Birmingham City Council

Directorate for People

Education and Schools Strategy & Improvement Plan

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Contents

1. Introduction

Education has the power to transform lives. Every child in Birmingham has the right to a fantastic childhood and the best preparation for adult life in the modern world.

This 'Education and Schools Strategy and Improvement Plan' builds on a number of pieces of work including the Clarke and Kershaw reports triggered by Trojan Horse, along with transformation already underway in SEND and education services. Its development has involved schools, communities and staff. It has been underpinned by the Children's Society and the Innovations Unit both of whom have ensured the voice of children, young people and the community have been heard.

As an immediate priority we know we must address the issues of safeguarding and governance which have left some of our schools vulnerable.

We must strengthen the links with and between all our schools to ensure all pupils are safe, standards are the highest and statutory requirements are met with confidence.

To achieve these ends, we intend to meet the challenging targets we have set by building on the work of the Birmingham Education Partnership (BEP) and Services for Education (S4E). We must also strengthen links between schools and other parties across the city, against a national tide of increasing fragmentation.

We will intervene speedily where schools are not meeting expectations, whilst respecting their autonomy in other areas. We will enhance our governor and school improvement services. We aim to celebrate and make full use of the expertise that exists within our outstanding and good schools. And we support the development of collaborative local leadership as the bedrock for the future.

We trust you find this document gives you confidence in the way we aim to tackle uncompromisingly the weaknesses and failings highlighted in recent reviews and reports. It also sets out a vision for the new landscape of education and how we will operate in the future.

This plan is work in progress and we welcome your responses to it.

Cllr Brigid Jones
Cabinet Member Children and Family Services

2. Context

2.1 The National Landscape

- Further devolution of power and autonomy from the local authority towards schools – over 90% of DSG delegated to schools

- Raising performance against more challenging floor targets at primary and secondary level

- Changing teaching and learning practice following the review of the National Curriculum, methods of assessment and the nature of teacher training

- Moving to new models of governance with the expansion of the academies programme with the ambition from the current government that academies *'should be the norm'* – just under 1/3rd of our schools have converted or are in the process of converting

- Using school-to-school improvement as the means of driving up standards as an alternative to local authority provision

- Radical changes to how children and young people are supported with the emphasis on empowering young people and their families.

The overall effect of the changing policy environment above requires local authorities to:

- Rethink their role in relation to school improvement

- Build new kinds of relationships with schools

- Reshape the services that are provided to schools.

There is a clear statutory role for local authorities in education. They must ensure that there are enough school places; provide fair access for all, and ensure that the needs of most vulnerable are met. There is also an expectation from both the Department for Education and of Ofsted that Local Authorities provide <u>oversight</u>, <u>challenge</u> and <u>coordination</u> to school improvement functions.

The Local Authority's duties in relation to children and young people with <u>special educational needs</u> and <u>safeguarding</u> extend to academies and free schools.

2.2   Local Partnerships

The strategy described in this document describes a whole system change with partners working collaboratively and differently to improve life chances of children and young people.

Partners	Key Role
Birmingham Education Partnership	• Creating new district based structures that promote collaboration and ownership and drive improvement • Supporting school improvement • Developing and delivering services to schools
National/ Local Leaders of Education; Teaching Schools; Good & Outstanding Schools	• Driving school improvement through brokered support to schools and relationships with schools
Services4Education	• Developing and delivering services to schools
SACRE	• Supporting curriculum development and extended monitoring role in relation to RE
Birmingham Governors Network; National Leaders of Governance	• Supporting the professional development of governors and governing bodies
Schools and colleges; voluntary sector; local businesses and universities	• Supporting initiatives and developments at city wide and district level
Commissioners and providers of services to schools / children and young people	• Working through devolved models to better tailor services to local needs

3. Our Vision for Education in Birmingham

3.1 Vision

We have a strong vision for education in the city and this was endorsed by schools during our engagement:

> *"We want every child in every part of the city to achieve their potential and have the belief, aspiration and support to be their best.*
>
> *The council, schools and other partners will work collaboratively to drive innovation and improvement and ensure that every child and young person can go to a good or outstanding school where they have access to the best teaching, benefit from a rich and broad curriculum and prosper in an environment that is safe and promotes their overall well-being*
>
> *A Birmingham education is distinctive. It embraces the diversity, the rich cultural heritage and world class resources that we have in the city. We want to build upon this tradition and continue to promote an ethos of civic pride and active citizenship with all of our children and young people".*

3.2 Ambitions[1]

Our strategy is focussed on building new models of collaboration, system wide leadership and the underpinning infrastructure to drive improvement. Our collective ambition is to:

- Ensure all maintained schools will either be outstanding or good by 2018

- Improve performance at key stages 1 and 2 (L2 and L4) to the national average by 2016

- Maintain our performance at above national average performance at key stage 4 and key stage 5

- Improve performance of children with special educational needs and disabilities at KS1 and KS2 to national average performance for children with SEND

- Close the attainment gap of children on free school meals to within 5 % of Birmingham average by 2017

- Close the attainment gap of looked after children to within 10 % points of the Birmingham average by 2020

- Close the attainment gap of underperforming Districts of the City to within 3% of the Birmingham average at key stage 4 by 2018

- Achieve national level attendance at primary phase and maintain performance above secondary phase average

- Close gap national average to within 5% of national average at L5+, improving the attainment of most able children

- Achieve national average for 'good level of development' for Early Years Foundation Stage

- Reduce numbers of young people not in education, employment or training (NEET).

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[1] Current performance is provided in appendix B

3.3   Strategic Aims and Outcome Map

Our strategy is based on the following 3 strands of work:

The following diagram shows the relationship between the strands of work and these themes, including a summary of the overall aims.

> **Getting the Basics Right:** *Ensuring that robust systems to underpin effective safeguarding and governance of schools are in place*
>
> **Positioning the Council***: Focussing the work of the council on delivering its core statutory duties. This includes strengthening oversight and strategic leadership*
>
> **Improvement through Partnership***: Promoting innovation, improvement, attainment and overall resilience through new models of collaboration and system leadership with all partners working with children and young people*

This will be delivered via 11 themes:

1. Safeguarding in Schools
2. Strengthening School Governance
3. Our Leadership in Education
4. Improving our Schools
5. Local Leadership and Accountability
6. Alternative Delivery Models
7. Special Education Needs and Disabilities
8. Educational Infrastructure
9. Early Years Provision
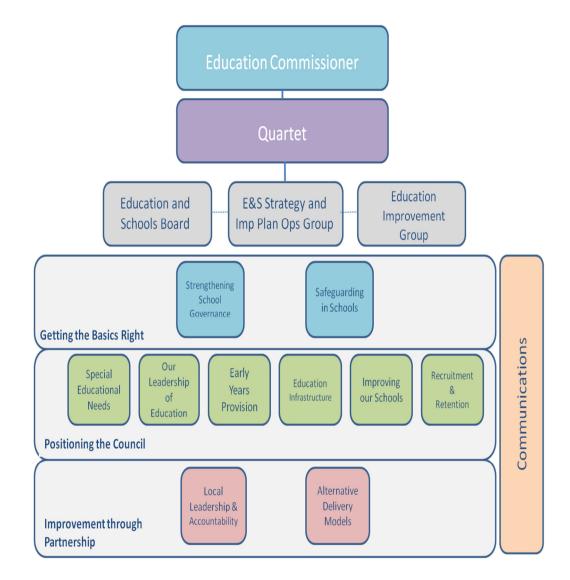10. Recruitment & Retention
11. Communications.

OUTCOME MAP		STRATEGIC AIM	THEME	AREA				
COMMUNICATION	GETTING THE BASICS RIGHT	Work with schools and colleges to ensure that all children and young people in Birmingham learn in an environment that is safe and promotes their overall wellbeing	5.1 Safeguarding in Schools	Safeguarding Training	Policies and Information for schools	Embed Resilience through a sound safeguarding framework		
		Ensure that there are robust and effective governance arrangements are in place and working effectively in our schools	5.2 Strengthening School Governance	Governor Recruitment	Governance Standards	Training & Support	Monitoring & Evaluation	
	POSITIONING THE COUNCIL	Build confidence in our ability to lead the overall system of education in Birmingham through a relentless focus on core duties	5.3 Our Leadership of Education	Clarifying our Offer to Schools	Management System	Performance Management Information	Full participation & skills	
		Work with partners including BEP, teaching schools, good and outstanding schools and national and local leaders of education to deliver improvements in our schools	5.4 Improving our Schools	School Improvement Strategy & Method	Support to the maintained TH schools requiring improvement in category	Curriculum		
		Develop the education infrastructure to support the education journey of each child ensuring that there are sufficient school places of the right quality available in all parts of the city	5.8 Education Infrastructure	Basic Needs	Maintenance & sustainability			
		Improve the life chances of young people with SEND and through ensuring that right provision is in place to meet needs and promote greater independence	5.7 Special Educational Needs and Disabilities	Commissioning of sustainable special education provision	Developing the education infrastructure to provide sufficient school places	Improving life chances of young people with SEN		
		Improve education and health outcomes for 0-5 year olds through a model that tackles inequalities across the city and ensures best use of resources	5.9 Early Years Provision	Commissioning future model of early years provision				
		Support schools to recruit and retain the right numbers of staff with the right skills	5.10 Recruitment and Retention	Scoping	Solutions			
	IMPROVEMENT THROUGH PARTNERSHIP	Drive innovation and improvement through new district structures that promote collaborative leadership and enhance accountability	5.5 Local Leadership & Accountability	New District Structures	District Co-ordinators			
		Encourage the growth and development of non-statutory services through transfer to alternative delivery models	5.6 Alternative Delivery Models	Development of offer to schools				
		Communicate effectively with all of our stakeholders	5.11 Communications	Raising Awareness of the Strategy and Improvement Plan	Media Strategy	Ongoing communications	Rebranding Birmingham	Celebrating Education in the City

4. Reporting and Accountability

The following model will be put in place to oversee the delivery the Strategy and Improvement Plan:

- An identified senior lead for each of the workstreams. The lead will be responsible for the delivery of the actions to the required standard and within the milestones stipulated

- A Education and School Strategy and Improvement Plan Operational Group that will meet fortnightly to manage the delivery of the work

- An Education and Schools Board that will be made up of key stakeholders that will provide challenge and advice to the programme

- Fortnightly reporting to the Quartet made up of the Education Commissioner; Leader; Cabinet Member Children and Families; Deputy Education Commissioner; Chief Executive; Strategic Director Directorate for People

- Oversight will be provided by the Education Commissioner supported by the Deputy Education Commissioner

- There are proposals for a new Civic Leadership Group that will also be brought into this structure as and when defined.

5.   Action Plan

This Section contains the action plan for each of the 11 themes.

Milestone dates are indicative and subject to validation (or change) during the detailed planning to be undertaken during the establishment of the Programme to deliver this Strategy and required Outcomes.

The colours used throughout are replicated from the Outcome Map, as detailed below:

COLOUR LEGEND	COLOUR USED FOR
	All Themes within: **Getting the Basics Right**
	All Themes within: **Positioning the Council**
	All Themes within: **Improvement through Partnership**
	Communications Theme

5.1   Safeguarding in Schools (Jon Needham)

| GETTING THE BASICS RIGHT | Work with schools and colleges to ensure that all children and young people in Birmingham learn in an environment that is safe and promotes their overall wellbeing | 5.1 Safeguarding in Schools | Safeguarding Training | Policies and Information for schools | Embed Resilience through a sound safeguarding framework |

Area	Actions	Lead / Resource	Milestone	Evaluation & Monitoring
Safeguarding Training	WRAP Training delivered to / booked in the Trojan Horse schools	Jon Needham / Resilience Officer	Completed Jan 2015	• Tracking which schools have participated in the training • Immediate course evaluation to test knowledge and understanding • Checking whether learning has been implemented into practice through testing as part of section 175 returns and subsequent audit / resilience reviews • Tracking ratings, comments and recommendations from Ofsted inspection reports.
	WRAP Training delivered all schools (head and chair of governors). Roll out prioritised to according to the Counter Terrorism Local Profile (CTLP). Based on 5 courses a month with 20 delegates	Jon Needham / Resilience Officer / trainers	Completed Nov 2015	
	School Leader and DSP training on 'Coping with Radicalisation' to the TH schools identified as requiring this training	Jon Needham / Resilience Officer	Completed Jan 2015	
	Tapestry theatre workshops delivered to secondary TH schools	Jon Needham / Tapestry	Completed Feb 2015	
	Tapestry theatre workshops offered to all secondary schools with priority delivered according to the CTLP up to total numbers commissioned by Home Office	Resilience & Safeguarding Officers	Completed Sept 2015	
	Brokerage of specific training identified within the action plans of the 21 schools relating to forced marriage / FGM	Safeguarding Officer	Competed March 2015	
	Roll out of LGBT (CHIPS) training commissioned by BCC to all schools and expect all schools to adopt CHIPS, Educate & Celebrate curriculum, or equivalent.	Elly Barnes	March 2015	

	On-going identification of training needs in schools and update of overall training plan	Resilience & Safeguarding Officers	On-going	
	Training needs analysis to be undertaken within the Directorate assessing level of training / knowledge and needs and training plan agreed	Resilience Officer	TNA for March 2015 with plan delivered Jan '17	
	Birmingham Safeguarding Children's Board (BSCB) will ratify the curriculum for DSL training defining the aims, objectives and learning outcomes. The training provider's evaluation will inform the development of future DSL training programmes.	BSCB	On-going	
Policies and Information for Schools	Work with BSCB and BEP to effectively disseminate good practice in relation to safeguarding in education	BEP and BSCB supported by Safeguarding Officer	June 2015	Adoption and implementation of policies and best practices will be: • Checked through Section 175 returns and subsequent audit/resilience reviews in 5% of schools annually • Improvements captured in Ofsted inspection rating and comments and recommendations in relation to safety of pupils.
	Produce model policy on 'No Platform' and disseminate to all educational establishments	BSCB supported by Resilience Officer and Legal Services	Dec 2014	
	Develop a model Policy for Safeguarding in Educational Establishments which addresses their responsibility with regard to FGM, Forced Marriage and Extremism.	BSCB supported by Resilience Officer and Legal Services	Dec 2014	
	The BSCB will seek reassurance through the Education Safeguarding Audit (S175) for evidence of understanding, application and compliance with these policies	BSCB supported by Safeguarding Officer	July 2015	

Embed resilience through a sound safeguarding framework	Recruit a Safeguarding and a Resilience Officer to sit within School Improvement and to deliver on plans to improve safeguarding in schools	Jon Needham / Jane Spilsbury	Oct 2014	Implementation of guidance and processes checked through: • Section 175 returns and subsequent audit/resilience reviews in 5% of schools annually • Number and quality of referrals to MASH tracked & monitored including: numbers of contacts & referrals; number of referrals that relate to resilience; level of risk apportioned; timescales to respond according to risk; outcome of the referral based on case tracking • Use of safeguarding hubs / team around the family • Ofsted inspection ratings, report comments and recommendations in relation to safety of pupils also be used to provide evidence. • The annual wellbeing survey
	Set expectations of all schools in relation to safeguarding (regardless of type) out in a guidance document. This will include position on safeguarding in supplemental and religious schools and include a statement of 'what good looks like' in relation to preventing extremism. Expectations in relation to schools following and integrating with agreed multi-agency / city wide safeguarding systems will also be specified.	Resilience and / Safeguarding Officers	Jan 2015	
	5% independent validation of schools safeguarding with a proportion of those that have undertaken the schools Section 175 audit and a full audit of those schools that have failed to comply.	Resilience and / Safeguarding Officers	From March 2015	
	Ensure all schools have robust safeguarding policies and procedures and that these are fully integrated with city wide systems. These include the Multi-Agency Safeguarding Hub (MASH); the new safeguarding hubs and the Team Around the Family Meetings	Jon Needham / Safeguarding Officer	June 2015	
	Define and agree how education sector can support the overall operation of the MASH	Jon Needham	July 2015	
	Project to assess and review of the level of risk and identify mitigating actions in relation to children and young people being exposed to extremist views in out of school hours provision and also in transition points	Waqar Ahmed	July 2015	• Tracked through actions and recommendations made as part of this work

	Work with schools, police, health and other agencies to build and embed Channel (multi-agency partnership) as mechanism for: identifying individuals at risk of being drawn into terrorism; assessing the nature and extent of that risk; developing the most appropriate support plan for the individuals concerned	Waqar Ahmed	Approach embedded for Sept 2016	• Number of referrals to Channel; number of assessments through the vulnerability assessment framework; level of risk identified; outcome of support through case tracking
	Organise specific briefings / meetings with Birmingham based independent / emerging free schools to ensure they understand Prevent reporting and referral pathways	Jon Needham	On-going (2 per annum)	• Number of referrals from independent and free schools; quality of referrals; case tracking to assess outcomes

5.2   Strengthening School Governance (Jane Spilsbury)

GETTING THE BASICS RIGHT	Ensure that there are robust and effective governance arrangements are in place and working effectively in our schools	5.2 Strengthening School Governance	Governor Recruitment	Governance Standards	Training & Support	Monitoring & Evaluation

Area	Actions	Lead / Resource	Milestone	Evaluation & Monitoring
Governor Recruitment	Revise the process for recruitment, appointment and training of governors using the expertise of the National Governors Association and in consultation with trade unions and other professional bodies	Steve Edmonds / David Brown	Sept 2014	• Evaluation report on the operation and effectiveness of the interim process to scrutiny (report in Feb 2015).
	Trial the new recruitment process and review its operation and effectiveness	Steve Edmonds	Feb 2015	
	Recruitment campaign to encourage more governors from commercial and third sector organisations this will include working with Inspiring Governors Alliance and involving Corporate Social Responsibility team to encourage employers to put potential governors forward	Steve Edmonds	April 2015	• Number of new governors recruited within specified time periods • Total number of governor vacancies
	Set out expectation in line with new guidance limiting the number of school governor positions held by any individual. This may be reduced for schools in category.	Steve Edmonds	Feb 215	

Governance Standards	Work with National Leaders of Governance and Birmingham Governors Network to develop our work in improving the effectiveness of governing bodies in the city	Jane Spilsbury	On-going	Implementation of good practices will be tested and monitored through: • Numbers of schools signing up to the code of conduct • Self-evaluation processes by the governing body; • Auditing of self-evaluation through sample 5% of schools annually • Outputs of external reviews of governance where requested • External accreditation of governance achieved; • Ofsted ratings for Leadership and Management / comments and recommendations in inspection reports relating to governance
	Publish code of conduct for governors based on Nolan principles and an accompanying good governance guide that includes national standards and quality assurance process e.g. Governor Mark to be used as a tool for governor recruitment and for identifying training needs.	Steve Edmonds	Sept 2014	
	Produce a Good Governance Guide to address many of the issues raised in review reports including recommending that individual should only be a governor at a maximum of two schools at any one time based on limiting of Local Authority school governor positions and also: new governor induction; clarity about respective roles and responsibilities; using information and intelligence to support decision making; structuring and monitoring implementation of the school development plan; encouraging critical self-evaluation.	Steve Edmonds	Jan 2015	
	Ensure all schools provide the LA with details of who sits on their governing bodies and what interests of governors are and that list of governors is placed on school website	Steve Edmonds	Jan 2015	• Numbers of non-compliant schools
	Ensure a clear escalation process is in place for LA governors to raise concerns about governing body operating procedures not being followed and integrated with whistle blowing procedures	Steve Edmonds / David Brown / Sam Hulson	Jan 2015	• Numbers of referrals / whistle blowing received and tracking relating to governance and case-tracking of responses to closure.

Training and Support	Update City wide programme of governor training to be designed and delivered that links to the guide and includes specialist training to chairs of governors including attendance at national events. Governor training will cover: strategic role & duties; operational role of the head; role of BCC; understand Nolan principles; responsibilities in relation to collective worship	Steve Edmonds	Oct 2014	• Participation at training tracked and immediate evaluation to assess satisfaction and levels of knowledge and understanding. • Improving governance will be monitored through: self-evaluation processes by the governing body; external reviews of governance; auditing a sample of self-evaluation(including review of minutes & reports and observations / interviews); Ofsted ratings on leadership and management and recommendations / comments in inspection reports relating to governance • Service take up rates
	With respect to provision of training and support to governors the Council will move to a commissioning role (covering standards, cost, impact/QA) with bulk of delivery from outside the Council	Steve Edmonds	September 2015	
	Work with the BEP / Birmingham Governors Network on the development of traded offer for school and governor support including the development of mentoring offer for chairs of governors, forum that will facilitate interaction between chairs and governors across the city sharing best practice and a wider range of training. Work will include the National Leaders in Governance in the city	Steve Edmonds	From September 2015	
	Audit clerking arrangements and develop a traded clerking offer for schools	Steve Edmonds / BEP	Launch April 2015	
Monitoring &Evaluation	Commission external review of governance arrangements in 10 of the schools inspected under section 8 and judged to be requiring improvement	Steve Edmonds	Oct 2014	• Implementation of recommendations managed through school improvement plan and evidenced against Ofsted monitoring visit / inspection feedback
	Support schools to instil processes for improving governance through self-evaluation and external validation of their effectiveness as a governing body (for example through Governor Mark)	Steve Edmonds	March 2015	• Numbers of schools achieving accreditation • Implementation of recommendations from self-evaluation managed through school improvement plan and evidenced against Ofsted monitoring visit / inspection feedback

	Undertake annual cycle of auditing effectiveness of governing bodies through the use of the BCC self-evaluation audit tool and subsequent visits to a sample of governing bodies to check / validate approached	Jane Spilsbury	July 2015	• Completion of self-evaluation audits • Visits undertaken (5% annually) to validate findings • Implementation of actions identified (checked through minutes of governing bodies / school improvement plans) • Numbers of schools achieving external accreditation of governing body effectiveness • Ofsted monitoring visit / inspection reports comments and recommendations relating to governance • School ratings on Leadership and Management from Ofsted reports
	Support / commissioning external review of governance in schools where risk assessment highlights that there are potential areas of concern	Steve Edmonds	On-going	• Numbers of external reviews commissioned. Tracking of agreed improvement actions.
	Briefings to all BCC staff working with schools to outline their role in securing of good governance and how they can identify and feedback areas of concern	Steve Edmonds	Dec 2014	• Numbers of issues raised by staff

5.3 Our Leadership of Education (Sally Taylor)

| POSITIONING THE COUNCIL | Build confidence in our ability to lead the overall system of education in Birmingham through a relentless focus on core duties | 5.3 Our Leadership of Education | | Clarifying our Offer to Schools | Management System | Performance Management Information | Full participation & skills |

Area	Actions	Lead / Resource	Milestone	Evaluation & Monitoring
Clarifying our offer to schools	Stabilise funding through agreement with Schools Forum around core duties and areas of responsibility. This should be in-line with recommendations of the Education Services Review	Anil Nayaar	Dec 2014	
	Develop and publish a document outlining respective roles and responsibilities in relation to core services including clear expectations, outcomes, performance standards and monitoring arrangements put in place for each core service	Steve Nyakatawa	April 2015	• Confidence in our delivery of core duties measured through termly survey with schools
	Review of all processes relating to core statutory duties / services ensuring they are joined up and regularly monitored, evaluated and reviewed	Steve Nyakatawa	June 2015	• Delivery performance against the service standards set out tracked through management information
	Produce a clear statement of our duty of care and responsibilities towards head teachers and reintroduce induction programme for new heads that includes their role in promoting good governance	Sam Hulson	Jan 2015	• Induction evaluation and tracked against turnover rates within 2 years of appointment
	Commission organisation to provide independent oversight, monitoring and enforcement role in relation to collective worship and religious education	Sally Taylor	Jan 2015	• Number of schools audited; compliance with legal requirements
Management System	Review channels for raising issues and areas of concern including definition, specification and improvement of whistle-blowing processes. This will include a single point of contact and a member of staff for monitoring and reporting how whistle blowing complaints are being managed	David Brown	Dec 2014	• System monitored through: number of complaints received; response times; number of closed complaints; effectiveness of any intervention made through case-tracking

Set up a small task force set to undertake investigations into complaints or concerns about the behaviours of governors / leaders	David Brown	From Dec 2014	• Closure of outstanding complaints
Put processes in place to share information and intelligence within the Council and with other partners to identify themes, trends and emerging risks. This will include: - Meetings with Regional Schools Commissioner, DfE and Ofsted - Creation of liaison group with SACRE; - Production of scorecards that pool the collective information we have on schools to provide an overall and balanced appraisal.	Steve Nyakatawa	Jan 2015	• Numbers of schools identified as at risk through the scorecard process. Tracking the impact of action plans with individual school to reduce risk
Ensure that we have captured the learning from past and establish a proper and transparent process of accountability this will include a review all compromise agreements made over past 5 years	David Brown	March 2015	• Lesson learnt report and improvements and recommendations embedded in core systems and processes
Undertake a regular (once a term) relationship survey to benchmark and track the quality of our relationship with schools	Communication Officer	Oct 2014	• Response rates to survey and improvement in confidence in service delivery and in perceptions of relationship
Produce quarterly review and report into progress against issues raised in the TH report . Commission independent external review in 18 months to assess progress	Sally Taylor	From Jan 2015	• Report assessing progress against the plan and overall resilience, stability and quality of relationship

Performance and Management Information	Scope scale of current challenges around collection of schools data including benchmarking costs and features of alternative systems used by school	Tony Elliott	Jan 2015	• Standards agreed and communicated to and understood by all schools • Nos. of schools signed-up to either BGfL or the new data exchange system • Compliance with new processes and tracking of completeness and accuracy of information. Tracking of how information is being used to identify schools at risk and the impact of subsequent interventions / support put in place as detailed within 'Improving our Schools' • Take up rates and monitoring to ensure timely, accurate and complete data from those schools.
	Set out expectations of all schools in relation to information requirements and sharing	Ray Chim	Feb 2015	
	Make clear the BCC proposition to schools on information including BGFL / X-Vault including costs supported by BCC and costs incurred by schools	Karen Pearson / Tony Elliott	March 2015	
	Define and specify processes in place underpinning data and information management. This includes: Processes for the collection and collation of timely, accurate and comprehensive performance information put in place Data sharing protocols agreed to underpin the process Escalation steps defined for schools that are non-compliant Processes for analysis, risk stratification, publication and action based on performance information specified Monitor and report schools that do not comply with new requirements	Karen Pearson / Ray Chim	May 2015	
	Develop, test and implement new data exchange system and launch product to those schools	Tony Elliott	May 2015	
	Ensure systems are in place and embedded for monitoring social media usage	Tony Elliott	June 2015	• Number of escalations
Full participation & skills	Secure resource for clearing backlog of young people whose participation is Not Known	Emma Leaman	Oct 2014	• Reduction in number of young people whose destination is not known • Reduction in number of young
	Secure additional resource for tracking of participation once backlog has been cleared		Dec 2014	

	Analyse participation and produce annual strategic commissioning statement for skills	Jan 2015	people not in education, employment or training
	Consult and get cabinet approval for NEETs action plan	Dec 2014	• Tracking mechanisms where providers demonstrate outcomes of young people supported
	Confirm annual school engagement programme to include: annual visits to all secondary schools to monitor full participation priorities; bi-annual road shows and fortnightly newsletters to schools to share best practice and support universal , targeted and specialist CEIAG offer	Nov 2014	
	Share audit of school / business links to strengthen engagement of businesses with schools, linked to developing a broader offer	Dec 2014	
	Implement a data platform that will enable young people and their adult supporters to access quality information and guidance relating to pathways and provision post-14	July 2015	

5.4   **Improving Our Schools** (Helen Miles)

POSITIONING THE COUNCIL	Work with partners including BEP, teaching schools, good and outstanding schools and national and local leaders of education to deliver improvements in our schools	5.4 Improving our Schools	School Improvement Strategy & Method	Support to the maintained TH schools requiring improvement in category	Curriculum

Area	Actions	Lead / Resource	Milestone	Evaluation & Monitoring
School Improvement Strategy and Method	Refine and deploy the School Improvement Strategy for the city that defines a model of school improvement based on commissioning outcomes driven support for schools from partners and making full use of capacity and expertise across the whole system including (including BEP; Teaching Schools; BGN; NLEs; LLEs; S4E; further and higher education; Good and Outstanding Schools) to drive improvement.	Steve Nyakatawa	On-going	• Numbers of good and outstanding schools • Numbers of schools identified as causing concern • Tracking against actions and outcomes agreed within school improvement plan and through the brokered support to school • Timescales to come out of special measures • Improvement against attainment targets as specified in section 3.2
	Define a new structure for School Improvement and Standards Team that ensures that there is sufficient capacity within the team to fulfil duties and responsibilities and support the model of school improvement described in the school improvement strategy	Steve Nyakatawa	April 2015	
	Specify and embed the processes that underpin the described model of school improvement. - This includes using data to agree priorities and schools causing concern - Commissioning and brokerage - Performance monitoring - Quality assurance - The work of the School Improvement Groups and the Performance and Commissioning Groups	Steve Nyakatawa	May 2015	

	Provide each school regardless of designation a link officer through the local authority and to share allocation out as capacity of the team is built	Jane Spilsbury	July 2014	• Annual visits to each school
	Introduce systems to support the early identification of schools that may become vulnerable through sharing information and intelligence and capturing through a scorecard process	Jane Spilsbury / Responsible Officer	From Jan 2015	• Numbers of vulnerable schools / schools causing concern
	Ensure systematic reporting of impact of school improvement activity through Education and Vulnerable Children Overview and Scrutiny Committee	Jane Spilsbury / Ray Chim	On-going	
	Meet termly with academy sponsors and free schools to share information and intelligence and signpost these schools to support available	Sally Taylor	From June 2014	• Ofsted ratings and recommendations in relation to safeguarding for these schools
Support to the maintained 'Trojan Horse' schools requiring improvement / in category	Ensure that each of the maintained schools inspected under section 8 and judged as RI is linked with an outstanding/good school and LA officer and that action plans are drawn up for each maintained school and deemed as either requiring improvement or in special measures.	Jane Spilsbury	July 2014	• Tracking implementation of actions specified within the statement of action / school action plan through monthly visit and report to Performance Management Group • Review meetings with schools providing the brokered support • Specific monitoring of safeguarding and governance as detailed in sections 5.1 (safeguarding) and 5.2 (governance) • Findings and recommendations of monitoring visits / inspections • Ofsted rating
	Produce action plans should be focused on ensuring the school is deemed as good within 12 months	Jane Spilsbury	On-going until achieve good OFSTED	
	LA to provide officer support to the academies inspected to advise on actions in their statement that relate to safeguarding will quality assure policy and practice changes through monthly visit and identify and share good practice	Resilience Officer		
	Provide fortnightly communication/reporting with each school in place until they become good or outstanding. Progress monitored through performance and commissioning group against commissioned support	Helen Miles		

Curriculum	Work with partners including BEP and SACRE to provide information to schools around new broad and balanced curriculum requirements	Sally Taylor	April 2016	Impact monitored through: • Monitoring through SACRE contract on RE curriculum • Comments and recommendations made within Ofsted reports • Action plans of specific schools where brokered support required and recommendations have stipulated this
	Commission a report across Birmingham on what children and families should expect from attending a Birmingham school regardless of type. To including spiritual, moral, social and cultural development. This will include debate on requirements of secular schools to provide a daily act of worship that must be of Christian character and assessment of whether RE curriculum requires refresh.	Sally Taylor	Report & actions plan June 2015	

5.5 Local Leadership & Accountability (Chris Glynn)

IMPROVEMENT THROUGH PARTNERSHIP	Drive innovation and improvement through new district structures that promote collaborative leadership and enhance accountability	5.5 Local Leadership & Accountability		New District Structures	District Co-ordinators

Area	Actions	Lead / Resource	Milestone	Evaluation & Monitoring
New District Structures	Pilot a model of District based working to develop and refine an approach for district based leadership, school improvement and joint commissioning	BEP	Report June 2015	Model monitored and tested through:
	Establish District Leadership and Commissioning Groups for each of the 10 Districts based on the recommendations of the pilot	BEP	From Sept 2015	• Number of schools / partners participating
	Create an Education and Schools Board is created to oversee the work of the Districts and co-ordinate City wide strategies and plans and establish clear processes for decisions that relate to schools (regardless of which Directorate they are driven from) to ensure they could go through new structures	Sally Taylor	Sept 2015	• Improvements against specific action plans and targets set by the group • Tracking against improvements against attainment measures and Ofsted ratings for that District
	Agree with relevant commissioners how District structures can shape provision around local needs for City wide services (for example CAMHs/Think Family/School Nursing/Speech and Language) and build in commitment with providers to work in this way	Chris Glynn	From Sept 2015	• Qualitative feedback and performance monitoring of services commissioned at District level • Commissioned evaluation reports into workings of District structures
	Introduce regular data and performance reporting produced for each District covering attainment, attendance, exclusions, socio-demographic trends to be put in place to focus the work of the Districts	Ray Chim	Oct 2015	

	Undertake a rigorous independent evaluation of new structures put in place	Chris Glynn	June 2016	
District Co-ordinators	Work with BEP to define and recruit District Co-ordinators for each District. These will provide the local face of education and be used to support the new model	Chris Glynn / BEP	From April 2016	• Tracking impact of Districts through measures outlined above

5.6 **Alternative Delivery Models** (Nimmi Patel)

IMPROVEMENT THROUGH PARTNERSHIP	Encourage the growth and development of non-statutory services through transfer to alternative delivery models	5.6 Alternative Delivery Models	Development of offer to schools

Area	Actions	Lead / Resource	Milestone	Evaluation & Monitoring
Development of offer to schools	Undertake detailed options exercise and business case on the future of those services that were identified within the Education Services Review that could transition out of the council into alternative delivery models – including A2E / City Serve / Schools HR and ER / School and Governor Support (part) / PATHS	Nimmi Patel	April 2015	Overall impact monitored through: • Increase take up of services offering / buy-back • Increased level of investment in development of the services • Development of new service lines / offering • School satisfaction levels with services
	Develop robust transition plans in place to begin moving those services into alternative delivery models	Nimmi Patel	Transfer from Sept 2015	
	Establish robust commissioning of those services that will move outside council where there is an element of a BCC budget. This will include clear service level agreements and processes for on-going monitoring, review and improvement	Nimmi Patel	In line with timetable for transition	

5.7   Special Educational Needs and Disabilities (Chris Atkinson)

POSITIONING THE COUNCIL	Improve the life chances of young people with SEND and through ensuring that right provision is in place to meet needs and promote greater independence	5.7 Special Educational Needs and Disabilities	Commissioning of sustainable special education provision	Developing the education infrastructure to provide sufficient school places	Improving life chances of young people with SEN

Area	Actions	Lead / Resource	Milestone	Evaluation & Monitoring
Commissioning sustainable special education provision	Publish our local offer in line with new statutory guidance	Chris Atkinson and Simon Wellman	In place for Sept 2014 with review and refinement until July 2015	Impact of the strategy evaluated against: • Compliance against new duties • Conversation to EHC plans within timescales • Delivering against new process standards for EHC assessments • Take up of personal budgets • Satisfaction levels (children / young people and their families) with services • Tracking improved attainment and outcomes • Development of services to meet emerging needs
	Ensure independent source of information, advice and guidance is in place			
	Provide assurance that all providers meet the Best Endeavours Duty			
	Put transition arrangements in place for Education Health Care plans			
	Review and update assessment process for EHC plans			
	Develop a new policy for personal budgets			
	Work towards new joint commissioning structures being put in place		April 2018	
	Review most complex / expensive packages of support and commission / develop integrated plan		Sept 2015	
	Ensure have data on quality and scope of provision and use this to shape provision within each quadrant		Sept 2015	
	Develop targeted early support provision for children with SEND		Sept 2015	

	Review model of home to school transport provision in line with Green Paper proposals		Jan 2016	
Developing the education infrastructure to provide sufficient school places	Establish systematic annual commissioning cycle in order to: review the capacity and suitability of existing spaces for young people; develop options to meet anticipated demand; allocate annual Basic Need Capital investment effectively; identify alternative capital funding sources	Chris Atkinson	September 2015	Demonstrate that sufficiency requirements in all parts of the city are met. Confidence of schools tested through the termly survey
Improving Life Chances of young people with SEN	Co-design a Local Offer for post-16 SEND provision that is shaped to meet the needs of our young people with SEND, with a particular focus on supporting increased independence	Chris Atkinson	April 2018	Actions assessed through: • Reduction in number of young people with SEND not in education, employment or training • Building in tracking mechanisms in order that providers demonstrate improved outcomes for young people against actions identified within their EHC plan
	Support high quality CEIAG for all young people with SEND in order to identify appropriate education pathways			
	Provide appropriate signposting and guidance for families and young people to access additional support, in particular at transition points including from Children's to Adults' services			
	Lever additional capital funding to further develop the infrastructure of Post16 SEND provision. This will be inclusive in approach, aiming to develop opportunities within a wide range of settings.			
	Develop a programme of targeted employment support for young people with SEND that aligns seamlessly with education and training pathways			
	Track and monitor destination of young people with SEND post-16			

5.8 Education Infrastructure (Emma Leaman)

POSITIONING THE COUNCIL	Develop the education infrastructure to support the education journey of each child ensuring that there are sufficient school places of the right quality available in all parts of the city	5.8 Education Infrastructure		Basic Needs	Maintenance & sustainability

Area	Actions	Lead / Resource	Milestone	Evaluation & Monitoring
Basic Needs	Confirm requirements for in-year expansions to meet cohort growth during 2014	Emma Leaman	Oct 2014	• Monitoring that we have comprehensive and timely information on number of places available and future demand • Overall effectiveness tracked through demonstrating sufficient school places available of right quality in all parts of the city to meet demand • Confidence to deliver basic needs tracked through termly confidence survey
	Publish annual sufficiency requirements and consult with schools through programme of sufficiency workshops to generate Expressions of Interest		Nov 2014	
	Develop school closure and merger policy and adopt through cabinet member		Nov 2014	
	Identify potential reductions in capacity / closures required to balance supply and demand for September 2015		Feb 2015	
	Confirm preferred options for expansions to meet gaps in provision for September 2015		Dec 2014	
	Deliver required places for Sept 2015 through schools capital programme		Sept 2015	
	Appraise expressions of interest in expansion and confirm preferred options for Primary, Secondary and Special School requirements for September 2016		Feb 2015	
	Confirm capital requirements and seek approval through cabinet for Stage 3 of Schools Capital programme		March 2015	

	Put robust and timely data capture and monitoring arrangements in place in order to assess: distance travelled to school; the time taken to allocate a place for children that have been refused a school place; effectiveness of the fair access protocol in placing children with challenging behaviours and children removed from school.	Julie Newbold	April 2015	• Reduction in average distances travelled to school • Reduction in time to allocate a school place • Number of challenges to schools where removal is not within guidance • Confidence in the local authority to deliver on its Fair Access duties measured through the termly survey
	Ensure systems are in place to use the information captured to: support place planning; identify and respond to safeguarding concerns; provide challenge where we believe the removal from roll is illegal; ensure all admission arrangements and oversubscription criteria are fair and will not disadvantage unfairly, a child from a particular social or racial group or a child with a disability or special needs.		April 2015	
Maintenance & sustainability	Collate information on condition, suitability and capacity of estate through roll out of Property Review process including traded service asset management offer to include property reviews and surveys	Emma Leaman	March 2015	Tracking overall improvements in school estate
	Audit statutory compliance and secure take up of duty-holder training for schools that have not attended to date		April 2015	Compliance with duty
	Identify and secure cabinet approval for planned maintenance investment priorities for Schools Capital Programme 2015-17		March 2015	
	Develop and adopt recommended options for schools to access energy efficiency and sustainability measures, including roll out of yr4 of the traded Sustainable Schools programme		Dec 2014	Improved energy efficiency
	Review usage and management arrangements of unattached playing fields; consultation with Districts on initial proposals		Jan 2015	Saving in line with target

5.9   Early Years Provision (Jill Crosbie)

POSITIONING THE COUNCIL	Improve education and health outcomes for 0-5 year olds through a model that tackles inequalities across the city and ensures best use of resources	5.9 Early Years Provision	Commissioning future model of early years provision

Area	Actions	Lead / Resource	Milestone	Evaluation & Monitoring
Commissioning future model of early years provision	Engage with stakeholders to identify best practices in relation to early years provision and develop future options to develop into a business case	Steve Robertson / Karen Pearson	July 2014	Model monitored and evaluated through: • Improved take up of early years provision • Enhanced value for money • Improved outcomes assessed against 'good level of development' criteria
	Finalise outline business case that will appraise options for future model of provision and build support for this model amongst key stakeholders		Nov 2014	
	Develop preferred model into a full business case with detailed commissioning specification and procurement plan for future model of early years provision		March 2015	
	Manage transition to the new model		April 2016	

5.10   Recruitment and Retention (Sam Hulson)

POSITIONING THE COUNCIL	Support schools to recruit and retain the right numbers of staff with the right skills	5.10 Recruitment and Retention	Scoping	Solutions

Area	Actions	Lead / Resource	Milestone	Evaluation & Monitoring
Scoping	Undertake a study of the issue of recruitment and retention in schools this will include an analysis of the scale and nature of the problem including: phase/parts of the city/subject areas/teaching & non-teaching staff/number of vacancies/time to appoint/ethnicity/local & regional labour market/applications & where they come from.	Sam Hulson	May 2015	Impact evaluated through: • Numbers of vacancies • Employee turnover • Time taken to appoint
	Undertake qualitative research with teaching / non-teaching staff and teacher training students both within and outside Birmingham to understand perceptions of Birmingham and Birmingham schools		May 2015	
Solutions	Work with key partners to design, develop and implement solutions and projects to the issues identified within the scoping study and support schools with recruitment challenges: Partners include: universities; Teach First; school direct leads and partners; SCITTS; employers; trade unions and professional associations.	Sam Hulson with partners	June 2015	
	Support wider corporate positioning / branding exercise for Birmingham (see theme 11)	Corporate resource	TBA	

	Identify and share best practices to schools on retaining teachers (for example: induction; continuing professional development; management support; communication; managing workload).	Sam Hulson with BEP/ Teaching Schools	June 2015	

5.11 Communications

COMMUNICATION	Communicate effectively with all of our stakeholders		5.11 Communications	Raising Awareness of the Strategy and Improvement Plan	Media Strategy	Ongoing communications	Rebranding Birmingham	Celebrating Education in the City

Area	Actions	Lead / Resource	Milestone	Evaluation & Monitoring
Raising Awareness of the Strategy and Improvement Plan	Use face to face and electronic channels to ensure that stakeholders understand the key messages within the Strategy and Improvement Plan. This will include: – BCC members, senior directors and staff to understand the plan in the context of their role and understand how they can support its success – Key partners such as BEP/S4E/SACRE/Birmingham Governors Network/trade unions are provided with briefing and opportunity to comment on plan – Briefings to schools through whole city event and presentations to consortia, networks and fora	Management Team	Dec 2014	• Termly survey of schools to track improved perceptions in effectiveness of communication and relationship between LA and schools.
Media Strategy	Have a proactive and reactive media strategy in place to identify and promote good news stories and respond quickly and appropriately to potentially damaging stories. Media strategy to include: newspapers; TV and radio and social media	Communications Officer	From Jan 2015	• Tracking positive publicity generated
On-going communications	Use e-briefing as mechanism for regular communication with school this will include regular progress update against the plan to schools and other stakeholders		From December 2014	• Termly survey of schools to track improved perceptions in effectiveness of communication and relationship between LA and schools

Rebranding Birmingham	Engage marketing / PR agency to brand and market Birmingham in order to address recent negative image. Key objectives include: supporting recruitment activity and making children and young people proud of the city and the education they are receiving here.		From Feb 2015	• Perception tracking commissioned as part of the exercise
Celebrating Education in the City	Launch high profile and prestigious annual event to celebrate the success stories of education in the city funded through sponsorship through employers with Birmingham presence.		July 2015	• Media coverage

6.   Budget

In order to deliver on the plan we will need to create additional capacity and resources over and above existing budget allocation.

Theme	Requirement	2014/15 (£k)	2015/16 (£k)	2016/17 (£k)	Assumption
Business Change and Support	Project Management	37	160	160	3*GR6
	Business Analysts / PSS	36	140	140	4*GR4
	Programme & Project Managment	150	250	100	External
	Communications Support	40	120	100	
	Specialist Adivce / Consultancy	50	200	50	
	Complaints Task Force	100	240	0	
	Professional Services	200	400	350	HR/ Legal/ Audit/ Commissioning
Addtional Staffing	Safeguarding Officer	24	100	100	1*GR7 plus support
	Training and Support	50	200	100	Including Tapestry
	Resilience Officer	0	0	0	Home Office funded
	Compliance Officer (complaints)	24	72	72	1*GR7
	Information / Data Officers		70	70	2*GR4
	Communications Officer		35	35	1*GR4
	Additional School Improvement		1400	1400	Total cost is 2m current 600k
	District Co-ordinators		200	400	
	Governor Support Officers	22	88	88	2*GR5
Training	Head Teacher Induction		75	75	
	Additional Safeguarding & Governance Training	30	150	150	
	External Reviews of Governance	50	100	50	
Information Techology	IT System Development (Data Exchange / Scorecard)	60	250	50	
	Social media monitoring		50	50	
	Web Development Support		50	50	
Additional Commissioning	SACRE	80	250	250	Enhanced role for oversight & monitoring; training and lead on debate
	Creative Exercise		100		
	Additional Brokered Support for Improvement	30	250	250	
	Values & Culture Change	20	150	50	External Support
	Follow Up Review Exercise		100		Independent Evaluation
	Early Years Commissioning	50	100	150	
TOTAL		1053	5300	4290	
TOTAL (plus 10% contingency)		**1158**	**5830**	**4719**	

APPENDIX A – REPORTS AND REVIEWS

The Education Services Review

The *'Integrated Transformation – Our Strategy for Improving Services for Children and Young People in Birmingham'* (December 2013) identified the need to *'review and reset the relationship with and support to our schools'.*

In order to address this a six month 'Education Services Review' was set up with the following aims:

- *To agree the role and remit of the Council in education*

- *To specify how services should be reorganised in line with agreed roles and remit*

- *To agree how all partners will hold one another to account for fulfilling these respective responsibilities*

The review was underpinned by a programme of comprehensive engagement with schools and other stakeholders involving over 300 schools.

The themes and recommendations from this engagement were incorporated into the Education Services Review Report and presented to Education Sub-Programme Board and the CSE Service Review Board.

The data report was produced as part of the engagement to challenge assumptions and promote discussion with the following drawn out for specific mention by stakeholders:

- Birmingham is a young City and the population of children and young people is growing

- It is a very multi-cultural and diverse City which brings great strengths but also presents some challenges

- Many of the children and young people in Birmingham live in poverty and in areas of high deprivation. This does impact on educational attainment. Schools and education providers have a role in helping people break out of the poverty cycle

- Birmingham has a high proportion of good and outstanding schools although this has fallen over the past 12 months

- Birmingham compares favourably against other core cities in relation to attainment but there are disparities in performance between different parts of the City and there are underperforming cohorts of children and young people such as looked after children

- Overall performance of children with special education needs is below national average at KS1 and KS2 although Birmingham is higher at KS4

The face to face feedback from the engagement with schools was consolidated into four key themes, these are summarised below.

In relation to the *overall system of education*, schools outlined that the relationship with the local authority has deteriorated over a number of years. A number of factors were highlighted including stability of leadership at the council, lack of support provided to schools when they were at their most vulnerable and a failure to deliver on initiatives that school leaders had put energy into.

It is clear that most schools have matured as organisations and have bought into the vision of independent, autonomous public

funded bodies and look to local authority less for support. There are risks to this model and these are understood, in Birmingham schools have come together in networks and consortia to provide mutual support.

It is also apparent however that the majority of schools do want a relationship with the Council albeit with the local authority playing a reduced role.

The second theme relates to frustrations around supporting children with *special educational needs*. The failure to gain overall consensus on strategy and the dynamics of the current system that includes inconsistencies in relation to admissions and inclusivity, schools using permanent exclusions as a means to expedite processes, use of out of City and independent provision to meet demand has led to a model that is not financially stable.

The third theme schools identified was the variability in the *quality of services* received from the local authority with standards depending on who the school deals with rather than the underpinning model and processes. Schools did acknowledge that budget cuts and the volatility of the Council environment is a major factor.

The final theme addressed *commissioning* and the frustration of schools that services are either not properly commissioned or are commissioned at a City wide level in a way that is not responsive to local needs and this often leads to schools procuring these services again. Examples of improved outcomes were provided where schools were working with local providers to own and shape bespoke delivery around the needs of children and their communities.

During these discussions the issue of accountability of respective partners was also raised and in particular the need for the local authority to hold providers and schools to account where they are not meeting expectations or fulfilling their role. Similarly there was a need for schools to challenge the local authority in areas where it was not delivering.

An options appraisal exercise was then undertaken with schools to assess whether models that have been adopted in other local authorities could be used in Birmingham to address issues and the challenges faced. These models were: complete outsource (Hackney Learning Trust); joint venture (Entrust Staffordshire CC); charitable trust (Buckinghamshire); schools owned company (Hertfordshire).

A number of distinct features and advantages were drawn out of each of the models, for example, shared ownership, scope and freedom for innovation and there was strong feedback to incorporate these into a model in Birmingham that builds upon existing structures that have been set up rather than tie the Council into a lengthy procurement exercise.

A number of key design principles were agreed to shape the overall model.

- The future model should be congruent with the concept of a self-improving system of education, building on the partnerships and networks that are developing between schools in Birmingham

- It should bring greater coherence to the offer of support to schools ensuring partners are working inter-dependently to maximise overall impact and effectiveness

- The model needs to be able to have an immediate effect on performance and outcomes

- Ownership and buy-in from schools is key and the model should create and sustain good relations

- The model has to reflect the size and complexity of Birmingham and be able to flex and respond differently in different parts of the City

- It needs to bring stability to services in order that where there is demand managers can grow and invest in their service offering

- The model needs to be consistent with national policy

Based on these principles, an outline model and associated recommendations were shaped and endorsed by schools.

A) The local authority should focus solely on efficiently and effectively delivering core statutory duties. These duties focus on specialist support to vulnerable children & young people and schools at risk with universal and targeted support delivered by other parts of the system.

There is strong consensus on what this core remit of the council should be. This is: *place planning; ensuring fair access; being a champion and advocate for vulnerable children and young people (including assessment and brokerage of services); ensuring there is a framework for school to school support and improvement; intervening in schools where there are concerns; delivering on landlord responsibilities to maintained schools*.

B) Non-statutory and non-core services will transfer to alternative delivery models outside of the Council. There is a strong case for using existing structures and subject to due diligence and process it is these services will transition to Services4Education (S4E), a charitable organisation, which already delivers services to schools that were once part of the local authority and the Birmingham Education Partnership (BEP) a membership organisation that already leads on the universal school improvement offer and is committed to a safeguarding offer which meets the needs of schools. Both of these organisations are engaged in thinking through how they can work together to develop an integrated offer to schools in these areas. This is consistent with the Leaders Policy Statement 2014 where a commitment is made to '*rapidly develop the Birmingham Education Partnership so that it can commission a comprehensive range of support services and support strong improvement partnerships between schools*'.

C) New District Leadership and Commissioning Groups will be developed in order to provide a robust mechanism for collaborative leadership, co-design and commissioning and decision-making across partner organisations at local level. The groups will also play a critical role in ensuring that schools and the local authority hold one another to account for their respective roles and responsibilities.

A city wide Education and Schools Board would also be set with a representative from each of the District Commissioning Groups attending along with the local authority and representatives. The Board will act as the point of escalation from the District Commissioning Groups and address issues that require a city wide response.

D)   A new role of District Co-ordinator will be created who will work with school leaders and community organisations to build ownership and consensus on issues and help shape collaborative solutions. They will also provide a 'local face' for education in each District enhancing communication and co-ordination.

Crucially, the model has been shared with the Department for Education in response to their question with regard to the capacity of the local authority to respond to the issues raised as part of the 'Trojan Horse' investigations and initial feedback from the Department has been positive.

Ian Kershaw Investigation Report

Birmingham City Council appointed Ian Kershaw and his team at Northern Education to undertake an independent investigation into the issues arising from the Trojan Horse letter.

Specifically the review was asked to comment on whether there was any substance in the allegations made in the letter and if so what steps should the BCC take to avoid or address any issues.

Overall the team states that there are "*clear patterns of behaviour amongst groups of individuals which is so common that it is reasonable to infer that there are links between these various individuals. This is however an inference which I draw as, to date, there is little express evidence to which I can point of a systematic plot or co-ordinated plan to take over schools serving students of predominantly Muslim faith or background*".

The team also highlighted that there is a view that some schools in East Birmingham have failed Muslim children and so individuals came together to take action to address this and in doing so have used their influence in communities to change schools often by unacceptable practices. However the review found no evidence of a conspiracy to promote an anti-British agenda, violent extremism or radicalisation.

However the team did find evidence of: placing demands on head teachers to modify curriculum provision which would deny students a broad and balanced experience; making inappropriate demands on heads for information; behaving aggressively in the management of heads; undermining heads during inspections; interfering in operational matters and the inappropriate appointment of friends and relatives. This has resulted in conflict with heads especially in relation to following legal and statutory guidance.

The review also identifies that weaknesses in the systems and processes of school governance and failings in local authority to identify and address problems allowed these issues to take hold.

A series of recommendations are then made and these include:

- Setting out through a vision and strategic direction / policy how schools, academies, the local authority and other partners will work together to deliver high standards of education

- Bringing clarity on cultural issues affecting curriculum

- Providing high quality training and support to governing bodies to fulfil their duties

- Development of clerking service for governing bodies

- Introduction of induction programme for new heads

- Reviewing systems at BCC for monitoring and auditing governing bodies including looking at role of LA appointed governors

- Improving the process for proposing LA governors

- Locating staff within localities in order to build better soft intelligence about schools

- Development of a 'task force' to investigate complaints about governors / leadership in schools

- Undertake review of whistle blowing processes

Peter Clarke Review

In April 2014 the Secretary of State for Education appointed Peter Clarke as the Education Commissioner for Birmingham with the remit to: investigate what had happened in the schools of concern arising from the Trojan Horse allegations; gather and scrutinise evidence from a range of sources to understand the implications for the school system in Birmingham and more widely; make specific recommendations for improvement.

The review found no evidence of terrorism, radicalisation of violent extremism in the schools of concern however it did find individuals in positions of influence in schools that espouse, sympathise or fail to challenge extremist views and who have strived to instil a particular religious ethos into state non-faith schools. The review also found that the actions of a small number of associated individuals was co-ordinated deliberate and sustained[2].

The team go onto state that the potential impact on children at these schools is a cause of concern as they learn to be intolerant of diversity, are not provided with the benefits of a broad educational experience and are not being prepared for life in a modern, multi-cultural society. Fears were also raised that these children will be more vulnerable to radicalisation in the future.

The review makes a number of recommendations, those that relate to the Council include:

- Improving the running of the school governor service, ensuring effective appointments are made, training is made available to governing bodies and is able to intervene effectively where the governing body is failing

- Limiting the number of school governor positions an individual can hold

- Ensure schools publish the make-up of their governing body

- Reviewing systems of support and associated processes to schools to ensure the offer is both strategic and joined up

- Improving how the authority responds to issues raised by schools

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[2] Please note the difference to the Ian Kershaw conclusion

The Trojan Horse Review Group

The Trojan Horse Review Group was set in April 2014 and includes representatives from schools and wider community.

The remit of the Group was to, "*review the findings of the Independent Chief Advisor – and any other reports that may be made available by DfE, Ofsted or others – with a view to publishing a report that: explains the authenticity or otherwise of the Trojan Horse allegations and makes recommendations to the city council and any other relevant bodies to ensure effective future governance and safeguarding arrangements in all schools*".

The following conclusions are amongst those drawn:

- The issues highlighted in the small number of schools are totally unacceptable and undermine what the city is all about.

- The issues relate to a small groups of activists seeking to subvert a small number of schools and that many of the 437 schools in the city are successful in meeting the educational and social needs of our children

- Development of good governance across all schools is essential and this requires a strong central support and where appropriate challenge mechanism

- The review has highlighted a number of non-Birmingham specific national issues around values and education that need to be addressed through mature debate

The report goes onto make a number of specific recommendations that include:

- Ensuring a proper / transparent process of accountability for the failings of the past and for appropriate recognition of the damage done

- Strengthening significantly the system of schools governance

- Producing a clear, simple and concise re-statement of the legal framework

- Sharpening, monitoring and accounting for the circumstances within which it is genuinely appropriate for any individual to be a governor of more than one school In Birmingham at any one time

- Working directly with Ofsted, Birmingham Children's Safeguarding Board and others in sustaining a sharp focus on any school exhibiting "isolationist" tendencies

- Reinvigorating a Birmingham-wide approach to inclusivity, integration, openness and transparency across all schools

- Producing a clear code to give effect to the duty of care and responsibilities towards head teachers

- Making a clear and simple statement of "what good looks like" in primary and secondary schools across the City in respect of Preventing Extremism

Special Education Needs

The Directorate has been reviewing approaches to Special Education provision and identified a number of challenges and opportunities, these include:

- The commissioning approach for SEND provision, as required by the law, creates an opportunity to shape the market to improve outcomes for SEND young people and make best use of the funding available.

- The implementation of personal budgets creates an opportunity for the market to respond to the specific wishes and needs of young people

- There is an opportunity to better integrate early support and early help into the pathway

- It is challenging to maintain high quality special education provision that is sufficiently specialised to meet current demand at the same time as responding to changing patterns in type and complexity of special needs

- Forecasting of future SEND pupil place requirements is particularly challenging due to changing patterns of demand

- The Schools Capital programme provides a key opportunity to align capital investment into the education infrastructure

- There is an opportunity to influence and increase the participation of SEND young people in education and training leading to employment through the work of the Birmingham Youth Employment Partnerships

- A school system with a range of schools including maintained, academy and free schools, linked through the emerging Birmingham Education Partnership, creates both challenges and opportunities for integrated services to support our young people with SEND

The Birmingham Special Education Development Plan (SEDP) has been created as a strategic document to support the integrated development of our city's special education provision to meet the needs of all children and young people with Special Educational Needs and Disability, SEND, through a period of rapid population growth.

The Special Education Development Plan sets how we will approach our work with our partners to integrate the delivery of:

I) A commissioning model for sustainable special education provision, integrated with the commissioning of health and social care services, in the context of personalisation

II) An education infrastructure that offers sufficient, appropriate special education provision for all young people aged 0-25 with SEND across the full range of education settings

Improved participation and transition of our young people with SEND promoting independence through school and beyond, including transition to adult services and support where needed

Education Development Plan

The Education Development Plan (March 2014) sets out the City's approach to developing the education infrastructure to support the education journey of each child from 2-19 or for those children with complex needs from 0-25.

The following objectives have been agreed:

- To secure sufficient high quality places for all young people in Birmingham schools and early years settings

- To ensure additional places are provided where they are needed at the right time to meet population growth, improving parental satisfaction and maintaining a rich diversity of provision

- To sustainably maintain our schools and early years settings contributing to a green and health city

- To support schools to be at the heart of Birmingham's inclusive economy, wherever possible opening facilities for the benefit of local communities

- To ensure that all young people participate in the school education offer and beyond into further education and training

- To strengthen the collaboration between businesses and schools so that young people acquire the skills that they need to become independent and make a positive contribution to society

Delivery of these objectives is being managed through three interconnected plans, these are: Basic Needs Strategy; Schools Maintenance and Sustainability Strategy; Full Participation Strategy.

APPENDIX B – CURRENT PERFORMANCE

Note: Data supplied via the CYPF Information Management Team – Performance in a bespoke report on 5th November 2014.

Current performance levels for the areas highlighted under our ambitions are outlined below.

Ofsted Judgement

81% of maintained schools are currently outstanding / good

Key Stage 1

Key Stage 1 (2+)

	Birmingham	National
Reading	88%	90%
Writing	84%	90%
Maths	90%	92%

Key Stage 1 (2B+)

	Birmingham	National
Reading	78%	81%
Writing	67%	70%
Maths	77%	88%

Key Stage 2

Key Stage 2 (L4+)

	Birmingham	National
Reading	86	89
Writing	83	85
Maths	83	86

Key Stage 2 (L4B+)

	Birmingham	National
Reading/Writing/Maths	75%	79%
Writing	72%	78%
Maths	71%	76%

Key Stage 4

	Birmingham	National
5+ A-C GCSE (inc Maths & English	55%	56%

SEN Key Stage 1

SEN Key Stage 1 (2+)

	Birmingham	National
Reading	57%	60%
Writing	46%	50%
Maths	65%	68%

SEN Key Stage 1 (2B+)

	Birmingham	National
Reading	32%	40%
Writing	18%	24%
Maths	65%	68%

SEN Key Stage 2

SEN Key Stage 2 (4+)

	Birmingham	National
Reading	57	60
Writing	46	50
Maths	65	68

SEN Key Stage (4B+)

	Birmingham	National
Reading	32	40
Writing	18	24
Maths	35	41

Key Stage 4

FSM Key Stage 4

	Birmingham (FSM)	Birmingham (All)
5+ A-C GCSE (inc Maths & English)	37%	51%

LAC Key Stage 4

	Birmingham (LAC)	Birmingham (All)
5+ A-C GCSE (inc Maths & English	20%	60%

NB the Birmingham all is 2013

Performance of Birmingham Districts Key Stage 4

District	
Edgbaston	60%
Erdington	54%
Hall Green	59%
Hodge Hill	55%
Ladywood	54%
Northfield	56%
Perry Barr	60%
Selly Oak	64%
Sutton Coldfield	81%
Yardley	51%
All Birmingham Pupils	60%

Most Able Pupils Key Stage 2

Level 5+

	Birmingham	National
Reading	43%	50%
Writing	32%	33%
Maths	38%	42%
Reading, Writing and Maths	21%	21%

APPENDIX C – CULTURE

This work will be managed as part of the 'Our Leadership of Education' workstream. As it is an internal facing set of actions it has been placed as part of the

	We will:			
Our Culture	• Define the values and behavioural expectations of all BCC staff working with schools and how staff will be supported to develop and demonstrate they are working in line with these.	L&D Team	March 2015	• Annual culture survey
	• Commission training to support values and behaviours. This will include ensuring staff understand the difference between issues of culture/tradition and those of faith. The training will be built into induction and rolled out to People's staff within schools	L&D Team	Completed January 2016	• Training take-up and evaluation
	• Lead whole staff events organised to bring staff from different teams together to build relationships, embed a culture of information sharing and challenge and reinforce the sense of ambition and confidence we have for education in the city	L&D Team	Quarterly from March 2015	• Evaluation and culture survey
	• Launch a creative exercise that will encourage children and young people to celebrate and promote what is best about Birmingham	Project Manager	June 2015	• Number of participants / media coverage
	• Commission a regular culture survey to measure and monitor buy-in and adherence to the values	L&D Team	From March 2015	• Improving scores against baseline

APPENDIX D – GLOSSARY

BCC   Birmingham City Council

BEP   Birmingham Education Partnership

BGfL   Birmingham Grid for Learning

BSCB   Birmingham Children's Safeguarding Board

CAMH   Children & Adolescence Mental Health

CC   City Council

CEIAG   Careers education, information, advice & guidance

CTLP   Counter Terrorism Local Profile

DfE   Department for Education

DSG   Dedicated School Grants

DSP   Designated Safeguarding person

EHC   Education, Health and Care

FGM   Female Genital Mutilation

HOS   Heads of Service

HR   Human Resources

KS   Key Stage

LA   Local Authority

LGBT   Lesbian, Gay, Bisexual & Transgender

MASH   Multi-Agency Safeguarding Hub

NEETs   Not in Education, Employment or Training

NGA   National Governance Association

OD   Organisational Development (Team)

RI   Requires Improvement

S4E   Services for Education

SACRE   Standing Advisory Council for Religious Education

SEDP   Special Education Development Plan

SENAR   Special Education Needs Assessment & Review

SEND   Special Education Needs & Development

SSI   Schools & Settings Improvement

TH   Trojan Horse

WRAP   Workshop for Raising Awareness of Prevent