

**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, 20 JULY 2016 AT 14:00 HOURS**  
**IN COMMITTEE ROOMS 3 & 4, COUNCIL HOUSE, VICTORIA**  
**SQUARE, BIRMINGHAM, B1 1BB**

**A G E N D A**

**1 NOTICE OF RECORDING/WEBCAST**

The Chairman to advise the meeting to note that this meeting will be webcast for live and subsequent broadcast via the Council's Internet site ([www.birminghamnewsroom.com](http://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 APPOINTMENT OF COMMITTEE AND CHAIR**

To note the resolution of the City Council appointing the Committee, Chair and Members to serve on the Committee for the period ending with the Annual Meeting of the City Council in 2017.

**3 ELECTION OF THE DEPUTY CHAIR**

To elect a Deputy Chair to substitute for the Chair if absent.

**4 APOLOGIES**

To receive any apologies.

**5 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.

**6 TERMS OF REFERENCE**

To note the Committee's terms of reference, as set out in the attached schedule.

**7 THE EDUCATION AND CHILDREN'S SOCIAL CARE IMPROVEMENT JOURNEY**

- Andrew Christie, Children's Commissioner for Birmingham will be available from 3.30pm to discuss SWOT,
- Cabinet Member for Children, Schools and Families (discussion to include: Children's Services Voluntary Trust & SEN Commission),
- Peter Hay, SD for People, and
- Alastair Gibbons, AD, Executive Director for Children Services.

**8 WORK PROGRAMME**

To discuss the Work programme

**9 DATES OF FUTURE MEETINGS**

(A) To approve the dates of future meetings on the following Wednesdays at 1400 hours in the Council House.

**2016**

21 September  
12 October  
23 November  
7 December

**2017**

25 January  
8 February  
22 March  
26 April

(B) The Committee is also requested to approve Wednesdays at 1400 hours 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.

Monthly dates have been reserved with a view to planning all work i.e. Committee meetings, inquiries etc. to fit into the schedule.

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

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

**11 OTHER URGENT BUSINESS**

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

**12 AUTHORITY TO CHAIRMAN AND OFFICERS**

Chairman to move:-

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





## Article 7 – Overview and Scrutiny Committees

*This Article sets out details with regard to the Overview and Scrutiny arrangements. These Committees will, normally, meet in public to discuss and make recommendations on the development of policies and on improving service performance, and to hold the Executive to account for their actions.*

All Councillors, except Cabinet Members (and the Lord Mayor) can be members of an Overview and Scrutiny Committee. Chairs of these committees are appointed by the Full Council and Deputy Chairs are elected by each committee at its first meeting, for the purpose of substitution for the Chair if absent.

Good Overview and Scrutiny adds value to councils in many ways, for example it:

- Provides “critical friend” challenge to executive policy-makers and decision-makers;
- Enables the voice and concerns of the public and its communities to be heard;
- Is carried out by ‘independent minded members’ who lead and own the scrutiny process;
- Drives improvement in public services.

### 7.1 General role

Overview and Scrutiny Committees will:

- (a) make reports and/or recommendations to the full Council, the Executive and / or other organisations in connection with the discharge of the functions specified in their terms of reference;
- (b) consider any matter covered in their terms of reference that may affect or be likely to have an effect on the citizens of Birmingham; and
  - i. is relevant to the Council’s strategic objectives; and/or
  - ii. is relevant to major issues faced by officers in managing a function of the Council; and
  - iii. is likely to make a contribution to moving the Council forward and achieving key performance targets.
- (c) exercise the “request for call-in” and “call-in” any Executive decisions made but not yet implemented by the Executive.

Overview and Scrutiny Chairs should maintain regular engagement with Cabinet Members to enable flexibility to be built into the Overview and Scrutiny work programme, so as to respond to the council’s policy priorities in a timely way.

### 7.2 Specific functions

- (a) **Policy development and review**

Overview and Scrutiny Committees may:

- (i) assist the Council and / or the Executive in the development of its budget and Policy Framework by appropriate analysis of policy and budget issues;
- (ii) conduct appropriate research, community and other consultation in the analysis of policy and budget issues and possible options;
- (iii) consider and implement mechanisms to encourage and enhance community participation in the development of policy options;
- (iv) question Members of the Executive and/or Chief Officers about their views on issues and proposals affecting their areas of responsibility; and
- (v) liaise with other external organisations operating in the city, whether national, regional or local to ensure that the interests of local people are enhanced by collaborative working.

**(b) Scrutiny**

Overview and Scrutiny Committees may:

- (i) review and scrutinise the Executive decisions made by and performance of the Executive and/or Chief Officers in relation to decisions taken by them or in relation to their areas of responsibility / department;
- (ii) review and scrutinise the performance of the council in relation to its policy objectives, performance targets and / or particular service areas – including the areas of responsibility of the Regulatory and Non-Executive Committees, but not the actual decisions of the Regulatory and Non-Executive Committees;
- (iii) make recommendations to the Executive, Chairmen of Committees, Chief Officers and/or Council arising from the outcome of the scrutiny process;
- (iv) review and scrutinise the performance of other relevant public bodies in Birmingham (including Health Authorities) and to invite reports from them by requesting them to address the Overview and Scrutiny Committee and local people about their activities and performance;
- (v) question and gather evidence from any person (with their consent)
- (vi) establish short life working groups to carry out specific time limited enquiries as agreed with the five Overview and Scrutiny Committee Chairs and subject to available resources.



**7.3 Terms of Reference of Overview and Scrutiny Committees**

**There shall be five Overview and Scrutiny Committees as set out in the terms of reference below, each to have a Chair and Deputy Chair appointed by full Council.**

**CORPORATE RESOURCES AND GOVERNANCE COMMITTEE**

To fulfil the functions of an Overview and Scrutiny Committee as they relate to any policies, services and activities relating to governance, resources, performance (including customer services), finance, human resources, partnerships, transparency, regional working (including Combined Authority), inequality, public engagement, council wide efficiency, commissioning and procurement.

**ECONOMY, SKILLS AND TRANSPORT COMMITTEE**

To fulfil the functions of an Overview and Scrutiny Committee as they relate to any policies, services and activities relating principally economic, growth and jobs, inward investment, promotion of the city, land use planning, transport strategy and highways, skills, libraries, arts, culture, sports and museums.

This Committee shall undertake the authority's statutory functions in relation to the scrutiny of flood risk management (Flood and Water Management Act 2010).

**SCHOOLS, CHILDREN AND FAMILIES COMMITTEE**

The Overview and Scrutiny Committee dealing with education matters shall include in its membership the following voting representatives:

- (a) Church of England diocese representative (one);
- (b) Roman Catholic diocese representative (one); and
- (c) Parent Governor representatives (two).

To fulfil the functions of an Overview and Scrutiny Committee as they relate to any policies, services and activities concerning the schools, vulnerable children, child safeguarding functions of the council and domestic violence.

**HEALTH, WELLBEING AND THE ENVIRONMENT COMMITTEE**

To fulfil the functions of an Overview and Scrutiny Committee as they relate to any policies, services and activities relating to cleaner neighbourhoods, waste management, Environment, safeguarding, social care and public health and to discharge the relevant overview and scrutiny role set out in the National Health Service Act 2006 as amended by the Health and Social Care Act 2012, including:

- The appointment of Joint Overview and Scrutiny Committees with neighbouring authorities; and

- The exercise of the power to make referrals of contested service reconfigurations to the Secretary of State as previously delegated to the Health and Social Care Overview and Scrutiny Committee by the Council.

### **HOUSING AND HOMES COMMITTEE**

To fulfil the functions of an Overview and Scrutiny Committee as they relate to any policies, services and activities relating to housing, homes, social cohesion and community safety.

This Committee shall be the Crime and Disorder Committee (Police and Justice Act 2006).

#### **7.4 Conflicts of interest – Membership of Overview and Scrutiny Committees and District and Ward Forums**

- (a) If an Overview and Scrutiny Committee is scrutinising specific decisions in relation to the business of the District Committee and / or Ward Forum of which an Overview and Scrutiny Committee Councillor is a Member, then that Councillor must withdraw from the meeting during the consideration of such matter.
- (b) Where, however, the Overview and Scrutiny Committee is reviewing policy matters, generally, as opposed to a specific decision of the District and/or Ward Forum, the Member must declare his/her interest before the relevant agenda item is reached, but need not withdraw.

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#### **7.5 Overview and Scrutiny Work and Non-Executive Committees**

- (a) Overview and Scrutiny Committees are only permitted by law to scrutinise the Executive decisions of the council – Cabinet, Cabinet Committees, Cabinet Members, District and Ward Committees, and officers.
- (b) In terms of the Regulatory Committees, these carry out quasi-judicial functions and, as such, appropriate appeal rights and procedures apply to the same, which do not involve the Overview and Scrutiny Committees arrangements.

- 7.6 Subject to the proportionality principles, relating to overall membership of the committee being complied with, the appointment of Chairmen and Vice-Chairmen of the Overview and Scrutiny Committees shall be on such principles as are agreed by the Full Council.

#### **7.7 Chairs of the Overview and Scrutiny Committees**

The five Overview and Scrutiny Chairs shall monitor the work of the Overview and Scrutiny Committees so as to ensure that such work is properly planned, co-ordinated and progressed. In this connection, they shall have the power to:



- (a) give such guidance to the Overview and Scrutiny Committees in any cases of uncertainty, as to work which they should or should not be undertaking, as may be necessary to achieve such co-ordination, including the allocation of "call-in" to the appropriate Committee;
- (b) determine, in any cases of uncertainty, the allocation of responsibility for specific tasks between the Overview and Scrutiny Committees;
- (c) publish each year an Annual Programme of major Scrutiny Reviews as suggested by individual Overview and Scrutiny Committees following consideration of the annual Leader's Policy Statement to the council; and
- (d) agree the establishment of any task & finish groups;
- (e) consider overview and scrutiny development, working practices and constitutional arrangements.

An observer from the Principal Opposition Group may attend meetings of the five committee Chairs when considering the above matters.

## **7.8 "Request for Call-In" and "Call-In"**

- (a) When an Executive decision is taken by the Cabinet, Cabinet Member(s) or Chief Officer jointly with Cabinet Members, Cabinet Committee Local Leadership, District Committees or Ward Forums, the decision shall be published by electronic means, and copies of it shall be available at the main offices of the Council, normally within three days of being made. All Members and Chief Officers will be sent a notification of all such decisions within the same timescale, by the Committee Services Officer responsible for publishing the decision.

- (b) The relevant notice will bear the date on which it is published and will specify that the Executive decision may be implemented, after the expiry of three working days after the publication of the decision, unless a "Request for call-in" is made of the Executive decision, by at least two Councillors (who are not members of the Cabinet) or by any two elected Members from a District Committee (who are not members of the Cabinet) where there is a specific local interest in the issues concerned. The "Request for Call In" should state the reason for call-in.

- (c) Once a "Request for Call In" has been received, the five Overview and Scrutiny Chairs will agree which Overview and Scrutiny Committee should hear the call-in. That Committee must meet to consider the request. The meeting should take place not later than 15 clear working days after the original publication of the decision.

- (d) It is for the Committee to decide whether to Call In a decision or not. The council does not expect an Overview and Scrutiny Committee to Call In an Executive decision unless one or more of the following criteria applies.

## Call-In Criteria

	<b><i>(a) Is the Executive decision within existing policy?</i></b>
1	<i>the decision appears to be contrary to the Budget or one of the 'policy framework' plans or strategies;</i>
2	<i>the decision appears to be inconsistent with any other form of policy approved by the full Council, the Executive or the Regulatory Committees;</i>
3	<i>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);</i>
	<b><i>(b) Is the Executive Decision well-founded?</i></b>
4	<i>the Executive appears to have failed to consult relevant stakeholders or other interested persons before arriving at its decision;</i>
5	<i>the Executive appears to have overlooked some relevant consideration in arriving at its decision;</i>
6	<i>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;</i>
7	<i>the decision appears to be particularly "novel" and therefore likely to set an important precedent;</i>
8	<i>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.</i>
	<b><i>(c) Has the Executive decision been properly taken?</i></b>
9	<i>the decision appears to give rise to significant legal, financial or propriety issues;</i>
10	<i>the notification of the decision does not appear to have been in accordance with council procedures;</i>
	<b><i>(d) Does the Executive decision particularly affect a district?</i></b>
11	<i>the decision appears to give rise to significant issues in relation to a particular District.</i>

## **Schools, Children and Families Overview & Scrutiny Committee**

**20<sup>th</sup> July 2016**

### **SWOT ANALYSIS – BIRMINGHAM CHILDREN’S SERVICES – JULY 2016**

**Andrew Christie – Children’s Commissioner**

#### **STRENGTHS**

- Birmingham City Council [BCC] has stabilised its arrangements for the senior leadership of its Children’s Social Care Services. Virtually all the senior leadership posts are now filled by experienced and competent professionals, in the permanent employ of the Council.
- BCC has settled on an operating model which, in the main, is well organised and sensibly constructed.
- BCC has provided Children’s Social Care Services with the additional financial resources to ensure that social workers have manageable caseloads, in most parts of the service.
- After its recent (June 2016) monitoring inspection, Ofsted reported that it found evidence of improvement in practice in some areas, notably in the Safeguarding Service.

#### **WEAKNESSES**

- Ofsted identified weaknesses in the MASH arrangements. Further work needs to be done to ensure that safe and efficient arrangements are in place; that there is comprehensive management oversight; that thresholds are properly understood and applied (by the Service and partner agencies); and that children receive the help they need promptly.
- The new arrangements for the Assessment and Short Term Intervention Service (ASTI) are still bedding in. Changes are being made to ensure that social workers have reasonable caseloads.
- Although progress has been made, the Service still depends upon too many agency staff.
- The quality of practice is still too variable. The ability of first line managers to provide good quality supervision is also too variable. The Service needs to give particular attention to improving protection and help for children at risk of sexual exploitation.
- In the above mentioned monitoring inspections, Ofsted identified failure by the Disabled Children’s Service to protect some children; a weakness which had not previously been identified by the Service.
- During this inspection Ofsted also identified weaknesses in safeguarding arrangements for vulnerable children in the education system. This included children with a statement of special educational need or Education, Health or Care Plan who

had been without a school place for some considerable time; and a lack of a coordinated oversight. Again this was a weakness which had not previously been identified by the senior management team.

- The Council considers that its provision for children with special educational needs is inadequate and requires overhaul both of the education made available and the case management of provision for individual children

## **OPPORTUNITIES**

- The Children's Service has the opportunity to develop its workforce strategy to improve the supply of skilled and well trained social workers and first line managers. It has been invited to become a partner in the Frontline programme. It is a participant in the Step Up Programme. It can recruit good quality newly qualified social workers. In addition it can develop a programme to improve the skills and confidence of its first line managers. Birmingham can benefit from its scale in such developments
- BCC has appointed a new Independent Chair of its Local Safeguarding Children's Board who brings great expertise and experience. She can be expected to facilitate significant improvements in the crucial partnership arrangements.
- The Service has now identified a partner and can proceed to develop plans for a Regional Adoption Agency.
- The Council has decided to examine the case for placing its Children's Services in a Trust. This affords the opportunity for there to be a step change in governance arrangements, providing the Service with oversight, support and challenge from a board selected for its particular expertise.

## **THREATS**

- Birmingham's Children's Services faces a full Ofsted inspection, likely to be scheduled for shortly after the summer holidays. These inspections are very onerous exercises in their own right. BCC has worked to try to ensure that the Service reaches a standard where it will be judged as 'Requiring Improvement'. However, the recent monitoring inspection result would indicate that the Service has not made sufficient progress and so is much less likely to reach the desired standard. Birmingham Children's Services is subject to a very high level of scrutiny from the regulator.
- Developing the proposals for the Trust arrangements is a complex and time consuming process. Work on these plans should not be allowed to divert attention from the core improvement task. In addition staff and partners will need to be reassured that the plans are in the best interests of Birmingham's vulnerable children.



## Schools, Children and Families Overview and Scrutiny Committee – 20<sup>th</sup> July 2016

### SWOT Analysis – Cllr Brigid Jones, Cabinet Member Children, Families and Schools

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Stable Leadership.</li> <li>• Education improvement plan Year 1 has been delivered. We have a much more coherent, improved and robust set of services.</li> <li>• The new Education Improvement Plan contains robust plans for each of the 21 service areas.</li> <li>• Birmingham Education Partnership is coming into maturity, as is school improvement contract.</li> <li>• Improvement Plan is on track, with year 1 and year 2 delivered.</li> <li>• Children's Social Care we have reduced caseloads, agency use (although still too high) and staff turnover this year, and is focused on its agreed improvement plan.</li> <li>• Whistleblowing policy in place and working effectively in enabling staff and partners to raise concerns.</li> <li>• Birmingham Curriculum Statement led by the Council and welcomed by schools.</li> <li>• Increasing the number of adoptions.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Ofsted have highlighted a number of serious concerns relating to safeguarding in education, children out of school, and disabled children's social care. These are being urgently addressed.</li> <li>• Inclusion in schools is weak in this city. Our population of children out of mainstream provision is unsustainably high.</li> <li>• Whilst practice in individual areas is good, the SEN system is weak. A commission will look into this in the autumn.</li> <li>• Children's Social Care - need to secure good practice everywhere.</li> <li>• Corporate Parents; need to acknowledge that as elected members it is our business and that we are all responsible.</li> <li>• Retention of skilled social work practitioners.</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Birmingham Education Partnership is coming into maturity. Opportunities for future joint working and strengthening of partnership.</li> <li>• The Early Years Health and Wellbeing offer is going out to tender presenting an exciting new way to redesign the multiple services more coherently.</li> <li>• SEN commission will start looking into system in the autumn. Helping to map out a clear pathway for our SEN children ensuring that they are aware of interventions and support throughout their journey to adulthood with a key focus on maximising independence.</li> <li>• We are exploring whether a trust model could enhance improvements in children's social care.</li> <li>• Improving our offer for LAC post 16 ensuring that they have active pathway plan for further education, employment opportunities to best prepare them for adulthood.</li> <li>• Engagement in social work reform programmes e.g. Frontline and Step Up.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Trust development must not become a distraction from the improvement agenda.</li> <li>• Educational Excellence Everywhere White Paper threatens to undermine improvements we have made. We will need to look carefully as to how we adapt to this as a council.</li> <li>• The Early Years Health and Wellbeing offer doesn't have the budget it once had, and as such services in some places may reduce.</li> <li>• The Early Years Education sector is facing budget pressures and services will need to adapt.</li> <li>• Schools are facing a new funding formula which could disadvantage Birmingham.</li> <li>• Schools are facing a real terms funding cut.</li> <li>• Delivering a significant change agenda within hugely diminished budgets.</li> </ul>



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28 June 2016

**Linda Steele, HMI**  
Social Care, South East

Mr Peter Hay  
Strategic Director for People  
Council House  
Margaret Street  
Birmingham  
West Midlands  
B3 3BU

Dear Mr Hay

## **Monitoring visit of Birmingham**

This letter summarises the findings of the monitoring visit of Birmingham children's services on 1 and 2 June 2016. The visit was carried out under section 136 of the Education and Inspections Act 2006.

The visit was the third visit since the local authority was judged inadequate in May 2014. Ofsted inspections in 2010, 2012 and 2014 consistently identified serious and widespread failings in the quality of services to children and families.

## **Areas covered by the visit**

During the course of this visit, inspectors reviewed the progress made in the area of help and protection with a particular focus on the multi-agency safeguarding hub (MASH), the application of thresholds for statutory intervention and assessment and planning processes for children in need of help and protection.

The visit considered a range of evidence, including electronic case records, supervision files and notes, observation of social workers undertaking referral and assessment duties and other information provided by staff and managers. In addition, we spoke to a range of staff including managers, social workers, other practitioners and administrative staff. The visit included a focus on safeguarding arrangements in schools, the council's response to children missing in education and those who are educated at home as well as the council's response to Prevent in schools.

## Summary of findings

- Despite senior leaders of children's social care acknowledgment of historical failings, they have not made changes quickly enough with the result that services to help and protect vulnerable children remain very poor.
- Senior leaders have been too slow to take required action and have only very recently started to implement the critical changes required to effectively protect and support the most vulnerable children in Birmingham.
- The quality and standard of practice and services for children remains too variable and is not consistently of a good enough standard.
- Some progress within specific areas of children's social care is evident although improvements are not sufficiently widespread, robust or embedded. Recent social work practice seen in safeguarding teams is of better quality than found during the previous inspection.
- Thresholds between early help provision and statutory intervention remain unclear and are inconsistently applied at all levels across the partnership.
- The disabled children's team does not identify or manage risks effectively and children are not seen by social workers sufficiently regularly.
- Partner agencies continue to experience challenges in getting children's services to accept referrals when they have concerns about a child's welfare or safety.
- Arrangements to identify, manage and intervene where children and young people are at risk of child sexual exploitation are not consistently effective. Birmingham City Council is failing to ensure children are always kept safe and not enough is being done to protect children from potential harm.
- Too many children with a statement of educational need or an education, health and care plan are not receiving a formal education and some of the city's most vulnerable young people are not receiving the help and support they need.
- Significant numbers of children are missing from education. Delays in establishing the whereabouts of children mean that staff are not complying with the council's own procedures and risks of children falling beneath the council's radar may increase. Links with partner agencies such as health are poor. Staff are unclear about what they need to do and the timeframes within which they must complete their work. Additionally, management oversight is not robust and staff are not held to account for deficits in practice.



- Strategic leadership of safeguarding children in schools is weak and lacks sufficient rigour. The Executive Director for Education acknowledges this and is realistic about the magnitude of the problem. However, the procedures put in place to reduce risks to children have had limited impact. The lack of strategic support from Assistant Directors has resulted in expected progress not being realised. Currently, there is no Assistant Director with specific responsibility for safeguarding children in schools and this compounds the already significant challenges.
- Individual teams that hold responsibilities for safeguarding children in schools are not working together effectively. For example, each team holds lists of children missing from education, yet this information is not shared across teams or departments. This considerable weakness means that the council cannot be assured that children are safe or whether they are at further risk.
- The local authority's evaluation of the quality of practice remains over optimistic.

## **Evaluation of progress**

Vulnerable children who may be at risk of harm do not always receive an adequate and timely assessment of their needs. Weak manager oversight, inconsistent application of thresholds and a continuing significant shortfall in experienced social workers in the MASH, children with disabilities teams and the assessment short-term intervention teams all contribute to these serious concerns. However, the situation has improved from 18 months ago when unallocated cases were in the hundreds. There are now very few cases not allocated within seven days of contact.

Children are almost always seen and seen alone in child protection enquiries and in assessments. Very recent social work practice seen in the safeguarding teams is of better quality than found during the previous inspection, with risks assessed and reflected in plans. Numbers of agency staff remain high (22%), although have decreased recently (from 30% twelve months ago). A reconfiguration of core social work teams and family support services completed in February 2016 is leading to a more coherent delivery of services to families.

In too many cases, decisions to progress initial contacts to referrals are not consistent or timely. For example, 83 contacts were waiting to be allocated to a referral and advice officer to make a decision about whether they should progress to a referral or be closed or signposted to other agencies. These cases had been triaged by a social worker but this still means children and families wait too long for a decision to be made about what help they will receive. Managers in the MASH do not routinely sign-off contact decisions made by unqualified referral and advice officers and there is no system in place to monitor and track this decision-making. This is a significant weakness and inspectors found cases passed to family support services without sufficient consideration of risk, need or the history of the case. In other cases, decisions to take no further action were based on too little information.

When children are thought to be at risk of significant harm strategy discussions are generally timely but not all children who require them have one. Strategy discussions convened in the MASH appropriately include a range of partner agencies and are well informed and purposeful. However, emerging child protection concerns in open cases do not always benefit from a sufficiently prompt response and so children may be left at risk of harm for too long. The quality and recording of strategy discussions and child protection enquiries vary too much in detail and quality. This compromises opportunities to understand risks to children and young people.

Assessments are overly descriptive and lack a thorough analysis of risk. However, those that are more recent clearly identify the difficulties that families are experiencing. The voice and experiences of children are increasingly evident in case recording and is beginning to form an integral part of assessment and planning. However, consideration of what life is truly like for children growing up in families who are experiencing mental health, domestic abuse, alcohol or a drug problems is not sufficiently analysed to improve outcomes. Child protection and child in need plans too often lack specific and measurable goals and contingency plans. This leads to unfocused intervention and makes progress hard to evidence.

Current arrangements for responding to disabled children lack rigour in the management of escalating risk and this means that children may be left at risk of harm for too long. Some children wait too long, for either their needs or risks to be recognised or managed effectively. For example, despite a disabled child with an injury disclosing a physical assault, child protection procedures were not instigated. A number of children with complex needs have been without an allocated social worker and one child subject to looked after children arrangements had been without an allocated social worker for five weeks. Social workers do not see disabled children regularly enough, children in need plans are either absent or are not up to date.

Over fifty children with a statement of special educational need or education and health care plan are not receiving full-time education. For example, a child has not received any formal education since December 2013. Some of these children have never been visited by council officers. This means that the council cannot be assured that these children are safe. Council staff are aware that safeguarding checks need to be carried out, yet this has not happened.

Staff are too slow in checking the whereabouts of children missing from education and this means opportunities to trace them in a timely way are missed. Children who remain missing are removed from the council's records once checks have been completed. From September 2015 to January 2016, the council removed 253 children from their list of missing children without locating their whereabouts.

Vulnerable children who have been excluded from education do not have their needs catered for well enough. Many do not have a school place and the council do not routinely check the safety of all of these children. Of significant concern is that for some of these children no checks are made to assure that they are appropriately safeguarded while they are out of school. As a result of the required policies and

procedures not being in place staff are not clear about who should do what and when action needs to be taken.

Insufficiently robust checks are made on children whose parents have elected for them to be educated at home. Home visits by council staff do not include a sufficient or rigorous consideration of safeguarding but instead focus on the delivery of subjects and examinations.

Links between Birmingham City Council and independent schools are weak. There is very little evidence of information passed to the council from any of the independent schools in the city.

Almost all schools have received Prevent training from Birmingham City Council and a range of support is provided for head teachers in schools where there are issues of potential radicalisation. All schools in Birmingham now receive a visit from the Birmingham Education Partnership. However, head teacher questionnaires were less positive about the city's strategy to support schools.

Historically, issues relating to the governance of schools have been a significant concern for the council. Progress has been made and appropriate procedures are now in place to evaluate the suitability of potential school governors for maintained schools. However, checks to assess the suitability of governors in academies, free schools and independent schools have not been routinely carried out. This equates to one third of all Birmingham schools and so a considerable challenge remains

The arrangements for the identification, management and intervention for children and young people who are at risk of child sexual exploitation are not consistently effective. The quality of analysis and information gathering within risk assessments is variable and not all are sufficiently rigorous in identifying all risks posed. As a result, plans are often weak and do not routinely identify the named individuals who will complete particular actions, or incorporate timescales. When children go missing, return home interviews are not always offered or undertaken and findings are not used to prepare and plan for interventions to reduce risk.

Caseloads in most of the social work teams are reducing. The quality of social work supervision is not yet good enough but its frequency is improving. Most supervision records are brief with little evidence of reflective discussion, challenge or rationale for decisions made. Front line managers do not yet have a consistent or realistic appreciation of what good practice 'looks like' and much work is required to help them achieve this.

I am copying this letter to the Department for Education. This letter will be published on the Ofsted website.

Yours sincerely

Linda Steele

**Her Majesty's Inspector**

The letter is copied to the Department for Education [at SocialCare.INSPECTION-IMPROVEMENT@education.gsi.gov.uk]



**REPORT OF THE IMPROVEMENT QUARTET: COUNCILLOR JOHN CLANCY, COUNCILLOR  
BRIGID JONES, MARK ROGERS AND PETER HAY**

**CHILDREN'S SOCIAL CARE: IMPROVEMENT AND CHALLENGES**

**The motion: The Council welcomes and notes the progress in children's social care and proposed next steps, including the intention to explore and develop a voluntary trust arrangement for children's services.**

**1. Introduction**

At the meeting of the Council on 1 December 2015 it was agreed that, in addition to routine performance reports to Cabinet and the work of the scrutiny function, there would be a six-monthly report to Council on progress in children's social care and in education. This is the first of those reports and covers children's social care. A report on education is scheduled for the July Council.

The position of the Council has been one of long term difficulty in running children's social care, perhaps best captured in our own words by the 2009 Scrutiny Review:

"Unfortunately Birmingham's children's social care service has a history of underperformance over the past decade. The difficulties in children's social care are systemic and deeply ingrained so there is no quick fix...It is about asking the question, in the light of our history of underperformance, how do we make sure that (immediate) improvements are sustained and embedded?"

*(Cllr Len Clark, Preface pp03 Report of the Inquiry into Protecting Children and Improving Children's Social Care)*

All parties in this Council have accepted that they have had a part to play over this period of sustained failure.

**2. Timeline**

1999 – Joint Review inspection points to serious difficulties in children's services which need urgent attention.

2001 – SSI inspection finds children's services inadequate with poor prospects; zero star rating and Performance Action Team approach.

2003 – SSI re-inspection finds the same rating.

2004 – SSR re-inspection rates service as still poor but with promising prospects.

2004 – Serious case review on the death of Toni Ann Byfield published.

2005 - SSI re-inspection rates the service as adequate with promising prospects – one star rating.

2006 – creation of new Children’s Services Departments becomes law and Birmingham makes this arrangement.

2008 - Children’s Services Annual Performance Assessment judges the service as inadequate at helping children to stay safe. The first twelve month improvement notice is issued by Government.

2009 - Serious Case Review on the death of Khyra Ishaq published. Improvement Board with an Independent Chair (Liz Railton) appointed.

2009 - Scrutiny Report of the Inquiry into Protecting Children and Improving Children’s Social Care, published.

2010 - Ofsted inspection of Safeguarding and Looked After Children’s services judges both overall effectiveness and capacity for improvement as inadequate. There was criticism of deficiencies in front line work and of the inadequate medium term plans of the council which lacked immediacy.

2012 - Ofsted inspection of Local Authority Arrangements for the protection of Children found significant weaknesses in practice, ineffective partnership working and a lack of strategic oversight and leadership from the Children’s Trust and Safeguarding Board.

2013 (summer) - DfE case review found the service to be in a fragile and unsafe state, with a lack of trust following a reorganisation showing in high vacancy rates and excessive workloads. An immediate stabilisation period was implemented, with the Minister concluding in November 2013 that he had asked Professor Julian Le Grand to review structure and governance.

2013 - Serious Case review on the death of Keanu Williams published.

2013 - LGA Peer Review of Children’s Services and InLoGov peer review of partnership working.

2014 - The Le Grand Report was published.

2014 - Ofsted Single Inspection Framework finds the council inadequate.

2014 - Implementation of the Le Grand Recommendations and appointment of Lord Warner as Commissioner (Note Lord Warner also worked alongside Sir Mike Tomlinson as Commissioner for the Education Plan improvement requirements and both were members of the Improvement Panel).

2015 - Appointment of Andrew Christie as the second Commissioner.

### **3. What progress has been made since Le Grand?**

The Le Grand report highlighted a number of serious practice and structural issues which reflected a lack of focus on the long term nature of the problems and a corporate/political centre that appeared to lack attention on key issues. These significant themes have been addressed by:

- Major investment programme, particularly to address staffing levels with the creation of additional posts.
- Review of recruitment methods: a recruitment package that assists the employment and retention of social work staff is now in place.
- Significant engagement with stakeholders through the new joint commissioning panel and the Strategic Leaders Forum.

- Appointment of an Executive Director, with a focus solely on children's social care and a clear view on great social work. This is supported by the new Chief Social Work Officer (CSWO) appointment so that practice matters are embedded into the approach.
- A risk assessment on senior management capacity and a statement about resource deployment are now standard practice, both overseen by the Chief Executive and reported within the budget and policy setting reports to Council.
- Tackling, with the oversight of Lord Warner, the issues identified in the Le Grand report about "unidentified risk".

With Lord Warner's oversight the following issues were addressed:

- The establishment of clear lines of accountability. The "Quartet" arrangement is a simple bringing together of those who hold the statutory roles for children and leadership of the council so that there is clear oversight. Lord Warner was clear that this was effective, but that such an arrangement should remain in place for the medium term.
- A single improvement plan.
- The MASH development (Multi-Agency Safeguarding Hub), which rebuilt a degree of confidence and led to further work to respond with greater speed to children and families who need help and support rather than just protection referrals.
- A significant review of management capacity and capability with a major independent assessment exercise completed across the service, followed by development processes.
- A significant review of employment issues covering recruitment and retention, the replacement of the previous PDR system, a more competitive pay offer and the single agency supplier framework agreement.
- The development of an IT strategy, with a focus on immediate strengthening of the system as well as the longer term procurement of a replacement system now underway.
- An itemised three year budget and finance strategy that secured the right level of resourcing and ways of maintaining this on a sustainable basis.
- A review of placement mix, leading to strengthened teams in aftercare, adoption and fostering to improve the experience of children.
- The development of greater commissioning capacity in children's services through the Commissioning Centre of Excellence approach within the Directorate. This was then supported by a market dialogue event and new partnerships that emerged.
- The most obvious of these new commissioning changes has been the outsourcing arrangements to transfer the Council's residential child care homes to Priory Group.
- The implementation of changes to Partnership approaches, particularly through the Strategic Leaders Forum, the establishment of the Birmingham Education Partnership and the Early Help and Safeguarding Partnership.
- In an innovative arrangement, CAFCASS managed the Independent Review service for 10 months providing much needed capacity and impetus, and handing it back as a more effective service, which we have continued to develop.
- Lastly, Lord Warner secured DfE support for the work that has commenced to review the Safeguarding Board and design better ways of overseeing multi-agency systems work to safeguard children. This leaves the Council well placed to take forward the thinking contained in Alan Wood's review published last month that suggests more local design of arrangements.
- Lord Warner relinquished the Commissioner role in May 2015, after the Early Help and Children's Social Care plan 2015-17 was agreed by the Cabinet. The DfE have supported that plan and the new operating model launched in September 2015 and have funded direct improvement work to social work teams from Essex County Council Children's Services.

In December 2015 a new Commissioner, Andrew Christie, was appointed by DfE. Andrew was a member of the Le Grand Review. In his current role he has observed that he is seeing a very different service now in Birmingham to what he saw in early 2014.

**Appendix A** contains a fuller summary of progress over the last year. **Appendix B** sets out a number of performance measures demonstrating progress over the last 12 months. **Appendix C** sets out priorities for 2016/17.

No one doubts that further progress is needed. Much of the work done is at an early stage, and the constant message about a determined and sustained focus on social work practice must be heeded. That practice also needs to evolve to respond to the identification of threats to children coming from extremism and CSE.

#### **4. Trusts - background**

The Prime Minister announced in December 2015 that if a local authority experienced a second, successive inadequate Ofsted rating that would lead to automatic consideration of alternative delivery methods instead of continued lead provision by “failing” Councils.

There has been a history of imposed Trust solutions, such as the 10-year independent trusts at Doncaster and Slough. At the end of last year Sunderland, responding to its own failings, developed a more “co-produced” model, working with the DfE. Hampshire County Council took over the running of the Isle of Wight’s children’s “inadequate” services for five years. Nottinghamshire Children’s Trust is a partnership of organisations that provide services to children, young people or families in Nottinghamshire and is a commissioning sub-group of the Nottinghamshire Health and Wellbeing Board. Trafford Council and Pennine Care NHS Foundation Trust have entered into a Strategic Partnership Agreement for Integrated All Age Community Health and Social Care Services, with Pennine Care taking lead responsibility for the day-to-day provision of children’s services.

In recent months a growing number of Councils with good ratings have begun to think through whether Trust models would offer business and strategic advantage, Lincolnshire are highlighted in particular. The term “Trust” is used here in a broad sense to include a wide range of other delivery models.

As we continue to develop and embed good practice, and in the context of the financial pressures facing all public services, it is right that we too have been exploring models of governance, organisation and innovation, including those being developed across the country by other children’s services local authorities that share our interest in securing and sustaining good social work practice and improving outcomes for children and families. The Dispatches TV programme, which aired on 26 May 2016 and focused on Birmingham Children’s Services, was not reflective of wider progress in children’s social care and our general direction of travel. It did, however, have some effect on the timing of the announcement of the Council’s intention to explore the development of a trust option.

Over recent years, Governments have sought to widen the options available to respond to failure in children’s services, through which the Trust model has emerged.

#### **5. Trusts and the 2014 Le Grand Review**

Le Grand considered four formal options:

- “Watchful waiting” which was not recommended.



- The transfer of responsibility for children's services to another authority (the "Isle of Wight" option) ; it was felt difficult to conceive of another local authority both strong enough in performance and large enough to undertake a "take over" of Birmingham and therefore this was not recommended at this stage. (Note this predates the DfE creating the "Partners in Improvement" programme, which has seen Essex provide improvement support to Birmingham since summer 2015.)
- Splitting commissioning from provision. Le Grand set out options around not for profit trusts, existing private or social enterprise organisations at city or area level. The panel considered that at the time the principal difficulty in taking forward such a recommendation was the absence of resources by way of high quality delivery partners within the "market" to set up such an organisation. Professor Le Grand has subsequently been leading a national review of this very issue to stimulate improvement capacity. The panel also had concerns about the ability of the Council to "commission well" in such a scenario as the arm's length nature could compound the risk of a lack of future corporate priority.
- The recommended option, which was the appointment of a Commissioner, Panel and associated directions.

As part of the Le Grand review, the Council was asked to submit an options appraisal covering five scenarios. These options were assessed against a range of criteria and then scored. The full assessment is attached as **Appendix D** to this report. The options and their total score were:

- Break Up Birmingham (46).
- Outsource to the private sector (57).
- Trust model with accountability to the DfE (64).
- Trust model with accountability to BCC (74).
- Integrated Transformation (82).

It also assessed the acceptability of each proposal in a ranking score.

Le Grand commented on the favourable score that the Council had given to the Trust options and stated:

"we do consider that this option has potential in the longer run for helping to resolve Birmingham's difficulties, and we consider it important that the capacity barriers, both in terms of provision and commissioning, to the realisation of this potential be explored in greater depth..." (*Le Grand pp23*).

There have been significant changes since Le Grand's evaluation. The law has been changed to explicitly prohibit a private sector provider. Equally, there are now Councils that have completed the process of moving services into Trust arrangements and some of the legal complexity has therefore been reduced by these precedents. It is however still too recent for evidence to emerge to support a view on whether Trusts are an effective improvement intervention. "

## 6. Securing long term sustainability

Whilst the improvement of children's experiences and outcomes remains of the highest priority, we need to consider the best ways in which to secure long term sustainability. We commenced a programme of work in early May 2016 to look again at the context and the Trust option. This is shaped by a number of key factors:

- The Council has developed a much sharper commissioning function which, when combined with public health intelligence, allows us to consider better the options for service design for children's social care.
- The need to be able to attract and retain social workers requires a competitive salary, good working conditions and above all a feeling of being well managed and supported. These options could perhaps best be secured in the longer term within a Trust structure.
- From the work being led on the Safeguarding Board we have seen that there could be real advantages in a model which combines a range of expertise in overseeing a focussed business model.
- An argument placed by Le Grand is for a "clean break" with the past. Of course any child care organisation in Birmingham will carry echoes of the past, but the weight of that past history has been clear in recent weeks.
- Combining all of these – an intelligent commissioner with a Board focussed upon delivery - could create the right degree of focus upon a shared aim of being a city that has the highest ambitions for those children and families who need the most help in childhood. Indeed the absence of this type of creative tension is a part of the past.

There is a great deal to be done before we properly consider the shape of any Trust arrangement and to bring full information in front of the Council for decision. However some early principles are very clear:

- The Council must be able to sustain a focus upon the improvement in social work practice that is most needed by children and families. It should not pursue a Trust option if that becomes a distraction from this task.
- The Council must be able to design an organisational form that supports and develops the best social work support to children and families.
- The Council must take responsibility for working with social work and related staff through this period. Their engagement and support is essential to any Trust being a success. In particular it is important to stress to full Council that we understand that social workers are a scarce resource and that the Trust must be well placed to compete by at least matching and preferably bettering current terms and conditions.
- The Council must engage and develop the Trust model with partners.
- The current financial plan and Council priority must be maintained through to at least 2020.

In taking the trust development forward we will ensure we keep an unrelenting focus on social work practice, on direct work with children and families, on purposeful plans implemented in a timely way, on effective management oversight, support and challenge, on collaborative partnership, and on building a learning culture that seeks to improve by listening to children and families.

#### **Appendices:**

Appendix A - Birmingham Children's Services - Overview of progress

Appendix B - Performance May 2015- April 2016

Appendix C - Priorities for 2016/17

Appendix D - Options Appraisal – Transforming Children's Services – December 2013



## Birmingham Children's Services - Overview of progress

### 1. Summary

Since the 2014 Ofsted inspection we have delivered the first 2 years of our improvement plan, as part of the response to Government Directions and with the oversight of Lord Warner, the appointed Children's Commissioner. The primary focus in year 1 was on establishing stability in the service, the creation of MASH, a highly visible single point of entry and multi-agency information sharing to ensure children's needs are met, and establishing a credible budget and stabilising the workforce. All of these were achieved.

We now have a new 'Early Help and Children's Social Care improvement plan 2015-17' with a stronger focus on improving social work practice and reducing delays. We are almost fully staffed, although still relying on agency staff for a quarter of posts and we have more manageable caseloads (average 15 children). We have agreed partner thresholds – Right Service, Right Time (RSRT) and an early help strategy is in place, with a strong targeted early help offer. We have also established a system-wide Early Help and Safeguarding Partnership to shape our service responses and our offer across agencies and settings.

There is clear vision and purpose and direction for the service and more stable leadership with improved political ownership of the improvement journey. However, there is still a long way to go to ensure children and families receive a responsive and effective service that engages with them to enable positive change.

In August 2015 we launched 'our operating model for children's services' setting out how we would move to a consistent shape so that the needs of children and families are met by the team with the right expertise for their circumstances. We finally moved into that model in February 2016. Alongside the model we have developed guidance which sets out the remit of each team and how work flows between teams when needed without delay. The shape of the service is now clear, coherent and consistent with each team knowledgeable about their role in the whole system.

### 2. Social Work Practice

Assessment & Intervention teams (ASTI) are now established in each of the three Areas and these, alongside a focus on being clear about the purpose of our intervention, and a better use of our early help family support service, have enabled us to reduce average caseloads to 16. This is giving social workers more time to work with families.

We launched 'Our Support for children and families' guidance for January 2016 clarifying the role of each team and making sure work transfers easily and without delay when it needs to. Learning from the first round of Essex diagnostic self-assessments has informed this and helped develop clarity and consistency around the operation of ASTI teams.

These changes support a focus on direct work with families to improve outcomes for children. This is a big cultural change for the service which staff have generally welcomed, but which will take much more time to achieve fully. We now have a Chief Social Work Officer and three Principal Social Work Officers to support practice development across our 800 strong qualified workforce.

We have refreshed our strengthening families approach to child protection case conferences from October and have had very positive feedback about listening to children and families, informing meaningful plans that are addressing the real issues identified. This has resulted in a reduction of children on child protection plans as more children are supported through child in need plans.

Similarly, our practice focus on challenge before children come into care and moving children in care more quickly to permanent arrangements, such as adoption, has resulted in a reduction in numbers of children in care since April 2015 (although our Unaccompanied Asylum Seeking Children have increased).

We are working well with the local family justice board, our own legal service and CAFCASS collaboratively to improve court timescales and the quality of evidence in applications to the court and we have developed a new special guardianship policy in line with recent DfE consultation.

Practice is still variable and we have a long way to go, but gradually we are sorting out problems, addressing deficits and improving practice, and the full implementation of the operational model will give social workers a much clearer framework, expectations and capacity to continue improvement.

There is agreement to replace the CareFirst data and case management system with a more modern and fit for purpose system that will be much easier for social workers to use and thus free them to spend more time in direct work with children and families. Much work has been completed in recent months to simplify processes and forms on CareFirst for social workers, but it still remains a very cumbersome system using up lots of staff time.

### **3. Workforce**

We now have a workforce strategy to stabilise staffing and give social workers the skills, confidence and the right tools to deliver social work that will make a real difference to children's lives. Recruitment of newly qualified social workers, social workers, team managers and foster carers is improving. We have a contract in place to procure agency staff through a single master agency (HCL), and this will over time reduce cost and improve quality.

The service is almost fully staffed and we have 40 additional posts from April 2016 to support improvements in fostering and adoption, leaving care, children in care and quality assurance (QA). Our HR data is still not sophisticated enough, and we have about 23% agency staff (West Midlands average 18% - but Birmingham May 2015 figure, 30%). The service is calmer and more stable, but we still struggle to recruit experienced social workers and team managers. We need to develop and agree an improved pay and rewards policy for qualified social workers.

We have strengthened our Assessed and Supported Year in Employment offer and we also recruited over 25 students this summer (as we did in summer 2015) who had been on placement with us. We have established a bespoke 'systemic supervision' course for team managers with the Institute of Family Therapy, which a second cohort of managers begins in June 2016. We were the largest local authority to pilot the new accreditation process in January with 120+ staff participating. We have a stable head of service and senior manager group with only one interim, and we have addressed several issues of middle/senior managers not able to perform.

We have a clear and workable supervision policy, and the Council has adopted a more outcome focused appraisal system. As we build on stability, a culture of learning and a slowly improving reputation, we expect our ability to recruit and retain will improve. Turnover has fallen from 21% to 16% in last year and agency staff from over 30% to 23%.

The above activity continues to be supported by the HR Business Partner for the Directorate for People and a Children's Services dedicated HR team which has a changed cultural focus and an ambition to operate at pace. Managers are now much better supported with HR issues and to manage performance.

### **4. Financial Planning**

The Council has made children's services its top priority and has invested much-needed money into the service - making a further £21.5m available for 2015/16 (on top of an extra £9.6m in 2014/15).

The City Council has to find very significant savings (over £200m) over 4 years, but it has maintained its commitment to funding improvement in children's services with increased investment in the next two years. As part of the Future Council programme, in the 'Preventing Family Breakdown' stream, Children's Services will deliver £10m savings gross over 4 years, through having fewer young people in care, and more children in local foster placements overall, and through reductions in agency staff usage and a vacancy factor. The savings targets are realistic and achievable and in line with the improvement plan.

## **5. Partnership**

We have established a new partnership framework this year by setting up the Children's Strategic Leaders Forum, chaired jointly by the Council's Chief Executive and the Chief Constable, and the Early Help and Safeguarding Partnership, also chaired jointly by the Council and West Midlands Police. The latter is establishing agreed multi-agency systems and processes across the whole children's system in Birmingham. We now have the fora in place where debate and discussion about what we are collectively trying to achieve and the best way of doing it together can take place – learning from the Leeds 'plan on a page' approach. We are continuing to explore new models for the local/regional safeguarding children board in light of Alan Wood's national LSCB review.

We have a strong youth offending service which has developed effective partnership working that engages vulnerable young people and their families which children's social work can learn from.

## **6. Quality assurance**

The CSWO will lead on developing effective social work practice and help us build effective QA systems that produce learning to inform improvement at area, team and individual levels. We have a new QA framework and have launched a new case audit system. We also have a programme of monthly service area focused performance meetings to improve how we work together (this is in addition to arrangements in each Area). We have been subject to three peer challenges in last three months from other LAs – one about our leaving care services, one on Fostering and Adoption and one about our case audit system.

## **7. Children in care**

Children in care are receiving more timely reviews and better care planning, and there have been improvements to the fostering and adoption service. However, children in care planning and care leaver pathway plans remain an area of weakness that requires more attention – eg. we have 126 children on placement orders waiting to be matched with an adoptive family (down from 150 in April).

We have also brought into place improved corporate parenting and children in care council arrangements. We are developing ways to more actively listen and learn from the children and families we work with to improve services for them.

Our Independent Reviewing Officer Service (IRO) was managed by CAFCASS from November 2014 and a better performing service returned to Council management in October 2015. We are now tracking children in care more systematically to reduce delays in their care journey and IRO are providing more constructive challenge and support to social workers.

We have high numbers of older teenagers entering care and we recognise that we need to offer such young people and their families a service focused on mediation and support and learning ways of



managing difficult behaviour and emotional regulation. We established a short-term intensive 'Edge of Care' service from October 2015. We have also applied to the DfE Innovation fund to establish a new service to work intensively with very vulnerable teenagers (CSE, radicalisation, self-harm) and their families.]

We need to improve our services for care leavers, with better pathway planning that supports more young people in education and employment and reduces the percentage of care leavers who are not in education, employment or training (NEET). A peer review by North Somerset has assisted here and we have invested in additional support to help care leavers into employment

We have a substantial programme of improvement in Fostering and Adoption which has resulted in the bringing in-house of foster carer, adopter and Special Guardianship Order (SGO) assessments, establishing stronger post-adoption and post-SGO support teams and a substantial recruitment of foster carers and adoptive families to improve quality and reduce our reliance on expensive external agencies. We have also had a recent peer review from Lincolnshire which has helped develop a new set of improvements in this area.

140 children were placed for adoption in 2015/16, compared to 120 in 2014/15, and 95 the year before.

## **8. Leadership and Management**

We have a senior management team in place made up entirely of permanent appointments - ending the cycle of leadership change and failure to drive effective practice change which has characterised Birmingham's recent history. Senior managers are being held to account for their leadership and performance and action is being taken when deficits are apparent.

There is strong political commitment to improving outcomes for children in Birmingham and supporting children's services with resources and the tools to deliver these outcomes. Collectively the Leader, Cabinet Member, Chief Executive and Director of Children's Services maintain regular oversight of the improvement plan.

Partnership working around children's services had been poor for some considerable time. The new Children's Strategic Leaders Forum signals strategic and high level attention to improving children's outcomes. The forum is able to consider children's issues within the wider context of families' experiences and the opportunities and challenges presented by the city. It takes an overview of the systems working to support children and families in the city so that they are all aligned and working together to deliver that intention. The forum challenges gaps in coordination and delivery and ensure that the vision for services is stretching and ambitious.

The Early Help and Safeguarding Partnership oversees the delivery of the Early Help strategy and the shape of multiagency working to meet the needs of children and their families from universal to specialist, including locality working in hubs and areas and central processes such as the MASH. The co-chairs and members are visible champions of a "whole system" approach. This partnership will also develop models for more local partnership working in each of the City's three Areas. The work of the partnership in its first year was presented to all partners at a recent conference (June 2016), where a number of system and process changes were endorsed to improve access to help for children and families.

## **9. Commissioning**

We have established a 'Commissioning Centre for Excellence' across the Directorate for People and embarked on a programme of review of externally commissioned services, with a greater focus on

targeted services, impact and value for money. This involves developing new more integrated contracts as existing arrangements come to an end.

We have agreed a contract with the Priory Group for the externalisation of 5 children's homes.

## **10. Improvement Support**

The DfE have appointed Essex CC Children's Services as our improvement partner. Essex have delivered a programme of diagnostic peer/self-assessments in front-line teams followed by practice learning seminars. In the autumn the focus was on MASH and ASTI teams. Before Easter diagnostics were completed with Safeguarding teams, and at present children in care teams are undertaking these. The diagnostic is in effect a supported self-assessment of practice carried out with the team manager and their team. It is a learning exercise. The three main areas to come out of the work so far for improvement are: recording not showing the work carried out; insufficient management oversight on the record; not enough direct work with family focused on outcomes for the child. The safeguarding teams in each area were graded at 'Requires Improvement'.

## **11. Engaging with the reform agenda**

In January 2016 Nicky Morgan, Secretary of State at DfE, launched 'Children's Social Care Reform – A Vision for Change'. This set out a national agenda to improve social work practice and leadership, and social work education. The paper announced a second round of Innovation Fund opportunities and an expansion of the Frontline social work qualification programme (similar to Teach First). At a meeting with Nicky Morgan on 20 January 2016, the Council's commitment to this reform agenda was made explicit. We have therefore been exploring the following:

- Innovation Fund expression of interest for funding a new approach to work with high risk vulnerable young people, with Morning Lane Associates. Proposal is for £3.4m over two years with the Council redeploying £500k of own its resources each year.
- Expression of interest to Frontline to support 6 social work student units (24 students) in Birmingham from summer 2017 – and we received confirmation on 3 June that this was successful.
- working with PAUSE, a current innovation fund project to establish a service for young women who have had children removed in care proceedings.
- regional adoption discussions with Herefordshire and others.
- early thinking about potential future organisational models.

**PERFORMANCE - May 2015****% Re-referrals (Monthly)**

	6 month cumulative	May-15
No. re-referrals	351	370
Total Referrals	1,459	1,328
Re-referrals %	24%	28%
Performance rating	AMBER	
Trend	AMBER	

Annual performance is OK but increase in May. This is an area for audit this year.

**% Children seen at Assessment (S17 and S47)**

	May-15
Assessments completed	1124
Children seen	691
% Seen at Assessment	61%

This is the first time this data has been extracted and is currently subject to validation and presentation to service leads.

**Number of children with a Child Protection Plan - Snapshot as of month end**

	Mar-15	May-15	EAST	NWC	SOUTH	MASH
No of CPP	1,301	1,305	385	394	453	9
Rate per 10K	47	48	37	37	69	
National average per 10K		42				

Note: DCSC not included in area breakdown

Our rate per 10,000 of children who are the subject of a child protection plan has increased significantly since January 2014. Our rate is now higher than the national average and statistical neighbours.

**% of child protection visits in the month**

	6 month average	May-15
Number of CPP visited	980	1,108
Number of CPP to be visited	1,116	1,198
% visited in month	88%	92%
Performance rating	AMBER	
Trend	AMBER	

The standard is to see all children who are the subject of a child protection plan at least every fortnight and this is a core social work activity. In most cases children are visited at least monthly, and this is improving.

**Number of Children in Care - Snapshot as of month end**

	Mar-15	May-15	EAST	NWC	SOUTH
Total CiC	1975	1951	614	602	625
Rate per 10K	72	71	60	57	95
National average per 10K		60			

Note: DCSC not included in area breakdown

The rate has increased significantly since January 2014 but has plateaued in last three months. We are developing "edge of care" services for adolescents at risk of family breakdown. 220 of those in care are aged 17 and 21% are over 16.

**Average caseload of qualified social workers**

	May-15
Assessment Teams	25
Safeguarding Teams	20
Children in Care Teams	18
MASH Teams	13
Average Caseload - City	19
Performance rating	AMBER
Trend	AMBER

There is a trend of reducing average cases as cases that are not active are closed. But there are a number of newly qualified staff on protected caseloads, so the average for more experienced staff is higher. The new assessment teams have high caseloads, and this is an area we need to watch.

**PERFORMANCE - April 2016****% Re-referrals (Monthly)**

	Prev. 6 months cumulative	Apr-16
No. re-referrals	1,507	239
Total Referrals	6,376	1,168
Re-referrals %	23%	20%
Target	25%	
Performance rating	GREEN	
Trend	GREEN	

National average	24%
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Since the MASH ASTI changes early this year we have seen a slight downward trend in re-referrals. It is probably too early to say this is a change rather than a variation.

**% Children seen at Assessment (S17 and S47)**

	Prev. 6 months average	Apr-16
Assessments completed	827	1068
Children seen	549	679
% Seen at Assessment	64%	64%
Target	68%	
Performance rating	AMBER	
Trend	AMBER	

CareFirst is not an easy system to extract good data such as this from. Children seen is a good proxy measure for quality of assessment. We want to see this % increase.

**Number of children with a Child Protection Plan - Snapshot as of month end**

	Mar-16	Apr-16	EAST	NWC	SOUTH
No of CPP	851	825	163	314	328
Rate per 10K	31	30	16	30	50
Target	850				
National average per 10K		42			

Our rate per 10,000 of children who are the subject of a child protection plan has gradually decreased since we refined our more child focused strengths based approach to case conferences. This puts parents and children at the centre. We are increasing the number of conferences where family and professionals agree that a child in need, rather than a child protection plan, is the way forward. There is continuing work about ICPC timescales and developing smarter and more purposeful CP plans.

**% of child protection visits in the month**

	Prev. 6 months average	Apr-16
At least one visit in a month		
Number of CPP visited	805	742
Number of CPP to be visited	862	778
% visited in month	94%	95%
Target	95%	
Performance rating	GREEN	
Trend	GREEN	

The standard is to see all children who are the subject of a child protection plan at least twice a month as this is a core social work activity. Visiting children on CP plans has increased significantly over last year.

**Number of Children in Care - Snapshot as of month end**

	Mar-16	Apr-16	EAST	NWC	SOUTH
Total CiC	1,807	1,807	559	508	575
Rate per 10K	66	66	54	48	87
Target - March 17	1,750				

National average per 10K	60
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\* Since April 2015 18+ are excluded from the total CiC

The number of children and young people in care is gradually reducing as intended in our improvement plan. This is a combination of more adoptions and return homes and more challenge at resource panel. The edge of care teams are now operating in all three areas. Since April 2015 the number of unaccompanied asylum seeking children has increased from 13 to 75.

**Average caseload of qualified social workers**

	Apr-16
Assessment Teams	17
Safeguarding Teams	16
Children in Care Teams	14
Average Caseload - City	15
Target	16
Performance rating	GREEN
Trend	GREEN

National average	16
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There is a trend of reducing average cases as we become more focused on purposeful interventions. There are a number of newly qualified staff on protected caseloads, so the average for more experienced staff is higher. The ASTI teams have higher caseloads. We will seek to report this data by Area also in future months.

## PERFORMANCE - May 2015

### Number of unallocated single assessments (open >7 days)

	6 month average	May-15	EAST	NWC	SOUTH	MASH
Unallocated (open >7 days)	161	121	25	62	15	6
Total number of open single assessments	2,118	1,391	311	427	297	277
% of unallocated single assessments	8%	9%	8%	15%	5%	2%
Performance rating	AMBER					
Trend	AMBER					

The data shows that performance has improved significantly since November 2014 and the level of unallocation is approaching an acceptable level. Assessment and short term intervention teams (ASTI) have been introduced to improve the quality and timeliness of assessments and support for children and their families. The figures in NWC are an area for concern.

### On-going single assessments in timescale (45 working days incl. S47)

	6 month average	May-15	EAST	NWC	SOUTH	MASH
No. inside	1619	1123	270	308	230	253
No. outside	449	268	41	119	67	24
Total	2067	1391	311	427	297	277
% Inside	78%	81%	87%	72%	77%	91%
Performance rating	AMBER					
Trend	GREEN					

The % completed is improving but this is an area for focus and improvement by Heads of Service in each area, especially NWC and South.

Note: DCSC not included in area breakdown

## PERFORMANCE - April 2016

### Number of unallocated cases (open >7 days)

	Prev. 6 months average	Apr-16	EAST	NWC	SOUTH
Unallocated (open >7 days)	N/A	17	7	10	0
Total number of open cases	N/A	5,357	1,341	2,479	1,537
% of unallocated cases	N/A	0.3%	0.5%	0.4%	0.0%
Target	20				
Performance rating	GREEN				
Trend	GREEN				

Note: Citywide Teams are not included in area breakdown

This new indicator is of open cases post MASH where there is no allocated social worker 7 or more days after referral. A report is sent to heads of service each week, so the cases are ever changing. We have set a target of keeping this number under 20 at any given time. This is a tiny percentage of all open cases.

### Family assessments completed in timescale (45 working days incl. S47)

	Prev. 6 months average	Apr-16	EAST	NWC	SOUTH
No. inside	736	986	320	335	276
No. outside	142	135	43	59	12
Total	878	1,121	363	394	288
% Inside	84%	88%	88%	85%	96%
Target	82%				
Performance rating	GREEN				
Trend	GREEN				

National Average 82%

The timeliness of assessments is important to prevent drift and we are doing well in relation to 45 days. We want to see more assessments completed within 20 days in ASTI and a greater focus on short-term interventions.

	Off target	target	Above target
Rating	RED	AMBER	GREEN

	Not better	Bit better	Much better
Trend	RED	AMBER	GREEN

# Priorities for 2016/17 - Early Help and Children's Social Care Improvement Plan 2015-17

	Main Issue	OBJECTIVES/ACTIONS
1	<b>Workforce Development</b>	Robust workforce development plan in place which delivers practice improvement, learning, management oversight and a focus on direct relationship-based social work interventions supporting a culture of high expectation and high achievement.
2	<b>Family Support</b>	Clarity about Early Help level 3 request for help pathway. Coherent Think Family/Family Support offer, including relationship with local universal plus services, in each Family Support team.
3	<b>MASH</b>	Improve and streamline MASH systems and processes, including use of CIAS (Children's Information and Advice Service), formalising information sharing, building strong CSE (child sexual exploitation) and missing processes, and passing work for assessment more quickly to Family Support or ASTI (assessment and short term intervention) teams.
4	<b>16+ and Care leavers</b>	Ensure all young people aged 16+ who are in care have an active pathway plan that they have contributed to, are in a nurturing placement (foster care where possible), have good educational support and are being prepared for adult life. Ensure that care-leavers aged 18+ have active plans and are being supported into further education and employment opportunities. Ensure that accommodation and support is of good quality and value for money.
5a	<b>Missing Children</b>	Missing Children - clear guidance, good data set and information, multi-agency processes, especially between Police and MASH, and implementation to ensure we act on learning from Return Interviews.
5b	<b>CSE</b>	Good information sharing, data and tracking of young people at risk of CSE. Effective multi-agency interventions to reduce risk or stop abuse. Good support and recovery service for young people.
5c	<b>Radicalisation/Gangs</b>	Prevent/Radicalisation - ensuring we have an effective response to people at risk of radicalisation/gangs etc - Both young people and children of young adults, including training and awareness.
6	<b>Recruitment and HR</b>	Recruitment & Retention - agree corporately a robust pay and reward scheme to recruit and retain social workers and reduce reliance on agency staff. Ensure sufficient HR capacity to support Children's Services. Improve ASYE (Assisted Supported Year of Employment) and post ASYE support. Explore Frontline.
7	<b>Children living in long-term family</b>	Improved care planning - including return home or move swiftly to long-term arrangements. Special Guardianship Orders, stronger focus on adoption; embed Edge of Care teams; more mediation between young people and parents to mend relationship. Increase use of Family Group Conference; Improved timescales and evidence in care proceedings.
8	<b>More local foster placements</b>	Increase use of internal fostering and reduce placements and residential use. Improve way placements are made with stronger focus on using in-house foster care.
9	<b>Replace CareFirst</b>	Tender for CareFirst system replacement. Simplify forms and processes in CareFirst in meantime.
10	<b>Regional Adoption</b>	Explore regional adoption arrangements.
11	<b>Partnership</b>	To strengthen and progress partnership by developing shared agreement around purpose and vision for children and families, building on the Early Help & Safeguarding Partnership.
12	<b>LSCB (Local Safeguarding Children's Board)</b>	Develop new and innovative arrangement to assure partner and individual agency effective work and collaboration to safeguard and promote the welfare of children.
13	<b>Voice of Child and Family/ Quality Assurance</b>	Improving our feedback from children and families including Children in Care, Children in Need and Children on Child Protection Plans - and learning from this feedback to improve our services.

## APPENDIX D

SUMMARY							
	Option	Unweighted score	Overall weighted score	Weighted score as %	Improvement to services	DfE acceptability	Local acceptability
1	Break up Birmingham	46	0	0%	2	3	2
2	Outsource to private sector	57	0	0%	4	3	1
3	Trust Model - accountable to DfE	64	192	65%	5	5	1
4	Trust Model - accountable to BCC	74	222	75%	5	4	4
5	Integrated Transformation	82	0	0%	5	3	5



**1) Break up Birmingham** Break up BCC into four councils(districts) with independent political and managerial governance and own budget

1	Better outcomes for children - they are safer as a result	2	Low - med Unlikely to provide cultural change and skills required - need more changes than just structure Highly destabilising for service during change
2	Clear vision	3	Medium
3	Break from the past	2	Low
4	Delivers cultural change	1	Low Does not address any of the cultural issues
5	Focuses on improving practice in short term	3	Medium Arguably simpler to manage in a smaller structure but the ability to focus on practice is more dependent on
6	Support recruitment & retention of staff	4	Med - High Notwithstanding the impact of large scale change on staff retention, the model of 4 smaller councils will be a
7	Provides financial stability	2	Low -Med Likely to cost more than current organisation because of additional management layers, governance
8	Strong leadership and management	2	Low - Medium Fragmenting the council is likely to weaken leadership and management through losing the synergy of the existing leadership teams Split of existing resources across 4 areas is likely to reduce leadership and management capacity unless additional investment made.
9	Injects pace into improvements	2	Low-Med The scale and significance of the change will distract the entire council and its focus and capacity will be consumed by the structural changes rather than delivering improvements in any service. Highly likely to delay pipeline improvements that involve partners (e.g. MASH) because the new model would require 4 interfaces and models rather than 1
10	Alignment of corporate / business support	1	Low Dependent on BCC approach to setting up new structures. Possible to design strong alignment and business support into new model but likely to increase costs which are not accounted for - needs to be determined
11	Provides clear accountability	4	Med -High Assumes that the existing DCS model and statutory accountabilities would be applied to the new arrangements
12	Delivers local political leadership	4	Med-High Assuming the breaking up creates four local authorities, it maintains democratic accountability in each new area, but loses the breadth and depth of experience in the total member cohort
13	Infuses external capacity, skills & energy	3	Medium Assumes that the existing commitments to provide additional resources would still stand BUT likely to need higher level of support if split across 4 new councils
14	Strengthens effective relationships and integration with partners	2	Low-Med Fragments the public services and partner relationships of Birmingham. The entire partner economy of Birmingham is a strength and would be lost and add to the complexity of the relationship management for partners, i.e. dealing with 4 rather than 1. The loss of the council as a single partnership broker with the multiple partners in Birmingham will place heavy demand on Leadership team in the new structures and require additional capacity. The new structure will undermine pipeline agreements for partnership working and set back progress.
15	Acceptability - DfE	3	Med Not discussed but assume that this would be acceptable based on previous suggestions that the size and scale of Birmingham are limiting factors
16	Acceptability - local	2	Low-Med Not supported- the council believes scale of the entire economy of Birmingham is a strength Deeply unpopular with Head Teachers because of impact on community cohesion Unlikely to be supported by partners because it increases the number of interfaces with council services
17	Financial viability	2	Low-Med Likely to be more expensive because loss of any economies of scale and duplication of management & governance frameworks. Process of break up and redesign likely to be high cost and limited capacity of management to focus on both practice and structural change will require high level of external input / expertise - adding to cost
18	Speed of implementation	1	Low Likely to require significant lead in time - minimum 18 months. Unlikely to deliver any benefits for 2+ years. May need to align with political timetables
19	Transparency to DfE	3	Medium Dependent on effective mechanisms in place - but requires 4 governance structures Would require the same agreements around DfE involvement in improvement boards and milestones for assessing progress (multiplied by 4)

## 2) Outsource to the private sector

Outsource delivery of children's social care services to an external provider for 5 year contract.

1	Better outcomes for children - they are safer as a result	4	Medium Not yet proven elsewhere in children's social care Lead in time likely to distract from focus on front line Will still require programme of improvement in parallel to outsourcing - so if that works, why go ahead?
2	Clear vision	5	High Opportunity to set a very clear vision for the service - would be critical for successful tendering and contracting to choose provider
3	Break from the past	5	High New ground for children's social care locally and nationally
4	Delivers cultural change	3	Medium Likely to deliver some cultural change by moving to a different organisation but learning from other outsourcing deals, does not guarantee a positive change in culture
5	Focuses on improving practice in short term	3	Medium Using private sector / business principles to managing service likely to provide greater rigour But this model does not yet have a proven successful track record for children's safeguarding
6	Support recruitment & retention of staff	2	Low - Med Most people who become SWs do it because it is a vocation and being in a council they support the public service ethos. Unlikely, therefore, they will want to work for private sector organisation. Will be easy for them to transfer to another council due to the high vacancy rates and demand in the region.
7	Provides financial stability	3	Medium Council has already agreed to address historical underfunding in revenue budget and invest in change capacity for two years. Assume this would transfer with the Trust BUT does not include provision for outsourcing process. Also, would need a well constructed contract to ensure that provider does not significantly increase costs and at the same time does not make safeguarding decisions based on resources
8	Strong leadership and management	3	Medium In theory a trust model can provide strong leadership and management Assumes Peter Hay and senior managers from People directorate would not transfer. Dependent on the successful provider recruiting externally and there is a limited pool of high performing senior managers for children's services available in the market
9	Injects pace into improvements	3	Medium Will distract the service from the immediate improvements required and will divert resources into design and management of the outsourcing process. Service does not have sufficient capacity to give both due attention in parallel. Likely to divert frontline staff from improvements because of concerns about the change and time spent in TU / HR consultations
10	Alignment of corporate / business support	4	Med - High Assuming that part of the contract was an agreement that they could buy support from elsewhere
11	Provides clear accountability	3	Medium Possible through effective commissioning.
12	Delivers local political leadership	3	Medium If the contract and commissioning arrangements are well designed, there can be a clear opportunity for political leadership but not to the current extent
13	Infuses external capacity, skills & energy	5	High Assumes that part of the tendering and contracting process would ensure a commitment from any new provider to invest in the required capacity and skills.
14	Strengthens effective relationships and integration with partners	1	Low Risks isolating the service. In delivering better outcomes for children, safeguarding needs to work closely with partners within and outside the council. Outsourcing is likely to fragment existing relationships and the loss of the council as a partnership broker with the multiple partners in Birmingham will place heavy demand on the new Leadership team and require additional capacity. The new structure will undermine pipeline agreements / plans for partnership working modelled on the existing structure and set back progress.
15	Acceptability - DfE	3	Med Not discussed but assume that moving the service out of the council framework would be acceptable
16	Acceptability - local	1	Low Not politically acceptable and unlikely to be unpopular with staff and partners with strong commitment to public ownership of services
17	Financial viability	2	Low-Med Likely to be more expensive because private sector will want to cover risk; potentially high cost of staff redundancy. Additional high cost of managing outsourcing process. Unclear where additional funding would come from for both the improvement and the outsourcing
18	Speed of implementation	1	Low Likely to require significant lead in time - minimum 18 months. Will not deliver any benefits for 2+ years
19	Transparency to DfE	3	Medium Would require highly effective monitoring of provider - not often seen in local or national gov - but can be built in. If accountability rests with BCC as commissioner, unclear how likely a private provider will accept high level of DfE intervention / presence in governance structures

**3) Trust Model - accountable to DfE (as per Le Grand paper)**

Creation of a Trust for safeguarding children services separate from the Council and with a DfE appointed commissioner and statutory accountability back to Sec of State

1	Better outcomes for children - they are safer as a result	5	High Assumes that the focus and operations of the new organisation will be set up to deliver better outcomes. But will still require a programme of improvement in parallel and does carry the risk of distraction from outcomes for children to managing the structural changes Evidence from ALMOs suggest it can be successful.
2	Clear vision	5	High Safeguarding remit and direction for improvement with a view to return to council in 5 years provide a clear vision for the medium term
3	Break from the past	5	High Innovative for social care - feels different and puts delivery at arms length
4	Delivers cultural change	3	Medium Provides high potential for changing the culture but this is highly dependent on the Leadership & Management team put in place, especially because the workforce in itself will be the same as now. Score assumes Peter Hay and senior managers from People directorate would not transfer. Dependent on recruiting externally and there is a limited pool of high performing senior managers for children's services available in the market
5	Focuses on improving practice in short term	3	Medium Theoretically the single focus on safeguarding would support the short term practice priorities but such a large scale change risks diverting resources and focus from staff, management and the council to the structural change.
6	Support recruitment & retention of staff	4	Med - High For external candidates (and some internal) there is the appeal of working for an org focused on social care but may not appeal to some if the council is no longer the employer. Unlikely to appeal to most internal staff because they are weary of change and craving stability
7	Provides financial stability	3	Medium Council has already agreed to address historical underfunding in revenue budget and invest in change capacity for two years. Assume this would transfer with the Trust BUT does not include provision for costs of design and implementation of the Trust nor any additional running costs as a result of being a separate entity
8	Strong leadership and management	3	Medium In theory a trust model can provide strong leadership and management Assumes Peter Hay and senior managers from People directorate would not transfer. Dependent on recruiting externally and there is a limited pool of high performing senior managers for children's services available in the market
9	Injects pace into improvements	3	Medium Will distract the service from the immediate improvements required and will divert resources into design and implementation of the Trust. Service does not have sufficient capacity to give both due attention in parallel. Likely to divert frontline staff from improvements because of concerns about the change and time spent in TU / HR consultations
10	Alignment of corporate / business support	4	Med - High Potential to have greater alignment of support services if Trust is given freedom to specify and commission support from alternative providers. If still have to buy from BCC, score will be much lower. Corporate alignment within the Trust would be high by virtue of the design and remit. Alignment with the corporate centre of the council likely to reduce significantly because the Trust is taken out of the council framework
11	Provides clear accountability	1	Low Legality of the proposals in relation to statutory accountabilities is unclear and unresolved
12	Delivers local political leadership	1	Low The proposed model removes statutory accountability for children away from the council
13	Infuses external capacity, skills & energy	4	Med - High The injection of additional capacity does not appear to be a core part of the model but there is no reason to believe it couldn't be built into the model subject to the identification of funding
14	Strengthens effective relationships and integration with partners	3	Medium High risk of fragmenting public services and losing partner relationships In delivering better outcomes for children, safeguarding needs to work closely with partners within and outside the council. The new structure is likely to fragment existing relationships and the loss of the council as a partnership broker with the multiple partners in Birmingham will place heavy demand on Leadership team in the Trust and require additional capacity. The new structure will undermine pipeline agreements for partnership working and set back progress.
15	Acceptability - DfE	5	High But question whether they would proceed until accountability issues as a minimum are resolved
16	Acceptability - local	1	Low Not acceptable to the council because of the loss of accountability (statutory for children's social care and democratic) and local political leadership
17	Financial viability	4	Med - High Score is based on 2 key assumptions: 1. The service is given financial stability before creation of the Trust 2. The total costs of design and implementation of the Trust model are funded by DfE

18	Speed of implementation	2	<p>Low - Med</p> <p>Legal issues are not resolved yet so it is likely to delay implementation.</p> <p>Also, the process from in agreement to design to implementation is expected to take at least 18 months.</p> <p>Any benefits in quality of the service are unlikely to be realised until service has settled into new Trust (min 6 months), so 2 years + following decision to establish Trust</p>
19	Transparency to DfE	5	<p>High</p> <p>The high level of involvement and accountability of the DfE in the model - through appointed commissioner and changes in stat accountability - would necessitate a high level of transparency</p>

**4) Trust Model - accountable to BCC (as per Doncaster counter-proposal)**

A delivery and commissioning Trust for children's safeguarding services, directly accountable to the Council. It allows for the service to be handed back to the council once improvements have been made.

1	Better outcomes for children - they are safer as a result	5	High Assumes that the focus and operations of the new organisation will be set up to deliver better outcomes. But will still require a programme of improvement in parallel. If follow shadow trust approach, allows focus on practice in short term and reduces risk of distraction Evidence from ALMOs suggest it is successful.
2	Clear vision	5	High Safeguarding remit and direction for improvement with a view to return to council in 5 years provide a clear vision for the medium term
3	Break from the past	5	High Innovative for social care - feels different and puts delivery at arms length out of council framework and direct management
4	Delivers cultural change	3	Medium Provides high potential for changing the culture but this is highly dependent on the Leadership & Management team put in place, especially because the workforce in itself will be the same as now. Score assumes Peter Hay and senior managers from People directorate would not transfer. Dependent on recruiting externally and there is a limited pool of high performing senior managers for children's services available in the market
5	Focuses on improving practice in short term	3	Medium Theoretically the single focus on safeguarding would support the short term practice priorities but such a large scale change risks diverting resources and focus from staff, management and the council to the structural change.
6	Support recruitment & retention of staff	4	Med - High For external candidates (and some internal) there is the appeal of working for an org focused on social care but may not appeal to some if the council is no longer the employer. Unlikely to appeal to most internal staff because they are weary of change and craving stability
7	Provides financial stability	3	Medium Council has already agreed to address historical underfunding in revenue budget and invest in change capacity for two years. Assume this would transfer with the Trust BUT does not include provision for costs of design and implementation of the Trust nor any additional running costs as a result of being a separate entity
8	Strong leadership and management	3	Medium Assumes Peter Hay and senior managers from People directorate would not transfer. Dependent on recruiting externally and there is a limited pool of high performing senior managers for children's services available in the market
9	Injects pace into improvements	3	Medium Will distract the service from the immediate improvements required and will divert resources into design and implementation of the Trust. Service does not have sufficient capacity to give both due attention in parallel. Likely to divert frontline staff from improvements because of concerns about the change and time spent in TU / HR consultations
10	Alignment of corporate / business support	4	Med - High Potential to have greater alignment of support services if Trust is given freedom to specify and commission support from alternative providers. If still have to buy from BCC, score will be much lower. Corporate alignment within the Trust would be high by virtue of the design and remit. Alignment with the corporate centre of the council likely to reduce somewhat but can be mitigated through effective provider management
11	Provides clear accountability	5	High Retains clear statutory accountability to council for DCS functions
12	Delivers local political leadership	4	Med-High If the commissioning arrangements are well designed, there can be a clear opportunity for strong political leadership. Opportunity for Political representation on Executive Board (as in some ALMOs)
13	Infuses external capacity, skills & energy	4	Med - High The injection of additional capacity does not appear to be a core part of the model but there is no reason to believe it couldn't be built into the model subject to the identification of funding
14	Strengthens effective relationships and integration with partners	4	Med - High In delivering better outcomes for children, safeguarding needs to work closely with partners within and outside the council. The new structure is likely to fragment existing relationships and the loss of the council as a partnership broker with the multiple partners in Birmingham will place heavy demand on Leadership team in the Trust and require additional capacity. The new structure will undermine pipeline agreements for partnership working and set back progress.
15	Acceptability - DfE	4	Med - High Addresses issues of concern from DfE and based on Doncaster proposal, is deemed acceptable
16	Acceptability - local	4	Med - High Acceptable because of the phasing of the shadow trust and retention of political and statutory DCS accountability

17	Financial viability	4	<p>Med - High</p> <p>Score is based on 2 key assumptions:</p> <ol style="list-style-type: none"> <li>1. The service is given financial stability before creation of the Trust</li> <li>2. The total costs of design and implementation of the Trust model are funded by DfE</li> </ol> <p>Low additional costs for establishing shadow trust arrangements</p>
18	Speed of implementation	3	<p>Medium</p> <p>Shadow Trust phasing can be set up relatively quickly (within 6 months)</p> <p>But the process from agreement to design to implementation of full Trust is expected to take 18 months.</p> <p>The full benefits in quality of the service are unlikely to be realised until service has settled into new Trust (min 6 months), so 2+ years following decision to establish Trust</p>
19	Transparency to DfE	4	<p>Med - High</p> <p>e.g. through a strategic commissioner approved by DfE</p> <p>Also a mutually agreed lead / team on improvement board who is directly accountable to DfE; clear milestones / intervention points for DfE</p>



**5) Integrated transformation**

A phased strategy that maintains front line practice as short term priority but signals a clear strategic direction towards integrated commissioning and delivery, including establishment of inter-agency governance and a shadow multi-agency board for commissioning. Taps into the skills and capacity of external improvement partners from the private and public sector.

1	Better outcomes for children - they are safer as a result	5	High Provides stability and maintains a clear front line focus. Children's outcomes are at the core of the strategy with benefit of partnership approach Has benefit of learning from the past attempts in children's plus replication of model for delivering operational excellence and better outcomes for vulnerable people in Adult Social Care
2	Clear vision	4	Med - High Strategy provides a clear vision for the future of children's services - based on integrated commissioning and delivery with partners. Design principles provide clear view of direction. Score will increase once the delivery programme for the strategy is in place
3	Break from the past	3	Medium Analysis of why service has failed to deliver change in the past - and strategy seeks to address those issues For the first time, the issue is accepted as a whole council responsibility Sector support, improvement partner, and skills / inputs from public, private and vol sector represents a shift from traditional in house improvement plans and forces a more outward focused (rather than isolated) approach supported by creation of People Directorate
4	Delivers cultural change	4	Med - High Strategy acknowledges poor change management culture has been key factor in failing to improve - addressed through strategy. Developing a performance management culture also part of strategy. Integration of children's services into People Directorate will naturally result in a change in culture with opportunity to apply learning & methodology for change mgt from Adults Transformation programme
5	Focuses on improving practice in short term	5	High Work to improving practice (eg BIT) and implement changes to strengthen frontline management through increase in Team Mgrs is already in train. Strategy has strong emphasis on improving practice programme in short term alongside projects to set foundations for redesign of children's service model
6	Support recruitment & retention of staff	4	Med - High Existing staff base in place. Many staff are committed to working for Birmingham and craving stability which the strategy delivers. New culture of honesty and transparency together with focus on practice and integrated model appear popular with frontline staff Recruitment strategy includes need to rebrand the council / service and clear vision will support that. New simplified frontline management structure will make sense to potential candidates.
7	Provides financial stability	4	Med - High Council has already agreed to address historical underfunding and agreed permanent increase to the revenue budget and also agreed to invest in change capacity for two years. Two service reviews (Schools relationship and Early Years) are critical for addressing current mismatch in resources and securing financial stability.
8	Strong leadership and management	4	Med - High Creation of the People Directorate provides a strong leadership team to own the transformation agenda for children's services. A workforce development programme will strengthen the management within children's services through training and peer support. Strategy based on transformation through the wider workforce (skills, capacity and relationships) not structures
9	Injects pace into improvements	4	Med - High Injection of capacity, skills and energy is core plank of the strategy. Focus on immediate priorities in the short term ensures that there is no delay or distraction from immediates improvements. Funding for external support and project managers has already injected pace into priority projects / actions. Package of support will sustain the pace.
10	Alignment of corporate / business support	3	Medium Contingent on setting up support services board and changing the relationship between service and corporate services AND explicit changes to increase freedoms on recruitment and procurement. New CE will review corporate arrangements early on Increased score with freedom for service to buy services from elsewhere if level of corporate support not satisfactory / does not meet SLA
11	Provides clear accountability	5	High Keeps clear line of statutory accountability from front line through to Director of People and CEx. New TM structure provides clearer accountability and line of sight on operations. Firmly maintains democratic accountability with view to increase engagement of politicians at local level.
12	Delivers local political leadership	5	High Strong local political leadership already demonstrated by Leader and Children's Cabinet Member in challenging service, supporting the strategy and Leader chairing Improvement Board. Strategy further develops political leadership through strengthening Scrutiny and increasing engagement of members at local service level.
13	Infuses external capacity, skills & energy	5	High Analysis recognises that additional capacity, skills and energy are required to deliver the strategy. It includes commitment of support from within council and makes financial provision for a network of external expertise from partners and the private, voluntary and local gov sectors.

14	Strengthens effective relationships and integration with partners	5	High Strategy is fundamentally based on strengthening partnerships and establishing interagency governance and multi agency commissioning and delivery. Partners have been given a clear signal that they are part of the solution and invited to engage in agreeing a shared vision and shaping the future. Keep the scale and influence of the wider council in brokering and building relationships with partners.
15	Acceptability - DfE	3	Medium Not yet discussed but may not be considered sufficiently "different" and enough of a break with the past but does align with direction from Children's Minister in terms of immediate focus / priorities
16	Acceptability - local	5	High The strategy is the council's preferred option, balancing the need to focus on the immediate practice issues with an acceptance that it needs to do things differently in order to deliver sustained improvements in children's services
17	Financial viability	5	High Council already committed to funding the strategy and improvement plan. Strategy establishes financial stability through service reviews as well as increase in revenue funding. Focus on transformation through workforce (skills, capacity and relationships with partners) rather than structural changes.
18	Speed of implementation	5	High Builds on the current simple plan and is quick to implement. Plan is a phased one that enables short term focus on practice and putting in place foundations for the design of the future operating model and medium term plan.
19	Transparency to DfE	4	Med - High Intention to maintain close and regular engagement with the the DfE through the delivery of the strategy, e.g. an approved lead or team on the improvement board who is directly accountable to DfE and the joint development of agreed clear milestones and intervention points for DfE to assess progress.

Low: 1

Low – Med: 2

Medium: 3

Med – High: 4

High: 5

**REPORT OF THE IMPROVEMENT QUARTET: COUNCILLOR JOHN CLANCY, COUNCILLOR BRIGID JONES, MARK ROGERS AND PETER HAY****EDUCATION SERVICES DELIVERY & IMPROVEMENT PLAN 2016/17**

**The motion: The Council welcomes and notes the progress in education and proposed next steps.**

**1. Introduction**

1.1 Following Trojan Horse, BCC was required to produce an improvement plan.

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

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

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

1.5 The OfSTED monitoring visit in June 2016 revealed some weaknesses in relation to the safeguarding of children in education. It was found that significant numbers of pupils with Statements of SEND/Education, Health and Care Plans and those permanently excluded from schools were not provided with their educational entitlement and had not been “safe and well” checked. Plus, some children where there is Elective Home Education had not been seen by a City Council officer for too long. Our education planning has now been re-visited to take account of these matters and remedy them urgently – see Appendix A.

## **2. Improvement Planning**

2.1 The Education Services Delivery & Improvement Plan 2016/17 is attached at Appendix B.

2.2 This plan will ensure that the outcomes expected are carried forward and work is undertaken to ensure they are achieved.

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

This will be achieved via the delivery of improvements across 22 service plans covering all education services. The service plans are explained in more detail in Appendix 4 of the 2016/17 plan – The 22 Service Plans are available at: [www.birmingham.gov.uk/educationimprovement](http://www.birmingham.gov.uk/educationimprovement)

2.4 Appendix 1 of the plan provides a summary of key progress to date and Appendix 2 provides an update against each of the LGA Peer Review recommendations.

## **3. Progress**

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

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

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

TEST	RESPONSE
	<ul style="list-style-type: none"> <li>• Secondary Forum</li> <li>• Nursery Forum.</li> </ul> <p>So, schools know that they have a voice via these fora.</p> <p>In addition to this, there is engagement work via our Strategic Partners, for example, S4E and BEP.</p> <p>In particular, with effect from September 2015, BEP has been contracted to take over the SI work, previously undertaken by BCC. BEP has therefore undertaken many engagement events (e.g. the District Strategy Groups) and also visits from the District Leads working on SI to ensure BEP knows all schools and none are isolated. BEP has reported that<sup>1</sup>:</p> <ul style="list-style-type: none"> <li>• For maintained schools, 87% have been visited by BEP and 66% of academy schools</li> <li>• District Strategy Groups are in place providing 82% coverage for maintained schools</li> <li>• The BEP staffing and Organisational structure are in place, enabling delivery of the contract</li> <li>• BEP has developed a framework for packages of support and work with schools</li> <li>• BEP now chairs the cross cutting group, which enables a focus (drive) on SI and also fosters close working between BCC and BEP for SI</li> <li>• BEP is engaged in the design authority meetings for the Education Dashboard (EDD) and there are discussions about collecting progress data. There will need to be detailed discussions about what BEP data will be shared with BCC for inclusion in EDD.</li> </ul> <p>As part of the contract, information about schools is shared between BCC and BEP via the EDD. BEP chairs the cross cutting group where BEP and service leads from within BCC discuss schools that are potentially vulnerable and may require support. This captures potential issues from all service areas, such as safeguarding, governance, finance and HR, not just from the BEP/SI perspective.</p> <p>Finally, the other vehicle used to ensure BCC knows all its schools is via the Education Improvement Group (EIG), a meeting attended by BCC, Ofsted, BEP and the RSC which discusses and also identifies schools potentially requiring school improvement support.</p>

<sup>1</sup> All data as at 11 April 2016



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

TEST	RESPONSE
<p><b>4. How are we ensuring children are safer in any educational context?</b></p>	<p>This work has been carried forward into the 2016/17 education plan.</p> <p>BCC has worked closely with Ofsted resulting in the closure of four unregistered independent schools. The ongoing collaboration between Ofsted and BCC has fostered a joint approach in addressing emerging issues in alternative and independent provision.</p> <p>On 7 December 2015 a meeting was held with a group of independent schools and included a representative of the Muslim Liaison Committee. Sir Mike Tomlinson spoke at the meeting and there were presentations on the requirements for registration as an independent school, safeguarding, governance and community cohesion. An Independent schools forum is being established alongside the regular nursery, primary, secondary and special forums.</p> <p>A suite of new policies have been written, including a Quality Assurance framework for Alternative Provision, which is being adopted and implemented. Key officers have been trained to level two safeguarding with further training in the pipeline. A significant number of quality assurance visits to providers have been scheduled. BCC has also drawn up a new framework to monitor Elective Home Education. BCC has been working with Faith Associates to launch a new safeguarding toolkit for supplementary schools and wider faith based establishments.</p> <p>Recruitment is underway for a new Head of Service post for alternative provision/children missing education. This will be line managed by an Education Services Assistant Director. It is expected that this post will be filled by Autumn 2016.</p> <p>A development programme has been delivered to the current team, who have all participated in training on visits to premises, health &amp; safety, safeguarding, behaviour and attendance.</p>
<p><b>5. Could something like Trojan Horse happen again?</b></p>	<p>There is always a residual risk, but this is now considered by the Improvement Quartet to be extremely unlikely. There continues to be effort to manage issues as they arise concerned with extremism and issues of governance.</p> <p>In summary, the key steps put in place over 2015 to reduce this risk have been:</p> <ol style="list-style-type: none"> <li>1. BCC knows more about all schools through improved data, information and intelligence, via: <ul style="list-style-type: none"> <li>o The EIG, where BCC, Ofsted, BEP and RSC meet to discuss risks and issues monthly</li> <li>o BEP working as a strategic partner with BCC for school improvement and fundamentally as part of the contract to ensure we know all schools and ensure that none are isolated</li> <li>o Positive and two-way engagement between BCC and schools has improved (covered in the <b>How is BCC getting on with ensuring it knows all its schools?</b> row 2 above)</li> </ul> </li> </ol>

TEST	RESPONSE
	<ol style="list-style-type: none"> <li>2. The channels for complaints and for whistleblowing have been improved and put in place to ensure anyone working with schools can report issues for investigation</li> <li>3. Improvements have been made in the area of Strengthening School Governance – in particular, roles for oversight and intervention are now active in order for BCC to monitor and assess the quality, impact, strengths and weaknesses of governance. BCC is now more active in issuing warning notices and making interventions (i.e. IEBs) when issues are identified</li> <li>4. The positive work BCC has undertaken on Safeguarding and Resilience and also Equality and Community Cohesion (see row 3 above on <b>How do we know Safeguarding and Resilience has improved and children in education are safer?</b>).</li> </ol>
<p><b>6. How do we know the outcomes from the Year 1 plan are being achieved?</b></p>	<p>BCC has been testing outcomes on an ongoing basis via audits and the schools survey to ensure changes are embedded, sustainable and viewed in a positive way by schools. The ultimate test over time will be improved Ofsted judgements overall and no repeat of a Trojan Horse or similar event. An appropriate time to judge this and (for example) the performance of BEP for School Improvement will be at the end of school year 2015/16.</p> <p>In addition, BCC commissioned an LGA Peer Review (in Oct/Nov 2015) of the Education and Schools Strategy &amp; Improvement Plan 2015/16 (programme) to test independently progress and outcomes. This involved the LGA Peer Review team talking to schools, our partners and to BCC members and officers. The report was generally positive, with some recommended areas for improvement.</p> <p><b>Scope and focus of the peer challenge</b></p> <p>BCC asked the peer team to challenge progress with implementing five of the workstreams:</p> <ol style="list-style-type: none"> <li>1. Build confidence in BCC's ability to lead the overall system of education through a relentless focus on core duties</li> <li>2. Ensure that there are robust and effective governance arrangements in place and working effectively in schools</li> <li>3. Work with schools to ensure that all children and young people in Birmingham learn in an environment that is safe and promotes their overall wellbeing</li> <li>4. Work with partners to deliver improvements in schools</li> <li>5. Drive innovation and improvement through new district structures that promote collaborative leadership and enhance accountability.</li> </ol> <p>In challenging these, the LGA Peer Review team was asked to focus on progress, outcomes and, where possible, impact of actions.</p>

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

## 1. BACKGROUND

The monitoring visit from HMI, on the 1<sup>st</sup> and 2<sup>nd</sup> June, was the third visit since BCC's Children's Social Care was judged inadequate in May 2014. The June 2016 HMI visit was different, as it included a focus on safeguarding arrangements in schools and the Council's response to children missing education and those who are educated at home as well as the Council's response to Prevent in schools. HMI's decision to include safeguarding in education within the monitoring visit programme was unusual, as the inspection framework is designed for local authorities in intervention for children's social care.

Even though significant improvements have been made and the Education Services Delivery and Improvement Plan 2016/17 addresses points raised in the feedback, it was clear that some current practice did not stand up to scrutiny.

HMI's feedback can be summarised into three areas of improvement:

- leadership of safeguarding within education services
- children with Education and Health Care Plans (EHCPs)
- children out of school and not receiving education.

## 2. LEADERSHIP of SAFEGUARDING within EDUCATION SERVICES

When considering HMI's concerns, about strategic leadership of safeguarding children in schools as being 'weak and lacking rigour' and the local authority's safeguarding responsibilities, as outlined in the White Paper, it is acknowledged that there is a need to build capacity both at operational and senior level.

The gap at operational level has already been addressed, with a new Head of Service post for alternative provision/children missing education being established and interim arrangements in place from the 1<sup>st</sup> August 2016. These arrangements will provide robust management oversight and improve the quality of practice, for children currently out of mainstream education.

Swift action has also been taken to remedy the strategic leadership of the SEND agenda, with the responsibility being transferred immediately, on a temporary basis, to an experienced senior officer leading Access to Education. This officer is currently reviewing the SEND service plans, to ensure all areas needing to improve are being addressed.



This still leaves a gap around the strategic leadership of safeguarding within education services. In line with the requirements of the White paper, the recommendation would be to create a fourth Assistant Director post, taking responsibility for Education Safeguarding. This newly created post would also ensure stronger join up with children's social care as many of the children at the heart of these policies are shared between education and children's social care. Pending that, the interim Assistant Director – Education will drive forward the required improvements, in order to secure good service delivery to our most vulnerable children.

### **3. CHILDREN WITH EDUCATION AND HEALTH CARE PLANS (EHCPs)**

HMI highlighted that too many children with a statement of education need or EHCP are not receiving appropriate education which meets their needs and that vulnerable children who have been excluded from education do not have their needs catered for well enough, including checks to ensure the child is safe.

The initial action taken was to ensure that the out of school list for children with EHCPs was up-to-date and secure home visits for those that had not been seen for some time. We have identified 81 children out of school. In order to address the capacity to undertake the required home visits we intend to involve Educational Psychologists, so they can be completed before the Summer break.

Additionally, we have secured immediate school placements through directing schools to take children and being firmer with parents, following up with non-attendance procedures if necessary. Of the 81 children 29 placements have been resolved for September start and 52 remain outstanding. The acting Assistant Director and Head of Service are fully engaged and monitoring progress via weekly meetings.

The children who have been excluded from school and do not have an educational placement are currently being supported by home visits to check on their welfare. The Exclusion Team has been temporarily enhanced by two part-time posts to introduce and develop a pupil tuition programme. This programme is being delivered in educational settings close to each pupils home. These arrangements are in place until an educational placement is identified.

The dialogue around 'sustaining inclusion' has supported colleagues in Secondary Head Teachers Forum to reach agreement in developing a delegated responsibility and processes for managing exclusions across educational collaborations for April 2017. In the primary phase there are currently discussions being held with five consortiums around the introduction and development of a 'sharing panels' approach to managing exclusions.

The process for supporting looked after children with no school place has been enhanced by the introduction of a weekly meeting between management lead from the Virtual School and SENAR.

#### **4. CHILDREN OUT OF SCHOOL AND NOT RECEIVING EDUCATION**

HMI stated that the individual teams holding responsibility for safeguarding children in schools are not working together effectively. This will be addressed through the three new policies (Elective Home Education, Alternative Provision and Children Missing Education), which have been written since January 2016, and endorsed by the Education Safeguarding Board. They will be implemented by schools, including academies and free schools, from September 2016. These policies provide greater clarity and establish a new set of procedures, minimum standards and timeframes for the delivery of quality service.

The next phase is the implementation of the new policies. A skills audit has already been completed and a training plan put in place to ensure the workforce implementing the new policies are highly skilled and understand their role in delivering a good service. Performance monitoring has been strengthened, both at service and Assistant Director level, to ensure there is compliance in the delivery of the policies leading to a greater quality in service delivery.

The other strand is the communication plan. The plan will include information for Headteachers and senior leaders, governors, parents and children. Training events will be organised, including a Headteacher seminar, to further raise schools' awareness and understanding of the importance of their duties in delivering these policies.

The final issue relating to this area was the lack of oversight of vulnerable children. There are many teams working with vulnerable children, who generate lists containing concerns, actions and outcomes for these children. There is a need for a single database, which is currently being developed, which will provide an accurate overview of the numbers of children being educated out of school or missing education, the ability to determine how we best meet their needs and the impact of this work.





# EDUCATION SERVICES DELIVERY & IMPROVEMENT PLAN 2016 /17



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## 1. INTRODUCTION FROM THE LEADER OF BIRMINGHAM CITY COUNCIL

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

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

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

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

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

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

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

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

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

Councillor John Clancy  
Leader of Birmingham City Council

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

### 2.1 The Future Landscape

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

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

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

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

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

## 2.2 Summary of the Plan

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

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

The four key actions of the Plan are:

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

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

➤ [www.birmingham.gov.uk/educationimprovement](http://www.birmingham.gov.uk/educationimprovement)

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

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

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

- [www.birmingham.gov.uk/education-coreoffer](http://www.birmingham.gov.uk/education-coreoffer)
- [www.birmingham.gov.uk/tradingforeducation](http://www.birmingham.gov.uk/tradingforeducation).

Each service plan details:

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

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

In outline, the Plan includes:

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



- The actions needed to secure the radical, sustained improvement of Birmingham's Education Services that:
  - Perform better
  - Are more efficient and effective
  - Are client-focused
  - Are commercially agile and responsive to the changing education landscape
- Deliverables to develop the relationship and structure of Education Services within the Directorate for People, including defining support service relationships with the Commissioning Centre of Excellence and Business Change
- Actions to:
  - Ensure closer working links between Education Services and Children's Social Care (CSC) services and with Health and other key stakeholders, to ensure joined up working on supporting children, their families and their schools. In particular, ensure there are links between the CSC 13 priorities 2016/17 and the 22 education service plans (and vice versa)
  - Link Social and Community Cohesion to the 14+ Pathways economic well-being work and key target outcomes (e.g. No Children NEET<sup>1</sup>)
  - Build on the Ladywood Pathfinder project and the Birmingham Education Partnership (BEP) work in Districts to establish full links with BCC District structures

- Actions to ensure we are in line with Future BCC vision and value to support:
  - i. Protecting the most vulnerable children and young people
  - ii. Understanding service demand to do less directly and within smaller budgets
  - iii. Cross-organisational working
  - iv. Partnership working within BCC, across the city and regionally.

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

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

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<sup>1</sup> Not in Education, Employment or Training



### 3. BIRMINGHAM FACTS

#### Population

- In terms of population Birmingham is the largest UK city outside of London with an estimated population of over 1.1million<sup>2</sup> as of 2014. The city has also grown at a faster rate than the national average. It is estimated to have grown by 3% between 2011 and 2014 alone<sup>3</sup>
- This growth brings with it many challenges; Birmingham already has a larger than average household size and a higher proportion of overcrowded households than the country as a whole. Birmingham's population is expected to grow by a further 150,000 people by 2031, and it is estimated that the city will need a further 80,000 houses by this time<sup>4</sup>. This will have significant impact on our schools and education services
- Birmingham is one of the youngest cities in Europe with just under 46% of the population aged under 30. Within the next 5 years the population aged between 0 to 4 is due to grow by 1.1% to 87,753 children; the 5 to 9 population is expected to grow by 5.0% to 84,588 but the largest growth in Birmingham's children will be the 10 to 14 age group – increasing by 7.7% to 78,876<sup>5</sup>.

<sup>2</sup> ONS Mid Year Estimates 2014 (1,101,360)

<sup>3</sup> Difference between 2014 MVE and 2011 Census population

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

<sup>5</sup> ONS Population Projects 2012

#### Diversity

- Birmingham is a welcoming place and is proud of its “super-diversity”. Academic research suggests that there are people from nearly 200 countries who have made Birmingham their home<sup>6</sup>. The 2011 Census revealed that just over two in five people (42.1%) classified themselves within an ethnic group other than white British, compared to 30% in 2001, a rise of 12%
- The demographic makeup of Birmingham's young people has also changed significantly over recent years and is becoming increasingly diverse. For example, according to the 2011 census over 60% of the under 18 population is now from a non-white British background, compared to around 44% in 2001.

#### Language

- Some 7.5% of households in Birmingham do not have/use English as their main language
- Two-fifths (43%) of Birmingham's school children have a first language that is known or believed to be other than English. This equates to 38,089 pupils, which is 1.3% more than in 2014.

#### Deprivation

- Birmingham has significant pockets of deprivation across the city. According to the 2015 Index of Multiple Deprivation (IMD), Birmingham is ranked the 6th most deprived local authority district in relative rankings<sup>7</sup>. The income deprivation affecting children index (IDACI) ranks Birmingham 15th nationally, with over 30% of children living in a deprived household.

<sup>6</sup> Institute for Research into Superdiversity (IRIS) University of Birmingham 2013

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

## Birmingham Education Overview

Source: EdSI Schools Database April 2016

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

**446**

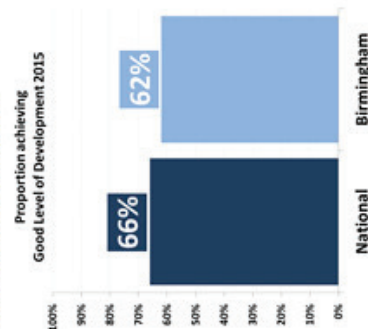
Schools

### Early Years and Children Centres

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

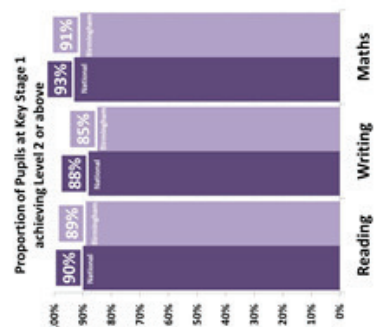
### Early Years

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



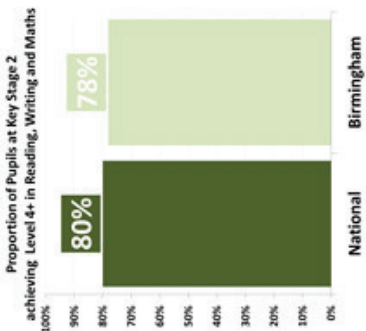
### Key Stage 1

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



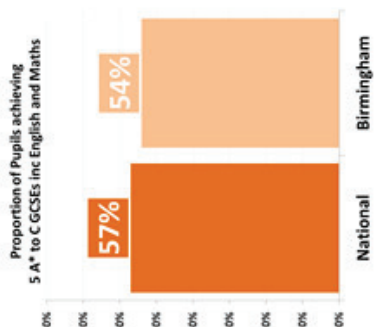
### Key Stage 2

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



### GCSE

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



## School Population

Census Jan 2015



## Ofsted Ratings

February 2016



## 4. EDUCATION SERVICE PERFORMANCE MEASURES

### 4.1 The Education Performance Measures

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

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

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

### 4.2 Performance Summary

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

Key Performance Measure	Baseline 2015/16	DOT	National Average	Statistical Group Average	Core City Average	2016/17 Target
<b>Proportion of Schools Inspected as Good or Outstanding</b>	<b>78%</b> (Feb 2016)	<b>↑</b>	<b>81.8%</b> (July 2015)	<b>80.9%</b> (July 2015)	<b>78.2%</b> (July 2015)	<b>90%</b>
<b>Early Years Foundation Stage</b> (Good Level of Development)	<b>62%</b> (2015)	<b>↑</b>	<b>66%</b>	<b>62%</b>	<b>62%</b>	<b>70%</b>
<b>Key Stage 2 Attainment<sup>1</sup></b> (2015: Level 4 or above in Reading, Writing and Maths, 2016, TBC)	<b>78%</b> (2015)	<b>↑</b>	<b>80%</b>	<b>79%</b>	<b>78%</b>	<b>In line with national average</b>
<b>GCSE Attainment<sup>2</sup></b> (2015: 5 A* to C inc English and Maths, 2016: TBC)	<b>54.3%</b> (2015)	<b>↓</b>	<b>57.3%</b>	<b>51.9%</b>	<b>52.4%</b>	<b>In line with national average</b>
<b>Children in Care GCSE<sup>2</sup></b> (2015: 5 A* to C inc English and Maths, 2016: TBC)	<b>16.7%</b> (2015)	<b>↑</b>	<b>13.8%</b>	<b>N/A</b>	<b>N/A</b>	<b>Above national average</b>
<b>Persistent Absence<sup>3</sup></b> (2015 data: State-funded Pri, Sec and Special Schools - six half terms, 2016- TBC)	<b>4.0%</b> (2014/15)	<b>N/A</b>	<b>3.7%</b>	<b>3.9%</b>	<b>4.4%</b>	<b>In line with national average</b>
<b>Percentage of Pupils Not in Education Employment or Training</b>	<b>5.2%</b> (2015/16)	<b>↑</b>	<b>4.2%</b>	<b>4.8%</b>	<b>5.9%</b>	<b>4%</b>
<b>Excluded Children without a school place for more than 6 days</b>	<b>61</b> (March 2016)	<b>TBC</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>0</b>
<b>Special Education Needs - Education Health and Care Plans</b> Percentage of EHCPs completed within 20 weeks	<b>71%</b> (Mar 2016)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>100%</b>

N/A – Comparator Data not available

<sup>1</sup>Key Stage 2 Assessment processes due to change in 2016<sup>2</sup>GCSE Assessment process due to change in 2016<sup>3</sup>Persistent absence definition changing for 2015/16 academic year

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

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

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

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

## 5. THE PLAN AND KEY ACTIONS

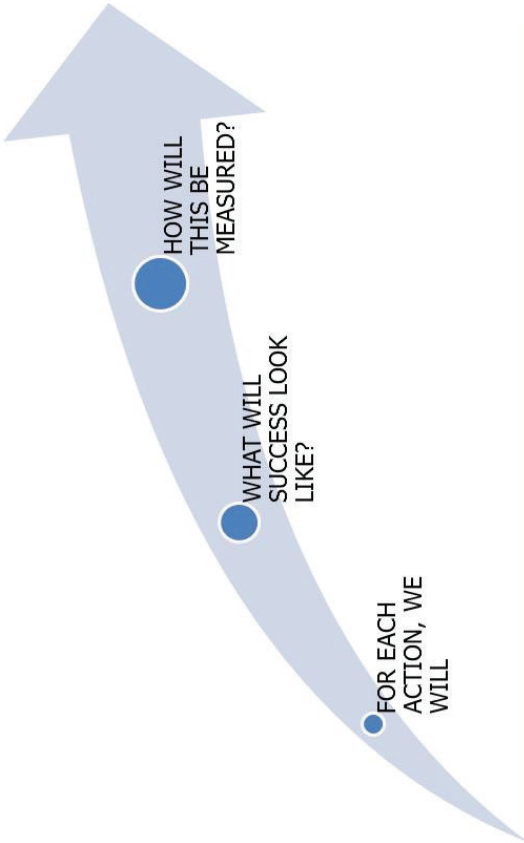
### 5.1 The Service Map

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



5.2 The Key Actions

The tables below describe for each of the four actions:



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



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

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

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

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

## 6. THE FINANCIAL LANDSCAPE

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

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

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

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

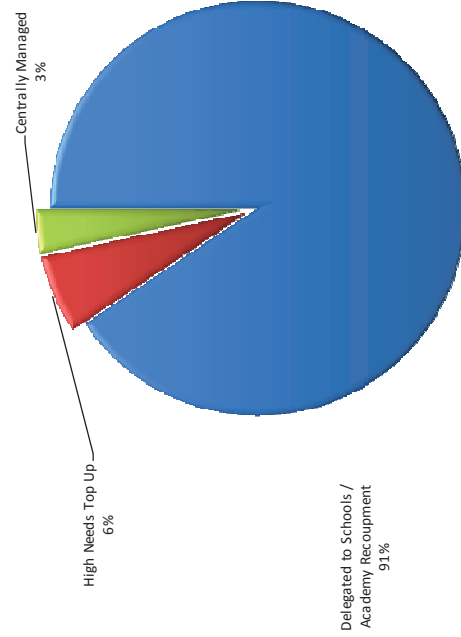
The following page contains two pie charts:

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

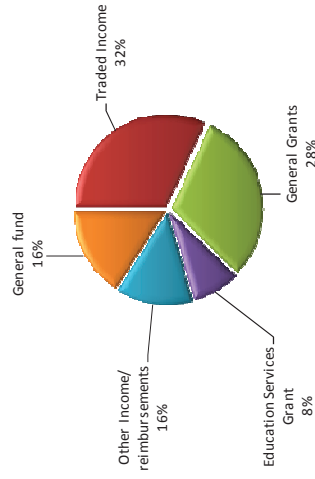
**Directorate For People  
Funding Analysis 2016/17**

**Direct School Funding**

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



**Non School Funding**



	£'m		£'m
Dedicated Schools Grant	1,096.0	Traded Income	46.7
Pupil Premium Grant (Estimated)	93.1	General Grants	41.3
EFA Post 16 Grant (Estimated)	12.6	Education Services Grant	12.1
Universal Infant FSM	13.3	Other Income/ Reimbursements	22.7
PE & Sports Premium Grant	3.0	General Fund	23.4
Total Schools Funding - as at 1 March 16	1,218.0	Total Non Schools Funding	146.2

**Notes**  
 DSG allocation does not include the use of 2014/15 carry forward balance in 2016/17.  
 To Prevent Double Counting - The EFA Post 16 does not include post 16 high needs places, as this is originally allocated in the DSG and subsequently recouped to be allocated back to schools, through the EFA Post 16 grant.

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

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

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

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

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

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

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

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

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



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

TEST	RESPONSE
	<ul style="list-style-type: none"> <li>• Secondary Forum</li> <li>• Nursery Forum.</li> </ul> <p>So, schools know that they have a voice via these forums.</p> <p>In addition to this, there is engagement work via our Strategic Partners, for example, S4E and BEP.</p> <p>In particular, with effect from September 2015, BEP has been contracted to take over the SI work, previously undertaken by BCC. BEP has therefore undertaken many engagement events (e.g. the District Strategy Groups) and also visits from the District Leads working on SI to ensure BEP knows all schools and none are isolated. BEP has reported that<sup>8</sup>:</p> <ul style="list-style-type: none"> <li>• For maintained schools, 87% have been visited by BEP and 66% of academy schools</li> <li>• District Strategy Groups are in place providing 82% coverage for maintained schools</li> <li>• The BEP staffing and Organisational structure are in place, enabling delivery of the contract</li> <li>• BEP has developed a framework for packages of support and work with schools</li> <li>• BEP now chairs the cross cutting group, which enables a focus (drive) on SI and also fosters close working between BCC and BEP for SI</li> <li>• BEP is engaged in the design authority meetings for the Education Data Board and there are discussions about collecting progress data. There will need to be detailed discussions about what BEP data will be shared with BCC for inclusion in EDD.</li> </ul> <p>As part of the contract, information about schools is shared between BCC and BEP via the EDD. BEP chairs the cross cutting group where BEP and service leads from within BCC discuss schools that are potentially vulnerable and may require support. This captures potential issues from all service areas, such as safeguarding, governance, finance and HR, not just from the BEP/SI perspective.</p> <p>Finally, the other vehicle used to ensure BCC knows all its schools is via the EIG, a meeting attended by BCC, Ofsted, BEP and the RSC which discusses and also identifies schools potentially requiring school improvement support.</p>

<sup>8</sup> All data as at 11 April 2016

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

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

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



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

## 8. APPENDIX 2 – LGA PEER REVIEW RECOMMENDATIONS

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

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

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

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

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

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



RECOMMENDATION	CURRENT STATUS
1. Develop a clear education vision and strategy that align BCC's ambition, resources and desired outcomes for the City's children with its wider objectives	A plan on a page has been drafted and is being shared with partners; children's partners are to be invited to an event (May/June) where the vision and the plan on a page will be tested.
2. Provide training and development for all members involved in scrutinising education with clear line of sight from district level to the Council leadership	<p>BCC and the LGA have agreed the core elements of the programme. Members from each of the main parties have agreed to help shape the programme and this is planned for late May.</p> <p>There are two work streams planned:</p> <ul style="list-style-type: none"> <li>• Sessions for all members, for example, understanding education landscape, how members can help, how to deal with education appeals</li> <li>• "Specialist" sessions, especially for districts and Scrutiny.</li> </ul>
3. Develop a comprehensive risk assessment for Birmingham as a whole that incorporates all settings, including information relevant to the phase and sector, and this is a shared responsibility with partners	<p>With effect from September 2015, BEP has been contracted to take over the SI work, previously undertaken by BCC. BEP has therefore undertaken many engagement events (e.g. the District Strategy Groups) and also visits from the District Leads working on SI to ensure BEP knows all schools and none are isolated. BEP has reported (as a highlight<sup>9</sup>) that 87% of maintained schools have been visited and 66% of academies.</p> <p>In addition to school visits, BEP has also been analysing schools which potentially require support by virtue of data (e.g. attainment, coasting schools) and has identified (currently) 78 schools requiring various levels of support<sup>10</sup>. Some of these data events have been joint BCC/BEP workshops looking at information and agreeing which schools should require appropriate levels of support.</p> <p>The risk assessment approach has been jointly agreed between BCC and BEP and is being documented as set of procedures and templates. This is also part of the work being undertaken to prepare for an inspection of the school improvement arrangements (LASI) between BCC and BEP.</p>

<sup>9</sup> As at 11 April 2016

<sup>10</sup> As at 6 May 2016

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

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

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

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

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



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

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

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



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

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

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

## Glossary of Terms

AP	Alternative Provision	KS	Key Stage
BCC	Birmingham City Council	LA	Local Authority
BAME	Black, Asian, and minority ethnic	LASI	Local Authority School Improvement
BEP	Birmingham Education Partnership	LDP	Ladywood Pathfinder
CSC	Children's Social Care	LEAN	LEAN management is an approach to running an organization that supports the concept of continuous improvement, a long-term approach to work that systematically seeks to achieve small, incremental changes in processes in order to improve efficiency and quality
CMG	Contract Management Group (part of ICF)		
DfE	Department for Education		
DOT	Direction of Travel	LGA	Local Government Association
DSG	Dedicated School Grant	MAT	Multi Academy Trust
EAL	English as an additional language	NEET	Not in Education, Employment or Training
EDD	Education Data Dashboard	Ofsted	Office for Standards in Education, Children's Services and Skills
EHCP	Education Health and Care Plan		
EEE	Early Education Entitlement	PRU	Pupil Referral Unit
EHE	Elective Home Education	PVI	Private, Voluntary and Independent
EIG	Education Improvement Group	QA	Quality Assurance
ESG	Education Support Grant	RSC	Regional Schools Commissioner
EYFS	Early Years Foundation Stage	S4E	Services for Education
FSM	Free School Meals	SEN	Special Education Needs
HR	Human Resources		
ICF	Intelligent Client Function		
IEB	Interim Executive Board		

## 10. APPENDIX 4 – THE 22 SERVICE PLANS

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

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

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

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

The 22 Service Plans are available at:

- [www.birmingham.gov.uk/educationimprovement](http://www.birmingham.gov.uk/educationimprovement)

### List of the 22 service improvement plans:

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



## 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 are highlighted as the priority issues for the committee's 2016/17 municipal year and will be discussed further at the 20<sup>th</sup> July 2016 meeting:

- Birmingham Education Partnership (BEP) / School improvement
- Child Sexual Exploitation (CSE) and Children Missing from Home and Care
- Corporate Parenting
- Looked After Children (LAC)
- School exclusions
- Social Care Improvement Journey
- Special Educational Needs (SEN)
- Special Guardianship Orders (SGOs)
- Voluntary Trust (governance vehicle)

1.2 Annual reports/updates on:

- School places sufficiency
- School attainment
- Birmingham Safeguarding Children Board (BSCB)
- Portfolio Budget



## 2 Meeting Schedule

<b>All at 2 pm in Committee Rooms 3 &amp; 4</b>	<b>Session / Outcome</b>	<b>Officers / Attendees</b>
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"> <li>• Andrew Christie, Children's Commissioner for Birmingham to provide a SWOT analysis (robustness &amp; risks). Will be available from 3.30pm.</li> <li>• Cabinet Member for Children, Schools and Families (discussion to include: Children's Services Voluntary Trust &amp; SEN Commission)</li> <li>• Peter Hay, SD for People</li> <li>• Alastair Gibbons, AD, Executive Director for Children Services</li> </ul>	
21 September 2016  Send out: 13 Sep 16	Sir Michael Wilshaw, Her Majesty's Chief Inspector, Ofsted	TBC
	Christine Quinn, West Midlands Regional Schools Commissioner (TBC)	Seamus Gaynor
	Birmingham Education Partnership (BEP) to discuss school improvement	Tim Boyes, Chief Executive and Tracy Ruddell, Director of Continuous School Improvement, BEP
	Education Development Plan and school places sufficiency update (Sept, Nov or Dec)	Emma Leaman (TBC)
12 October 2016  Send out: 4 Oct 2016	Tracking: Children Missing from Home and Care Inquiry (previous progress report received April 2016)	Tony Stanley, Chief Social Worker
	Radicalisation Agenda	Tony Stanley, Chief Social Worker & Masuq Ali AD Equalities, Community Safety & Cohesion
	Update on Child Sexual Exploitation (CSE). To include a tracking report on Rec 6: awareness raising and licencing	Alastair Gibbons, Tony Stanley and Phillipa Cresswell, West Midlands CSE Co-ordinator
	Youth Justice Plan	Dawn Roberts, AD, Early Help



<b>All at 2 pm in Committee Rooms 3 &amp; 4</b>	<b>Session / Outcome</b>	<b>Officers / Attendees</b>
23 November 2016 Send out: 15 Nov 2016	Birmingham Safeguarding Children Board (BSCB) Annual report. To include: <ul style="list-style-type: none"> <li>Update on listening to children voices</li> <li>Lessons learned from serious case reviews</li> <li>Children trafficked into the UK</li> </ul>	Penny Thompson, Chair of BSCB / Simon Cross, Business Manager
	Multi-Agency Safeguarding Hub (MASH)	Kay Child, AD, Integrated Services East
	Citywide School Attainment Statistics	Colin Diamond / Richard Browne
	Education Development Plan and school places sufficiency update (Sept, Nov or Dec)	Emma Leaman (TBC)
7 December 2016 Send out: 29 Nov 2016	Education Development Plan and school places sufficiency update (Sept, Nov or Dec)	Emma Leaman (TBC)
	TBC	
25 January 2017 Send out: 17 Jan 2017	Cabinet Member for Children Services Six Month Update	
	Looked After Children (LAC) & Corporate Parenting Update (TBC)	Andy Pepper, AD, Children in Care Provider Services
8 February 2017 Send out: 31 Jan 2017	TBC	
	TBC	
22 March 2017 Send out: 14 Mar 2017	School Attainment Statistics for Secondary and Primary Schools (detail)	Colin Diamond / Richard Browne
	TBC	
26 April 2017 Send out: 18 Apr 2017	TBC	
	TBC	





### 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.	Last Tracked: 20 April 2016
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: 20 April 2016

### 4 Inquiry Schedule / Working Groups / Briefing Sessions

- 4.1 A visit to Leeds City Council on the 2<sup>nd</sup> August 2016: Education Awards Appeals (Home to School Transport), Leeds Safeguarding Childrens Board & Leed's Scrutiny.
- 4.2 Visits to be arranged to social work teams to talk to front line staff.
- 4.3 A Working Group to assist with the Early Years Review: Early Education and Childcare Offer:

Early Years Review: Early Education and Childcare Offer	
<b>Working Group Members:</b> Cllr Susan Barnett, Samera Ali, Evette Clarke & Cllr Shabrana Hussain	
<b>Key Officer(s):</b> Emma Leaman, AD, Education and Infrastructure / Education and Commissioning	
July	TOR to be agreed
July / August	Meetings to be arranged

### 5 Useful Acronyms

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

ID Number	Title	Cabinet Member	Proposed Date of Decision
000232/2015	School Organisation Issues which may include Closures, Amalgamations, Opening of a new school – Standing Item	Children, Families & Schools	03 Mar 16
000661/2015	Cityserve - Alternative Delivery Model - (Public)	Children, Families & Schools	28 Jun 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	Children, Families & Schools	29 Jun 16
001644/2016	Early Years Review & Consultation	Children, Families & Schools	28 Jun 16
001893/2016	Schools Private Finance Initiative and Building Schools for the Future Savings Review	Children, Families & Schools	29 Jun 16
002076/2016	Voluntary Children's Trust□	Children, Families & Schools	26 Jul 16

