

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

BIRMINGHAM CITY COUNCIL

EDUCATION AND VULNERABLE CHILDREN OVERVIEW AND SCRUTINY COMMITTEE

WEDNESDAY, 15 JULY 2015 AT 14:00 HOURS
IN COMMITTEE ROOMS 3 & 4, COUNCIL HOUSE, VICTORIA SQUARE, BIRMINGHAM, B1 1BB

A G E N D A

1 NOTICE OF RECORDING/WEBCAST

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

2 APOLOGIES

To receive any apologies.

3 DECLARATIONS OF INTERESTS

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

4 MINUTES

To confirm and sign the Minutes of the last meeting

5 - 14

- 15 - 22**
- 5 **CORPORATE PARENTING UPDATE**
- 23 - 40**
- 6 **CHILDREN IN CARE FOSTERING & ADOPTION UPDATE**
- 41 - 50**
- 7 **REVIEW OF PERMANENT EXCLUSIONS**
Report
- 51 - 54**
- 8 **WHISTLEBLOWING UPDATE**
Update
- 55 - 60**
- 9 **EDUCATION AND VULNERABLE CHILDREN O&S COMMITTEE WORK PROGRAMME**
To discuss the Committee's work programme.
- 10 **DATES OF MEETINGS.**
To note the dates of future meetings on the following Wednesdays at 1400 hours in the Council House as follows:-
- | | |
|--------------|-------------|
| 2015 | 2016 |
| 16 September | 20 January |
| 21 October | 10 February |
| 25 November | 23 March |
| 9 December | 20 April |
- 11 **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).
- 12 **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.

13 **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'.

P R I V A T E A G E N D A

BIRMINGHAM CITY COUNCIL

EDUCATION AND VULNERABLE CHILDREN OVERVIEW AND SCRUTINY COMMITTEE 10 JUNE 2015

**MINUTES OF A MEETING OF THE EDUCATION AND VULNERABLE
CHILDREN OVERVIEW AND SCRUTINY COMMITTEE HELD ON
WEDNESDAY 10 JUNE 2015 AT 1530 HOURS IN COMMITTEE ROOMS 3
AND 4, COUNCIL HOUSE, BIRMINGHAM**

PRESENT: - Councillor Susan Barnett in the Chair; Councillors Matt Bennett, Barry Bowles, Debbie Clancy, Barbara Dring, Chauhdry Rashid, Valerie Seabright, Mike Sharpe, Martin Straker Welds and Alex Yip.

Samera Ali and Richard Potter.

IN ATTENDANCE:-

Garry Billing – Assistant Director for Quality Assurance and Safeguarding / Strategic Lead for Child Sexual Exploitation, People Directorate
Colin Diamond – Interim Executive Director for Education, People Directorate
Seamus Gaynor – Head of Strategic Management, People Directorate
Alistair Gibbons – Executive Director for Children’s Services, People Directorate
Paul Holden – Committee Manager
Councillor Brigid Jones – Cabinet Member for Children’s Services
Amanda Simcox – Scrutiny Research and Policy Officer
Lindsey Trivett – Interim Head of Early Years, People Directorate
Benita Wishart – Overview and Scrutiny Manager

NOTICE OF RECORDING

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

APPOINTMENT OF COMMITTEE AND CHAIRPERSON

261 The resolutions of the City Council appointing the Committee, Chairperson and Members to serve on the Committee for the period ending with the Annual Meeting of the City Council in 2016 were noted.

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ELECTION OF DEPUTY CHAIR

262 **RESOLVED:-**

That Councillor Barry Bowles be elected as Deputy Chair of this Committee.

APOLOGIES

263 Apologies for their inability to attend the meeting were submitted on behalf of Councillors Uzma Ahmed, Sue Anderson and Mrs Sarah Smith.

DECLARATIONS OF INTERESTS

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

The Chair (Councillor Susan Barnett) provided notification that she had an interest as an employee with a PVI children's centre in Birmingham. Councillor Barry Bowles similarly declared the following interests: he was a governor of the City of Birmingham School; he was a member of the Friends of Fox Hollies Committee; and his daughter was the Deputy Headteacher of Oldknow Academy which had been involved in the Trojan Horse investigations.

TERMS OF REFERENCE

The following Terms of Reference were submitted:-

(See document No. 1)

265 **RESOLVED:-**

That the Committee's Terms of Reference be noted.

MINUTES

266 The Minutes of the meeting held on 18th March 2015 were confirmed and signed by the Chair.

Councillor Valerie Seabright drew attention to paragraph h) in Minute No. 256 and considered that it was important that the suggestion that Governing Bodies undertake peer reviews be progressed.

CHILDREN'S SOCIAL CARE AND SAFEGUARDING AND EDUCATION – MAY 2015

The following report was received:-

(See document No. 2)

- 267 Colin Diamond, Interim Executive Director for Education, People Directorate introduced the aspects of the report relating to Education and Schools. Furthermore, he indicated that he considered that 5.8 (Educational Infrastructure) was only technically a Red RAG rating due to the methodology used and that he did not believe 5.10 (Recruitment and Retention) to be a Green RAG rating, highlighting that this headline action hinged on the reputation of the City and there was a need for all the positive stories of what was happening in Birmingham to come to the fore.

Further to questions from Councillor Barry Bowles, the Interim Executive Director for Education undertook to provide written details of how many Statements of Special Educational Need had been converted and the number of Education Health and Care Plans in place.

In responding to questions and comments from Councillor Matt Bennett, the following were amongst the comments made:-

- a) More than 300 of the 437 schools in the City had signed-up to the Birmingham Education Partnership (BEP) and over and above the support provided to all maintained schools that were a cause for concern the schools that subscribed to the BEP received training events.
- b) It was reported that in terms of strengthening school governance there were two posts to be filled.
- c) Mobilising the BEP to become the service provider of school improvement by 1 September 2015 was on track; challenging but realistic improvement targets were being set.
- d) The five services referred to in 5.6 of the report were: Cityserve; Educational Psychology Service (EPS); Pupil and School Support (PSS); City Learning Centres; and PATHS (Promoting Alternative Thinking Strategies).
- e) Members were advised that the delays in respect of EPS and PSS were associated with such issues as safeguarding, governance etc.
- f) It was indicated that the reason why the information in 5.8 was unclear was because words of a programme methodology nature had been used.
- g) Early Years provision had moved from the Education Plan to the Children's Services Plan and the timescales of the commissioning project were now longer.

Alistair Gibbons, Executive Director for Children's Services, People Directorate introduced the parts of the report relating to Children's Social Care and Safeguarding and in highlighting that there was almost a full establishment of staff (though 35% were currently agency workers) questioned whether the RAG rating for workforce capacity and capability should be classified as Red.

During the discussion that ensued the following were amongst the issues raised and comments made in response to questions:-

- (a) Councillor Valerie Seabright welcomed the report but voiced concern regarding what appeared to be discrepancies between some of the RAG ratings provided and what was the reality on ground, as mentioned above by the Executive Directors. Furthermore, the Member voiced concern that there was no support data and considered that this should be provided in respect of all the Districts.
- (b) In response to comments made by Councillor Barry Bowles, Councillor Brigid Jones, Cabinet Member for Children's Services acknowledged that if there was an Ofsted inspection the Children's Social Care and Safeguarding service would be classified as inadequate; however she felt that an inspection was inconceivable at present given that Ofsted were aware that the Council had only completed the first year of its three year improvement plan.
- (c) The Executive Director for Children's Services considered that the underlying objective was about how to ensure that social workers carried out the extremely difficult job of engaging with disadvantaged families in a proactive and the most effective way. However, he felt that the quality of social worker practice was difficult to capture through RAG ratings.
- (d) Further to a question from the Chair, Seamus Gaynor, Head of Strategic Management, People Directorate indicated that it was for Members to decide on how frequently progress reports should be submitted to the Committee and whether they wished to receive papers on any specific improvement topics. The Chair undertook to seek Members' views in this regard.
- (e) The Chair asked that those Members who had not had an opportunity to put their questions to e-mail them to Benita Wishart, Overview and Scrutiny Manager by the end of the week so that written responses could be sought. She welcomed a suggestion that other Members be copied into the e-mails sent and agreed that the list of questions and answers could be appended to the Minutes when they were circulated with the agenda for the next meeting.
- (f) In supporting other comments made, the Chair advised the Executive Directors that she too considered that some of the language used in the report and RAG rating information that had been provided was unclear and confusing.

The Chair thanked the Executive Directors for reporting to the Committee and responding to questions and comments.

EARLY YEARS CONSULTATION AND COMMUNICATION

268

The following report was received:-

(See document No. 3)

Lindsey Trivett, Interim Head of Early Years, People Directorate introduced the information contained in the report and informed Members that, "Not seeking to promote council engagement in the tendering process as a potential service provider" (fourth bullet point on page four of the report) would not now be

included in the commissioning model and instead be left to be determined through the consultation and communication process.

During the discussion that ensued the following were amongst the issues raised and comments made in response to questions:-

- a) In response to concerns expressed by Samera Ali, the Interim Head of Early Years indicated that the development of links and working between schools and PVI providers would form part of the consultation as would outcomes proposed and impact measures.
- b) Councillor Valerie Seabright had some concerns regarding the impact on nursery schools of introducing new arrangements part way through the year in October 2016.
- c) The Interim Head of Early Years concurred with comments made by Councillor Valerie Seabright that engagement with the workforce was key. It was also highlighted that in terms of the provision of early years services Academies were viewed no differently to PVI providers and that the Local Authority had a statutory duty to support quality improvement in settings that were not rated as good or outstanding.
- d) Further to comments made by Councillor Barry Bowles, the Interim Head of Early Years confirmed that 16 percent of three and four year olds were not receiving their 15 hours universal free entitlement and made reference to targeted work that was taking place. Members were also advised that details of the 30 hours provision for children of working parents had not yet been made available but that efforts were being made to future proof the proposed early years arrangements.
- e) Councillor Brigid Jones, Cabinet Member for Children's Services advised the Committee that there were variations in the levels of funding that was allocated depending on whether a child attended a nursery school, PVI nursery or a nursery class in a primary school. The formula was being reviewed.
- f) Further to questions from Councillor Debbie Clancy, the Interim Head of Early Years considered that service providers would be proactive in responding during the proposed consultation period and reported that as early years services were available in all areas across Birmingham it was not intended to target specific locations.
- g) In response to a question from the Chair, the Interim Head of Early Years indicated that the usual Council guidance would be followed in terms of providing information in different languages as part of the consultation exercise.
- h) Further to concerns expressed by Councillor Matt Bennett, the Interim Head of Early Years stressed that the Directorate was keen to ensure that the proposed consultation would be meaningful and undertook to ensure that plain language was used and not jargon.
- i) It was underlined that the take-up of nursery school places was not compulsory but it was hoped to drive this up higher than the current 84 percent. References were also made to the targeting of two year olds that was taking place.
- j) The Cabinet Member for Children's Services in responding to a question from Richard Potter referred to some of the reasons for pursuing a joint commissioning approach in respect of early years services and health visiting e.g. integrated working, the age range for which the services were being provided, economies of scale, efficiency savings.

- k) In response to a question from the Chair relating to the proposed consultation, the Cabinet Member for Children's Services commented that she would welcome the Committee making a submission and would be pleased to report back on the outcomes of the consultation at the appropriate time.

The Chair thanked the Cabinet Member and Interim Head of Early Years for reporting to the Committee and responding to questions and comments.

WORK PROGRAMME 2015/16

The following paper was received:-

(See document No. 4)

In response to questions from the Chair, the Executive Directors in attendance at the meeting indicated that their priorities were as follows:-

- Colin Diamond, Interim Executive Director for Education - Delivering the single Education and Schools Strategy and Improvement Plan and ensuring that the Birmingham Education Partnership was in a position to deliver services on 1 September 2015; clarifying the curriculum entitlement of Birmingham children and young people by the end of the summer term, 2015; coordinating and aligning the multitude of different pathways (e.g. education, apprenticeship, training) for young people, which was an issue that would need to be progressed in the autumn; and improving communication with all 437 schools in an organised, clear and systematic way ready for September, 2015.
- Alistair Gibbons, Executive Director for Children's Services, People Directorate – To shape a whole system with a strong early help focus and where children flowed through it without delay; ensuring that the Local Authority was a place where children's social workers wished to work and they felt that they were achieving positive outcomes for children; and putting in place a quality assurance system so that what was happening on the ground could really be measured and the Council could respond confidently when Ofsted returned.

269

RESOLVED:-

That the Work Programme be noted.

DATES OF MEETINGS

It was:-

270

RESOLVED:-

- (i) That meetings be held on the following Wednesdays at 1400 hours in the Council House (monthly dates having been reserved with a view to planning all work i.e. Committee meetings, Inquiries etc, to fit into the schedule):-

2015

15 July
16 September
21 October
25 November
09 December

2016

20 January
10 February
23 March
20 April

- (ii) that approval be given to Wednesdays at 1400 hours being designated as a suitable day and time each week for any additional meetings required to consider 'requests for call in' which may be lodged in respect of Executive decisions.

AUTHORITY TO CHAIR AND OFFICERS

271

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 Chair thanked everyone for attending and their contributions at the meeting.

The meeting ended at 1703 hours.

.....
CHAIRPERSON

Outstanding Questions and Answers from 10th June 2015 Committee Meeting

Questions from Cllr Yip on the Children's Social Care and Safeguarding and Education – May 2015 report:

Q1. In relation to 1.6 on the document “we intend to increase our workforce and decrease reliance on agency workers, so that the level of agency worker use is at no more than 15% overall..” Can I enquire what the rate of agency use was a year ago, at May 2015, and where it appears on the RAG rating system.

Answer: In the first instance, the number of agency workers across all levels (Social Worker, SSW/SP and Team Manager) was increased with a view to ensuring maximum coverage of vacancies. This was with a view to making the service safe, increasing available capacity and supporting manageable caseloads for permanent staff. As a result of this the overall level of agency use has been actively increased to approximately 30% of the workforce as compared to approximately 20% last year (when comparing the end of the quarter to March 2015 – 29.8%, and March 2014 – 21.9%).

The target for reducing reliance on agency workers by achieving an overall level of 15% by March 2017 is to be achieved via:

- Increased controls in the pay rates to, and use of, agency workers to cap and reduce the differential between that received by agency workers as compared to the permanent workforce.
- An increase in rates of retention following such initiatives as the implementation of the career progression mechanism, enhanced learning and development offer and improved managerial support
- An increase in the net gain of qualified staff to the workforce (attracting more joiners than people who leave the organisation). The overall turnover of permanent qualified social work staff has reduced from 29.7% at the end of the quarter to March 2014, to 14.5% in March 2015. Continued monitoring of joiners to Birmingham indicates that there is a reasonable likelihood that there will be sufficient numbers attracted to match the average number of vacancies for SW and TM roles.

A recruitment and media plan has been developed for the coming year; the end to end processes associated with candidate experience, the use of social media and enabling proactive engagement are being reviewed to support an increase in capacity. This coupled with the recent refresh in branding and the continued collation of intelligence will support the refinement of the recruitment strategy.

With respect to a RAG rating the position report rated this RED. We can confirm that remains the position subject to monitoring of progress over coming months.

Q2. When will the next report using this RAG rating scheme be compiled and submitted and will we have assurances that it will follow the same RAG rating assessment criteria and heading to facilitate comparison.

For future reports there will be RAGs based on each service manager's rounded appraisal of progress vs risk. We can expect more rounded assessments for both education and social care. December

may be a good point at which to bring a summary report on overall progress (this has been pencilled into the Committee's work programme for the 9th December 2015).

Q3. In relation to 5.10 "this theme has not arrived at any milestones.." while I noted Colin's honest comment about the RAG green rating what are the specific 'milestones' that the comment refers to in this key section and it's assessment individually per milestone to account for the overall 'Green'. Will this comparison be carried forward into the next report?

Answer: Please see comments above.

Q4. The "final 6. Recommendation" to the committee was surprisingly short. I was curious as to the 'specific improvement topics' that the report is asking us to consider and again if this will be carried forward to the next report.

Answer: The recommendation was deliberately non-specific so as not to limit the committee's thinking. But the "specific topics" are the main themes of the respective improvement plans, some of which the committee may want to explore in more depth.

Question from Cllr Bowles: How many statements of Special Educational Needs (SEN) had been converted and how many new Education, Health and Care (EHC) plans were in place?

Answer: As of 16th June 2015, 361 EHC plans are in place including 229 statements of SEN converted (transferred) to an EHC plan and 132 new EHC Plans finalised since the 1st September 2014.

Education and Vulnerable Children Overview and Scrutiny Committee

Corporate Parenting Update

Andy Pepper Assistant Director Children in
Care Provider Services

What is Corporate Parenting?

- The Statutory definition - As the corporate parent of children in care the State has a special responsibility for their wellbeing. Like any good parent, it should put its own children first. That means being a powerful advocate for them to receive the best of everything and helping children to make a success of their lives
- Having the same aspirations and commitment to children and young people in care as any good parent would have for their own children

Good Corporate Parenting delivers...

- Children in Care and Care Leavers are effectively supported to reach their potential through the provision of excellent parenting, high quality education, opportunities to develop their talents and skills, and effective support for their transition to adulthood.
- Good quality outcomes – narrow the gap
- Good quality and real opportunities

Birmingham's Vision for Children in Care

- Birmingham's vision is that corporate parents will have the same aspirations and commitment to children and young people in care as any good parent would have for their own children. Birmingham is a big city with big challenges but this also provides big opportunities. Support and services provided should always make a positive difference every day to children and young people's lives.
- Children & Young People – proud of their City.
- Big city, big challenge, big opportunity

Corporate Parenting Board (CPB) - what it does

- The (CPB) acts strategically
- Considers issues for children and young people in Care.
- Champions how these issues can be addressed.
- Overview of CiC data – from which issues can be identified e.g. educational attainment
- Overview of how services are working with CiC through reports from the subgroups and the Director of Children's Services
- Engagement with Children and Young People

....previously

- Operational board
- A business meeting
- Agenda – broad – micro-operational through to big strategic decisions
- Sub group - limited focus – currently care leavers
- Data – not used effectively
- Elected members - Champions – with undefined role
- Board is not making requests of the sub-group
- Limited communication between the board and officers
- No consequences if work is not done
- Board not making decisions

What we have done

- New Board
- New Strategy
- New focused working group
- Corporate parenting champions group
- New TOR and role definition
- Working on links with scrutiny
- Working on gaining commitments
- Concentration on added value
- <http://inline/corporateparenting>

Elected members

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

To be able to do this:

- Be supported to understand the Care system
- Have clear briefings on performance, compliance and quality
- Have the opportunity to listen to children and young people’s voice and the voice of those caring for the City’s Looked After Children

- Be supported to understand the application of threshold and risks

Children and Education overview and Scrutiny Panel

Children in Care Fostering and Adoption Update

Andy Pepper Assistant Director Children in
Care Provider Services

Nicky Hale Fostering and Adoption
Improvement Manager

Demand – number of LAC

- BCC LAC numbers historically below what could be anticipated by SN comparison
- Reflected slower 'flow' of LAC through BCC system – admissions and discharges
- Ofsted inspections and Le Grande review pointed to 'unidentified risk'
- Deeper analysis directed by Lord Warner indicates a more likely number of 2,125
- Admissions to date have exceeded estimates, discharges have not kept pace
- Resultant rapid rise in LAC numbers and question as to stabilisation point
- Increases the pressure and imperative to deliver placement sufficiency
- BCC must also become better at moving LAC to permanence to operate within MTFs

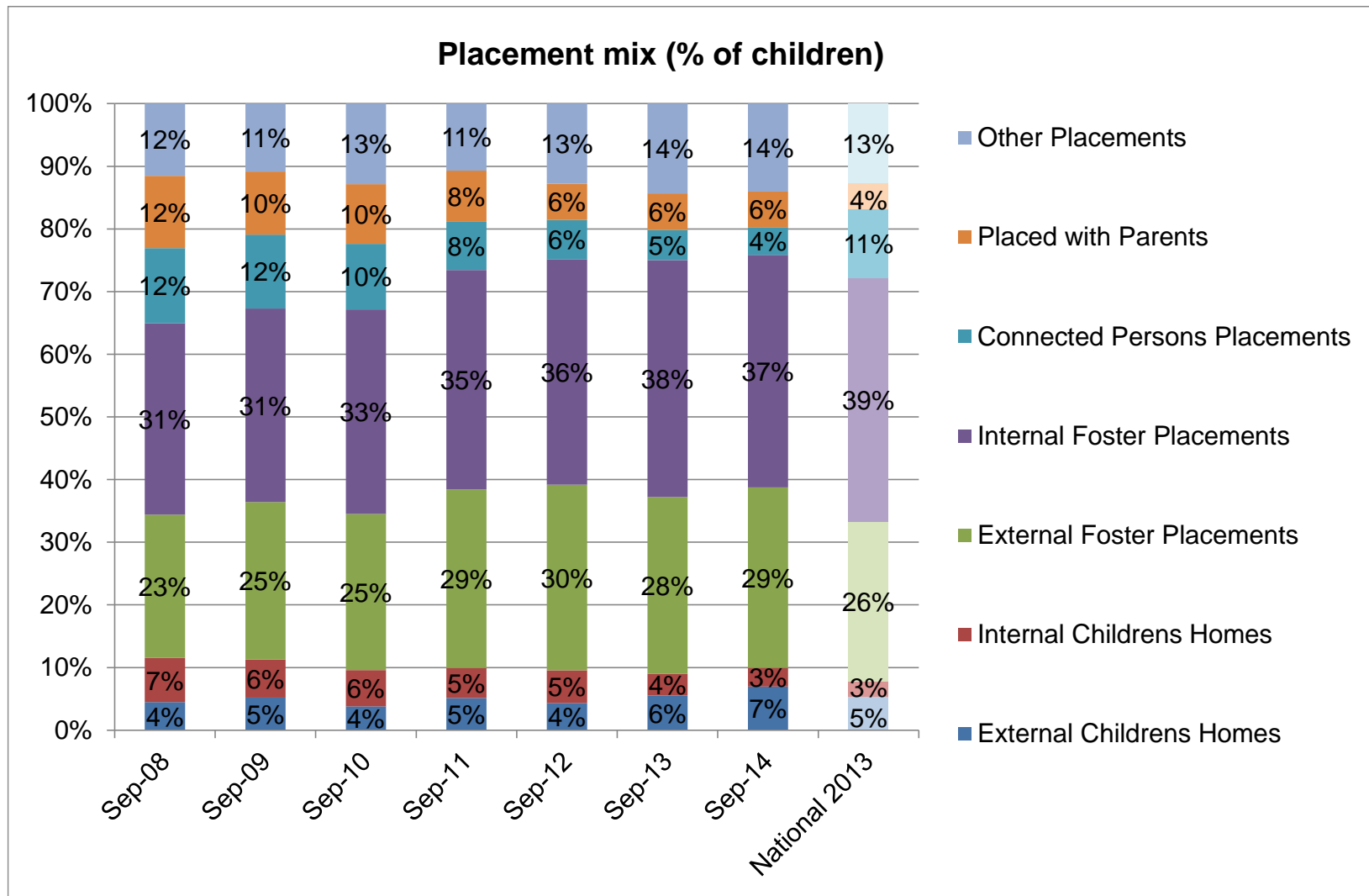
Demand – characteristics of LAC

- Younger children increasingly crowded out by adolescent LAC
- Case for coordinated cusp of care support system
- Under-representation of Asian children amongst the LAC population
- BCC LAC more likely to be female than LAC in SN areas
- More BCC LAC also abused and neglected than elsewhere

Outcomes

- School absence, crime and placement distance from home amongst LAC reducing and outperform SN picture
- Long term placement stability also strong and BCC has recently started to move more children to adoption more quickly, placing siblings together where that is the goal
- BCC care leavers also much more likely to find suitable accommodation than in other areas
- However, attainment at KS4 lags SNs, has not showed recent improvement and gap with all Birmingham children has widened
- Additionally, despite much recent improvement, 10% more BCC care leavers still not in employment, education or training (are NEET) compared to SNs

Provision - context



- **Court proceedings:** significant reduction in timescales over past 18 months
- **Fostering:** in-house recruitment challenges, contraction in connected persons, over-reliance on external well developed IFA market; low unit costs across all family placements
- **Adoption:** historically poor performance, strong recent improvement, sustainability dependent on ongoing reform of family recruitment and matching practices
- **Residential:** continued externalisation and local market development, favourable external unit costs, mobilised outcomes-based step-down contract with ambition to extend and scale
- **Assisted orders:** usage on a par with SNs, but known opportunities to improve and increase include clearer guidance and family group conferencing, more timely assessments and more favourable financial support policies for foster carers
- **Care leaver planning:** good accommodation provision but, given EET outcomes, initiatives underway to enable better performance management of pathway planning, to create more apprenticeship opportunities and to encourage care leavers to help shape and implement developments

Conclusions

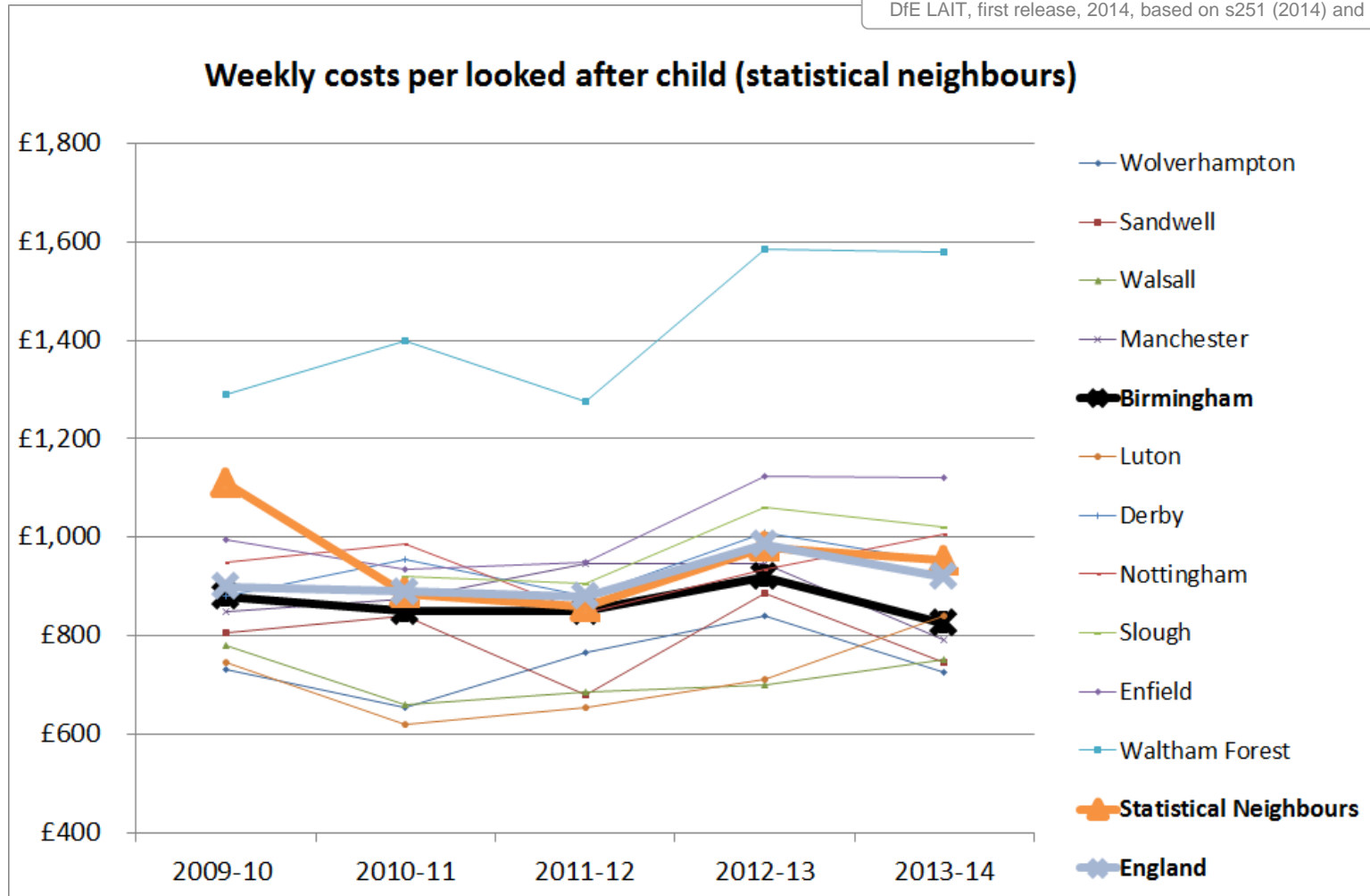
- Admissions have risen sharply and, to ensure only the right children are in care, more must be done to provide assurance that need is identified and support provided at the right time (earlier), that all care cases are progressed and that plans for permanence and restoration are developed, pursued and achieved
- For children and young people who are in, or transition from placement, outcomes are mixed. Specifically, improvements seen in the attainment gap at Key Stage 4 and in employment prospects for care leavers must be consolidated and accelerated
- BCC continues to deliver placement sufficiency, however more children can benefit from placements in local family settings and this can be better achieved through expansion of the in-house fostering and connected persons services
- BCC must also provide greater permanence sufficiency, by engaging differently with families and communities on the needs of children for whom adoption or FPO is in their best interests, and finding more families willing and able to care for them
- BCC has achieved a economy and efficiency in placement provision and each of the above improvements also presents opportunities for better use of resources

Summary of recommended actions

Strategic priority	Recommended strategic actions
The right help at the right time	<p>Cusp of care support</p> <ul style="list-style-type: none"> •Early Help system definition, strategy and actions •Redeployment of placement expertise to cusp of care <p>Social care - role, principles and policies</p> <ul style="list-style-type: none"> •Re-clarifying and 'socialising' care thresholds •FGC and Strengthening Families model for CPCs •Area-based resource panels <p>Practice improvement</p> <ul style="list-style-type: none"> •Delivery of the Children's Services Improvement Plan •Learning and changes from audits of older young people admissions •Placement allocation and review oversight
Achieving potential	<p>Council-wide traineeship and apprenticeship programme</p> <p>Robust intervention and support model from KS2 to KS4</p> <p>Schools partnership working and staff training</p>
Local family placements	<p>Expansion of in-house fostering service</p> <p>Re-building connected persons</p> <p>Investing in step-down</p> <p>Re-establishment of placement policies and processes</p> <p>Case tracking and review</p>
Options for permanence	<p>Clarifying the place of, and journey to, Family Placements Orders</p> <p>Instituting Family Group Conferencing as a matter of course</p> <p>Unlocking the financial disincentive for foster carers</p> <p>Modernising adoption recruitment and family finding practices</p>

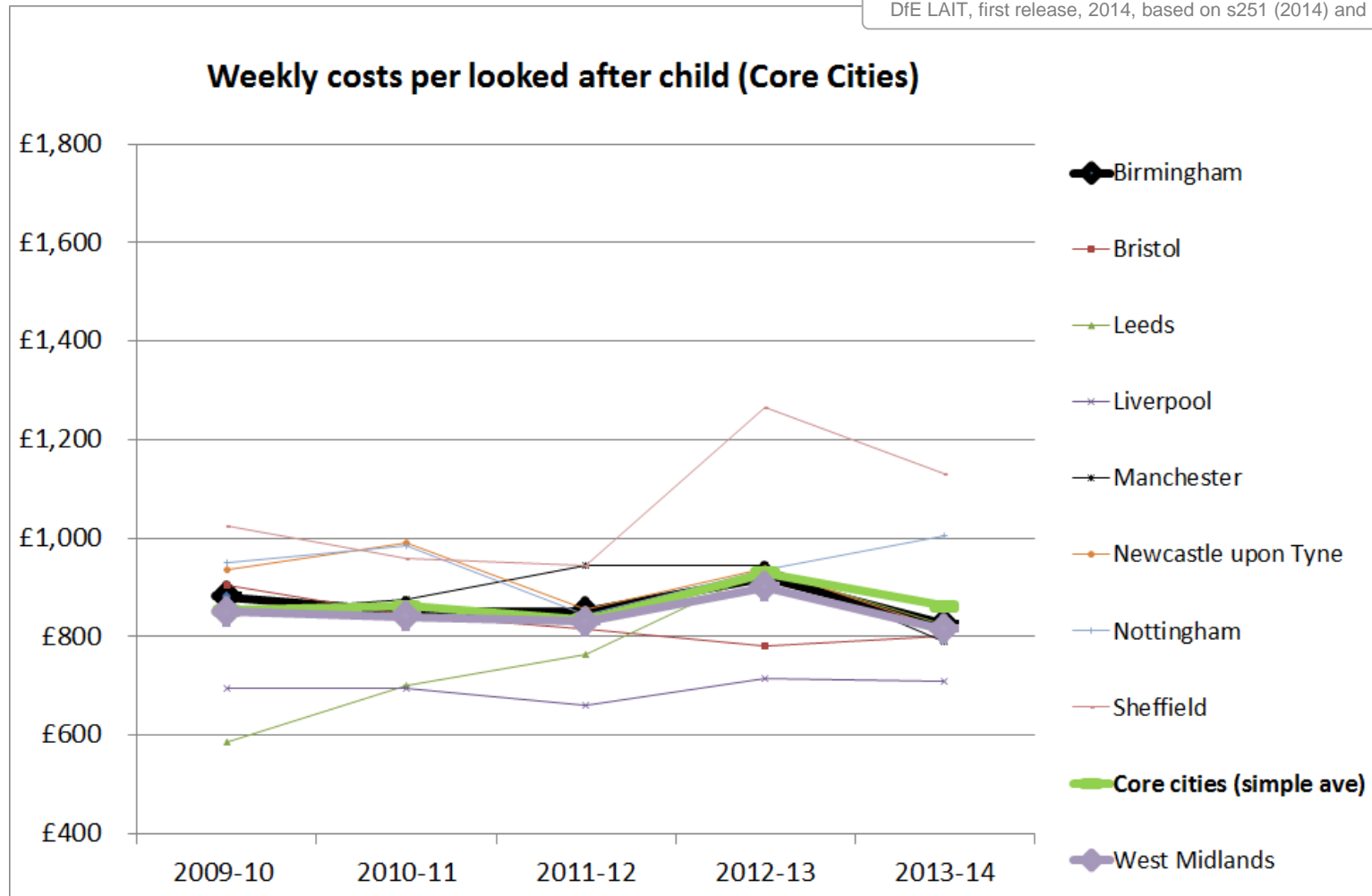
Financial – per LAC overall unit cost

DfE LAIT, first release, 2014, based on s251 (2014) and OT (pre-2014)



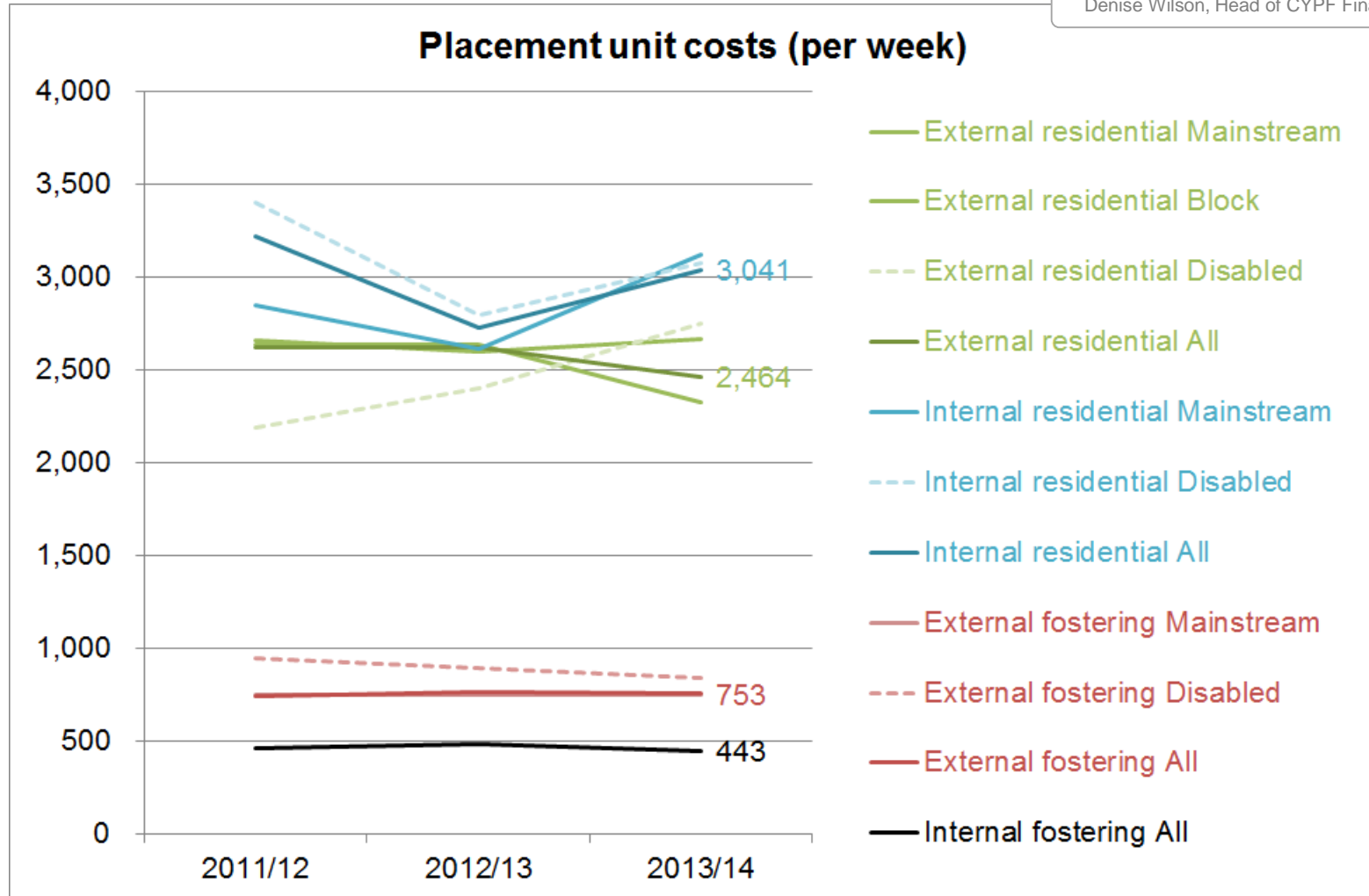
Financial– per LAC overall unit cost

DfE LAIT, first release, 2014, based on s251 (2014) and OT (pre-2014)



Core placement unit costs over time

Denise Wilson, Head of CYPF Finance



Internal residential unit cost growth (due to de-commissioning) countered by economies in external residential. Fostering costs have remained steady

Comparative expenditure – per core

Placement types	National	BCC	Regional
External residential	2,927	2,464	Unknown
Internal residential	2,891	3,041	Unknown
External fostering	865	753	785
Internal fostering	441	443	481

BCC from Denise Wilson, Head of CYPF Finance, National from CIPFA CLA 13 benchmark, Regional from WMCSCG

- Note - work is proposed with CIPFA and other agencies to strengthen confidence in comparatives (consistency of costing methods)

Comparisons suggest a favourable unit cost position across all but internal residential placements, which are diminishing

Fostering and Adoption

Metric	BCC	National ave	Variance
Enquiries : LAC ratio (p.a.)	69%	71%	(2%)
Conversion rates (enquiries : approval) *	4%	11%	(7%)
De-registration rates	9%	12%	3%
Utilisation rates	73%	71%	2%
Capacity (approved places per carer) *	1.54	1.79	(14%)
Composite capacity and usage	1.60	1.28	(11%)

The Issues

- The previous slide highlights two important performance opportunities. First, whilst the volume of enquiries is typical, the rate at which enquirers are approved as foster carers, is in the bottom quartile. A number of commentators have remarked upon the 'low profile' of the in house fostering service in terms of recruitment activity the lack of a presence in BCC publications with the workforce, the lack of a recruitment hub and absence of advertising. Foster carers themselves have commented on the limited extent of their engagement in the recruitment of carers.
- Second, the level of capacity which BCC foster carers provide, is markedly lower than the average.
- Were BCC able to achieve an average level of performance in these two respects, it would relieve a significant amount of financial pressure.

What we are doing about it - Fostering

- improve recruitment process- fostering friendly, commercial links
- Including foster carers in recruitment and retention activity
- Developing more inclusive processes and procedures
- Concurrent stage 1 and 2 fostering assessments – approved 4 months
- Defining fostering task
- Reviewing fostering fees and recognition of the task they do in general

What are we doing about it - Adoption

- Putting the child at the center of all our work
- Timely recruitment of the right adults for our children
- Developing partnerships within area teams to ensure efficient and timely family finding
- Development of support to all carers that provide permanence

Outcomes

- **Increase number of foster carers**
- **Increased number of adopters**
- **Tracking and matching**
- **All children who are looked after by Birmingham City council have the right to live with their ‘forever’ family within 12 months of leaving their immediate family of origin.**
- **No child under the age of 5 should be in the care of BCC for more than 12 months, and those aged 5yrs to 10yrs should be exceptional.**

Birmingham City Council

Review Of Permanent Exclusions

July 2015

Section A - Context

The increase in permanent exclusions across our schools this year has created great pressure on our provision. This picture reflects the national scenery. This led to a spike in demand for pupils for whom the LA is responsible for providing full time education from day 6 of the exclusion. The current provision at City Of Birmingham School (COBS), despite commissioning 24 extra primary places is oversubscribed (see Appendix Three). COBS is also offering an additional 12 secondary places.

This has resulted in a shortfall of provision leading to permanently excluded children being out of school, and where we, the Local Authority, are failing to meet our statutory duty.

A collaborative approach across the services was actioned to provide a short-term solution to this critical the situation. The following strategies were actioned:

- (a) Identify children at COBs who need to move into special and try and accelerate this process.
- (b) Identify children who are ready to reintegrate into mainstream and use the fair access protocol to try and place them.
- (c) Identify and work in partnership with targeted primary schools with a history of managing behaviour well to establish emergency extra provision.
- (d) Identify alternative provision alongside tutor provision and e-learning programme as a temporary measure until capacity created at COBS.
- (e) Safe and well checks to be carried out by the Exclusions team to ensure regular contact and communication with families on the waiting list.

Section B – Factors Relating To Increase In PEx

There is an annual trend for an increase in PEx during the late Spring Term leading into the Summer Term. This year has been higher than has previously been the case which has been influenced by a number of factors, whilst are not hierarchical, are worthy of consideration both collectively and independently:

- (a) The availability of places in special schools has reduced due to the rising numbers of pupils in this sector. This has resulted in difficulties in identifying suitable re-integration routes to meet the individual needs of some learners.
- (b) The lack of consistent consortium arrangements across schools within the Primary phase reduces the potential of 'managed moves' as a strategy to reduce PEx. It is more difficult to work with groups of primary school to agree reintegration placements for pupils

- (c) The financial constraints, increasingly affecting schools, have reduced the resources available to provide learning/behavioural support to young people' in-house'.
- (d) The reduction of collaborative arrangements in some secondary networks has adversely affected the sharing arrangements between schools – either for 'managed moves' or after PEx for reintegration.
- (e) The increase in numbers being allocated to COBS has severely affected the capacity for preventative in centre places with schools at both Primary and Secondary level.
- (f) The reduction in availability of preventative and proactive work in schools has reduced the quality and quantity of support to avoid exclusion – this is illustrated in the South Network.
- (g) The lack of alternative provision at Primary level is minimal across the city.
- (h) The range and cost of alternative provision at secondary level is better established, but with rising costs of placements, schools are considering their options.
- (i) There has been an increase in PEx for pupils who have a Birmingham address that have previously been attending school in a neighbouring LA.
- (j) There has been a reduction in the number of schools commissioning Behaviour Management support from COB's. This is particularly the case at primary level.
- (k) There are a number of schools who are raising concerns relating to the mental health of young people, associated to families, and the impact that this is having in the behaviours demonstrated in the formal setting of schools.
- (l) There is very little, if any, capacity in Special Schools to support pathways into special education for pupils who go through the statement process whilst attending COB's.

Section C – Provision

C.1 City Of Birmingham School (COBS)

This provision is currently oversubscribed across all ages and sites (see Appendix Three). The numbers on roll for September predict some capacity. However, it is extremely likely that this will be very short-term taking into account:

- (a) Further increases in PEx's
- (b) The possibility that not all predicted special school places are taken up successfully via SENAR
- (c) The possibility that not all Yr 7 transfer to secondary re-integrations are successful in being placed by sharing panels
- (d) The possibility that not all Year 10 students currently on re-integration places are successful.
- (e) The complexity of needs of a growing number of learners who have been PEx has minimised the potential for future re-integration back into mainstream – leading to a further reduction in capacity.

C.2 Strategies To Support Short Term Issues

- (a) An increase in primary places (24) was commissioned from COBS in March 2015
- (b) A further 12 Secondary places was purchased for the remainder of the summer term (June 2015)

- (c) Primary Places developed at two resource centres (7 -14 places) as a temporary arrangements pending capacity being generated at COBS (dual registration) for September 2015.

C.3 Potential Future Partners And Strategies

The current situation, taking it forward, will place great demands upon the 'whole education system' in Birmingham. The reactive approach of increasing placements at COBS is not sustainable in the long term. There needs to be a collaborative approach across the city to reduce the number of permanent exclusions in both the primary and secondary phases. It is vital that the **responsibility is shared** by all stakeholders – the schools, the Local Authority and other partner organisations eg West Midlands Police.

A range of medium-term strategies are being developed to proactively manage a reduction in permanent exclusions and/or provide appropriate educational provision.

- (a) Secondary Partnerships - College and Alternative Providers (Key Stage Four)
Investigate a 100 hour intensive vocational qualification for Year 10 learners in COBS. This target date will be at the start of the summer term. This will introduce the young people to a very focussed accredited course in a new learning environment. This would also create capacity within the facilities and staffing resources of COBS. This would need careful targeting to pupils that would cope with a second change of provision; Y10 pupils move from COBS from the beginning of July to one of a range of AP for their Y11 provision.
- (b) Primary Partnerships
Investigate the development of an 'extended programme' in partnership with private providers. The addition of an 'annexed' programme would create more capacity in COBS through including a caresoul arrangement to curriculum design. This approach is already embedded in the provision of outdoor education as an integral part of COBS curriculum. It doesn't quite work like that. There are two potential partners identified at present -
- Big Community (Primary)
 - Dare To Dream (Cross phase)
- (c) Pathway planning
The consistent application of pathway planning will be used at COBS. This will identify 'exit' routes into appropriate education to meet the individual needs of learners and will become part of the review process. I. This will need to take into consideration that pupils are mostly referred to COBS at times of crisis, following pex, and clarity around their long term needs to be clear at referral. However, those pupils referred with a statement could certainly have a clear exit plan and a time limited placement with us. Additionally those that get a statement or EHCP during their time with us should also be subject to a time limited stay..eg one term max after completion of the EHCP.
- (d) Modelling Good Practise
There are two pilot projects proposed – primary and secondary. These will identify the components of successful behaviour management, develop and model a

framework of effective strategies for reducing exclusions through working in partnership. The main thrust of this work will be to identify, celebrate and promote the benefits of shared responsibility for the educational provision for the young people of the area.

The potential of collaborative work with the Mental Health Trust and partnerships with aligned agencies and programmes eg ReThink will be investigated to enhance these projects.

This will help to inform the work further inform the work of the Birmingham Education Partnership (BEP) as it continues to grow and develop.

(e) Review Service Level Agreement with COB's

It is essential that the service provided by COB's continues to meet the emerging needs of our young people. In reviewing the SLA it will be possible to identify gaps in provision and re-align COB's input.

(f) Preventative Support For Young People

The realignment of capacity within COBS, linking closely to the two collaborations identified in (d) above, will create the opportunity for 'action research' to illustrate the positive impact of proactive strategies for intervention and behaviour management.

(g) Reintegration

The Admissions team will reinforce the statutory position of schools to reintegrate PEx pupils back into mainstream education.

(h) PEx Management Group

The introduction of a team to oversee the management of approaches to support the PEx process will help to develop a more effective process to the PEx processes.

(i) National Examples Of Good Practise In Behaviour Management Strategies

The PEx Management Group are identifying excellent examples where collaborative partnerships have had a positive impact on maximising inclusion and reducing PEx.

Appendix One – Current Data

1.1 Data re Permanent Exclusions (PEX) 2014/15 Academic Year up to 06/07/15

282 permanent exclusions

- 187 secondary
- 89 primary
- 6 special

1.1.1 Primary PEX by Area

- 32– North Birmingham schools
- 28– Central Birmingham schools
- 29– South Birmingham schools

1.1.2 Secondary and Special PEX by Network

- Central –38
- East – 33
- North – 46
- North West – 24
- South – 8
- South West Edge – 17
- South West Oaks – 27
- Out of area schools – 42

1.1.3 PEX by Year Group

Nsy	rec	1	2	3	4	5	6	7	8	9	10	11	12	13	total
0	5	9	14	18	16	15	12	36	52	33	48	21	2	1	282

1.1.4 PEX Gender Split

	Sec/Spec	Pri	Total
Male	167	78	245
Female	26	11	37
Total	193	89	282

1.1.5 Reasons for Exclusion

The DfE require one reason for each exclusion but this potentially gives an unrealistic picture regarding behaviours resulting in permanent exclusion. The majority of permanent exclusions are for histories of behaviour sometimes ending with a serious final incident.

The table below illustrates the detailed reasons for permanent exclusion which highlighted the numbers of references to physical aggression (staff and pupils), weapon related, sexual , false

allegations against staff and drug related. There is no summary of verbal abuse, defiance, disruption etc as most cases will contain elements of such behaviour.

NB The “reasons” figures are not an exact science and will not equal the number of exclusions.

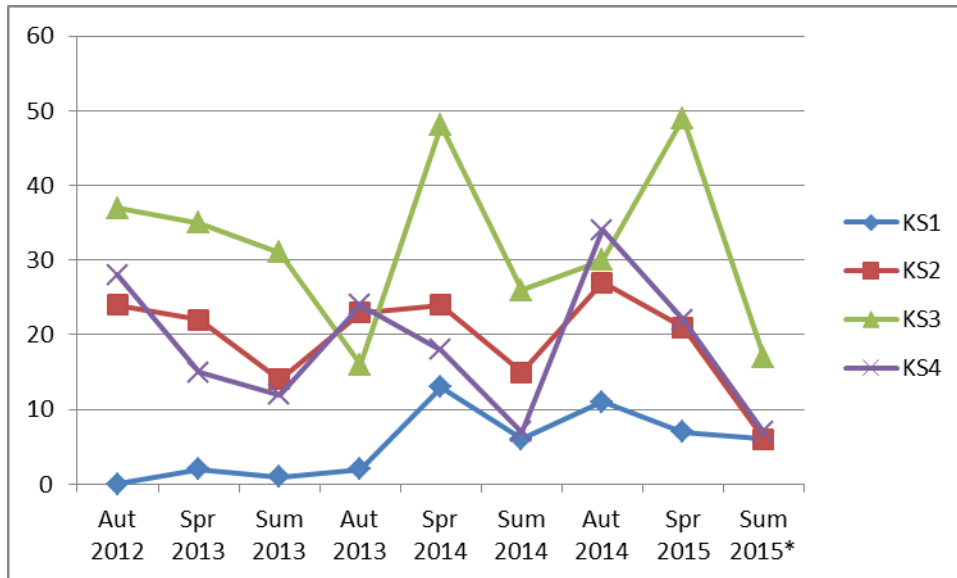
	Physical Aggression to Pupils	Physical Aggression to Staff	Weapon Related	Sexually Inapprop Behav	Drugs
Primary	41	38	9	5	0
Sec/Spec	40	22	48	8	14
Total	89	60	57	13	14

1.1.6 Observations

- A repeated physical aggression to pupils and staff at primary schools leads to permanent exclusion.
- Sexually inappropriate behaviour related exclusions have increased this year.
- There is an increase in weapon related exclusions (last academic year (2013/14) a total of 25 permanent exclusions for weapon related (mostly possession) incidents)
- Drug related permanent exclusions this year are similar to last year.

Appendix Two – Historical Data

2.1 Three Years Permanent Exclusions by Term and Year Group



	Aut 2012	Spr 2013	Sum 2013	Aut 2013	Spr 2014	Sum 2014	Aut 2014	Spr 2015	Sum 2015*	Total
Rec**	0	1	0	0	1	2	1	1	3	9
1**	0	0	0	1	5	3	6	1	3	19
2**	0	1	1	1	7	1	4	5	5	25
3	3	3	5	2	4	5	8	6	3	39
4	4	5	5	5	7	3	5	6	5	45
5	12	4	3	5	8	4	8	5	2	51
6	5	10	1	11	5	3	6	4	2	47

7	4	7	8	2	11	6	9	7	20	74
8	16	8	13	5	18	10	13	24	15	122
9	17	20	10	9	19	10	8	18	7	118
10	13	10	11	12	14	7	16	19	13	115
11	15	5	1	12	4	0	18	3	0	58
12	0	0	0	1	2	0	1	0	1	5
13	6	0	0	1	0	0	1	0	0	8
total	95	74	58	67	105	54	104	99	79	735

*- up to 06.07.15

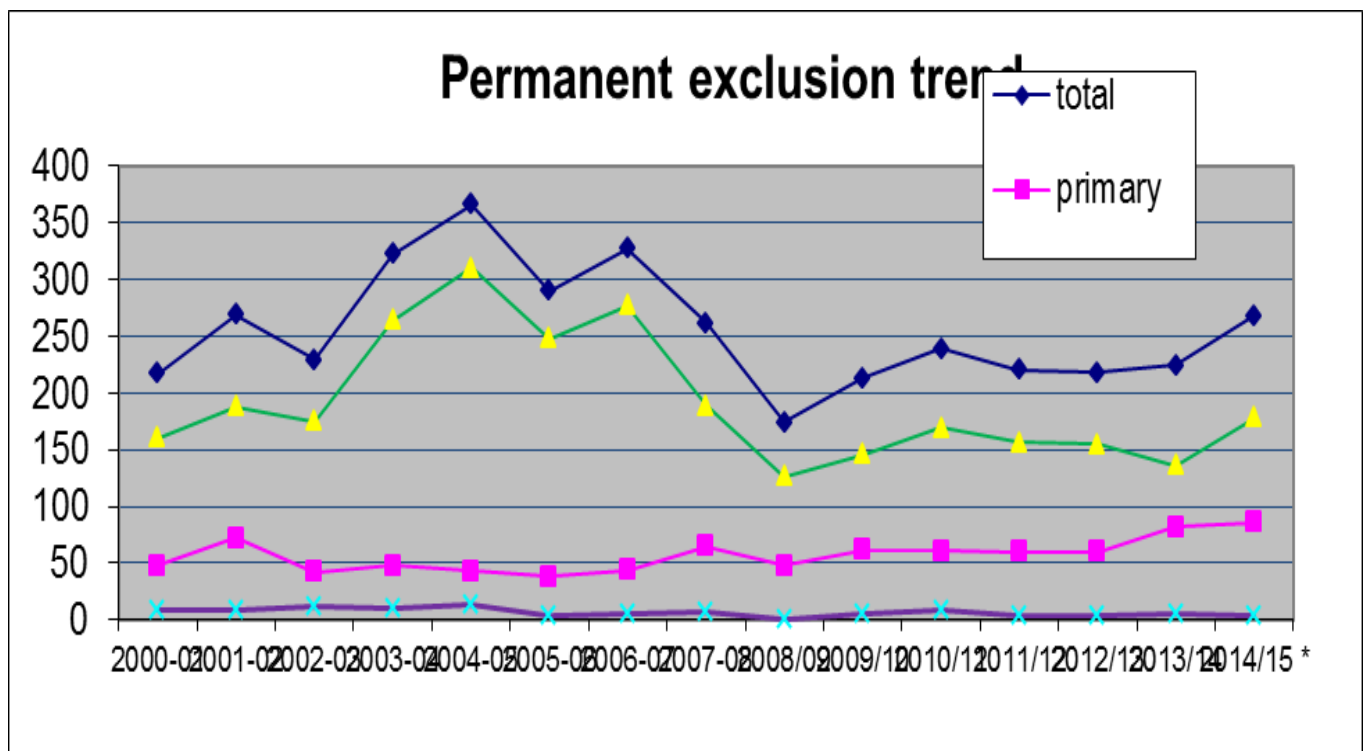
** - figures skewed by KS1 Exclusion reduction strategy – pupils taken into centre without pex

2.2 Permanent Exclusions 2000 – 2015 Across Birmingham Schools

	total	Primary	secondary	special
2000-01	217	48	160	9
2001-02	269	72	188	9
2002-03	229	42	175	12
2003-04	322	48	264	10
2004-05	366	43	310	13
2005-06	290	38	248	4
2006-07	327	44	277	6
2007-08	261	65	189	7
2008/09	174	48	126	0
2009/10	213	62	146	5
2010/11	239	61	169	9
2011/12	220	60	156	4
2012/13	218	60	155	3
2013/14	224	82	136	6
2014/15 *	282	89	187	6

None of these figures include exclusions of Birmingham residents from schools in neighbouring Authorities

Data for 2014-15 has been extrapolated to the end of the academic year



Appendix Three – City Of Birmingham School Data

3.1 Commissioned Places At City Of Birmingham School

Commissioned Places Category	Current	1.9.15
Primary Centres	110	102
Secondary Centre	174	162
Key Stage Four Alternative Providers	151	151
Reconnect pupils	22	22
Remand	8	8
Total	465	445

3.2 Current Places

Phase	Commissioned	Number	Above	Notes
Primary Centres	110	118	+8	
Secondary Centre	174	183	+9	Plus 43 pupils on reintegration programmes
Key Stage Four Alternative Providers	151	161	+10	
Reconnect pupils	22	22	0	Protected
Remand	8	8	0	Protected
Total	465	492	+27	

3.3 Predicted places for September 2015

Phase	Commissioned	Number	Places Available	Notes
Primary Centres	102	94	8	Assuming all predicted special school places are taken up successfully via SENAR
Secondary Centre	162	141	21	Assuming all Yr 7 transfer to secondary and all predicted re-integrations are successful in being placed by sharing panels
Key Stage Four Alternative Providers	151	117	34	Assuming no Year 10 students currently on re-integration places return
Reconnect pupils	22	7	15	Protected
Remand	8	8	0	Protected
Total	445	367	78	

Legal Briefing

Whistleblowing Update Overview & Scrutiny Committee (July 2015)



Legal & Democratic Services
10 Woodcock Street
Birmingham
B7 4BL

Background

In the 2014 report of Ian Kershaw into the issues arising from the 'Trojan Horse Letter', it was recommended that the Council should review the effectiveness of the management of its whistleblowing policy, consider how it can ensure a single point of receipt, and ensure there is a senior member of staff allocated responsibility for monitoring and reporting on the efficiency and effectiveness of the system.

This recommendation was later endorsed by Sir Bob Kerslake in his independent review of the Council, in which it was said the whistleblowing processes that are being put in place in Children's Services, should be mirrored across the Council.

Embracing these recommendations fully, the Council introduced a new Whistleblowing & Serious Misconduct policy earlier this year, which came into force on 12 January 2015.

Overview

The Policy applies to all services across the Council, but also makes specific, targeted provision for complaints from, or about, schools.

While serving as the Council's corporate whistleblowing policy for its workers (including those in schools), the Policy also provides a platform for members of the public (who might include parents or non-staff governors in schools), to raise concern about suspected serious misconduct.

The Policy is not intended to deal with all complaints. Processes already exist for matters such as staff grievances, dignity at work, or general complaints or dissatisfaction with service provision. Instead, the Policy is intended to deal with concerns about serious misconduct within the Council's services or in its schools, such as breaches of a legal obligation, corruption or fraud.

System

In accordance with the recommendations of Ian Kershaw, the policy is operated and monitored centrally, by the Council's Legal Services department. A dedicated e-mail address, telephone number and postal address have been created, for workers or members of the public to raise concerns. David Tatlow, Director of Legal Services, is the single point of contact for each complaint at the point when it is reported. He is also the Monitoring Officer for the Council.

A central log of all complaints is maintained by Legal Services. Once a complaint is received, it will be acknowledged (within two working days). A decision letter will then be sent out (within a further 5 working days) confirming whether the complaint will be dealt with under the Policy, or if the nature of the complaint is such that it will instead be referred to another, more appropriate procedure (such as staff grievance), or referred to another body (such as the Education Funding Agency, in the case of complaints about academy schools). If more information is required before a decision can be made, the complainant will be informed at this point.

Where a complaint is dealt with under the Policy, it will then be referred to the relevant 'arm' of the Council for investigation (such as Audit, if there are concerns about fraud or financial irregularity).

Where appropriate, the Legal Services office will recommend a process for investigation. In any event, the Legal Services office will monitor and record the outcome for complaints which fall within the policy. Michael Day, Senior Solicitor, currently undertakes this role.

Schools Complaints

Whistleblowing complaints concerning schools in Birmingham are brought to the attention of both the Interim Executive Director for Education, Colin Diamond, and the Assistant Director for Education and Commissioning, Steve Nyakatawa, on a regular basis. Steve Nyakatawa has been nominated to have 'umbrella' oversight of all whistleblowing complaints concerning schools, received under the new Policy.

Separately, formal reporting to the Education Quartet is done each quarter, where a more in-depth analysis of complaints received within each three month period can be given, identifying any emerging trends or risks.

In the first quarter (January – March 2015) the Council received 28 complaints under the new Policy, about services across the Council. Of those 28 complaints, **16** concerned schools in Birmingham.

Of the 16 complaints about schools, **9** were about academies or free schools in Birmingham. The remaining **7** were about maintained schools in Birmingham

The Council has undertaken to record and respond to each complaint received. Therefore, while there were 16 complaints about schools in the first quarter, not all of these were genuine whistleblowing or serious misconduct concerns about schools within the city.

In fact, the majority of complaints about maintained schools have been outside the scope of the Policy. Just 2 of the 7 complaints about maintained schools in Birmingham have required further investigation. The remainder have been redirected to the appropriate body, or existing procedure (such as the employee grievance procedure) or concluded with the complainant where there has been no complaint to answer.

Of those two complaints, one concerned alleged injury to a child in a nursery. This matter has been investigated by the Multi Agency Safeguarding Hub (MASH) and the Local Authority Designated Officer (LADO), in conjunction with the Police and other partners. It was concluded that there were no concerns about the actions of the nursery. Additional support has been provided to the family.

The second of those complaints concerned allegations of nepotism in the appointment of staff at a maintained school, as well as allegations about maladministration for KS1 results. Investigation of those matters is still ongoing, by the governing body of the school in respect of staff appointment and by the Standards and Testing Agency in respect of the maladministration allegation.

In the second quarter (April – June 2015) the Council received 21 complaints under the new Policy about services across the Council. Of those 21 complaints, **14** concerned schools in Birmingham.

Of the 14 complaints about schools, **4** were about academies or free schools in Birmingham. The remaining **10** were about maintained schools in Birmingham.

Of the 10 complaints about maintained schools, most (8) are still undergoing investigation, either by the Governing Body, the Education service, or LADO, as may be appropriate for each complaint.

Examples of some of the concerns raised about schools in the second quarter include an allegation about teaching staff absence during term time, whilst on full pay, without apparent good reason, and an allegation about procedure not being followed for the appointment of a Deputy Head Teacher.

Academies and Free Schools

The Council has no legal power to investigate the complaints it receives about academies and free schools in Birmingham, unless the allegations concern safeguarding or Special Educational Needs. Therefore, each of those complaints (9 in the first quarter and 4 in the second quarter) has been referred to the Education Funding Agency ("EFA"), with recommendation that they be investigated.

The EFA is the central government agency with responsibility for funding and monitoring of academies.

One of the real success stories behind the Policy, is the emergence of a new centralised process for referral of complaints about academies or other schools which the DfE is responsible for, to the EFA, which has been devised by Legal Services. Complaints received about these schools are now referred to the EFA with recommendation that they be investigated and a request that the Council be informed about the outcome.

This is in keeping with the recommendations of Ian Kershaw and Peter Clarke around working together and information sharing between Birmingham and Central Government. Information sharing also has application in safeguarding, in the event of an incident at an academy where the Council is required to directly intervene, it is important to know if there is any link between that incident and a complaint previously raised with the EFA.

However, we have been disappointed to find that the EFA has not engaged fully with the Council in this regard. In the first quarter, the Council requested updates and to know the outcome of the EFA's investigations for each of the 9 complaints it had raised.

In response, the Council was informed the EFA "do not, as a matter of course, provide further information on the progress or outcome of cases we receive." It was also said "if we felt the outcome required the LA to be notified we would do so". This is contrary to the EFA's published policy, which states:

"Your complaint will be acknowledged in writing within 5 working days. Your complaint will be allocated to a named case officer who will write to you and consider your complaint in line with this procedure."

and

"Within 10 working days of acknowledging your complaint we will either:

- let you know you that your complaint will not be investigated, explain the reasons why and where possible give you helpful information about what to do next***
- let you know that we will investigate your complaint***
- ask you for further information to enable us to make an assessment"***

The Council did not receive any written communication from any named case officer at the EFA, in relation to the 9 matters it raised about schools in Birmingham in the first quarter.

This matter was raised on behalf of the Council by Sir Mike Tomlinson, following which, the EFA's Director for Academies and Maintained Schools wrote to the Council on 21 May 2015 in the following terms:

For each complaint received under the Policy which the Council raises with the EFA, it will:

- Formally acknowledge receipt and inform the Council of its planned course of action;

- Where a case is of common concern, the Council will be kept informed of the EFA's progress, and;
- At the point when an investigation is completed, or a decision is reached, the Council will be told what that decision is.

Finally, the EFA provided absolute assurance that allegations about the safety of a child in Birmingham will immediately be referred to the Council.

This positive message reflects a significant strengthening of the working relationship between the Council and the EFA, which is in keeping with the recommendations of Ian Kershaw and Peter Clarke around working together and information sharing. The EFA have stated that Birmingham is the only Local Authority to have this nationally unique agreement.

However, of the **13** complaints referred to the EFA during the first and second quarter, the Council has only been informed about the progress or decision for **3** of these.

One complaint concerned an allegation about staff bullying at a school. The EFA responded to confirm this matter had been dealt with under its academy complaints procedure. The Council were not informed of the outcome or decision.

One complaint concerned an allegation that staff had verbally abused a pupil at an academy. The EFA responded to say the complainant had not yet reached the end of the academy's formal complaint process, so they are unable to investigate at this stage. Incidentally, the Council also drew this incident to the attention of its LADO team.

Finally, one complaint concerned an allegation that an academy teacher had lied about where they resided, in an application for their own children, for a place at a maintained primary school in Birmingham. The EFA responded to confirm this matter had been referred to the National College for Teaching and Leadership (NCTL), to consider the actions of the teacher concerned. Incidentally, the NCTL have since contacted the Council separately, to confirm they are looking into the matter.

We still await contact from the EFA on the other **10** referrals made in the first and second quarter, which include allegations about academies, such as alleged discrimination towards Muslim students, attempts to manipulate a public consultation and misuse of public funds. However, a positive meeting was held earlier this month between the Council and the EFA, at which the EFA confirmed it will inform the Council about the progress and outcome for each of those complaints referred to date, as well as any future referrals.

Summary

The Policy is still in its infancy and so it remains to be seen whether the trends emerging in the first and second quarter around the levels of complaint for maintained schools (and academies), will continue forward.

Currently a planned review of the Policy is underway, in which overall layout and wording will be looked at, as well as the effectiveness and efficiency of its processes. However, overall the Policy has been well received and widely utilised and no changes of substance are proposed.

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

Chair: Cllr Susan Barnett

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

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

1 Meeting Schedule

Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
10 June 2015 Committee Rooms 3 & 4 Starts at 3.30pm	<p>Cabinet Member for Children's Services to discuss:</p> <ul style="list-style-type: none"> Children Social Care and Safeguarding and Education – Position May 2015 <p>Outcomes:</p> <ul style="list-style-type: none"> There will be regular updates/involvement on the single plan with the Committee (Members requested that the narrative was more user friendly). The single plan needs to be discussed at Districts and the data and narratives need to be District specific. The Committee will be inviting the Birmingham Education Partnership (BEP) to attend a committee meeting. Discussion to include the contract with the City Council (Members invited to the 18th June 2015 event). Members were offered details of the City Council's whistle blowing policy (to be discussed at July's meeting) and outcomes to-date & details of the Education Data Dashboard. 	<p>Colin Diamond, Interim Executive Director for Education & Alistair Gibbons</p> <p>Scrutiny office to programme</p> <p>Colin Diamond</p> <p>Scrutiny Office to programme</p> <p>Seamus Gaynor</p>
	<ul style="list-style-type: none"> Early Years Review Consultation Proposal <p>Outcomes:</p> <ul style="list-style-type: none"> Members to be e-mailed the consultation (1st July – 31st October 2015) and decide whether to individually or collectively respond. The Cabinet Member for Children's Services to attend a Committee meeting to discuss the outcomes of the consultation (25th November or 9th December 2015). 	<p>Lindsey Trivett, Interim Head of Early Years, Childcare and Children's Centres</p> <p>Scrutiny Office</p> <p>Cllr Brigid Jones / Pat Kilarney</p>



Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
15 July 2015 Committee Rooms 3 & 4	<ul style="list-style-type: none"> To discuss Looked After Children (LAC): <ul style="list-style-type: none"> Corporate Parenting Adoption and Fostering Update School Exclusions Whistle Blowing Policy 	<p>Andy Pepper, AD, Children in Care Provider Services</p> <p>Colin Diamond & Jill Crosbie, Head of Access to Education</p> <p>Colin Diamond & Seamus Gaynor</p>
16 September 2015 Committee Rooms 3 & 4	<ul style="list-style-type: none"> Educational Development Plan update: Sufficiency of school places (TBC) and school admissions Special Education Needs (SEN) and Education, Health and Care plan (EHC) - TBC Tracking: Child Sexual Exploitation - CSE (TBC) Tracking: Work Experience for School Age Children – the role of the City Council Inquiry (TBC for September or October) Strengthening Birmingham Schools Tracking (TBC for September or October) 	<p>Emma Leaman & Julie Newbold</p> <p>Colin Diamond</p> <p>Gary Billing</p> <p>Kathryn Cook</p> <p>Pat Kilarney</p>
21 October 2015 Committee Rooms 3 & 4	<ul style="list-style-type: none"> Birmingham Child Safeguarding Board Annual report (TBC) School attainment Statistics (TBC) Invite Sir Mike Tomlinson, Education Commissioner (TBC) Cabinet Member for Inclusion and Community Safety (TBC) 	<p>Simon Cross</p> <p>Colin Diamond</p> <p>TBC</p> <p>Cllr James McKay / Marcia Wynter</p>
25 November 2015 Committee Rooms 3 & 4	<ul style="list-style-type: none"> Cabinet Member for Children's Services to report back on the outcomes of the Early Years Review Consultation (TBC for November or December's meeting) Tracking: Child Sexual Exploitation - CSE (TBC) 	<p>Cllr Brigid Jones / Pat Kilarney</p> <p>Gary Billing</p>
9 December 2015 Committee Rooms 3 & 4	<ul style="list-style-type: none"> Tracking: Child Sexual Exploitation - CSE (TBC) Summary report on overall progress on the Children Social Care and Safeguarding and Education (TBC) 	<p>Gary Billing</p> <p>Colin Diamond & Alistair Gibbons (TBC)</p>
20 January 2016 Committee Rooms 3 & 4	<ul style="list-style-type: none"> TBC 	
10 February 2016 Committee Rooms 3 & 4	<ul style="list-style-type: none"> TBC 	
23 March 2016 Committee Rooms 3 & 4	<ul style="list-style-type: none"> TBC 	
20 April 2016 Committee Rooms 3 & 4	<ul style="list-style-type: none"> TBC 	



2 Further Priorities to be Discussed and Agreed

Safeguarding	Education	Other
Early Help and children's Social Care Plan (to include workforce planning).	Education and Schools Improvement Plan.	Regular updates on the Budgets.
Missing from home and education.	Birmingham Education Partnership (BEP) and School Improvement.	Committee agreed to address the Children and Family Services Commissioning Plan as part of the three priorities: early years, early help and targeted intervention and Looked After Children (LAC).
	Education outcomes for white working class boys.	
	Special Educational Needs and Disability (SEND) and the Special Education Development Plan (SEDP) update (to include progress on EHC plans).	Not in Education, Employment or Training (NEETs).
	Local Authority Appointments to governing bodies.	Progress made by Districts on: <ul style="list-style-type: none"> 'It takes a city to raise a child' Education and safeguarding issues
	CHIPS (Challenging Homophobia in Primary Schools).	
	Trojan Horse updates.	

3 Outstanding Tracking

Inquiry	Outstanding Recommendations	Date of Tracking
Strengthening the Birmingham Family of Schools	8 and 9	16 September 2015 (TBC)
We need to get it right: A health check into the Council's role in tackling Child Sexual Exploitation (CSE)	1 - 19	16 September 2015 (TBC)
Work Experience for School Age Children – the role of the City Council Inquiry in 2013	1, 2 and 3	16 September 2015 (TBC)

4 Inquiry Schedule

4.1 An Inquiry topic needs to be agreed.

Inquiry – TBC

Date	Item



5 Useful Acronyms

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

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

ID Number	Title	Cabinet Member	Proposed Date of Decision
000225/2015	Schools Capital Programme 2015 - 2017	Children's Services	20 Jul 2015
000220/2015	Heathfield Primary School conversion to Academy Status	Children's Services	27 Jul 2015
000221/2015	Prince Albert J&I School conversion to Academy Status	Children's Services	27 Jul 2015
000226/2015	Provision of Additional Primary Places at Ward End Primary School to meet Demographic Growth for September 2015 onwards - FBC/Contract Award	Children's Services	27 Jul 2015
000228/2015	Proposal to remove an Autistic Spectrum Disorder Resource Base at Dame Elizabeth Cadbury	Children's Services	27 Jul 2015
000229/2015	Education Services Review: Cityserve - Authority to mobilise full business case recommendation	Children's Services	27 Jul 2015
000230/2015	School conversion to an Academy – Jervoise J&I School	Children's Services	27 Jul 2015
000231/2015	School conversion to an Academy – Wychall Primary School	Children's Services	27 Jul 2015
000232/2015	School Organisation Issues which may include Closures, Amalgamations, Opening of a new School - standing item	Children's Services	27 Jul 2015
-	Provision of additional places at Rednal Hill Junior School to meet Immediate Need and Demographic Growth for September 2015 onwards – FBC	Children's Services	27 Jul 2015
000234/2015	School conversion to an Academy – Wilkes Green Junior School	Children's Services	28 Sep 2015
000219/2015	Manor Park Primary School conversion to Academy Status	Children's Services	16 Nov 2015

