

<b>Report of:</b>	<b>Cabinet Member for Children's Services</b>
<b>To:</b>	<b>Education and Vulnerable Children Overview and Scrutiny Committee</b>
<b>Date:</b>	<b>25 November 2015</b>

## **Progress Report on Implementation: Strengthening the Birmingham Family of Schools – The Role of the City Council**

### **Review Information**

Date approved at City Council:	8 <sup>th</sup> January 2013
Member who led the original review:	Cllr Anita Ward
Lead Officer for the review:	Sally Taylor, People Directorate (now Colin Diamond)
Date progress last tracked:	19 <sup>th</sup> November 2014

### **Introduction**

1. In response to the many changes that have been introduced by the Coalition Government since taking office in 2010, Education and Vulnerable Children Overview and Scrutiny Committee carried out a review into the strategic role of the City Council in the ever changing environment of an "increasingly diverse and autonomous school system". It examined how it will need to change in the future to support all schools and children and what the strategic role will be in local education provision.

### **Context**

2. The scrutiny enquiry was carried out during the second half of 2012 and was taken to the Council Meeting of the 8<sup>th</sup> January 2013. It was conducted via a short series of formal committee meetings, a visit to an Academy and evidence from a range of schools and stakeholders.

### **Findings from the Review**

3. In approving this Review the City Council asked me, as the appropriate Cabinet Member to report on progress towards these recommendations to this Overview and Scrutiny Committee.

4. The main areas for improvement identified in the Review were as follows:

At a time of exceptional change in education, the full impact of which will only become clear in years to come, our Inquiry set out to find what the new strategic role is for the City Council in local education. While it is determined largely by statutory responsibilities namely:

- i) Ensuring a sufficient number of school places for its resident children in safe and compliant school buildings;
- ii) Tackling underperformance in schools and ensuring high standards through school improvement and

- iii) Supporting vulnerable children – including Looked After Children, those with Special Educational Needs and those outside mainstream education.

It is also dependent on how local authorities adapt to the new increasingly diverse and autonomous school system including the creation of free schools and many more schools becoming academies.

There was recognition that fundamental changes to City Council working with schools are required in order for Birmingham to meet not only its legal requirements but other no less valid expectations based on the wider remit of local government. The findings made clear that the following three roles are all essential:

- i) Convenor of Partnerships – between a wide range of stakeholders.
- ii) Champion of pupils, parents and communities.
- iii) Maker and shaper of effective commissioning – alongside continuing to provide some education services.

Underpinning these roles, we heard the need for the City Council to reframe its relationship with all interested in education. Our recommendations reflect this among other key themes notably: the need for a clearer, louder vision for education; reinforcing education as a City Council priority alongside safeguarding and the specific role of Elected Members.

## **Recommendations and Summary of progress**

Recommendations 1, 2, 3, 4, 5, 6 and 10 have been achieved/concluded.

Details of progress with the remaining recommendations are shown in Appendix 2.

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

## **Appendices**

<b>1</b>	<b>Scrutiny Office guidance on the tracking process</b>
<b>2</b>	<b>Recommendations you are tracking today</b>
<b>3</b>	<b>Recommendations tracked previously and concluded</b>

## **For more information about this report, please contact**

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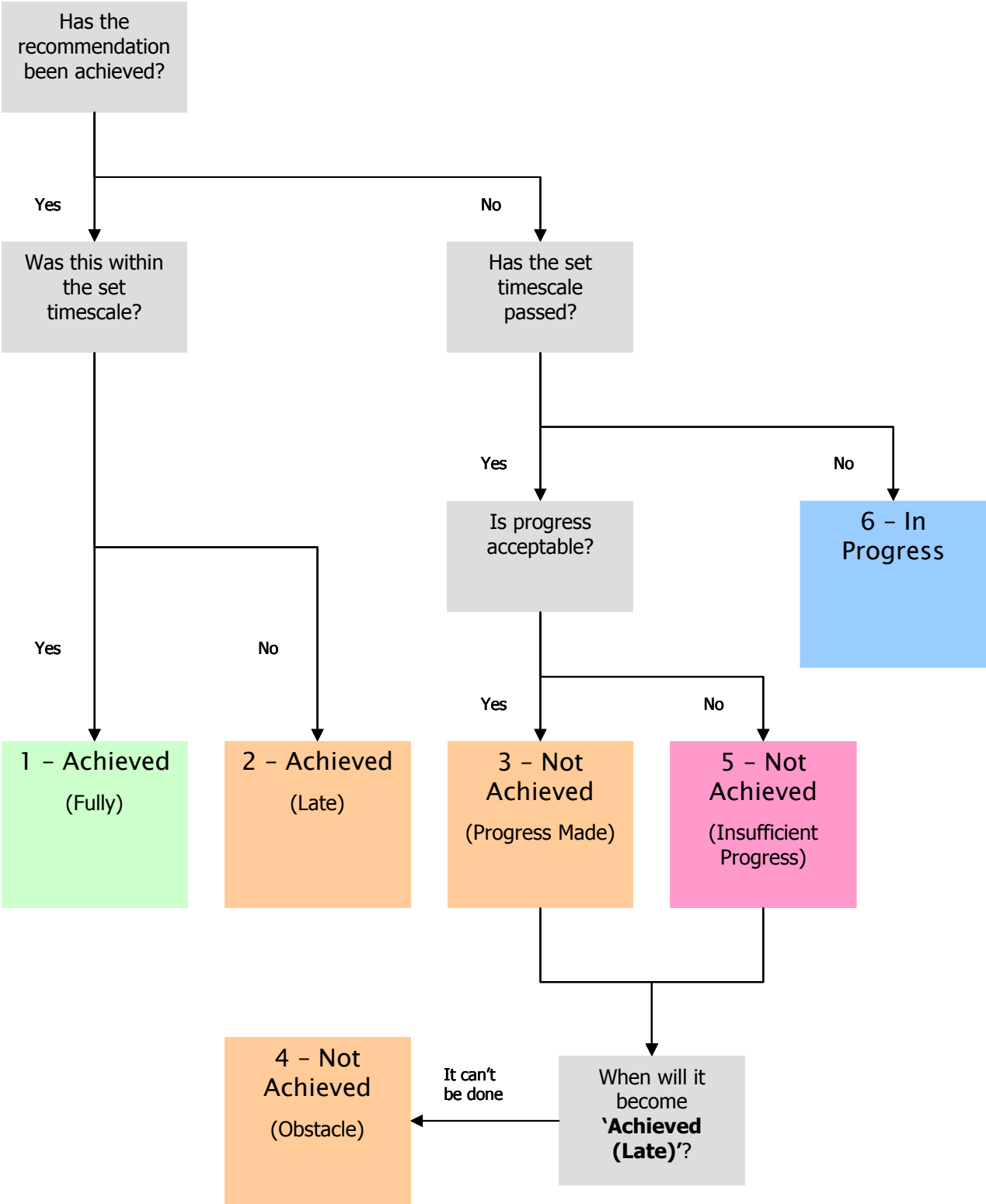
## Appendix 1: The Tracking Process

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

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

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

The Tracking Process



## Appendix ②: Progress with Recommendations

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
<b>R7</b>	That Elected Members commit to developing relationships with all schools in their ward and to becoming local champions for education by: i) Affirming their commitment to quality Education for all Birmingham Children at City Council; ii) Affirming to parents and carers in their local area that they will endeavour to represent their interests in working with local "families" of schools; iii) Considering applying to become a governor of at least one school governing body and undertaking governor training as appropriate; iv) Visiting every school in their ward at least once a year to build relationships and support school activities in their role as councillors; v) Inviting Headteachers to present to Ward Committees on school progress in a rolling programme to raise awareness of local school safeguarding, standards and successes and vi) Approaching local businesses to form links with schools for work experience placements and apprenticeships.	All Councillors- overseen by the Cabinet Member for Children and Family Services	April 2013	2 – Achieved (Late). Subsequent progress will be included in the Committee's Work Programme

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

#### **Previous evidence Provided 19<sup>th</sup> November 2014:**

i) This continues to be one of the leading priorities for the City Council as reflected in the Leader's Policy statement.

ii) Increasingly work is being undertaken through engagement with the Districts as local families of schools.

iii) School Governance has been a major theme in the Education and schools strategy and Improvement plan. The whole process has been reviewed and scrutiny in February 2015 will consider the impact of the revisions. Cllr Martin Straker Welds is the Governance Champion for the City. We have also been working with the National Governors association on these developments.

iv) Link Officers for every school are being recruited and will be allocated to each district. They will facilitate visits to schools and share district-wide data with Councillors.

v) Headteachers have presented to District Committees and some ward committees but the concept of the District for many Headteachers is still undeveloped. This was raised at the democracy day, Highbury 4. Headteachers from Ladywood District will be a pathfinder.

vi) The Birmingham Baccalaureate pilot launched in September 2013 has been evaluated and amended

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
<p>in its roll out to reach far more young people. The position of a Cabinet Member for Skills, Learning and Culture has been created with Cllr Penny Holbrook taking a lead. The Skills Show will be held again in Birmingham in November 2014</p> <p><b>Evidence Provided 25<sup>th</sup> November 2015:</b></p> <p>With the commissioning since September 2015 of Birmingham Education Partnership District Leads and District Engagement Coordinators are linked to every school and district. They will facilitate visits to schools and share district-wide data with Councillors. BEP's mission is to secure a deeply good academic, social and civic education for every child and young person living in Birmingham. It looks to achieve this by creating a robust and ambitious school-led system of continuous improvement, informed by intelligent use of relevant data, and by building on the very many existing strengths among Birmingham schools and school leadership.</p> <p>Central to BEP's approach is ensuring that every school is part of a family of schools and that there is good local and city-wide knowledge through working in districts. BEP is developing partnerships with employers, universities and all those committed to ensuring Birmingham's children and young people receive the qualifications and skills they need to become active, contributing and positive citizens.</p> <p>BEP has a team of serving head teachers, district leads, coordinating its school improvement work across the city. The district leads are seconded three days a week to build knowledge of schools in each district, and to enable BEP to provide school improvement support. District leads ensure that all schools are connected and are part of a wider family so that no school is isolated and no school, head teacher or governing body feels unsafe or unsupported in this continuing journey of school improvement. The district leads will also get to know all the schools and the head teachers in their district, facilitating the sharing of school strengths and the meeting of key needs.</p> <p>Five district engagement coordinators are working across the ten districts to strengthen existing connections and build infrastructure with other organisations. They support school leaders to help make it easier for schools to access services from partner organisations.</p> <p>District Chairs will be invited to attend the Education and Vulnerable Children O&amp;S Committee to provide an update on the range of issues covered by this recommendation. It is therefore suggested that this recommendation is no longer 'tracked' in this way but included in the Committee's Work Programme.</p>				
<b>R8</b>	<p>That the Cabinet Member for Children and Family Services makes clear:</p> <p>i) How all current and future Traded Services have been reviewed to meet current and future school need and</p> <p>ii) The improved City Council Traded Service offer to schools in a coherent package, so that the City Council is in a stronger position to maintain a suitable service offer in a competitive market place.</p>	Cabinet Member for Children and family Services	May 2013	<p>2 – Achieved (Late). Subsequent progress will be included in the Committee's Work Programme</p>
<b>Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')</b>				
<p><b>Previous evidence Provided 19<sup>th</sup> November 2014:</b></p> <p>i) Children's Services Review undertaken in the summer of 2014. Extensive consultations with the school community.</p> <p>Reviews have been commissioned by the Strategic Director for People's Services with support from the</p>				

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
<p>Children's Society,</p> <p>Review 1 Education services</p> <p>Review 2 Early Years, Children's Centres and Family Support.</p> <p>These start in January 2014 and reported back in June 2014.</p> <p>ii) Services for Education (S4E) are successfully trading with schools for Music services, Learning and Assessment service, and Health Education. The Service Reviews will look at the viability of trading further services and what the appropriate vehicle may be for this. Work is being developed around Direct Services, catering and cleaning and the ICT offer for schools currently.</p> <p>Work is ongoing and is captured in the Education and schools strategy and improvement plan in terms of the direction of travel and as some fully traded services move away from the City Council with the role of the council being one of strategic oversight, commissioner and quality assurer of provision.</p> <p><b>Evidence Provided 25<sup>th</sup> November 2015:</b></p> <p>A document summarising the Council's Core Education Offer to schools has been published and shared with schools <a href="http://www.birmingham.gov.uk/education-coreoffer">www.birmingham.gov.uk/education-coreoffer</a>. The Council's traded services to schools is well advanced and is likely to be completed by the end of November. It is recommended that subsequent progress on this features as an explicit item on the scrutiny committee's programme.</p>				
<b>R9</b>	<p>That the Cabinet Member for Children and Family Services:</p> <p>i) Encourages governing bodies to notify the LA as soon as possible of any intention to consider academy conversion;</p> <p>ii) Publicises that there is a clear expectation from the City Council that governing bodies considering academy conversion, whether voluntarily or under the instruction of the Department for Education, conduct open and democratic consultation while matters are still at a formative stage;</p> <p>iii) Publicises clear, factual, guidance for governing bodies on what constitutes open and democratic consultation in the form of a factsheet and</p> <p>iv) Publicises clear and balanced information for school governors, parents and carers on the implications of conversion to academy status including a list of what academies do and do not sign up to, and legal aspects of the conversion process in order that they can make more informed decisions about school choice.</p>	Cabinet Member for Children and Family Services	March 2013	<p>2 – Achieved (Late)</p> <p>Subsequent progress will be included in the Committee's Work Programme</p>
<b>Evidence of Progress (and Anticipated Completion Date if 'Not Achieved')</b>				
<b>Previous evidence Provided 19<sup>th</sup> November 2014:</b>				

No.	Recommendation	Responsibility	Original Date For Completion	Cabinet Member's Assessment
	<p>i) There is a process that has jointly been established between school improvement, school and governor support and the education and infrastructure team re projected academy conversion.</p> <p>ii) Guidance is provided on good practice.</p> <p>iii) Guidance is provided from the Directorate on what the process should be.</p> <p>iv) Schools are encouraged to fact find all the options that are available. Officers continue to give advice to governing bodies as requested. A third of Birmingham schools have converted to academy.</p> <p><b>Evidence Provided 25<sup>th</sup> November 2015:</b></p> <p>The Council is working with BEP to develop information on a range of models for school organisation and this will address the recommendation in terms of notifications, consultation, guidance. That will have regard for other guidance available to schools eg. that provided by DfE.</p>			



## Appendix ③: Concluded Recommendations

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

**concluded**

No.	Recommendation	Responsibility	Date Concluded by Overview and Scrutiny Committee	Tracking Assessment
<b>R1</b>	<p>That the Cabinet Member for Children and Family Services:</p> <p>i) Prioritises the agreement of a new vision for education in Birmingham and communicates the future local authority role in education that reinforces its statutory responsibilities, succinctly through a set of key principles and values to schools, parents, students and Birmingham residents;</p> <p>ii) Places provision for Special Educational Needs (SEN) at the heart of this vision and at the heart of her work with education leaders in the city, both in mainstream and specialist settings;</p> <p>iii) Convenes a time-limited Strategic Board with an independent chairperson including city education leaders from diocesan authorities, early years, primary, secondary, further education and higher education sectors to formulate both the vision and key principles and values.</p>	Cabinet Member for Children and family Services	October 2013	2 - Achieved (late)
<b>Evidence of Progress</b>				

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

**concluded**

No.	Recommendation	Responsibility	Date Concluded by Overview and Scrutiny Committee	Tracking Assessment
	<p>i) The new role for the Local Authority is clearly articulated through the Education and Schools strategy and improvement plan. This brings together the recommendations from the Trojan Horse review and the plans that were already in formation by the City Council. The Birmingham Education partnership (BEP) was formally launched on 6 November 2013 at the New Birmingham Library. The Partnership provides a universal offer for all schools in the Local Authority. BEP is being led by 2 Headteachers in the City. The Company has employed a CEO, Alastair Falk who took up post on the 1<sup>st</sup> September 2014 and an admin officer. The Governing Body meets regularly. The Chair is Tim Boyes Headteacher of Queensbridge and the Vice Chair is Sarah Smith Headteacher of St Johns Sparkbrook. The City Council is represented by the Cabinet Member for Children Young People and Families and the service director for Education/ assistant director for Education and skills. Representation from schools is based on the 10 Districts. Membership is open to all schools in the City irrespective of their status.</p> <p>The BEP has approximately 300 members. It has also entered into a partnership with CFBT to provide a framework for school peer to peer review. Each district is represented by a primary and secondary Headteacher. Special schools and nursery schools are represented by 2 Headteachers and the Governor network is represented via the Governor network. The Governance group is looking at how to ensure that universities and colleges are also represented. Seed funding has been provided from the City Council. The fee for each school is £1 per pupil. The BEP held its first annual lecture in July 2014. They recently hosted a meeting for all Headteachers to meet the Education Commissioner Sir Mike Tomlinson. 60 schools are signed up to be part of the peer to peer review model.</p> <p>The school improvement strategy has been rewritten to reflect the changes emanating from the Trojan Horse recommendations and also in the light of the amended DFE schools causing concern guidance. This is a key strand in the Directorate for People Education and Schools Strategy and Improvement Plan</p> <p>ii) Special Education Needs. The SEND reforms came into effect from September 2014. There was much preparation in advance of these. The main theme is putting the needs of the child and their family at the centre with greater control this is through personalized budgets, setting out what is available through the Local Offer and the transition over a 3 year period from statements to Education Health and Care plans. The reforms have helped shape the Birmingham Special Education Development Plan. The plan sets out how we will approach our work with partners to integrate the delivery of a commissioning model for sustainable special education provision, integrated with the commissioning of health and social care services in the context of personalization, and to ensure there is an education infrastructure that offers sufficient appropriate special education provision for all young people aged 0-25 with SEND across the whole range of settings. We want improved participation and transition so that we can promote independence. There is an 8 week consultation period from September to the start of November.</p> <p>iii) The time limited strategic board has been picked up through 2 different routes. The first is the planned Education and schools Strategy and improvement Plan Strategic Group and the second is the establishment of the Civic Leadership Group.</p>			
<b>R2</b>	That the Cabinet Member for Children and Family Services updates the City Council's Corporate Parenting Policy to ensure a renewed and equal emphasis on education for all Birmingham children, whether looked-after or not, alongside safeguarding in the priorities of the work of the City Council.	Cabinet Member for Children and family services	April 2013	2 - Achieved (late)

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**concluded**

No.	Recommendation	Responsibility	Date Concluded by Overview and Scrutiny Committee	Tracking Assessment
<b>Evidence of Progress</b>				
The Corporate Parenting Plan has been updated to underpin the Birmingham Corporate Parenting Pledge; and there are specific priorities set under education aspiration and support. A review of the Corporate Partnering Pledge is planned.				
<b>R3</b>	That the Cabinet Member for Children and Family Services gives an annual City Strategic Education Assessment to the City Council	Cabinet Member for Children and Family services	April 2013	4 - Not Achieved (obstacle)
<b>Evidence of Progress</b>				
Six monthly strategic assessment reports are being provided to the Education and Vulnerable Children Overview and Scrutiny Committee.				
<b>R4</b>	That the Cabinet Member for Children and Family Services: i) Works with academies including free schools so that all parties share the same data and statistical returns at the same time that they make them available to the Department for Education; ii) Works with Head Teachers (primary and secondary) to review the work of School Improvement Groups including strategies for early intervention using data and intelligence, to develop further school-led improvement services which support the senior management teams of underperforming schools to become successful leaders; iii) Makes an announcement to all improvement leads that where other intervention has been unsuccessful the local authority will use its formal powers to address failures in school leadership	Cabinet Member for Children and Family Services	April 2013	2 - Achieved (late)
<b>Evidence of Progress</b>				

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**concluded**

No.	Recommendation	Responsibility	Date Concluded by Overview and Scrutiny Committee	Tracking Assessment
	<p>i) There have been challenges from some schools in ensuring that data is provided in a timely fashion. This is being resolved through the data sharing agreement currently 174 schools are signed up to this. Work is ongoing.</p> <p>ii) There is one overarching school improvement group that is now called the performance and commissioning group. The school improvement strategy has been amended to reflect recommendations from the recent reviews into Trojan Horse and the changes in the DFE schools causing concern guidance. The teaching schools and NLES in the City are central to this. We established a positive model of working with HMI around ensuring that all children and young people have the opportunity to attend a good or better school. The work has been focused around Longbridge and Northfield. As advised in R1 the BEP will be conducting Peer to Peer reviews as part of the school to school improvement work.</p> <p>iii) As part of its School Improvement Strategy the Local Authority uses a range of formal powers of intervention when necessary. These include the issuing of formal warning notices, establishment of IEBs, removal of delegated budgets, and appointment of additional governors. In addition it issues letters of concern. IEBs have been set up in a number of schools following the issuing of formal warning notices. The changes in the guidance have been communicated to all schools.</p>			
<b>R5</b>	<p>That the Education and Vulnerable Children Overview and Scrutiny Committee receive city-wide performance reports with information grouped by ward on:</p> <p>i) School budget deficits and surpluses (at least annually);</p> <p>ii) Pupil attainment against floor targets (twice a year);</p> <p>iii) The work of School Improvement Groups (twice a year).</p>	Cabinet Member for Children and Family Services	March 2013	2 - Achieved (late)
<b>Evidence of Progress</b>				
<p>i) School balances have been shared in a variety of fora, including Education and Vulnerable Children Overview and Scrutiny Committee, Schools forum, Primary, Secondary and Special school fora and Governors network. There has been much debate around them including Education and Vulnerable Children Overview and Scrutiny Committee, schools forum, primary, secondary and special school fora and Governors network.</p> <p>ii) Provisional pupil attainment was reported to Cabinet in October, and will be formally reported on again in February 2014 at Scrutiny Committee.</p> <p>iii) The pupil attainment report will evidence the impact of the work on the school improvement group particularly for primary and special schools.</p>				

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

**Concluded**

No.	Recommendation	Responsibility	Date Concluded by Overview and Scrutiny Committee	Tracking Assessment
<b>R6</b>	That the Cabinet Member for Children and Family Services works to manage demand for school places by: i) Increasing information sharing between the City Council and academies including free schools and studio schools on school places and ii) Collaborating with the Cabinet Member for Development, Jobs and Skills and the Department for Education on auditing available sites for new schools and mapping empty buildings that have the potential to be transformed into schools.	Cabinet Member for Children and Family Services	April 2013	1 - Achieved (fully)
<b>Evidence of Progress</b>				
<p>i) The Education and Infrastructure team continue to regularly update Education and Vulnerable Children Overview and Scrutiny Committee the last report being presented on 11 December 2013. Process of consultation carried out during October/November around those areas of the City where there is a need to expand provision, expressions of interest sought from schools including those who wish to establish free school provision and factored into the education plan for the City. The team continue to work closely with the Department for Education around Academy conversions and free school applications.</p> <p>ii) Extensive work continues to be carried out re identifying suitable sites and vacant buildings.</p>				
<b>R10</b>	That progress towards achievement of these recommendations is reported to Education and Vulnerable Children Overview and Scrutiny Committee in July 2013. The Committee will schedule regular progress reports until all agreed recommendations are implemented.	Cabinet Member for Children and Family Services	July 2013	1 - Achieved (fully)
<b>Evidence of Progress</b>				
Reporting on the 21 <sup>st</sup> October 2015 for the fourth time.				