during the phasing in of a new form of entry?

There are several options available depending on the outcome of feasibility of the site and build programme which could be creative use of internal space by changing the use of rooms or providing temporary accommodation on site. *This is yet to be determined* and will be done in full collaboration with the school.

The plan is that the additional form of entry will be accommodated by Sept 2018

Risk of loss of some outdoor space:

Concern that any expansion build project would reduce the amount of outdoor space available to pupils. This is a concern that will be raised by the Lead Officer for School Capital Projects during the next phases of feasibility and design. Playing field space cannot be disposed/built-on without a Section 77 order, authorised by the Secretary of State.

Travel and transport:

Concerns about existing issues with vehicles delivering and collecting pupils from school, both during the build project (so delivery of materials) and when there is potentially twice the number of pupils being delivered and collected.

Transport colleagues are engaged at the stage the school's interest in expanding was first assessed. They are also engaged throughout the consultations and building procedures. A "highways survey" is commissioned as part of the building feasibility and planning.

The school's travel plan would be reviewed and updated. There are examples of creative and innovative opportunities to address travel and transport issues.

Engaged stakeholders like those present at the meeting can, where sensible, try to positively influence the culture of vehicles being used to deliver and collect pupils.

Progression into secondary phase of education: how is this addressed?

Solutions are being progressed to address the consequential need for secondary school places.

Summary: principally there are benefits to the school and the local community for parent choice and demand for school places. The broad concern from the stakeholders is the "how" the project is delivered, the impacts on education of pupils at the school, health, safety and wellbeing; and travel and transport on and outside the school site.



Department
for Education

Making ‘prescribed alterations’ to maintained schools

Statutory guidance for proposers and decision-makers

April 2016

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1: Summary

About this guidance

This is statutory guidance from the Department for Education. This means that recipients must have regard to it when carrying out functions relating to making 'prescribed alterations' to maintained schools.

The purpose of this guidance is to ensure that additional good quality school places can be provided quickly where they are needed; that local authorities and governing bodies do not take decisions that will have a negative impact on other schools in the area, and that changes can be implemented quickly and effectively where there is a strong case for doing so. In line with these aims it is expected that, where possible, additional new places will only be provided at schools that have an overall Ofsted rating of 'good' or 'outstanding'.

A governing body, LA or the [Schools Adjudicator](#) must have regard to this guidance when exercising functions under [The School Organisation \(Prescribed Alterations to Maintained Schools\) \(England\) Regulations 2013](#) ('the Prescribed Alterations Regulations') and [The School Organisation \(Establishment and Discontinuance of Schools\) Regulations 2013](#) ('the Establishment and Discontinuance Regulations'). It should be read in conjunction with Parts 2 and 3 and Schedule 3 of the [Education and Inspections Act \(EIA\) 2006](#) (as amended by the [Education Act \(EA\) 2011](#)) and the *Prescribed Alterations Regulations*. It also relates to the *Establishment and Discontinuance Regulations* and [The School Organisation \(Removal of Foundation, Reduction in the Number of Foundation Governors and Ability of Foundation to Pay Debts\) \(England\) Regulations \(2007\)](#).

It is the responsibility of LAs and governing bodies to ensure that they act in accordance with the relevant legislation when making changes to a maintained school and they are advised to seek independent legal advice where appropriate.

Review date

This guidance will be reviewed in April 2017.

Who is this guidance for?

Those proposing to make changes to maintained schools (e.g. governing bodies and LAs), decision-makers (LAs, the Schools Adjudicator and governing bodies), and for information purposes for those affected by a proposal (dioceses, trustees, parents etc.)

This guidance is relevant to all categories of maintained schools (as defined in section 20 of the [School Standards and Framework Act \(SSFA\) 1998](#)), unless explicitly stated. It is not relevant to [Pupil Referral Units](#). Separate advice [on making significant changes to an academy](#), [opening and closing a maintained school](#) and the [guidance for decision-makers](#) is available.

Main points

- All proposals for prescribed alterations must follow the processes set out in this guidance.
- Where a LA proposes to expand a school that is eligible for intervention they should copy the proposal to the relevant [Regional Schools Commissioner](#)
- To enable the department to monitor potentially controversial proposals, the proposer should copy any proposal which falls within the definitions set out in part 3 to the School Organisation mailbox – schoolorganisation.notrifications@education.gsi.gov.uk.
- Where a LA is the decision maker, it must make a decision within a period of two months of the end of the representation period, taking into account the factors outlined in the [guidance for decision-makers](#). Where a decision is not made within this time frame, the proposal must be referred to the Schools' Adjudicator for a decision.
- It is not possible for any school to gain, lose or change religious character through a change of category. Information on the process to be followed is available in the opening and closing maintained school guidance.
- It is the department's view that governing bodies should convert to academy status rather than change category to a foundation. Governing bodies wishing to discuss this issue should email schoolorganisation.notifications@education.gsi.gov.uk and a member of the school organisation team will contact them to discuss the proposed change of category.
- **Once a decision** has been made the proposer (school governing body or LA) should make the necessary changes to the school's record in the department's [EduBase](#) system and MUST have done so by the date the change is implemented.

2: Prescribed alteration changes

Enlargement of premises

Details of how [special schools can increase their intake](#) are covered below.

Local authorities are under a statutory duty to ensure the sufficiency of school places in their area. They can propose an enlargement of the premises of community foundation and voluntary schools. When doing so they must follow the statutory process as set out in the [Prescribed Alterations Regulations](#) (see [part 5](#)) if:

- the proposed enlargement of the premises of the school is permanent (longer than three years) and would increase the capacity of the school by:
 - more than 30 pupils; **and**
 - 25% or 200 pupils (whichever is the lesser).
- the proposal involves the making permanent of any temporary enlargement (that meets the above threshold).

Where a proposal seeks to increase the school's pupil number to over 2,000 or would result in an increase of over 50% of the school's current capacity, the LA should copy the proposal to schoolorganisation.notifications@education.gsi.gov.uk for monitoring purposes.

Governing bodies of all categories of mainstream schools and LAs can propose smaller expansions that do not meet the thresholds above without the need to follow the formal statutory process in [part 4](#). In many cases this can be achieved solely by increasing the school's published admissions number (PAN); please see [the School Admissions Code](#).

The table below sets out who can propose an enlargement of premises and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community	Enlargement of premises	Statutory process	LA	CofE Diocese RC Diocese
LA for voluntary or foundation	Enlargement of premises	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for voluntary and foundation	Enlargement of premises (on small scale expansions)	Non statutory process	LA	N/A
GB of all categories mainstream	Enlargement of premises (on small scale expansions)	Non statutory process	GB	N/A

NB: the LA must make a decision within a period of two months of the end of the representation period or they must be referred to the [Schools Adjudicator](#).

Expansion onto an additional site ('or satellite sites')

Where proposers seek to expand onto an additional site they will need to ensure that the new provision is genuinely a change to an existing school and not in reality the establishment of a new school. Where a LA decides that a new school is need to meet basic need the free school presumption process must be followed. Other proposals seeking to establish a new school should follow the free school application process.

Decisions about whether a proposal represents a genuine expansion will need to be taken on a case-by-case basis, but proposers and decision makers will need to consider this non-exhaustive list of factors:

The reasons for the expansion

- What is the rationale for this approach and this particular site?

Admission and curriculum arrangements

- How will the new site be used (e.g. which age groups/pupils will it serve)?
- What will the admission arrangements be?
- Will there be movement of pupils between sites?

Governance and administration

- How will whole school activities be managed?

- Will staff be employed on contracts to work on both sites? How frequently will they do so?
- What governance, leadership and management arrangements will be put in place to oversee the new site (e.g. will the new site be governed by the same governing body and the same school leadership team)?

Physical characteristics of the school

- How will facilities across the two sites be used (e.g. sharing of the facilities and resources available at the two sites, such as playing fields)?
- Is the new site in an area that is easily accessible to the community that the current school serves?

The purpose of considering these factors is to determine the level of integration between the two sites; the more integration, the more likely the change will be considered as an expansion. Where a LA considers there is a need for a new school to address basic need for school places it must¹ seek proposals to establish a free school under the free school presumption.

LAs should copy any proposal to expand a school onto a satellite site to schoolorganisation.notifications@education.gsi.gov.uk for monitoring purposes.

Quality of new places created by expansions

Where schools are underperforming, the quality of new places provided may be compromised by expansion. The department expects that schools should not generally expand if they are eligible for intervention by the local Regional Schools Commissioner ('RSC'). There will be exceptional cases where there is no viable alternative to ensuring sufficient school places locally. In cases where there is a proposal for a school that is eligible for intervention to expand, we expect LAs to send a copy of the proposals to the [RSC](#) so that they can ensure appropriate intervention strategies are agreed or, where appropriate, that there is a robust improvement plan in place.

Change in number of pupils in a special school

Governing bodies of all categories of special school and LAs for community special schools may seek to increase the number of places by following the statutory process in [part 5](#), if the increase is by:

¹ Under section 6A of Education and Inspections Act 2006

- 10%; or
- 20 pupils (five for all boarding special schools) (whichever is the lesser).

The exception to this is where a special school is established in a hospital.

Governing bodies of all categories of special school and LAs for community special schools may seek to decrease the number of pupils, by following the statutory process in [part 5](#).

The table below sets out who can propose a change in the number of pupils in a special school and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
GB foundation special	Increase by 10% or 20 pupils (5 for boarding special: or Decrease numbers	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees
GB community special	Increase by 10% or 20 pupils (5 for boarding special: or Decrease numbers	Statutory process	LA	CofE Diocese RC Diocese
LA for community special	Increase by 10% or 20 pupils (5 for boarding special: or Decrease numbers	Statutory process	LA	CofE Diocese RC Diocese

NB: the LA must make a decision within a period of two months of the end of the representation period or they must be referred to the [Schools Adjudicator](#).

Reducing pupil numbers in mainstream schools

Reductions in pupil numbers at maintained mainstream schools which result in a decrease to the Published Admission Number (PAN) are not covered by the [Prescribed Alterations Regulations](#). Where this is proposed the admissions authority (the LA in the case of community and voluntary controlled (VC) schools or the

3: Contentious / controversial proposals

The department is keen to ensure that, when proposing:

- enlargement of premises;
- changes to a school's age range, and / or
- adding a sixth form.

LA's and governing bodies act reasonably, in line with the principles of public law, to ensure that the changes do not have a negative impact on the education of pupils in the area.

It is the department's expectation that, in the majority of cases, it would not be appropriate for a primary school to change its age range to meet the need for new secondary provision. Where the level of basic need is such that a new secondary school is needed, this will trigger the free school presumption process.

To enable the department to monitor potentially controversial proposals, LAs and governing bodies should notify

schoolorganisation.notifications@education.gsi.gov.uk of the publication of, any proposals which would:

- result in an [existing primary school becoming an all-through school / cross phase school](#);
- result in an [increase of over 50% in the school's capacity](#);
- [increase the school's pupil numbers to over 2,000](#);
- propose [expansion onto a separate 'satellite' site](#); or
- have received objections from the LA and / or neighbouring school that the proposed change will undermine the quality of education.

5: Statutory process: prescribed alterations

The statutory process for making prescribed alterations to schools has four stages:

Stage	Description	Timescale	Comments
Stage 1	Publication (statutory proposal / notice)		
Stage 2	Representation (formal consultation)	Must be at least 4 weeks	As prescribed in the 'Prescribed Alteration' regulations.
Stage 3	Decision	LA should decide a proposal within 2 months otherwise it will fall to the Schools Adjudicator.	Any appeal to the adjudicator must be made within 4 weeks of the decision.
Stage 4	Implementation	No prescribed timescale	However it must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker.

Although there is no longer a statutory 'pre-publication' consultation period for prescribed alteration changes, there is a strong expectation that schools and LAs will consult interested parties, in developing their proposal prior to publication, as part of their duty under public law to act rationally and take into account all relevant considerations. Schools will also need to ensure that they have the consent of the site trustees and other relevant religious authorities⁴ (where necessary).

When considering making a prescribed alteration change, it is best practice to take timing into account, for example:

- by holding consultations and public meetings – either formal or informal – during term time, rather than school holidays;
- plan where any public and stakeholder meetings are held to maximise response: and

⁴ Including under the CofE Diocesan Board of Education (DBE) Measure 1991.

- take into account the admissions cycle for changes that will impact on the school's admission arrangements.

A number of changes can impact on admissions, necessitating reductions in PAN, new relevant age groups for admission or the adoption of revised admission criteria. Changes to admission arrangements can be made by the admission authority in one of two ways:

- the consultation on changing the admission arrangements (as set out in the [School Admissions Code](#)) takes place sufficiently in advance of a decision on the prescribed alteration so that the change to admissions can be implemented at the same time as the proposals; or
- a variation is sought, where necessary in view of a major change in circumstances, from the [Schools Adjudicator](#) so that the changes to the admission policy can be implemented at the same time as the prescribed alteration is implemented.

Decision-makers should, so far as is possible, co-ordinate with the admission authority, if different, to ensure they avoid taking decisions that will reduce a PAN or remove a relevant age group for admission after parents have submitted an application for the following September (e.g. 31 October for secondary admissions or 15 January for primary admissions).

Publication

A statutory proposal must contain sufficient information for interested parties to make a decision on whether to support or challenge the proposed change. [Annex A](#) sets out the minimum that this should include. The proposal should be accessible to all interested parties and should therefore use 'plain English'.

Where the proposal for one change is linked to another, this should be made clear in any notices published. Where a proposal by a LA is 'related' to a proposal by other proposers (e.g. where one school is to be enlarged because another is being closed) a single notice could be published.

The full proposal must be published on a website (e.g. the school or LA's website) along with a statement setting out:

- how copies of the proposal may be obtained;
- that anybody can object to, or comment on, the proposal;
- the date that the representation period ends; and

- the address to which objections or comments should be submitted.

A brief notice (including details on how the full proposal can be accessed e.g. the website address) must be published in a local newspaper. If the proposal is published by a governing body then notification must also be posted in a conspicuous place on the school premises and at all of the entrances to the school.

Within one week of the date of publication on the website, the proposer must send a copy of the proposal and the information set out in the paragraph above to:

- the governing body/LA (as appropriate);
- the parents of every registered pupil at the school - where the school is a special school;
- if it involves or is likely to affect a school which has a religious character:
 - the local Church of England diocese;
 - the local Roman Catholic diocese; or
 - the relevant faith group in relation to the school; and
- any other body or person that the proposer thinks is appropriate.

Within one week of receiving a request for a copy of the proposal the proposer must send a copy to the person requesting it.

There is no maximum limit on the time between the publication of a proposal and its proposed date of implementation. However, proposers will be expected to show good reason (for example an authority-wide reorganisation) if they propose a timescale longer than three years.

Representation (formal consultation)

The representation period starts on the date of the publication of the proposal and must last four weeks. During this period, any person or organisation can submit comments on the proposal to the LA to be taken into account by the decision-maker. It is also good practice for representations to be forwarded to the proposer to ensure that they are aware of local opinion.

Decision

The LA will be the decision-maker in all cases except where a proposal is 'related' to another proposal that must be decided by the [Schools Adjudicator](#)⁵.

Decisions must be made within a period of two months of the end of the representation period or they must be referred to the Schools Adjudicator.

However, the body or individual that takes the decision must have regard to the statutory [guidance for decision-makers](#).

When issuing a decision, the decision-maker can:

- reject the proposal;
- approve the proposal without modification;
- approve the proposal with modifications, having consulted the LA and/or governing body (as appropriate); or
- approve the proposal – with or without modification – subject to certain conditions⁶ (such as the granting of planning permission) being met.

A proposal can be withdrawn by the proposer at any point before a decision is taken. When doing so the proposer must send written notice to the LA or the governing body (as appropriate); or the Schools Adjudicator (if the proposal has been sent to them). A notice must also be placed on the website where the original proposal was published.

Within one week of making a decision the LA must publish their decision and the reasons for it, on the website where the original proposal was published and send copies to:

- the LA (where the Schools Adjudicator is the decision-maker);
- the Schools Adjudicator (where the LA is the decision-maker);
- the governing body/proposers (as appropriate);
- the trustees of the school (if any);
- the local Church of England diocese;

⁵ For example where a change is conditional on the establishment of a new school under section 10 or 11 of EIA 2006 (where the Schools Adjudicator may be the default decision maker).

⁶ The prescribed events are those listed in paragraph 8 of Schedule 3 to the Prescribed Alterations Regulations.

- the local Roman Catholic diocese;
- the parents of every registered pupil at the school – where the school is a special school; and
- any other body that they think is appropriate (e.g. other relevant faith organisation).

If the [Schools Adjudicator](#) is the decision-maker they must notify the persons above of their decision, together with the reasons, within one week of making the decision. Within one week of receiving this notification the LA must publish the decision, with reasons, on the website where the original proposal was published.

Within one week of the decision being made the proposer (i.e. governing body or LA) should make the necessary changes to the school's record in the department's [EduBase](#) system and must make the change by the date of implementation.

Rights of appeal against a decision

The following bodies may appeal to the Schools Adjudicator against a decision made by a LA decision-maker, within four weeks of the decision being made:

- the local Church of England diocese;
- the local Roman Catholic diocese; and
- the governors and trustees of a foundation, foundation special or voluntary school that is subject to the proposal.

On receipt of an appeal, an LA decision-maker must then send the proposal, representations received and the reasons for their decision to the Schools Adjudicator within one week of receipt. There is no right of appeal on determinations made by the Schools Adjudicator.

Implementation

The proposer must implement a proposal in the form that it was approved, taking into account any modifications made by the decision-maker.

Modification post determination

If it proves necessary, due to a major change in circumstance, or unreasonably difficult to implement a proposal as approved, the proposer can seek modifications

(e.g. to the implementation date) from the decision-maker before the approved implementation date. However, proposals cannot be modified to the extent that new proposals are substituted for those that have been published.

Details of the modification must be published on the website where the original proposals were published.

Revocation of proposals

If the proposer cannot implement an approved proposal because circumstances have changed so that implementation would be inappropriate or implementation of the proposal would be unreasonably difficult, the proposer must publish a revocation proposal, to be determined by the decision-maker, to be relieved of the duty to implement. A revocation proposal must contain:

- a description of the original proposal as published;
- the date of the publication of the original proposal; and
- a statement as to why the duty to implement the original proposal should not apply.

The proposer must publish the revocation proposal on the website and a brief notice of the proposal, including the website address where the proposal is published in a local newspaper. The proposal must contain details of how copies can be obtained; details of where to send comments to; and the date by which comments must be sent.

Where the proposer is the governing body it must send the revocation proposal to the LA within one week of the date of publication on the website. Where the original proposal was decided by the [Schools Adjudicator](#) the LA must refer the revocation proposal together with any comments or objections within two weeks of the end of the representation period to the Schools Adjudicator.

The LA decision-maker, who must determine the revocation proposal within two months of the end of the representation period, must arrange for the revocation determination to be published on the website where the original proposal and revocation proposal were published. The LA decision-maker must also arrange for the following persons to be notified of the revocation decision together with reasons:

- the local Church of England diocese;
- the local Roman Catholic diocese; and

- the governors and trustees of a foundation, foundation special or voluntary school that is subject to the proposal.

The same persons also have the right of appeal to the [Schools Adjudicator](#) (within four weeks of determination of the revocation proposal) if they disagree with the decision to revoke the proposal.

Land and buildings for foundation, foundation special or voluntary controlled schools

Where a LA is required to provide a site for a foundation, foundation special or voluntary controlled school, the LA must:

- transfer their interest in the site and in any buildings on the site which are to form part of the school's premises to the trustees of the school, to be held by them on trust for the purposes of the school; or
- if the school has no trustees, to the governing body, to be held by that body for the purposes of the school.

In the case of a dispute as to the persons to whom the LA is required to make the transfer, the adjudicator will make a decision.

Further details on land and buildings can be found in paragraphs 17 and 18 of Schedule 3 of the Prescribed Alteration Regulations.

Annex A: Information to be included in a prescribed alteration statutory proposal

A statutory proposal for making a prescribed alteration to a school must contain sufficient information for interested parties to make a decision on whether to support the proposed change. A proposal should be accessible to all interested parties and therefore use 'plain English'.

Proposers will need to be mindful of the factors that will inform the decision-makers assessment when determining the proposal.

As a minimum, the department would expect a proposal to include:

- School and LA details;
- Description of alteration and evidence of demand;
- Objectives (including how the proposal would increase educational standards and parental choice);
- The effect on other schools, academies and educational institutions within the area;
- Project costs and indication of how these will be met, including how long term value for money will be achieved;
- Implementation and any proposed stages for implementation; and
- A statement explaining the procedure for responses: support; objections and comments.

Annex E: Further Information

This guidance primarily relates to:

- [The School Organisation \(Prescribed Alterations to Maintained Schools\) \(England\) Regulations 2013](#)
- [The School Organisation \(Removal of Foundation, Reduction in Number of Foundation Governors and Ability of Foundation to Pay Debts\) \(England\) Regulations 2007](#)
- [The School Organisation \(Requirements as to Foundations\) \(England\) Regulations 2007](#)
- [The Education and Inspections Act 2006](#), as amended by the [Education Act 2011](#)
- [The School Standards and Framework Act 1998](#), as amended by the [Education Act 2002](#)

It also relates to:

- [The School Organisation \(Establishment and Discontinuance of Schools\) Regulations 2013](#) .
- [School Governance \(Constitution\) \(England\) Regulations 2012](#)
- [The School Governance \(Constitution and Federations\) \(England\) \(Amendment\) Regulations 2014](#)
- [The School Governance \(Miscellaneous Amendments\) \(England\) Regulations 2015](#)
- [The School Governance \(New Schools\) England Regulations 2007](#)
- [School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013](#)
- [Childcare Act 2006](#)
- [School Premises \(England\) Regulations 2012](#) .
- [Making Significant Changes to an Existing Academy \(2014\)](#);
- [Academy/Free School Presumption – departmental advice \(2013\)](#); and
- [Establishing New Maintained Schools – departmental advice for local authorities and new school proposers \(2013\)](#).
- [The Schools Admissions Code](#)

Annex F: Contact details for RSC offices

- East and North East London - RSC.EASTNELONDON@education.gsi.gov.uk
- North - RSC.NORTH@education.gsi.gov.uk
- East Midlands and Humber - EMH.RSC@education.gsi.gov.uk
- Lancashire and West Yorkshire - LWY.RSC@education.gsi.gov.uk
- South Central England and North West London - RSC.SCNWLON@education.gsi.gov.uk
- South East and South London - RSC.SESL@education.gsi.gov.uk
- South West - RSC.SW@education.gsi.gov.uk
- West Midlands - RSC.WM@education.gsi.gov.uk



Department
for Education

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Department
for Education

Guidance for decision-makers

**Statutory guidance for decision-makers
deciding prescribed alteration and
establishment and discontinuance
proposals**

April 2016

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1: Summary

About this guidance

This is statutory guidance from the Department for Education. This means that recipients must have regard to it when carrying out duties relating to making decisions about prescribed alteration proposals and establishment (opening) and discontinuance (closure) proposals.

This guidance should be read in conjunction with; the Education and Inspections Act (EIA) 2006 as amended by the Education Act (EA) 2011; the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013; the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 and the School Organisation (Removal of Foundation, Reduction in the Number of Foundation Governors and Ability of Foundation to Pay Debts) (England) Regulations (2007).

Review date

This guidance will be reviewed in April 2017.

Who is this guidance for?

This guidance is for those making decisions about prescribed alteration proposals (LAs, the Schools Adjudicator and governing bodies), and opening and closing maintained schools (LAs, the Schools Adjudicator) and for information purposes for those affected by such proposals (dioceses, trustees, parents etc.)

It is the responsibility of LAs and governing bodies to ensure that they act in accordance with the relevant legislation when making changes to or opening or closing a maintained school and they are advised to seek independent legal advice where appropriate.

Main points

- The decision-maker will need to be satisfied that the appropriate fair and open local consultation and/or representation period has been carried out and that the proposer has given full consideration to all the responses received. The decision-maker must consider the views of those affected by a proposal or who have an interest in it, including cross-LA border interests. The decision-maker should not simply take account of the numbers of people expressing a particular view. Instead, they should give the greatest weight to responses from those stakeholders likely to be most directly affected by a proposal – especially parents of children at the affected school(s).

- If the proposer has failed to meet the statutory requirements, a proposal may be deemed invalid and therefore should be rejected. The decision-maker must consider **ALL** the views submitted, including all support for, objections to and comments on the proposal.
- When deciding on a proposal, decision-makers will need to consider whether the new provision is genuinely a change to an existing school or is in effect a new school which should have triggered the free school presumption.
- The 2016 White Paper [*Education Excellence Everywhere*](#), sets out the department's aim that by the end of 2020, all schools will be academies or in the process of becoming academies. The decision-maker should, therefore, take into account the extent to which the proposal is consistent with this policy.
- In determining proposals decision-makers must ensure that the guidance on [schools causing concern](#) (Intervening in falling, underperforming and coasting schools) has been followed where necessary.
- All decisions in relation to the opening and closing of a maintained school should be copied to the Secretary of State, within one week of the decision being made. The notification must be sent to schoolorganisation.notifications@education.gsi.gov.uk. The necessary amendments will then be made to the EduBase system.

2: Factors relevant to all types of proposals

Related proposals

Any proposal that is 'related' to another proposal must be considered together. A proposal should be regarded as 'related' if its implementation (or non-implementation) would prevent or undermine the effective implementation of another proposal. Decisions for 'related' proposals should be compatible.

Where a proposal is 'related' to another proposal to be decided by the [Regional Schools Commissioner](#) (RSC) (e.g. for the [establishment of a new free school established under the presumption route](#)) the decision-maker should defer taking a decision until the RSC has taken a decision on the proposal, or where appropriate, grant a conditional approval for the proposal.

Conditional approval

Decision-makers may give conditional approval for a proposal subject to certain prescribed events¹. The decision-maker must set a date by which the condition should be met but can modify the date if the proposer confirms, before the date expires, that the condition will be met later than originally thought.

The proposer should inform the decision-maker (and the Secretary of State via schoolorganisation.notifications@education.gsi.gov.uk for school opening or closure cases) when a condition is modified or met. If a condition is not met by the date specified, the proposal should be referred back to the decision-maker for fresh consideration.

Publishing decisions

All decisions (rejected and approved – with or without modifications) must give reasons for such a decision being made. **Within one week** of making a decision the decision-maker should arrange (via the proposer as necessary) for the decision and the reasons behind it to be published on the website where the original proposal was published. The decision-maker must also arrange for the organisations below to be notified of the decision and reasons²:

- the LA (where the [Schools Adjudicator](#) or governing body is the decision-maker);
- the governing body/proposers (as appropriate);

¹ under paragraph 8 of Schedule 3 to the Prescribed Alterations Regulations (for prescribed alterations), regulation 16 of the Establishment and Discontinuance Regulations (for closures and new schools) and paragraph 16 of Schedule 1 to the Prescribed Alterations Regulations (for foundation and trust proposals).

² In the case of proposals to change category to foundation, acquire / remove a Trust and / or acquire / remove a Foundation majority the only bodies the decision-maker must notify are the LA and the governing body (where the Schools Adjudicator is the decision-maker).

- the trustees of the school (if any);
- the local Church of England diocese;
- the local Roman Catholic diocese;
- for a special school, the parents of every registered pupil at the school;
- any other organisation that they think is appropriate; and
- the Secretary of State via schoolorganisation.notifications@education.gsi.gov.uk (in school opening and closure cases only).

Consideration of consultation and representation period

The decision-maker will need to be satisfied that the appropriate fair and open local consultation and/or representation period has been carried out and that the proposer has given full consideration to all the responses received. If the proposer has failed to meet the statutory requirements, a proposal may be deemed invalid and therefore should be rejected. The decision-maker must consider **ALL** the views submitted, including all support for, objections to and comments on the proposal.

Education standards and diversity of provision

Decision-makers should consider the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the needs of parents; raise local standards and narrow attainment gaps.

A school-led system with every school an academy,

The 2016 White Paper [Education Excellence Everywhere](#), sets out the department's aim that by the end of 2020, all schools will be academies or in the process of becoming academies. The decision-maker should, therefore, take into account the extent to which the proposal is consistent with this policy.

Demand v need

Where a LA identifies the need for a new school, to meet basic need, section 6A of EIA 2006 places the LA under a duty to seek proposals to establish a free school via the '[free school presumption](#)'. However it is still possible to publish proposals for new maintained school outside of the competitive arrangements, at any time, in order to meet demand for a specific type of place e.g. places to meet demand from those of a particular faith.

In assessing the demand for new school places the decision-maker should consider the evidence presented for any projected increase in pupil population (such as planned

housing developments) and any new provision opening in the area (including free schools).

The decision-maker should take into account the quality and popularity of the schools in which spare capacity exists and evidence of parents' aspirations for a new school or for places in a school proposed for expansion. The existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places.

Reducing surplus places is not a priority (unless running at very high levels). For parental choice to work effectively there may be some surplus capacity in the system as a whole. Competition from additional schools and places in the system will lead to pressure on existing schools to improve standards.

School size

Decision-makers should not make blanket assumptions that schools should be of a certain size to be good schools, although the viability and cost-effectiveness of a proposal is an important factor for consideration. The decision-maker should also consider the impact on the LA's budget of the need to provide additional funding to a small school to compensate for its size.

Proposed admission arrangements

In assessing demand the decision-maker should consider all expected admission applications, not only those from the area of the LA in which the school is situated.

Before approving a proposal that is likely to affect admissions to the school the decision-maker should confirm that the admission arrangements of the school are compliant with the [School Admissions Code](#). Although the decision-maker cannot modify proposed admission arrangements, the decision-maker should inform the proposer where arrangements seem unsatisfactory and the admission authority should be given the opportunity to revise them.

National Curriculum

All maintained schools must follow the [National Curriculum](#) unless they have secured an exemption for groups of pupils or the school community³.

Equal opportunity issues

The decision-maker must have regard to the Public Sector Equality Duty (PSED) of LAs/governing bodies, which requires them to have 'due regard' to the need to:

³ Under sections: 90, 91, 92 and 93 of the Education Act 2002.

- eliminate discrimination;
- advance equality of opportunity; and
- foster good relations.

The decision-maker should consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there should be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.

Community cohesion

Schools have a key part to play in providing opportunities for young people from different backgrounds to learn with, from and about each other; by encouraging, through their teaching, an understanding of, and respect for, other cultures, faiths and communities. When considering a proposal, the decision-maker must consider its impact on community cohesion. This will need to be considered on a case-by-case basis, taking account of the community served by the school and the views of different sections within the community.

Travel and accessibility

Decision-makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact on disadvantaged groups.

The decision-maker should bear in mind that a proposal should not unreasonably extend journey times or increase transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes.

A proposal should also be considered on the basis of how it will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

Further information is available in the statutory [Home to school travel and transport guidance](#) for LAs.

Funding

The decision-maker should be satisfied that any land, premises or necessary funding required to implement the proposal will be available and that all relevant local parties (e.g. trustees or religious authority) have given their agreement. A proposal **cannot** be approved conditionally upon funding being made available.

Where proposers are relying on the department as the source of capital funding, there can be no assumption that the approval of a proposal will trigger the release of capital

funds from the department, unless the department has previously confirmed in writing that such resources will be available; nor can any allocation 'in principle' be increased. In such circumstances the proposal should be rejected, or consideration deferred until it is clear that the capital necessary to implement the proposal will be provided.

School premises and playing fields

Under the School Premises Regulations all schools are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play outside safely.

[Guidelines](#) setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.

3: Factors relevant to prescribed alteration proposals:

Enlargement of premises

When deciding on a proposal for an expansion on to an additional site (a ‘satellite school’), decision-makers will need to consider whether the new provision is genuinely a change to an existing school or is in effect a new school (which would trigger the free school presumption in circumstances where there is a need for a new school in the area⁴).

Decisions will need to be taken on a case-by-case basis, but decision-makers will need to consider the following non-exhaustive list of factors which are intended to expose the extent to which the new site is integrated with the existing site, and to ensure that it will serve the same community as the existing site:

- **The reasons for the expansion**
 - What is the rationale for this approach and this particular site?
- **Admission and curriculum arrangements**
 - How will the new site be used (e.g. which age groups/pupils will it serve)?
 - What will the admission arrangements be?
 - Will there be movement of pupils between sites?
- **Governance and administration**
 - How will whole school activities be managed?
 - Will staff be employed on contracts to work on both sites? How frequently will they do so?
 - What governance, leadership and management arrangements will be put in place to oversee the new site (e.g. will the new site be governed by the same governing body and the same school leadership team)?
- **Physical characteristics of the school**
 - How will facilities across the two sites be used (e.g. sharing of the facilities and resources available at the two sites, such as playing fields)?
 - Is the new site in an area that is easily accessible to the community that the current school serves?

⁴ Or require an proposal under section 11 of the EIA 2006 for a new maintained school.

Annex A: Further Information

- [The Education and Inspections Act 2006](#), as amended by the [Education Act 2011](#)
- [The School Standards and Framework Act 1998](#), as amended by the [Education Act 2002](#)
- [The School Organisation \(Prescribed Alterations to Maintained Schools\) \(England\) Regulations 2013](#)
- [The School Organisation \(Removal of Foundation, Reduction in Number of Foundation Governors and Ability of Foundation to Pay Debts\) \(England\) Regulations 2007](#)
- [The School Organisation \(Requirements as to Foundations\) \(England\) Regulations 2007](#)
- [Academy/Free School Presumption – departmental advice \(2013\)](#)
- [Establishing New Maintained Schools – departmental advice for local authorities and new school proposers \(2013\).](#)
- [The Schools Admissions Code](#)
- [Education Excellence Everywhere](#)
- [White paper - Education Excellence Everywhere](#)
- [Schools Adjudicator](#)
- [Free school presumption](#)
- [School Admissions Code](#)
- [National Curriculum](#)
- [Home to school travel and transport guidance](#)
- [School land and property: protection, transfer and disposal](#)
- [Promoting fundamental British values through SMSC.](#)
- [Religious designation](#)
- [Schools causing concern](#)
- [Presumption against the closure of rural schools.](#)
- [The Health and Safety Executive Public Register of Convictions](#)
- [The Charity Commission's Register of Charities](#); and
- [The Companies House web check service.](#)



Department
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