

Agenda for a meeting of the Children's Services Overview and Scrutiny Committee to be held on Tuesday, 6 September 2016 at 4.30 pm in Committee Room 1 - City Hall, Bradford

Members of the Committee – Councillors

CONSERVATIVE	LABOUR	LIBERAL DEMOCRAT	INDEPENDENT
D Smith (Chair) M Pollard (DChair)	Engel Mullaney Peart Shaheen Tait	Ward	Sajawal

Alternates:

CONSERVATIVE	LABOUR	LIBERAL DEMOCRAT
Carmody Rickard	Akhtar Bacon Abid Hussain Thirkill	J Sunderland

VOTING CO-OPTED MEMBERS:

Sidiq Ali	Parent Governor Representative
Claire Parr	Church Representative (RC)
Joyce Simpson	Church Representative (CE)
Gull Hussain	Parent Governor Representative

NON VOTING CO-OPTED MEMBERS

Kerr Kennedy	Voluntary Sector Representative
Stephen Pickles	Teachers Primary Schools Representative
Tom Bright	Teachers Secondary School Representative
Tina Wildy	Health Representative

Notes:

- This agenda can be made available in Braille, large print or tape format on request by contacting the Agenda contact shown below.
- The taking of photographs, filming and sound recording of the meeting is allowed except if Councillors vote to exclude the public to discuss confidential matters covered by Schedule 12A of the Local Government Act 1972. Recording activity should be respectful to the conduct of the meeting and behaviour that disrupts the meeting (such as oral commentary) will not be permitted. Anyone attending the meeting who wishes to record or film the meeting's proceedings is advised to liaise with the Agenda Contact who will provide guidance and ensure that any necessary arrangements are in place. Those present who are invited to make spoken contributions to the meeting should be aware that they may be filmed or sound recorded.
- If any further information is required about any item on this agenda, please contact the officer named at the foot of that agenda item.

From:

Parveen Akhtar
City Solicitor

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To:



A. PROCEDURAL ITEMS

1. ALTERNATE MEMBERS (Standing Order 34)

The City Solicitor will report the names of alternate Members who are attending the meeting in place of appointed Members.

2. DISCLOSURES OF INTEREST

(Members Code of Conduct - Part 4A of the Constitution)

To receive disclosures of interests from members and co-opted members on matters to be considered at the meeting. The disclosure must include the nature of the interest.

An interest must also be disclosed in the meeting when it becomes apparent to the member during the meeting.

Notes:

- (1) *Members may remain in the meeting and take part fully in discussion and voting unless the interest is a disclosable pecuniary interest or an interest which the Member feels would call into question their compliance with the wider principles set out in the Code of Conduct. Disclosable pecuniary interests relate to the Member concerned or their spouse/partner.*
- (2) *Members in arrears of Council Tax by more than two months must not vote in decisions on, or which might affect, budget calculations, and must disclose at the meeting that this restriction applies to them. A failure to comply with these requirements is a criminal offence under section 106 of the Local Government Finance Act 1992.*
- (3) *Members are also welcome to disclose interests which are not disclosable pecuniary interests but which they consider should be made in the interest of clarity.*
- (4) *Officers must disclose interests in accordance with Council Standing Order 44.*

3. INSPECTION OF REPORTS AND BACKGROUND PAPERS

(Access to Information Procedure Rules – Part 3B of the Constitution)

Reports and background papers for agenda items may be inspected by contacting the person shown after each agenda item. Certain reports and background papers may be restricted.



Any request to remove the restriction on a report or background paper should be made to the relevant Strategic Director or Assistant Director whose name is shown on the front page of the report.

If that request is refused, there is a right of appeal to this meeting.

Please contact the officer shown below in advance of the meeting if you wish to appeal.

(Fatima Butt – 01274 432227)

4. REFERRALS TO THE OVERVIEW AND SCRUTINY COMMITTEE

Any referrals that have been made to this Committee up to and including the date of publication of this agenda will be reported at the meeting.

B. OVERVIEW AND SCRUTINY ACTIVITY

5. ARRANGEMENTS BY THE COUNCIL AND ITS PARTNERS TO TACKLE CHILD SEXUAL EXPLOITATION 1 - 30

The Strategic Director Children's Services will submit **Document "I"** which provides an update to the report presented to the Committee on 8th October 2015 and subsequently to the District's Area Committees regarding the issue of child sexual exploitation (CSE). It sets out the arrangements that have been put in place, and which continue to develop, to safeguard children from CSE.

Recommended-

(1) That contents of the report be noted.

(2) That a further report be presented in to the Committee in 12 months time.

(Paul Hill – 01274 434361)

6. UPDATED INFORMATION FOR MEMBERS ON THE WORKLOADS OF CHILDREN'S SOCIAL CARE SERVICES 31 - 50

The Deputy Director (Children's Social Care) will submit **Document "J"** which presents information on the workload of Children's Social Work Teams and updates Members on key pressures on the service. The workload analysis is based on activity up to 30th June 2016.



There have been a slight change to the overall workloads of social workers, and pressures upon the service since the last report was presented. The report demonstrates that Social Work Services for Children & Young People in the District remain strong, robust and well managed.

Recommended-

That the Committee consider further reports in the 2016-17 work programme to ensure the continuation of safe workloads and practice into the future given the current financial climate.

(Di Watherston/Cat Moss – 01274 437077)

7. REVIEW OF POST-16 EDUCATION IN BRADFORD

51 - 64

The Strategic Director, Children's Services will submit **Document "K"** which reports that this is a period of significant change for post-16 education and training locally and nationally and the Council with the support, participation and cooperation of a range of key partners has led a local review of post-16 provision within the District to ensure that we have a sustainable, high quality offer that delivers the best outcomes for our young no matter where they start.

Recommended-

- (1) That the Committee note the contents of the report and work with partners to promote and deliver the actions set out in section 9 and specifically 9.1 of Document "K".**
- (2) That the Committee support the Council with the engagement of a broad range of partners from education and business with the development of the post-16 agenda and partnerships in Bradford.**

(Philip Hunter – 01274 439575)

8. UPDATE ON THE DEVELOPMENT AND IMPLEMENTATION OF THE POST-OFSTED ACTION PLAN

65 - 72

Bradford Council's Local Authority's arrangements for school improvement were inspected by Ofsted between 15 and 19 June 2015. Following the publication of the report, in the form of a letter, on 21 August, an action plan was developed to address the issues raised in the report. The plan was submitted to Ofsted on 28 September and a response was received on 26 October. This led to some minor revisions to the final plan.



The Deputy Director, Education, Employment and Skills will submit **Document “L”** which provides an update on the continued delivery of the action plan throughout the academic year 2015/16, and the next steps in revising the plan. Information on the post-Ofsted Action Plan was previously provided to the Children’s Services O&S meeting on 12 January 2016.

Recommended-

That the information provided be considered and noted.

(Judith Kirk – 01274 439255)

9. CHILDREN’S SERVICES OVERVIEW AND SCRUTINY COMMITTEE WORK PROGRAMME 2016/17 73 - 80

The Chair of the Committee will submit the Children’s Services Overview and Scrutiny Committee Work Programme for 2016/17 (**Document “M”**).

Recommended-

That the 2016/17 Work Programme continues to be regularly reviewed during the year.

(Licia Woodhead – 01274 432119)

THIS AGENDA AND ACCOMPANYING DOCUMENTS HAVE BEEN PRODUCED, WHEREVER POSSIBLE, ON RECYCLED PAPER



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Report of the Strategic Director (Children's Services) to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 6th September 2016.

Subject:

Arrangements by the Council and its partners to tackle child sexual exploitation.

Summary statement:

This report provides an update to the report presented to the Children's Services Overview and Scrutiny Committee on 8th October 2015 and subsequently to the District's Area Committees regarding the issue of child sexual exploitation (CSE). It sets out the arrangements that have been put in place, and which continue to develop, to safeguard children from CSE.

Michael Jameson
Strategic Director
Children's Services

Portfolio:

Health & Social Care

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Overview & Scrutiny Area:

Children's Services



1. SUMMARY

- 1.1 This report provides an update to the report presented to the Children's Services Overview and Scrutiny Committee on 8th October 2015 and subsequently to the District's Area Committees regarding the issue of child sexual exploitation (CSE). It sets out the arrangements that have been put in place and which continue to develop, to safeguard children from CSE.
- 1.2 **There is significant public concern regarding the issue of CSE. Members of the public with information that suggests children may be at risk of CSE regularly contact West Yorkshire Police or Bradford Children's Services and these concerns are followed up by the multi-agency CSE Hub. Information from the public is invaluable in protecting children from CSE and other safeguarding risks. Any member of the public wishing to share information about potential risk to a child should contact either the Police on 101 or Bradford Children's Specialist Services on 01274 435600.**
- 1.3 Detailed information is provided regarding the activity of the multi-agency CSE Hub during the business year April 2015 – March 2016. An in depth break down is provided of the workload of the Hub on one particular day: 29th March 2016.
- 1.4 The report also provides information about the multi-agency review of the Hub undertaken by BSCB in recent months. Updates are also provided about the commissioning of preventative services, training about CSE and the work of partners to investigate non-recent sexual exploitation and support victims.
- 1.5 This report develops significant themes from the previous reports regarding CSE published by the Council, in particular the Council Executive reports dated 15th January 2015 and 15th September 2015.

2. BACKGROUND

2.1 National context:

Tackling Child Sexual Exploitation continues to be a national priority for central government. The government departments leading this work are the Home Office and the Department for Education.



2.2 In 2009, the government guidance “Safeguarding Children and Young People from Sexual Exploitation” contained the following definition of Child Sexual Exploitation (CSE):

“Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child’s immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person’s limited availability of choice resulting from their social/economic and/or emotional vulnerability.”

2.3 Nationally, understanding of the complexity of CSE has developed significantly since 2009 and there are currently a range of definitions used in different jurisdictions of the United Kingdom and by some voluntary sector organisations. In early 2016 the government consulted on options for a revised definition of CSE, to which Bradford Safeguarding Children Board (BSCB) made a submission. The government has not yet published the outcome of the consultation.

2.4 The Independent Inquiry into Child Sexual Abuse was established by the former Home Secretary, Theresa May. The Inquiry will investigate whether public bodies and other non-state institutions have taken seriously their duty of care to protect children from sexual abuse in England and Wales. The enquiry has launched 13 investigations to date. These investigations are:

- Accountability and Reparations;
- Cambridge House, Knowl View and Rochdale;
- Children in Custodial institutions;
- Children outside the UK;
- Child Sexual Exploitation by Organised Networks;
- Lambeth council;
- Lord Janner
- Nottinghamshire Councils;
- Residential Schools;
- The Anglican Church;
- The Internet
- The Roman Catholic Church;
- Westminster.

Among these 13 investigations are a number that have a particular focus on CSE or sectors where there is concern that previous arrangements have failed to effectively protect children from CSE.



- 2.5 It is acknowledged that the painstaking work of the Inquiry, incorporating the work of these 13 investigations, will take a considerable amount of time to be completed and to report. The Inquiry has established a consultative panel to ensure that the experiences and views of victims and survivors will be included in the final report and its recommendations. Further information regarding the work of the Inquiry can be found at the website: <https://www.iicsa.org.uk/>
- 2.6 On July 29th 2016, the Chief Executive of Bradford Council wrote to Dame Justice Lowell Goddard, the then chair of the Inquiry. The letter is attached to this report as appendix 2. The Chief Executive drew the chair's attention to the call for an independent inquiry into CSE in the Bradford area by Ms Angela Sinfield, who is the mother of one of the local victims of child sexual exploitation. The letter goes on to invite "robust scrutiny" of Bradford's record and arrangements.
- 2.7 The government decision, in 2015, to designate CSE a "national emergency" has reinforced the increasingly high priority given to CSE in local authority and police force areas. Later, this report will provide evidence of increased recognition of CSE and provision of services to those at risk of, or actually experiencing this form of abuse. The Chair of the National Association of Police and Crime Commissioners, Vera Baird QC, stated in July 2016 that the national cost of police efforts to tackle the "growing and tragic menace" of child sexual exploitation could treble to £3bn a year by 2020. This estimate does not include the cost to local authority services, the National Health Service and voluntary sector organisations.

2.8 **Local context:**

Bradford Safeguarding Children Board (BSCB) has developed a 9 Point Strategic Response to CSE which identifies the priorities agreed by all partner organisations working with children and families in the Bradford District. These priorities are:

- Our partnership response to CSE is child, young person and victim focused.
- Partners will develop and resource a multi agency co-located team which will work together to reduce the risk to victims and bring offenders to justice.
- A training plan will be developed for all professionals and leaders regarding CSE, in particular training and support for schools to identify to pupils and teachers the signs of being groomed for CSE.
- Communities will be assisted to deal with the impact of CSE.
- Support networks will be supported focusing on women and mothers.
- A specific direct work plan will be developed aimed at boys between 14 yrs and 17 yrs to tackle any unacceptable attitudes regarding the sexual abuse of any person.
- Partners will work together to develop responses and resources to address the impact of CSE in its varied manifestations across the District's communities.
- A partnership response will be developed to reduce the opportunities for perpetrators of CSE to traffick and abuse children and young people through the use of all regulatory functions of the Council and its partners
- Our partnership response includes undertaking multi-agency historic investigations into CSE.



- 2.9 Organisations develop specific plans, consistent with their statutory responsibilities and local needs analyses, for recognising and responding to the impact of CSE. The 9 Point Strategic Response is periodically reviewed and the BSCB CSE and Missing Children Sub Group directly monitors those plans that are the responsibility of BSCB and holds partners to account for the progress of their individual agency plans for tackling CSE. A report will be provided in September 2016 to Council Executive regarding the 9 Point Strategic Response to CSE.
- 2.10 Key decisions made by the Council have demonstrated a strong commitment by elected members to ensuring that they and council officers make a full contribution to the District's 9 Point Strategic Response. At the Full Council Meeting of 12th July 2016, members accepted the recommendation of the Governance and Audit Committee to amend the Members' Code of Conduct to require all Members and Co-opted Members of Council to complete CSE training. BSCB is seeking assurance from the Council's Member Development Manager who is charged with ensuring that all Members are able to fulfil this requirement.
- 2.11 A key responsibility of BSCB is to ensure that professionals learn from practice experience and that organisations make improvements based on that learning. BSCB has commissioned an independently led serious case review (SCR) into a particular case of CSE. This case is linked to the abuse of a girl by a group of adult men and one male who was a juvenile at the time of the offences. Twelve men were convicted of a number of offences linked to CSE and sentenced in January 2016. This SCR will be published when concluded. There are detailed action plans for all agencies which are based on the recommendations framed by the independently led panel for the review and the progress of agencies in relation to these actions will be monitored and tested by BSCB.
- 2.12 In addition to undertaking SCRs, BSCB carries out "Challenge Panels" in the course of which a number of cases are looked at in depth. The cases are selected with a theme in mind; some cases are chosen as it is acknowledged that they present particular difficulties for agencies, others are chosen from a random sample to provide an opportunity to view how other, similar, cases have been responded to. Panel members read and analyse multi-agency records regarding these cases and then receive presentations and ask questions of selected front line practitioners and first line managers who have been involved in the cases considered. The panel identifies improvements that can be made in procedures, practice, training and information for professionals across the safeguarding partnerships. Two challenge panels, on 5th December 2014 and 21st March 2016, have looked at the issue of CSE.
- 2.13 In 2016 Ofsted announced a new programme of multi agency inspection (Joint Targeted Area Inspection, JTAI) covering both the "Front Door" arrangements for social care, as well as an in depth look at an area of multi agency practice through a "Deep Dive". The first of these themes was "CSE and Children Missing from home and care". The BSCB coordinated a programme of preparation for inspection which was led by a high level Leadership Group chaired by the Director of Children's Services as well as a JTAI Programme Board which undertook a self assessment



and action planning process. The action plan arising from this work has been mapped to the 9 Point Strategic Plan and is being monitored through the CSE sub group of the Board, which is chaired by the Police.

2.14 The work of the Multi-Agency CSE Hub:

The Bradford District multi-agency co-located CSE Hub is based in Sir Henry Mitchell House in central Bradford. It was established in early 2012 and has developed and grown since first becoming operational. The Hub also has responsibility for managing enquiries into and coordinating support for children who go missing. A number of Elected Members have visited the Hub to familiarise themselves with its operations. In April 2016, the staff physically located in the Hub was:

- Local Authority: Children’s Services team manager and two social workers, an Intelligence Officer and administrative support;
- West Yorkshire Police: 12 officers, including specialist missing persons officers, detectives and a CSE Problem Solving Officer;
- Barnardo’s Turnaround Service including a Service Manager, social workers, outreach workers, a “Night Time Economy” worker and administrative support;
- A Nurse Practitioner to strengthen information sharing and operational links with Health Trusts.

2.15 Certain other agencies and services are not located in the Hub but attend regular meetings and are integral to the multi-agency response. These are:

- Children’s Society “Hand in Hand” Service which provides support services to boys and girls in the Keighley and Airedale area;
- Blast (Bradford and Leeds Against the Sex Trade) is a campaigning, training and support organisation for young men and boys experiencing CSE;
- PACE (Parents against Child Exploitation) which provides support to parents and carers of children experiencing CSE; and
- Local Authority education support services.

2.16 The Hub uses the West Yorkshire LSCB consortium safeguarding children procedures and the West Yorkshire CSE risk assessment tool. Each weekday the Hub staff meet to consider new and updated cases in order to provide a prompt response to new concerns. Risk assessment levels for each child known to the Hub are regularly reviewed.

2.17 Since the Hub came into existence, data has been collected regarding referrals and risk assessments in order to understand the incidence of recognised CSE in the District and the levels of risk identified for children known to the service. The characteristics, such as age, gender and ethnicity (as set out in appendix 1) of these children have been recorded and information has also been collated regarding persons identified as actual or suspected perpetrators of CSE.



- 2.18 At the time that the Hub was established it was anticipated that there would be a significant increase in the numbers of children in the Bradford District identified as being at risk of CSE and actually abused in this way. It was believed that this would result from a combination of improved awareness of CSE in communities and among professionals and also as a result of bringing to bear on the issue the dedicated focus and increasing expertise of the staff located in the Hub.
- 2.19 In the last report on this issue to this Committee (8th October 2015) it was reported that there had been 431 referrals to the Hub from 1st April 2014 – 31st March 2015. That report also stated that if the trend of the first four months of the 2015/16 year continued, there would be a year on year increase of 29% in referrals to the Hub during 2015/16. Final analysis of data for 2015/16 shows that there were in fact 713 cases referred to the Hub which is an increase of 65%.
- 2.20 Appendix 1 to this document is a detailed report which sets out the data sources used, provides a strategic overview of activity during 2015/16 and a tactical overview of the cases open to the Hub on a particular day (29th March 2016). The report also provides information about CSE crimes in the District, some analysis of the characteristics of offenders and information about locations of concern.
- 2.21 In March 2015 the government announced its intention to establish a national data set and performance measures in relation to CSE. These have not yet been published therefore it is not possible to benchmark performance in Bradford reliably with other LA areas or against national trends. However, all indications are that nationally the rate of recognition of CSE linked offences and identification of victims is increasing.
- 2.22 Key headlines from the appendix are:
- There is a continuing rise in the cases of potential or actual CSE that are referred to the Hub.
 - In the course of 2015/16 there was an average of 54 CSE referrals per month, compared to 36 per month the previous year.
 - 18% of CSE referrals to the Hub are for males.
 - The peak age for males referred to the Hub is 14 years, for females it is 15 years.
 - A break down of cases open on one day (29th March 2016) shows that 13% of cases were assessed as being at high risk, 42% at medium risk and 40% were low risk.
 - In the course of 2015/16, in the Bradford District, 109 crimes were recorded by West Yorkshire Police as “child sexual exploitation crimes”; this constitutes 20% of all sexual offences against children recorded in Bradford during that period.
 - 78% of identified offenders linked to CSE crimes are under the age of 36 while almost 60% are under the age of 25.



- 2.23 In order to illustrate the work of the CSE Hub, two anonymised case examples are provided for the Committee. These illustrate factors that can heighten a child's risk assessment as well as factors that might increase a child's resilience and therefore reduce the risk assessment. These short case studies provide some examples of the services that children might receive. In each instance it is clear that the risk to the child can go up and down in the course of their experience of CSE and in the course of receiving support services.
- 2.24 Child A was identified as being at risk of CSE when she was only 13 years of age, as a result of intelligence that she was receiving cigarettes in exchange for sexual activity. Initially, this child was resistant to all interventions that were offered and over time the risks increased and she was considered at very high risk of CSE. She was using cannabis daily, going missing from home, associating with much older males and had received treatment for sexually transmitted infections. The risks became so great that she was taken into care and was placed outside the Bradford District. Intensive work was undertaken by the local authority's Placement Support team and Barnardo's Turnaround project. Both services were persistent, despite initially meeting with a lot of resistance from the child. Eventually this persistence paid off and she began to engage with services. She began to recognise and acknowledge the risks and harm that she had experienced. She recently returned to Bradford and is again living with her mother, still receiving a service from the Placement Support team. The most recent assessment has reduced her CSE risk to low because she is fully engaged in group work provided by the Turnaround service. She is the only child from the group to have attended every single session. She has not used cannabis recently and she has taken her GCSEs and has applied for further education courses.
- 2.25 Child B is a girl who has been known to the Hub for several years. She was living away from her family home with a much older male who was exploiting her. She was resistant to any support and would not engage with any service such was the impact of her victimisation. Many attempts were made to intervene with this child and she was placed in a foster home within Bradford. The quality of consistent care that she received at the foster home had a positive impact on the child. She was able to accept other support and gradually her risk assessment level reduced. However, the child then suffered bereavement and disengaged from the professionals who had been supporting her. She returned to her previous associates and the assessment of risk of CSE increased significantly. Over a period of time, the girl went through several cycles of engagement, followed by disengagement and increased risk as a consequence of emotionally difficult events. This young woman has now turned 18 and has begun to engage with agencies. She has a close relationship with her Turnaround worker and has undertaken video interviews with the police, who are working to gather evidence for prosecution of those who have abused her.



2.26 Multi-Agency Review of the CSE Hub:

Beginning in December 2015, BSCB undertook a partnership review of the working of the CSE Hub. This was led by the interim Assistant Director for Children's Services. The multi-agency group leading the review of the Hub met eleven times between 8th December 2015 and 9th June 2016. It included 8 agencies who considered the following issues:

- Current policies and procedures including pathways to services and the West Yorkshire risk assessment tool;
- Staffing levels, roles and responsibilities;
- The interface between children missing from home or care, CSE and the work of the Integrated Assessment Team;
- The interface between the local authority children's services long-term social work teams and the CSE Hub;
- Support for victims;
- Support for staff;
- Recording systems;
- Data analysis;
- Quality of practice;
- Work with communities.

2.27 The final report of the review of the Hub was accepted by BSCB in July 2016. The report resulted in the development of a detailed framework for professionals working with children who experience or are at risk of sexual exploitation. This is underpinned by revised detailed practice guidance for all agencies located in and working closely with the Hub. A detailed plan containing 18 actions to be delivered by specific services has been developed. Named agencies are accountable to BSCB, through the CSE and Missing Sub Group for the delivery of these actions and are required to provide evidence of impact. This impact will be tested through the BSCB programme of audit and challenge panels. A summary report of the work of the review can be accessed on the BSCB website: [http://www.bradford-scb.org.uk/cse/documents/\(FINAL\)%20CSE%20Hub%20REVIEW%20REPORT%20-%20May%202016.doc](http://www.bradford-scb.org.uk/cse/documents/(FINAL)%20CSE%20Hub%20REVIEW%20REPORT%20-%20May%202016.doc)

2.28 The review provides evidence of the necessity for clearer pathways into therapeutic services for children and adults who have experienced sexual exploitation. This is an issue highlighted in national reports as well as local work. A specific multi-agency group has been identified to map current therapeutic provision, to identify priorities for commissioning and to provide a future report for the Health and Well Being Board. In addition, the West Yorkshire Children's Services Directors, with support from the Office of the West Yorkshire Police and Crime Commissioner are leading work to develop a West Yorkshire wide approach to commissioning therapeutic support for victims of CSE.

2.29 The review demonstrated the importance of ensuring that all partners provide a high quality and prompt response to all incidents of children going missing from home or from care. Children who go missing may be vulnerable to a range of crimes and other forms of harm. However, there is strong evidence from national research that a very significant risk for such children is of CSE. There has been significant



progress by the partnership to improve responses to children who go missing from home or care and it is noted that the Children's Services Overview & Scrutiny Committee plans to receive a report about this work.

2.30 Work with Perpetrators:

West Yorkshire Police, supported by partners, invests considerable resource in gathering evidence to prosecute perpetrators of CSE offences. There have been a considerable number of prosecutions resulting from the work of the Hub, some of which have been detailed in earlier reports to this Committee and to the Council executive.

- 2.31 There are instances in which there is not an option to prosecute a suspected perpetrator, for example because there is insufficient evidence, in which case there would normally be no further action as a result of the investigation. In appendix 1 to this report, page 26, there is a table that sets out outcomes to criminal investigations including outcomes that result in no charge. Research and experience of offender management services indicates that without the option of an intervention to address offending behaviour there is a risk of escalating criminality. An option being piloted locally, with the support of the Community Safety Partnership, is the Insight Programme.
- 2.32 The ambition of the Insight Programme project is to place a greater emphasis on these offenders recognising the impact of their actions and the harm caused. The project is developing a bespoke programme which adapts the most appropriate intervention dependant on the assessment of the individual perpetrator. This will be based on their level of responsibility, remorse and motivation.
- 2.33 Perpetrators will be referred on to the Insight programme, as an intervention by the Police if the Police are unable to prosecute and the alternative is no further action. It can also be used for sentenced individuals to undertake as part of their Court order. The programme during the initial period will only focus on low and medium risk cases.
- 2.34 The Insight Programme will involve two Insight volunteer facilitators meeting with the individual to assess them and then to organise these individuals being involved in restorative meetings with those affected/involved by this type of crime. This will not be their direct victim/s. The individuals will have to attend the meeting and talk about what they have done and who has been affected. They will then listen to people, or hear through the use of varied materials, the potential consequences of such behaviour. The meeting will then look at what they will do to ensure that they are not involved in similar behaviour in the future. Attendance at these meetings will be recorded and referred to in the future should that individual be involved in any further CSE related behaviour. This will evidence that they are aware of the impact of their actions and it can be used as evidence of bad character.
- 2.35 The Corporate Overview & Scrutiny Committee received a detailed report regarding the Insight Programme on 3rd February 2016.



2.36 Preventative Work:

Previous reports to this Committee have set out preventative initiatives being undertaken directly by partners or being commissioned by the local authority or the Community Safety Fund. In this report several specific areas of preventative work are highlighted, which support specific aspects of the 9 Point Strategic Response to CSE.

2.37 The local authority has previously commissioned an educative drama tour of the District's secondary schools highlighting the risk of CSE to year 10 students. For some time, partner agencies have wished to develop a similar, age appropriate product for primary school pupils who are approaching transition to secondary school. Some funding was provided by the West Yorkshire Police and Crime Commissioner (PCC) which has enabled BSCB to support the development of a play and supporting educative materials aimed at Primary School pupils. This play is entitled "Mr Shapeshifter" and highlights how children may be groomed and harmed through naive use of smart phones and other internet enabled devices.

2.38 Using the funding provided by the PCC it was possible to arrange a short tour of the play to 9 primary schools in the District and 8 performances have now been completed and evaluated. The feedback from the schools has been positive. A senior member of staff in one Bradford primary school stated:

"The children were keen to chat about [the play] afterwards. We had good responses, it was definitely understood (I wasn't sure at first that it would be). The acting was very high quality and the pitch – superb for year 6".

2.39 As a result of the positive evaluation of the 8 performances to date, funding is being sought for an initial tour of 60 – 90 Bradford District primary schools during the 2016/17 school year. The target audience for performances are year 6 pupils. The intention is that teachers will be provided with materials to prepare children for the performances and there will also be materials to support post – performance lessons. Staff from a range of support services: Safer Schools Officers, Turnaround, Blast or Hand in Hand staff would also be present at schools during and after performances to provide support to pupils and staff. A full evaluation of the impact of performances will be provided.

2.40 It is recognised both in Bradford and nationally that there are significant challenges for large organisations such as the local authority and the police service in effectively communicating with black and ethnic minority (BEM) communities about challenging issues such as CSE. It is recognised that in Bradford and elsewhere there has been an over representation, as convicted perpetrators of street grooming, of males of south Asian heritage, when compared to population data. It is also recognised that children and women of south Asian origin are disproportionately less likely to be recognised as victims of sexual exploitation. The report "Unheard Voices – Sexual Exploitation of Asian girls and Young Women" published by the Muslim Women's Network in 2013 highlighted reasons for the under-recognition of Asian girls and women as victims of abuse.



- 2.41 Each organisation involved in the Hub is obliged to ensure that its procedures and guidance and training for staff improve equality of access to services. In addition, BSCB has been anxious to ensure that the commissioning options available to partners be exercised to provide focused support to BEM communities that are affected by CSE.
- 2.42 The Muslim Women’s Council (MWC), in conjunction with the Keighley Association Women and Children’s Centre (KAWACC), has successfully secured funding from partners outside Bradford to establish the “Fragile” project. This project has recruited skilled staff to work with women and girls in the BEM community to raise awareness of safeguarding issues, including CSE. Working individually and in groups, women and girls are provided with key information, including how to report concerns. Individual support is accessed for women and girls to support them through and after disclosure of concerns.
- 2.43 BSCB has supported a successful application by MWC and KAWACC for funding from the Community Safety Fund to recruit male staff to develop the Fragile model for work with men and boys in the BEM community. This project will work in partnership with other VCS organisations that are developing expertise in working with men and boys as potential perpetrators as well as potential victims of sexual exploitation.
- 2.44 BSCB has also supported a successful bid to the Community Safety Fund to maintain the Barnardo’s “NightWatch” scheme with a specific focus on Bradford. The Department of Education had previously provided 12 month’s funding for a West Yorkshire-wide scheme. A national evaluation of the first 12 month’s operation is awaited. However, the tangible local impact of the scheme, not least the contribution to developing and delivering a programme of mandatory CSE training for private hire operators and drivers, led to BSCB making a bid for further funding, focused solely on the Bradford District.
- 2.45 The Barnardo’s NightWatch initiative, which is funded by Bradford’s Community Safety Partnership April 2016 – March 2017, aims to raise awareness of child sexual exploitation by offering advice, guidance, support and training to businesses, services and the general public.
- 2.46 NightWatch places particular emphasis on helping the night time economy to recognise, respond and report CSE and play a part in keeping children safe after dark.
- 2.47 The NightWatch Programme content includes exploration of the following themes:
- What is Child Sexual Exploitation?
 - CSE Multi-Agency Hub (who they are & what they do)
 - Grooming – Pattern of control
 - Consent
 - Identifying vulnerability and risk
 - Safeguarding - your role & responsibilities
 - Managing Risk



➤ Reporting, recording and responding to concerns

- 2.48 The following case study is provided to illustrate the application of a range of interventions to drive up safeguarding standards in a licensed business, in this case an independent hotel.
- 2.49 The concern arose from information received into the CSE Hub from a member of the public regarding sightings of children accessing hotel premises during the night time hours. Following an initial visit to the hotel by the Police CSE Problem Solving Officer, a recommendation was made for hotel employees to undertake NightWatch CSE awareness training in order to raise the standard of safeguarding practices within the premises. Five hotel employees took part in the 2.5hr training session which included the Hotel Owner, Senior Duty Manager, Night Manager, Night Porters and Receptionist/Housekeeping Manager. The session highlighted the concerns received by the CSE Hub, allowed the staff team to develop risk management policies and practices to eliminate further concern/risk.
- 2.50 Initial evaluation of the training indicated that participants had moved from feeling 'slightly confident' to 'very confident' with regards to what CSE means, who it affects, recognising the signs and understanding the role they can play in helping to keep children and young people safe. Four participants said that they would 'do something differently' with regards to their professional practice as a result of the training, One participant said that they felt that they were already considering safeguarding within their practice and that they would continue to do this. All participants said that they had found the training beneficial both in a professional and personal capacity.
- 2.51 In order to assess the impact of the training on the safeguarding practice of the business, a number of post training visits were carried out by the Police CSE Problem Solving Officer. Evidence of practice and policy change was provided and no further concerns have been raised regarding the location following this intervention.
- 2.52 The CSE report to this Committee in October 2015 referred to the ambitious programme to train Private Hire and Hackney drivers and operators to recognise the risk indicators of CSE and to respond appropriately. Private Hire and Hackney Carriage operators in the Bradford District have been expected to undertake safeguarding training for several years. Since January 2015 a specific module on CSE must also be completed. More than 3500 drivers and operators have now been trained and the training is mandatory for all new license applicants and applicants for license renewals.
- 2.53 In June 2015 all operators were written to regarding CSE and were provided with copies of poster and leaflets about the issue. The operators are requested to:
- Display the CSE poster in their base for both the public and staff to see.
 - Issue the CSE Do's & Don'ts leaflet to each of their licensed drivers for retention in their vehicle.
 - Check that drivers understand the content of the leaflet, are aware it must be



- retained in their vehicle and know what to do if they suspect a CSE issue.
- Keep a record of the drivers that are issued with the CSE Do's and Don'ts leaflet. This must include their badge number, date of birth, name and signature of receipt.
- 2.54 Each of these requirements is now routinely checked by Council licensing officers and partners.
- 2.55 Barnardo's has been commissioned by the Council to deliver a number of preventative group programmes to parents and carers of children where concerns in relation to CSE have been identified. These sessions were subsequently evaluated by a Bradford University academic. The second stage of the project has been for Barnardo's Turnaround, with assistance from national experts, to produce a CSE "Parenting Education Pack". The CSE Parenting Education Pack is a resource that addresses the gap in current service provision to help parents participate and contribute to the safety and protection of their children and teenagers from CSE. The resource gives parents an understanding of CSE; who are the victims/perpetrators (breaking down stereotypes). It also addresses teenage brain development and explores questions such as: "why teenagers take risks"? The pack also explains the 'grooming process' and the effects that this can have on relationships and gives tips on how parents and carers can enable children to be safe online and when using mobile phones and other internet enabled technology.
- 2.56 Work in relation to Non-Recent Sexual Exploitation:**
In this report the term "non recent sexual exploitation" is used to describe investigations into cases that may have occurred more than one year and one day prior to the investigation commencing. Such cases are sometimes referred to as "historical". It is acknowledged that while offences may be "non-recent" the consequences for the victim are current and on-going. An integral part of the District's response to non-recent sexual exploitation is the work of social workers, health staff and other providers of therapeutic services to assist survivors in dealing with the consequences of the abuse that they have suffered.
- 2.57 West Yorkshire Police and Bradford Council have developed a partnership response to the issue of historic CSE concerns. A specialist team has been established, known as "Operation Dalesway", set up in October 2014. Currently this consists of a police inspector, two Detective Sergeants, six Detective Constables, eleven civilian investigators, two police analytical officers, two police Prosecution Team Officers, two social workers (one children's services specialist and one adult services specialist) and a council researcher. Staffing levels for this service are being kept under review. The service has clear terms of reference which have been agreed by partner organisations.
- 2.58 There are 12 ongoing investigations. 10 of the victims are previously looked after children. 28 arrests have been carried out and 18 people are on bail. The Crown Prosecution Service is conducting reviews on a number of these cases. 127 potential victims have been identified and interviewed. A number have made allegations of sexual and physical assault. Whilst some of the suspects are



confirmed dead, 2 have been arrested and are on bail for sexual offences. The enquiry team is taking steps to identify and trace other suspects.

3. OTHER CONSIDERATIONS

3.1 None

4. FINANCIAL & RESOURCE APPRAISAL

4.1 The CSE cases requiring social work allocation are included in the normal case loads for social workers working in the Children Specialist Services. In addition to spend on social work teams, Childrens Services currently spends approximately £2.9m on children prevention and support services. Children Services has made resources available from within existing budgets by allocating a team manager, social workers, and a community resource worker to operate within the CSE multi agency Hub.

4.2 When looked after children at risk of CSE require specialist provision this is purchased at a weekly cost of £2000 per week for a residential bed (£104,000 a year), rising to £5000 per week (£260,000 per annum) for a secure placement. There are approximately 10-15 young people who require this specialist resource at any given time.

4.3 Bradford Safeguarding Children Board (BSCB) sets the procedural framework for all partnership work to keep children safe in the District. This includes keeping children safe from CSE. In addition to this statutory duty, BSCB also has statutory responsibility for ensuring that staff receive multi-agency training to support them in their work, and has statutory responsibility for ensuring that agencies are held to account for their work and that there is a learning and improvement framework in place to ensure that serious case reviews and other challenge and learning processes are effective. A further statutory responsibility is the conduct of a multiagency review of every child death in the District, carried out by the Child Death Overview Panel. In addition, BSCB plays a role in supporting and planning innovative partnership responses to safeguarding children challenges, such as the establishment of the multi-agency CSE Hub.

4.4 The staffing resource for BSCB is:

- Manager
- Administrator
- Learning and development coordinator
- Learning and development administrator
- Performance and information officer
- Child death reviews manager
- Safeguarding in faith settings worker
- Child Accident reduction coordinator (part time).

In addition, BSCB currently employs an interim deputy manager pending recruitment of a permanent post holder.



- 4.5 The BSCB staffing and operational funding is provided by a pooled budget totalling £388,840 and a small income generated by charging commercial organisations for safeguarding training. The contributors to this pooled budget are:
- Bradford Council Children’s Services £217,700
 - Health £148,350
 - Police £17,535
 - Probation £4,690
 - Cafcass £550
- 4.6 The Council and Bradford Safeguarding Children Board have been successful in securing some additional funding from the West Yorkshire Police and Crime Commissioner to strengthen the District’s response to CSE:
- In March 2016 Bradford Council appointed a full time information and data analysis officer to work within the Hub. The first 18 months of this appointment are funded by the Office of the West Yorkshire Police and Crime Commissioner. At the conclusion of this initial funding agreement, it is expected that the local authority will take steps to continue the funding of this post from base budget.
 - The PCC provided funding for further preventative work in schools which in Bradford was used to develop and tour a primary school play regarding CSE and related issues of child safety, as described in paragraphs 2.28 – 2.29, above.
- 4.7 Successful applications to the Community Safety Fund (a fund which is delegated to each West Yorkshire local authority area by the Office of the Police and Crime Commissioner) support the work of:
- The Barnardo’s Night Time Economy Worker;
 - The Fragile project work with men and boys.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 5.1 The protection of children and vulnerable adults is the highest priority for the Council and its partners when considering the implications of CSE, as is the provision of services to support those who are victims of this abuse. Failure to protect and provide appropriate services significantly increases the risk to children in the District. It would also lead to significantly reduced public confidence in Bradford Council, West Yorkshire Police and other partners, as has been demonstrated in some other Districts.
- 5.2 Failure to implement the proposed recommendations may increase these risks

6. LEGAL APPRAISAL

- 6.1 The report has been considered by the office of the City Solicitor and there are no identified legal issues to highlight.



7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

7.2 Child sexual exploitation (CSE) is a crime committed by predominantly male perpetrators from all different racial backgrounds. Victims of CSE also come from all backgrounds and ethnicities. Nevertheless, local experience and national research indicates that recognised victims and perpetrators do not necessarily reflect the gender ethnicity and other characteristics of the District's population.

7.3 18% of the identified children experiencing or at risk of CSE in the Bradford District during 2015/16 were male. There is considerable national research to suggest that this is an under-representation. Services in Bradford work closely with Blast to deliver training and to challenge perceptions and practices that might make it less likely that a boy would be recognised as at risk of CSE compared to a girl.

7.4 Some steps to address the under-representation of BEM children among those referred to the Hub are addressed in paragraphs 2.31 – 2.34, above. Analysis of cases open to the Hub on 29th March 2016 (see appendix 1) shows that 68% of open cases were of white British heritage, while 12% were of Asian heritage. Compared to the District's under 18 population, this represents an over representation of white British children and an under representation of Asian children.

7.5 The tactical overview contained in appendix 1 does not provide a full breakdown of the ethnicity of CSE offenders and suspects. The CSE Hub intelligence Officer will work with West Yorkshire Police and Court Services to try to ensure that such a breakdown is available for future reports. Public records demonstrate that there is an over-representation of men of Asian origin among those prosecuted for "street grooming" offences related to CSE. Research, such as that undertaken by the Office of the Children's Commissioner, also reports this over representation: "Inquiry into Child Sexual Exploitation by Gangs and Groups" (3 reports and 3 additional documents, Office of the Children's commissioner for England, 20122 – 2013) <http://www.childrenscommissioner.gov.uk/info/csegg1>

7.6 SUSTAINABILITY IMPLICATIONS

None.

7.7 GREENHOUSE GAS EMISSIONS IMPACTS

None.



7.8 COMMUNITY SAFETY IMPLICATIONS

7.8.1 Child Sexual Exploitation (CSE) is violent criminal activity. The consequences of CSE can be long-standing for the victim and there is growing research evidence that victims of CSE are themselves over-represented among young people coming to the attention of police services as potential offenders. In addition, CSE has lasting consequences for families of victims and perpetrators and has potential implications for community relations.

7.8.2 The Community Safety Partnership (CSP) has received a presentation about CSE delivered by the BSCB CSE Champion and the Assistant Director for Specialist Children's Services. The CSP is currently considering options pass porting Police and Crime Commissioner funding to 6 key priorities, including CSE. BSCB is the lead organisation for developing these options in conjunction with the CSP.

7.9 HUMAN RIGHTS ACT

7.9.1 Child Sexual Exploitation is a violation of the rights of the child under the Human Rights Act. The arrangements made by the Council and its partners are intended to prevent the rights of the child being violated in this way.

7.10 TRADE UNION

There are no implications for Trade Unions.

7.11 WARD IMPLICATIONS

7.11.1 It is recommended that each Area Committee receives an update report regarding CSE in the next 6 months.

7.12 AREA COMMITTEE ACTION PLAN IMPLICATIONS (for reports to Area Committees only)

None.

8. NOT FOR PUBLICATION DOCUMENTS

None.

9. OPTIONS

This report is tabled for information and discussion.



10. RECOMMENDATIONS

- The Children’s Services Overview and Scrutiny Committee is invited to note the contents of this report.
- A further report be presented in 12 months.

11. APPENDICES

- Appendix 1: “The CSE Hub – Date and Statistics prepared by Danielle Williams, Bradford CSE Hub Intelligence Officer.

12. BACKGROUND DOCUMENTS

- Report of the Multi Agency Review of Bradford’s Child Sexual Exploitation Hub (May 2016): [http://www.bradford-scb.org.uk/cse/documents/\(FINAL\)%20CSE%20Hub%20REVIEW%20REPORT%20-%20May%202016.doc](http://www.bradford-scb.org.uk/cse/documents/(FINAL)%20CSE%20Hub%20REVIEW%20REPORT%20-%20May%202016.doc)
- “Safeguarding Children and Young People from Sexual Exploitation, supplementary guidance to Working Together to Safeguard Children” (DCSF 2009)
http://westyorkscb.proceduresonline.com/pdfs/dcsf_safegch_yp_sex_exp.pdf
- “The Independent Inquiry into Child Sexual Abuse”: <https://www.iicsa.org.uk/>
- “Unheard Voices – Sexual Exploitation of Asian girls and young women”; author – Shaista Gohir; published by Muslim Women’s Network UK (2013).
- “Inquiry into Child Sexual Exploitation by Gangs and Groups” (3 reports and 3 additional documents, Office of the Children’s commissioner for England, 2012 – 2013) <http://www.childrenscommissioner.gov.uk/info/csegg1>



Appendix 1

The CSE Hub – Data and Statistics

Provided by Danielle Williams, Intelligence Officer, Bradford CSE Hub

Data sources

Several datasets have been used to compile this data. The Strategic Overview section uses data gathered from LCS, the database used by Children’s Social Care. This dataset contains all CSE episodes that have been open at some point between 1st April 2015 and 31st March 2016 to give a strategic overview of all referrals to the CSE Hub. The tactical dataset is a list of all open cases to the CSE Hub on the 29th March 2016 to give a tactical perspective to the same time period. This is necessary because the dataset is constantly changing on a daily basis as new children are referred in or are closed to the Hub once their risks have been reduced. A crime dataset is taken from West Yorkshire Police’s crime recording system and contains all sexual offences committed against a victim who was under the age of 18 at the time of the offence and was committed between 1st April 2015 and the 31st May 2016.

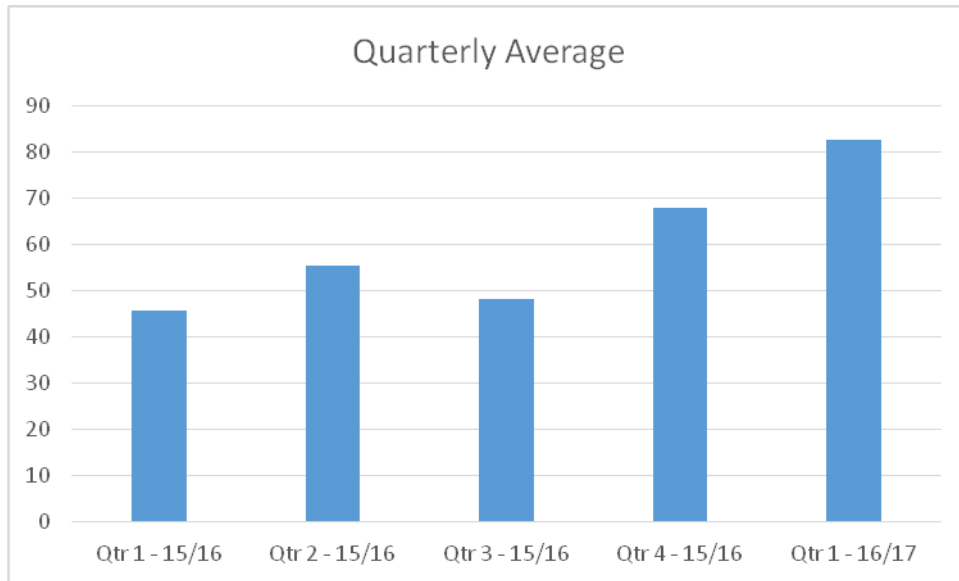
Strategic Overview

When a concern is raised with the CSE Hub that a child may be involved in child sexual exploitation a “CSE Episode” is created on LCS by Children’s Social Care. The partnership then research each of their systems to gather as much information about the child as possible and this is then discussed at the daily CSE Meeting. This meeting assesses the information and decides whether there is a CSE risk to that child. Each of these discussions, no matter what the outcome, is recorded on LCS by way of a CSE Episode. This will then show that a referral has been made even though in some cases the partnership may consider that there is no CSE risk to a particular child. The raised awareness of CSE within the professional environment and the “know the signs” public campaign, which is a CSE public information campaign delivered by West Yorkshire Police with the support of all five West Yorkshire Local Safeguarding Children Boards, has resulted in a much better awareness of CSE and this has increased the number of referrals being made.

Over the 2015/16 financial year there were 713 cases dealt with by the CSE Hub. Of these 63 were already open on the 1st April and were ongoing cases at that time. Of these referrals 217 (30%) were not identified as at risk of CSE at the time of the referral. There were 569 individual children referred to the CSE Hub and 106 of these children were referred on more than one occasion. A child may have been referred more than once for many different reasons. For example, a child might be referred and at that time may not be considered to be at risk of CSE. The information and the rationale for the decision as to their risk level will be recorded on the database. However, at a later date more information may come to light about that same child triggering a second CSE episode. If at this point the child is considered to be at risk of CSE the episode will remain open and all interventions to reduce the risk will be recorded on the CSE episode. Each case will be regularly reviewed and any changes of risk level are discussed at a multi-agency meeting each Thursday.



The Report of the Strategic Director of Children’s Services to the meeting of Council Executive held on the 15th September 2015 on the subject of the arrangements by the council and its partners to tackle child sexual exploitation states that between 1st April 2014 and 31st March 2015 there were a total of 431 referrals to the CSE Hub. In the following 12 months there were 713 which is an increase of 65%. Last year’s report stated that if the trend from the first four months of the 2015/16 year continued there would be an increase of 29% over the year. In the 2014/15 year there was an average of 36 referrals per month but in the year 2015/16 there was an average of 54 referrals per month. An analysis of the referrals made by quarter shows an ever increasing rate of referrals to the CSE Hub as shown in the chart below.

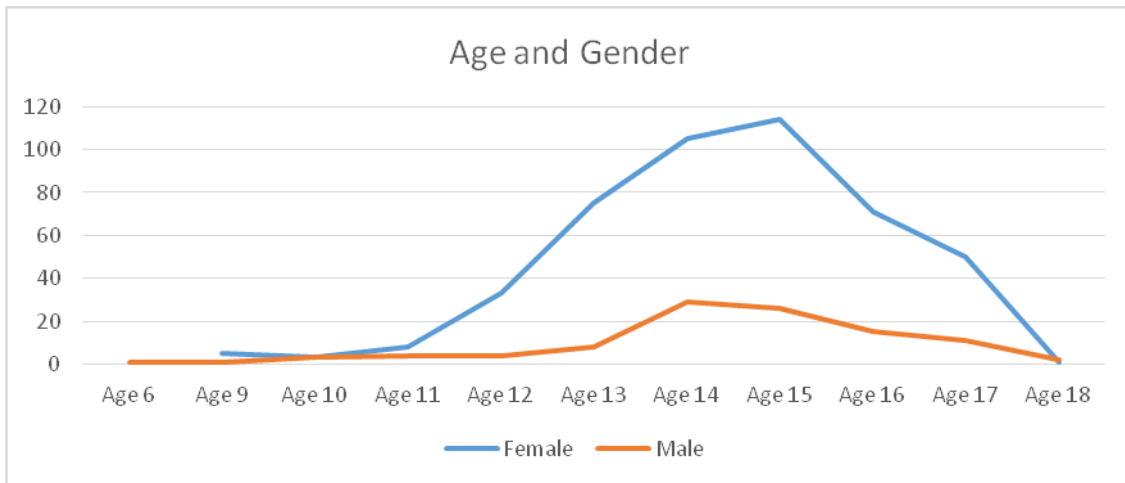


Individuals Referred

Of the referrals made to the CSE Hub 18% were for male children and 82% were female. This shows that the risk of CSE is being recognised for male children in Bradford despite the many barriers to identification of male victims. Our partners from BLAST point out that many boys would much rather be seen as, and categorised by statutory agencies as, being involved in crime, drugs and anti-social behaviour than as a victim of child sexual exploitation. The dataset has been drawn from the children’s social care system but the gender split for children who are recorded as victims of CSE Crimes gives a different picture. From the crime dataset it is possible to say that only 8% of the victims of CSE crimes are male. This shows that whilst male children might not be disclosing offences committed against them the risk to them is still being identified and offered support. The same gender split is seen in adult victims of crime. During the same time period 9% of adult victims of reported sexual crimes were male.

The peak age for referrals is 14 and 15 years old and there is little gender difference. The peak age for females is 15 and for males it is 14.





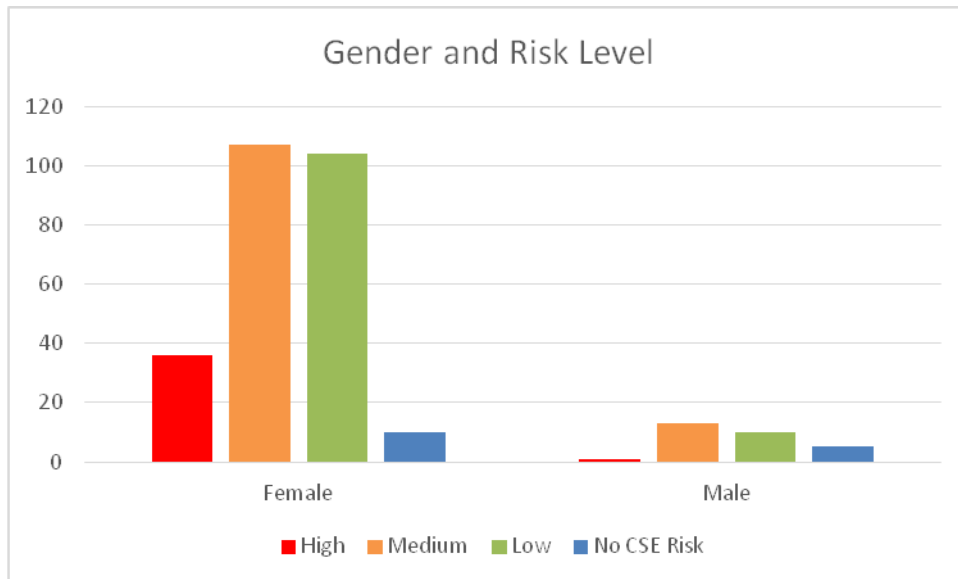
Tactical Overview

Of the referrals made above there are 288 children who were open to the CSE Hub on the 29th March 2016. Open cases change on a daily basis so this dataset represents the number of cases on that specific day. Each day there is a morning CSE Hub meeting where new assessments, missing from homes and new intelligence are discussed by all partners. This is an effective way of data sharing and ensures that all staff are aware of new intelligence. For risk assessments this means that information from all partners can be discussed and a rounded view of the risk to each child is obtained. For each child that is discussed a CSE Episode is opened on the children's social care system LCS. The notes from the discussion are recorded and the risk level recorded. Where a child is not considered to be at risk of CSE the episode will be closed straight away. The assessment process gathers a wealth of information about a child and may identify other risks for which the appropriate referral will be made. An assessment of No CSE Risk does not mean that a child has no risks at all, just that the risks identified are not CSE risks specifically.

On this date there were 288 open cases in the CSE Hub. Of these 13% were considered to be at High Risk, 42% were considered Medium Risk and 40% were Low Risk. A further 5% were assessed and considered not to be at risk of Child Sexual Exploitation.

At this time 10% of open cases were male children and of these 41% were considered medium risk and 39% were low risk. Only one male child was considered to be a high risk of CSE. As can be seen from the chart below there are some cases where the risk level is not set.





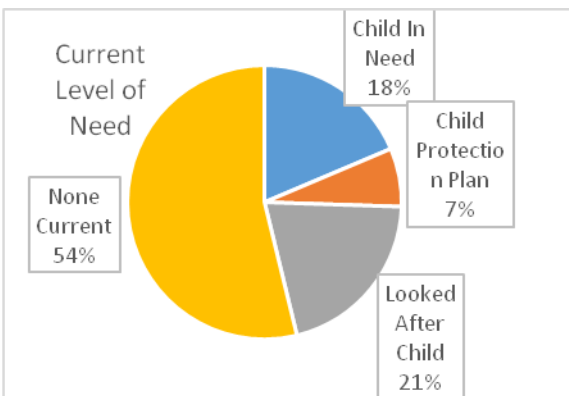
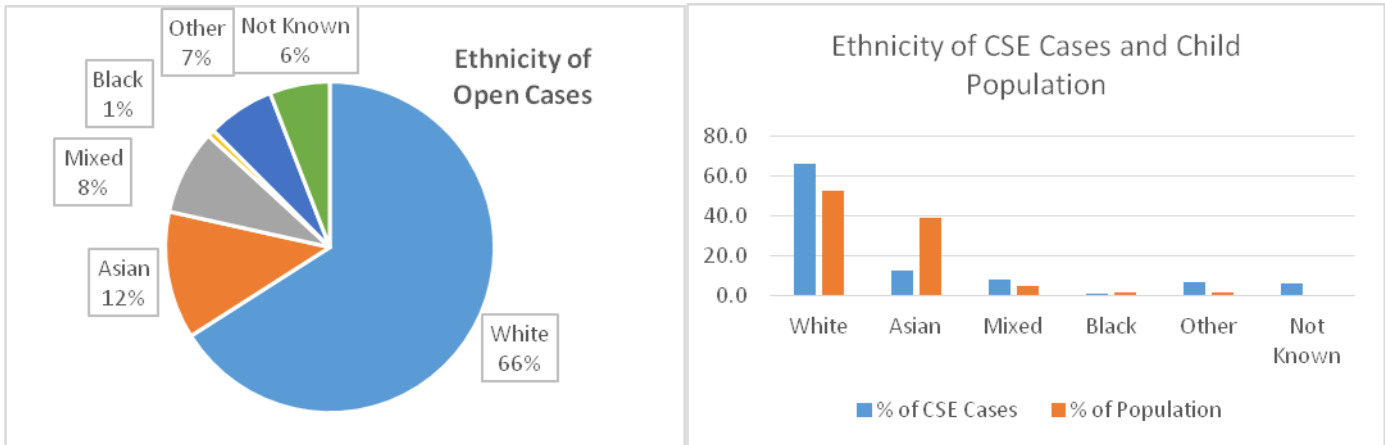
When a risk level is set a review date is also set dependent on the level of risk. Higher risk cases are reviewed more regularly than lower risk children. Risk levels are also reviewed if new information comes to light or there is a significant event in a child's life that could change their risk level. As such, risk levels are fluid. A second dataset of cases open to the CSE Hub on the 1st August 2016 has been obtained and the current risk level looked up. This shows that for 71% of the children open on the 29th March the risk level remains unchanged. Of the 288 children, 21% have had their risk level decreased over the following four months and 8% of the children have seen their risk level increased. There are 49 children who are now no longer open to the CSE Hub suggesting their risks have now been mitigated. Of the 37 high risk cases ten have had their risk reduced, 8 to medium and two have been closed to the CSE Hub. Ten of the children who were Medium on the 29th March are now considered high risk and 12 children have had their risk level increased from Low risk.

	Risk Level 29th March 2016	Risk Level 1 st August 2016			
		1. High	2. Medium	3. Low	4. Closed
1. High	37	27	8		2
2. Medium	120	10	80	20	10
3. Low	114	4	8	81	21
4. No CSE Risk	17			1	16
Grand Total	288	41	96	102	49

The child population of Bradford is ethnically diverse. 53% of the child population is classified as White in the 2011 Census and 39% as Asian. Five percent of the child population is of mixed heritage and very small percentages are classed as Other or Black. The ethnicity of children open to the CSE Hub shows that 66% are White, 12% are Asian and 8% are Mixed heritage children. However, within the children open to the CSE Hub there is an element of unknown ethnicity which is not present in the Census data. The 7% of children classed as "Other" consist of 17 children who are classed as Gypsy/Roma and



two other children who are simply classed as Other with no further ethnicity descriptors. Only 1.7% of the child population of Bradford is classed as Other in the 2011 census so this group is over represented in the cohort of open CSE cases. At present there is not enough data to understand why there might be this discrepancy between the ethnicity of the child population of Bradford and the ethnicity of the cases open to the Hub. Going forward there increasing is emphasis on the voice of the child and part of this will consider the best way to engage with children at risk of CSE and hopefully inform how engagement with hard to reach communities can improve.



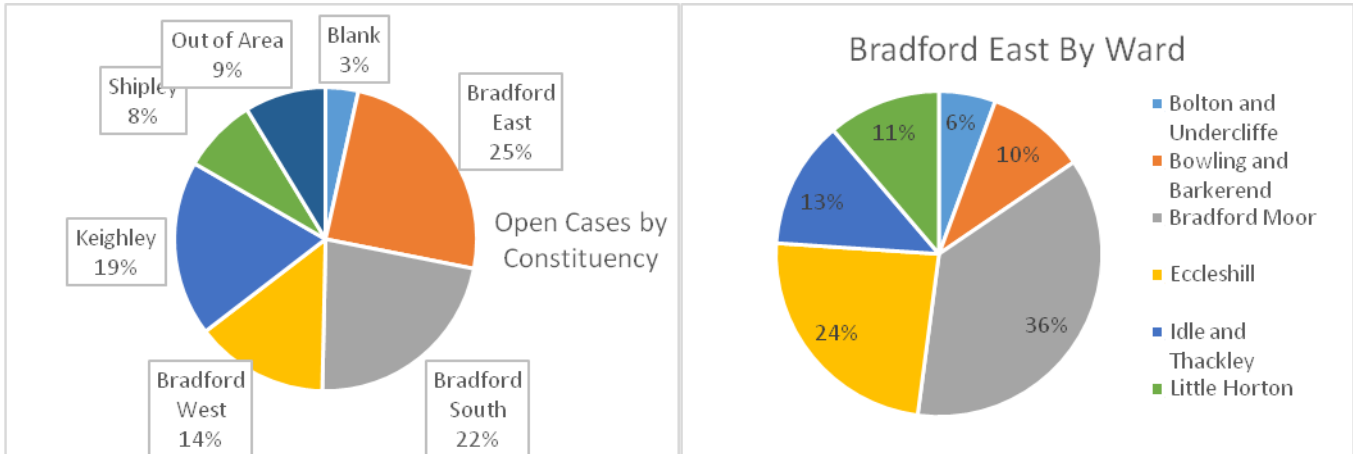
The data contains information on each child that states whether they are currently, have been previously, or have never been a child in need, subject to a child protection plan or looked after. Almost 50% of the children open to the CSE Hub on the 29th March 2016 are identified as currently either child in need, subject to a child protection plan or are looked after children. There are 96 children (32%) who have never been classified as a child in need, been subject to a CP Plan or been a looked after child. Of these 96 children one is considered High Risk of CSE, 38 are considered Medium Risk and 46 are Low risk, 11 were found not

to be at risk of CSE. The high risk child was not CIN, CP or LAC at the time of the referral into the CSE Hub but the level of risk identified during this referral initiated a full assessment that did result in the child exceeding the threshold for children’s social care. All the medium risk cases that did not meet the threshold for CIN, CP or LAC have been referred on to our partners in Turnaround, Hand in Hand or BLAST. Within the dataset there are 37 children considered as High Risk of CSE and of these 21 (56%) are currently looked after children, a further two were previously looked after. Six of the high risk children are subject to a child protection plan and nine are classified as children in need.

Using the home postcode of the children open to the CSE Hub it can be shown that 25% of the open cases live in the Bradford East constituency. The graph below shows that there are 9% of children who are in out of area placements. These are all children who are looked after by Bradford Children’s Social Care but have been placed outside of the district. All of these children are at high risk of CSE. There are also 3% of records that are



Blank in the constituency field. These are all children that have records that are confidential on LCS.



A list of wards that contain more than ten children and their risk level is produced below. There are children at risk of CSE in all wards across Bradford but to prevent children being identified the numbers have not been included here.

Ward	High	Medium	Low	No CSE Risk	Total	%
Bradford Moor		17	8	1	26	9.03
Out of Area	13	2	7	3	25	8.68
Keighley West		8	10	1	19	6.60
Tong	1	11	6		18	6.25
Eccleshill	3	6	7	1	17	5.90
Royds	1	4	6	2	13	4.51
Wyke	2	4	4	2	12	4.17
Clayton and Fairweather Green	1	5	6		12	4.17
Wibsey		6	4		10	3.47
Great Horton	1	3	5	1	10	3.47
Keighley Central		4	5	1	10	3.47

Child Sexual Exploitation Crimes

Between the 1st April 2015 and the 31st March 2016 there were 531 sexual offences committed in Bradford against children who were under the age of 18 at the time the offence was committed. Of these crimes 109 (20%) were recorded as child sexual exploitation crimes.

The Home Office sets out National Crime Recording Standards for crimes to ensure that all police forces are working to the same definitions of offences and this allows national data to be gathered and forced compared. Each crime type is given a Home Office Code that describes the type of offence. For example, a dwelling burglary is classified under Home Office Code 28 and a burglary in a building other than a dwelling is classified as a



Home Office Code 30. As such sexual offences have many Home Office Codes depending on the offence committed. There is no single Home Office code for child sexual exploitation because a CSE offence might be classified as many different offences depending on the circumstances of the offence. West Yorkshire Police have had to devise a way of identifying if a crime is a CSE offence and have implemented a tagging system whereby a “child sex exploitation” tag can be added to a crime within the Hate Crime Classification field of the database.

Crime Outcomes, Offenders and Suspects

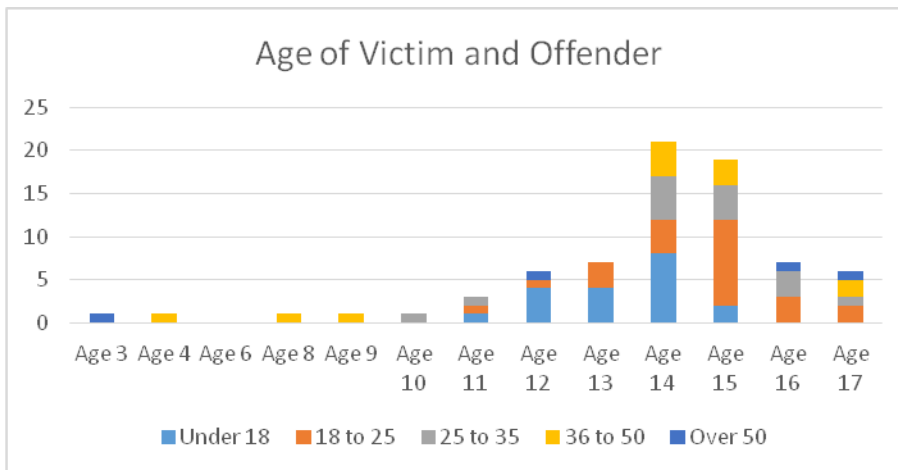
There are 41 (38%) CSE Crimes that are still being investigated and 66 (60%) that are finalised. Of these 109 offences there are 75 (69%) where an offender or suspect has been identified for the offence. There are 103 suspects identified as linked to 75 crimes within this dataset which means that there are 16 crimes that have more than one suspect linked to them. There are 8 offences with two suspects linked to them, seven with three suspects linked to them and one where there are seven suspects linked to the crime. There are only 14 offences where the investigation has been completed and no suspect has been identified.

Outcome	Total	%
10 POLICE NFA PUBLIC INTEREST	2	1.8
14 SUSPECT NOT ID - VICTIM DECLINES OR UNABLE	5	4.6
15A POLICE DECISION - SUSPECT ID - EVIDENTIAL DIFFICULTIES	25	22.9
16 SUSPECT ID - VICTIM REFUSES TO SUPPORT PROSECUTION	12	11.0
18 NO SUSPECT ID - INVESTIGATION COMPLETE	14	12.8
1A CHARGED	7	6.4
8B COMMUNITY RESOLUTION WITHOUT RESTORATIVE JUSTICE	1	0.9
NB NO CRIME	2	1.8
NEW	41	37.6
Grand Total	109	

Where an offender has been charged it is not possible to state whether they were convicted as court as the Police do not hold this information. The role of the police is to gather evidence and bring a suspect to court to face justice. It is the role of the Crown Prosecution Service to prove that the suspect is guilty of the crime they are accused of committing. Questions regarding conviction rates for any offences should be directed at the Crown Prosecution Service or Her Majesty’s Courts Service.

In terms of age the majority (78%) of offenders were under the age of 36 and almost 60% were under the age of 25. The offenders who were under the age of 25 offended against children who were between 11 and 17 years old. One quarter of identified offenders were under the age of 18 and the victims for this age group were between 11 and 15 years of age. This suggests that the younger the victim the older the offender and that when children are in their teenage years are being offended against by offenders who are under the age of 35.





NB The age along the X axis is the age of the victim, the Y axis is the number of cases and the bars show the age of the offender.

There are five female offenders within this dataset but three of these crimes involve two underage parties sharing indecent images of

children (themselves) with other children. When this occurs crime recording rules dictate that two crimes must be recorded to show both children equally as victims and offenders. Another crime with a female offender crime relates to sexual intercourse between an 18 year old female and a 14 year old male who were in an age inappropriate relationship.

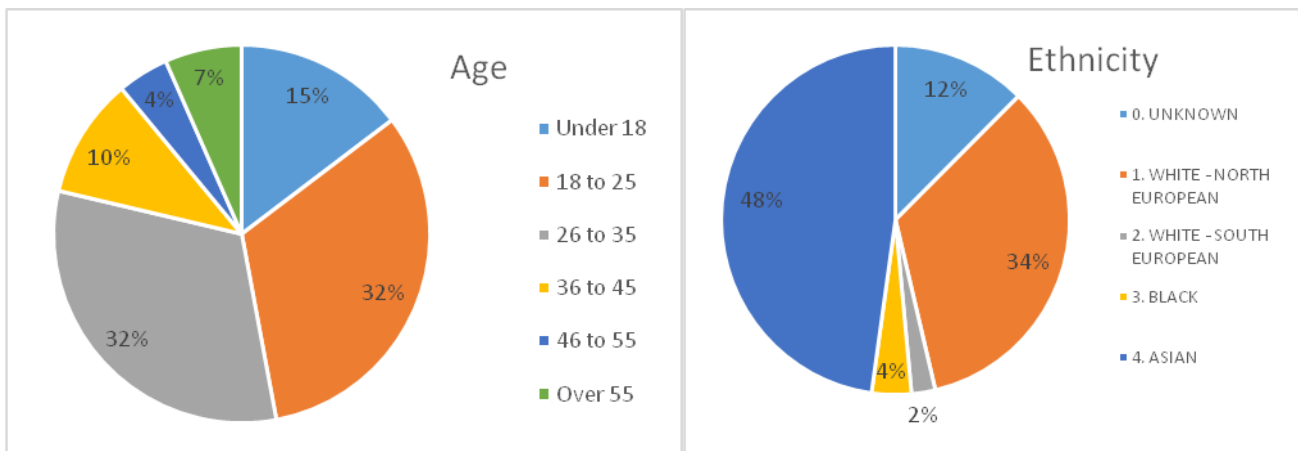
Suspect Management

Within the CSE Hub there is a dedicated police officer who is tasked with management of suspected perpetrators of CSE. When information is received into the Hub that someone may be involved in perpetrating CSE the information is evaluated and a risk assessment of the individual is made based on all information held on the individual by all member of the partnership. The risk that person presents is categorised as either high, medium, low or unsubstantiated and actions are undertaken that are proportionate given the risk level which is reviewed on a regular basis. Between 1st July 2015 and 30th June 2016 there were 135 CSE suspect management occurrences created on Niche and of these 126 were under investigation at the end of the same date period.

Those suspects with a higher levels of risk are most intensively managed and there is a team of officers tasked with visiting and monitoring offenders. The priority with high risk suspects is always to collect evidence to prosecute that individual or to use civil orders to curtail that person's offending behaviour. Medium and lower risk suspects are visited by officers and issued with a warning letter to say that they are being monitored by the police and follow up visits are undertaken to identify disruption opportunities and to engage the suspect in order to better understand the risk they present. It is important to build relationships with offenders so that officers can better assess their risk by exploring the intelligence that has been received. In some cases visits have resulted in a suspect's risk being reduced and in others has resulted in their risk being heightened.

In line with what is known from the crime dataset, almost 80% the suspect management occurrences relate to suspects who are aged 35 or younger and just over ten per cent are older than 45. Fifteen per cent of suspects are under the age of 18 and therefore are children themselves. There are 11 female suspects that are currently being managed, accounting for 8% of the total. In terms of ethnicity 48% of suspects have their ethnicity recorded as Asian and 36% have their ethnicity recorded as White. In 12% of cases the ethnicity is not recorded.





Locations of Concern

There are generally three types of locations that cause concern around CSE. Those that are vulnerable to CSE because they are places where people, including children, naturally congregate and socialise and those where the custodians of the premises may be unknowing of the signs of CSE and this may make their premises vulnerable to perpetrators using their facilities to perpetrate crimes. There are also those where the custodians of the premises are criminally complicit in the commission of CSE offences. The police aim to work in partnership with businesses to improve their understanding of the signs of CSE and give advice on actions they can take to improve the safeguarding of children within their premises. This is to ensure that businesses are run lawfully and safely and that children in the district can enjoy leisure activities in a safe environment.

The CSE Problem Solver works closely with Barnardo's to deliver the NightWatch scheme to businesses that operate within the night time economy. This programme is a training package delivered by Barnardo's with police support to all the staff who work in the premises. The objectives are to give the participants the knowledge to recognise the signs of CSE and understand how to report their concerns and safeguard children using their premises. The programme has been delivered to hotels, bars and snooker halls within the Bradford district.

Where there are concerns that a business may be facilitating the commission of CSE within their premises every legislative or regulatory opportunity is taken to reduce the risk and enforce better practices. Examples of this are extensive work undertaken with several hotels to increase their knowledge of the signs of CSE, improve their processes to ensure they know who is staying in each room and that identification is requested and copied for each person staying.



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Dame Justice Lowell Goddard
Independent Inquiry into Child Sexual Abuse
(Via email)

Your ref:
Our ref: CE/KE/
Date: 29th July 2016

Dear Justice Goddard,

Child Sexual Exploitation in Bradford

I am writing as Chief Executive of Bradford Council to make contact between the Council and yourself as leader of the Independent Inquiry into Child Sexual Abuse.

As you will know Bradford District has faced and continues to face significant challenges in relation to the sexual exploitation and abuse of children and young people. Recently Ms Angela Sinfield, who is the mother of one of the local victims of child sexual exploitation, wrote to Bradford Council's leader Cllr Susan Hinchcliffe, calling for an independent inquiry into child sexual exploitation (CSE) in Bradford.

I thought it would be helpful to share the Leader's response with you and this is attached. In that response Cllr Hinchcliffe makes clear our wish for a continued open and transparent approach to the issue, whether that be in relation to historic or current cases or in terms of our actions to prevent the lives of children being destroyed in future by this hideous and pernicious crime, hence our desire to share our position with you.

Protecting our children is the most important thing that the Council does and in doing so we have to be honest and self-aware about the presence of CSE in our District and about its scale and seriousness both now and in the past. We know that the challenge of CSE continues to exist in Bradford, as it does in many other places, and that the lives of our young people continue to be at risk of corrosive, often irreparable and lasting damage. There can be no room for complacency.

The Council, its political and managerial leaders, the Police, the multi-agency Child Safeguarding Board and our frontline officers and workers share an implacable resolve to detect, disrupt and prevent CSE, to bring perpetrators to justice, support victims and encourage reporting. Our determination is reflected in our current in-depth review of the past, our action planning for the future and the deployment of additional resources.



I attach with this letter a report to the Council's Executive from September 2015 that provides details of the arrangements made by the Council and its partners to tackle CSE.

We understand that we must learn from the past while working across organisational and geographical boundaries to learn from others and to develop new thinking and approaches that enable us to tackle the issue in the future for perpetrators will constantly seek new methods.

We would welcome the opportunity to meet with you in the course of your inquiry in order to share our experiences and knowledge and to invite robust scrutiny of our record and arrangements. We understand that you have a programme of work underway but myself, the Director of Children's Services and the Police Commander for the Bradford District would be happy to meet you for an initial discussion at your convenience. Through working together we have more chance of ensuring that we are all better placed in future to protect children, not just in Bradford, but across the country and I would hope that you would seek to visit Bradford District as you pursue your deliberations.

Yours sincerely,



Kersten England
CHIEF EXECUTIVE

Cc Michael Jameson, Strategic Director Children's Services
Chief Superintendent Simon Atkin
Cllr Susan Hinchcliffe, Leader of the Council



Report of the Deputy Director (Children's Social Care) to the meeting of the Children's Services Overview and Scrutiny Committee to be held on 6th September 2016

J**Subject:**

Updated Information for Members on the Workloads of Children's Social Care Services

Summary statement:

The report presents the most recent information on the workload of Children's Social Work Teams and updates Members on key pressures on the service. The workload analysis is based on activity up to 30th June 2016.

There have been a slight change to the overall workloads of social workers, and pressures upon the service since the last report was presented. The report demonstrates that Social Work Services for Children & Young People in the District remain strong, robust and well managed.

Report Contact: Di Watherston, Head of Service
Social Work
Cat Moss, Intelligence Officer – Strategic Support.
Phone: (01274) 437077
E-mail: di.watherston@bradford.gov.uk

Portfolio: Children's Services

1 Summary

This report presents information on the workload of Children's Social Work Teams and updates Members on key pressures on the service. The workload analysis is based on activity up to 30th June 2016. Earlier reports presented to committee have confirmed strong, robust and well managed Social Work Services for Children & Young People in the District. Information within this report therefore examines any changes in workload and demand on resources since that date.

2 Background

- 2.1 Since Lord Laming's Report in 2003 into the death of Victoria Climbié there has been a clear expectation from Government for Elected Members to be routinely and regularly informed of the workloads for Children's Social Care Services. The Government requires that information as set out in this report be regularly presented to Members to ensure that the Council is fulfilling its statutory duties.
- 2.2 The second Laming Report (2009) sets out wide ranging recommendations following the death of Peter Connelly ("Baby P"). The impact of this case and subsequent child deaths in Doncaster and Birmingham resulted in increased demand for social care services in Bradford and nationally.
- 2.3 The Laming Report acknowledged that across the country there were serious pressures and demands on social workers, with some case loads being unmanageable and thus potentially putting the safety and welfare of children at risk.
- 2.4 Lord Laming also made clear that practitioners, teams and individuals should all have a mixed case-load of both child protection and children in need work. No social worker should handle only the more complex and emotionally demanding child protection cases. This report provides information to elected members that this recommendation has been put into practice in Bradford.
- 2.5 The most recent inspection of services for children in need, looked after children and care leavers within Bradford was conducted by Ofsted in February/March 2014. The outcome of this inspection was broadly positive with a small number of areas requiring improvement.
- 2.6 Information provided in this report is produced from information held on the Social Care Records System (LCS). Internal and external audits confirm that elected members can have a high level of confidence in the accuracy of information produced for this report. Bradford has consistently received the highest level of data confidence scores for the Department for Education's Annual Children in Need statutory data return. There are minor adjustments to historical values presented to Committee in previous reports, as a result of delayed data entry within LCS; where there are significant variations, these are noted within the body of the report.

3 Report issues

3.1 Workforce/Workload Issues

3.1.1 The first section of this report presents workforce and workload information for care management services. This includes Social Workers and Community Resource Workers in the Area Offices in assessment teams, children and family teams, the specialist teams working with children with complex health and disabilities, the teams working with looked after young people and the statutory work of the Leaving Care Team. The workload analysis does not include agency staff except where stated.

3.1.2 There are 190 Social Workers (176 full time equivalents) in Children's Social Care directly employed by the Council. This represents a reduction of 16 FTEs since June 2015. There are 50 Community Resource Workers (CRWs) or 45 FTEs.

3.1.3 At 30th June 2016 there were 19 agency Social Workers and 1 agency CRW being utilised within Social Work services. The length of time agency workers have been in post is as follows:

8 - under 3 months
4 - 4 to 6 months
5 - 7 to 12 months
2 - over 12 months

3.1.4 Bradford has an experienced workforce. 50% of Social Workers (including agency workers) are Level 3 workers with high levels of experience and training. This percentage has remained fairly steady over the past year.

3.1.5 The average caseload per full time equivalent (FTE) Social Worker is 14.4 cases, a slight increase from 13.8 in June 2015. Within the long term Social Work teams this figure rises to 17.1 cases per FTE (compared to 16.2 in June 2015). Social Workers take on a mixed caseload of child protection and children in need work. The average caseload per full time equivalent Community Resource Worker is 11.8 (a decrease from 13.4 at June 2015). The most recent published figures from the DfE (2014-15) showed a national average of 15 cases per FTE social worker and a regional average of 12 cases; the average across our statistical neighbours is 16 cases.

3.1.6 50% of looked after children cases are held by a Level 3 social worker. The average number of LAC cases held by each FTE worker is 6.5, rising to 14.3 cases for the dedicated Looked After Children Teams. This is a similar position to June 2015 when the average number of cases held was 6.1 (14.4 in the LAC teams).

3.1.7 56% of cases where a child has a child protection plan are allocated to an Level 3 Social Worker, a figure which has increased from 47% in June 2015. Social Workers in the Children and Family Teams involved with Children with a Child Protection Plan hold on average 6.0 such cases, a similar figure to June 2015 when it was 5.8.

3.1.8 62% of public law proceedings cases are allocated to a Level 3 Social Worker, a slight reduction since June 2015 when it was 64%. The average number of Public Law cases per FTE Social Worker is 2.5, a figure unchanged from June 2015.

(Refer to Appendix 1 – a) Workforce and b) Case Load analysis)

3.1.9 A breakdown of departmental sickness levels and types can be found under Appendix 3.

3.2 Child Protection

3.2.1 The overall trend in the numbers of children who are the subject of a child protection plan has been gradually rising over the last year, after a sharp fall between summer 2014 and May 2015; there were 517 at 30th June 2016 compared to 469 in June 2015.

The numbers of children who became the subject of a plan has seen a similar rise over the same period, with 582 plans starting in the year to June 2016 compared to 475 in the year to June 2015.

At the same time, there are falling numbers of children's plans ending, with 508 plans closed in the year to June 2016 compared to 628 in the year to June 2015.

3.2.2 The proportions of children subject to plans under each category at 30th June 2016 are: Physical abuse 9%; sexual abuse 9%; emotional abuse 48%; neglect 34%. In the last year the proportion of plans starting in the category of Sexual abuse has risen and the proportion in the category of Neglect has fallen, both by about 4 percentage points. Quality assurance through 'challenge panels' indicates that reasons for a child requiring a child protection plan are accurately and consistently recorded.

3.2.3 Relatively there are still fewer children subject to a plan in Bradford than nationally, The current rate of children subject to a child protection plan is 36.9 per 10,000 child population (at 30th June 2016) whereas the most recent published national rate is 42.9 per 10,000 and the regional average is 41.8 per 10,000 (at 31st March 2015).

3.2.4 During the year to 30th June 2016, 6.4% of children had become subject to a plan for a second time within 2 years, a deterioration compared to the previous year when it was 5.4%. Ofsted considers the percentage of children becoming subject to a Child Protection Plan for a second or subsequent time to be an important indication of the appropriateness of earlier interventions. A high rate is viewed as indicative of unsatisfactory outcomes to earlier plans.

3.2.5 The percentage of Child Protection Plans lasting for 2 years or more has improved over the last year, with 3.3% in the year to 30th June 2016; this compares to 5.6% in the year to 30th June 2015.

3.2.6 All children who are subject to a Child Protection Plan have an allocated Social Worker.

(Refer to Appendices 2.1 – 2.4)

3.2.7 As at 30th June 2016 there were 338 children and young people identified as being at risk of child sexual exploitation (CSE). There were 42 high risk, 123 medium risk and

154 low risk. 19 children were in the process of having a risk assessment.

3.3 Looked After Children

- 3.3.1 The number of looked after children has seen a sharp rise in the last 6 months. The number of children being looked after is 889 at 30th June 2016 – higher than the figure of 877 in June 2015. This equates to 64 children being looked after per 10,000 child population; this is slightly higher than the national rate of 60 per 10,000 (for 31st March 2015) but below the latest known rate for combined statistical neighbour average of 77.5 per 10,000 (at 31st March 2015) (appendix – 2.5).
- 3.3.2 Strong permanence arrangements are a contributing factor towards reducing the upward trend of LAC, alongside closely monitored care proceedings cases and timely discharges of care order. There were 56 adoptions and 48 Special Guardianship Orders (SGOs) in the year to 30th June 2016, compared to 80 adoptions and 40 SGOs in the year to 30th June 2015. 214 Looked After Children are in Family & Friends foster placements, slightly more than 207 in June 2015; there are ongoing Allowances being paid to families for 282 children on an SGO who were previously LAC.
- 3.3.3 The long term stability of Looked After Children has remained steady in the last year. 72% of children who had been looked after for two and a half years or more had been in the same placement for at least 2 years (compared to 70% the previous year). This is slightly better than the most recently published national average of 68% (March 2015).
- 3.3.4 All Looked After Children have an allocated worker; most have an experienced Social Worker. Currently 154 cases are allocated to Community Resource Workers, much of which is work with young people preparing for moves into independent living.
- 3.3.5 The number of children subject to Public Law Care Proceedings cases has remained fairly steady. At 30th June 2016 there were 107 cases in Public Law Care Proceedings (there were 110 at 30th June 2015).

3.4 Referrals and Assessments

- 3.4.1 The number of referrals received by Social Care Services has increased slightly to about 475 per month over the last year, compared to about 420 per month for the year before.
- 3.4.2 The number of assessments being undertaken by Social Workers is also high. About 760 assessments are carried out each month (this includes assessments in the long term teams), indicating a continuing high volume of in depth assessment work being undertaken.
- 3.4.3 The breakdown of Factors of Need associated with assessments carried out in 2014-2015 and 2015 -2016 can be found in Appendix 2.7.

3.5 Children in Need

3.5.1 The total number of children being included within the CIN census in 2015-16 was 8518, compared to 8362 for the previous 12 months, indicating that an increased number of children are in contact with social care services compared to the previous year. There were 3851 children's cases open as at 30th June 2016.

3.6 The Ofsted Improvement Plan

3.6.1 The child protection and looked after service was inspected as part of a three year rolling programme by Ofsted in February and March 2014. The action appended at 4 sets out for the committee the improvement actions taken and progress to date.

4 Options

There are no options for consideration.

5 Contribution to Corporate Priorities

The work of Children's Social Care contributes to the Council priority of keeping children safe.

6 Recommendations

That the Committee consider further reports in the 2016-17 work programme to ensure the continuation of safe workloads and practice into the future given the current financial climate.

7 Background Documents

None.

8 Not for Publication Documents

None.

9 Appendices

Appendix 1 – Workload & Caseload Analysis
Appendix 2 – Workload Pressures
Appendix 3 – Departmental Sickness Monitoring
Appendix 4 – Ofsted Inspection 2014 Improvement Plan
Appendix 5 - Additional Information

Appendix 1:

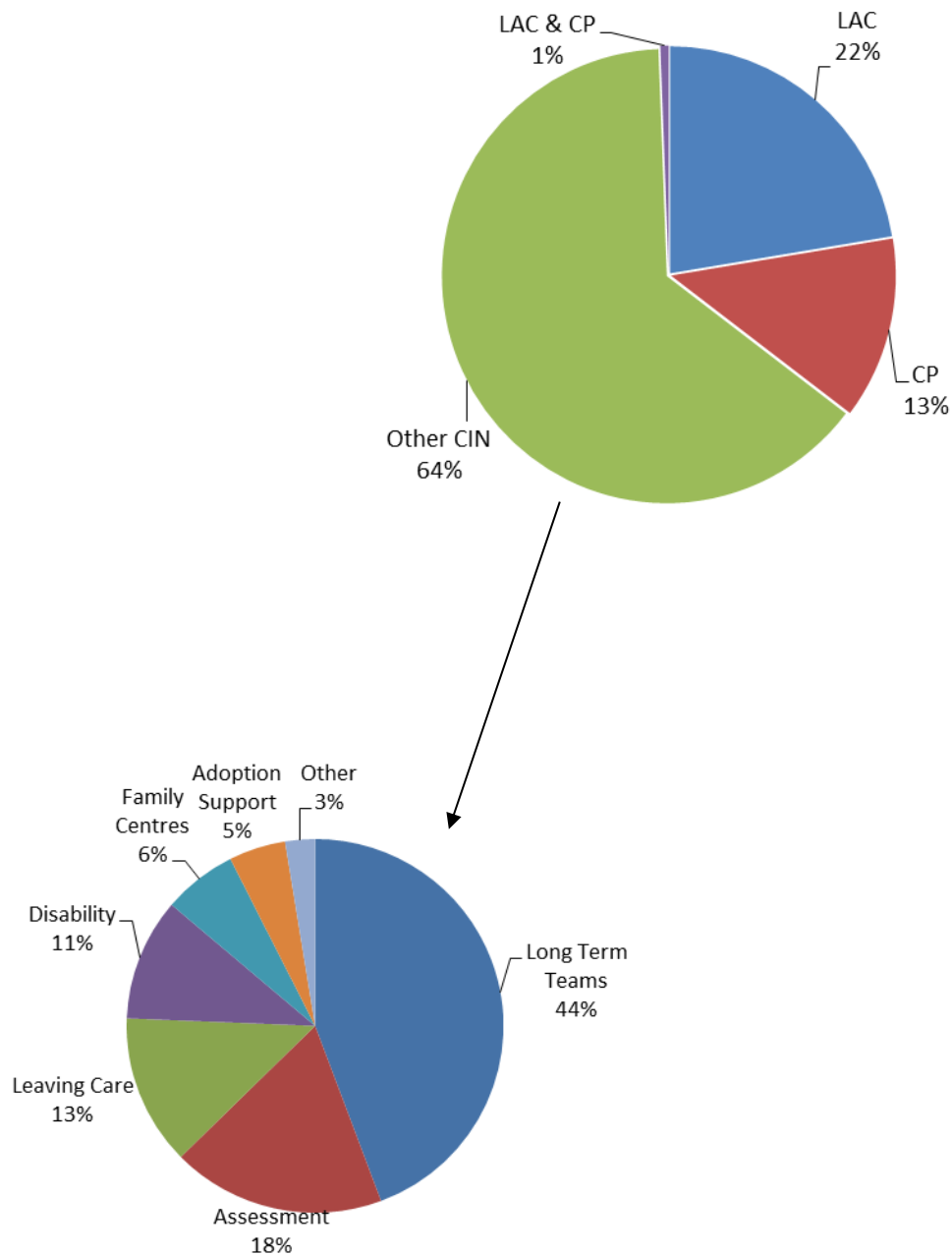
a) Workforce/ Workload Analysis

		30th June 2015	30th Sept 2015	31st Dec 2015	31st Mar 2016	30th June 2016
Workforce Profile	Total number of directly employed Social Workers in post	192 FTEs	210 194 FTEs	208 193 FTEs	211 195 FTEs	190 176 FTEs
	Total number of directly employed Level 3 Social Workers	95 FTEs	104 93 FTEs	102 93 FTEs	102 92 FTEs	88 79 FTEs
	Agency Social Workers	6.8%	3.6%	6.2%	14 (6.7% of all SWs)	19 (9.7% of all SWs)
	Percentage of SWs who are at Level 3 (including agency)	49%	48%	48%	51%	50%
	Total number of directly employed Community Resource Workers (CRWs) in post	41 FTEs	49 44 FTEs	52 43 FTEs	49 44 FTEs	50 45 FTEs
	Agency CRWs	2.4%	-	2.3%	1 (2.3% of all CRWs)	1 (2.2% of all CRWs)
Workload	Average number of cases per FTE Social Worker	13.8 (16.2 in Long Term Teams)	13.1 (15.5 in Long Term Teams)	12.7 (15.4 in Long Term Teams)	12.9 (14.9 in Long Term Teams)	14.4 (17.1 in Long Term Teams)
	Average number of cases per FTE CRW	13.4	12	12.6	12.0	11.8
	Average number of LAC cases (including cases in proceedings) per FTE LAC case holding worker	6.1 (14.4 for LAC teams)	6.0 (14.1 for LAC teams)	6.0 (14.1 for LAC teams)	5.8 (13.9 for LAC teams)	6.5 (14.3 for LAC teams)
	Average number of CP cases per FTE CP case holding worker	5.8	5.7	5.5	5.7	6.0
	Average number of cases in Public Law Care Proceedings per FTE PLCP case holding worker	2.5	2.2	2.4	2.3	2.5
Utilisation of Resources	Percentage of LAC cases allocated to a Level 3 Social Worker	53% (446 cases)	52% (430 cases)	50% (406 cases)	51% (410 cases)	50% (411 cases)
	Percentage of cases where a child has a Child Protection Plan allocated to a Level 3 Social Worker	47% (185 cases)	46% (173 cases)	35% (137 cases)	49% (213 cases)	56% (227 cases)
	Percentage of Public Law Proceedings Cases allocated to a Level 3 Social Worker	64% (70 cases)	59% (64 cases)	52% (68 cases)	54% (63 cases)	62% (66 cases)

b) Caseload Analysis

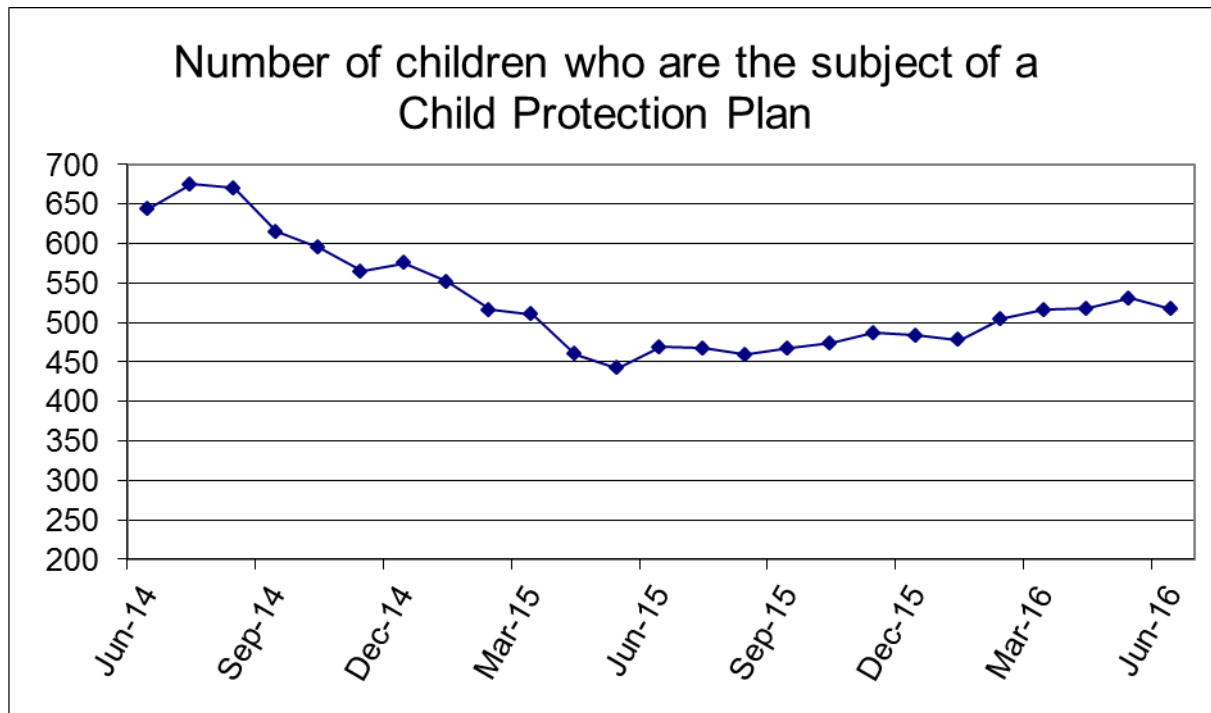
Active cases held by Social Workers and Community Resource Workers working in Care Management Teams at 30th June 2016.

Of the 3851 active cases held by Children's Social Care: 22% were looked after children (856), 13% were children who were the subject of a Child Protection Plan (508) and 64% were other Children in Need. There were an additional 7 children who were Looked After and also the subject of a Child Protection Plan.

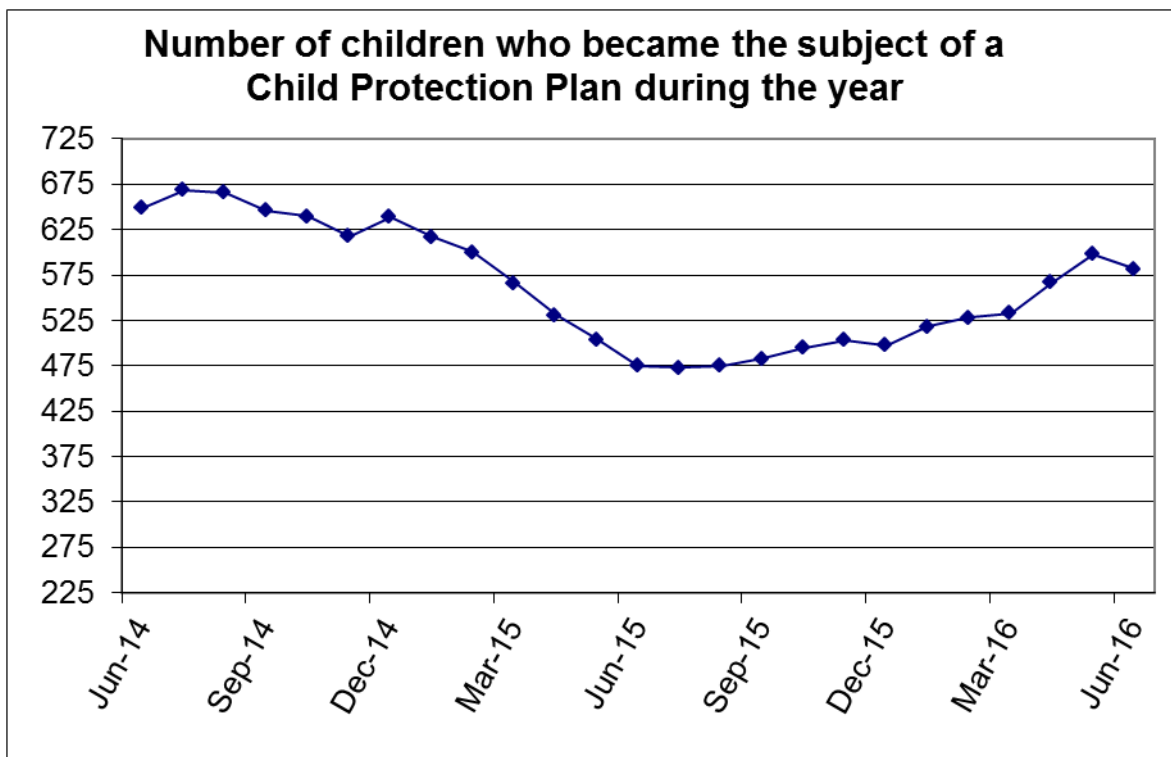


Appendix 2: Workload Pressures

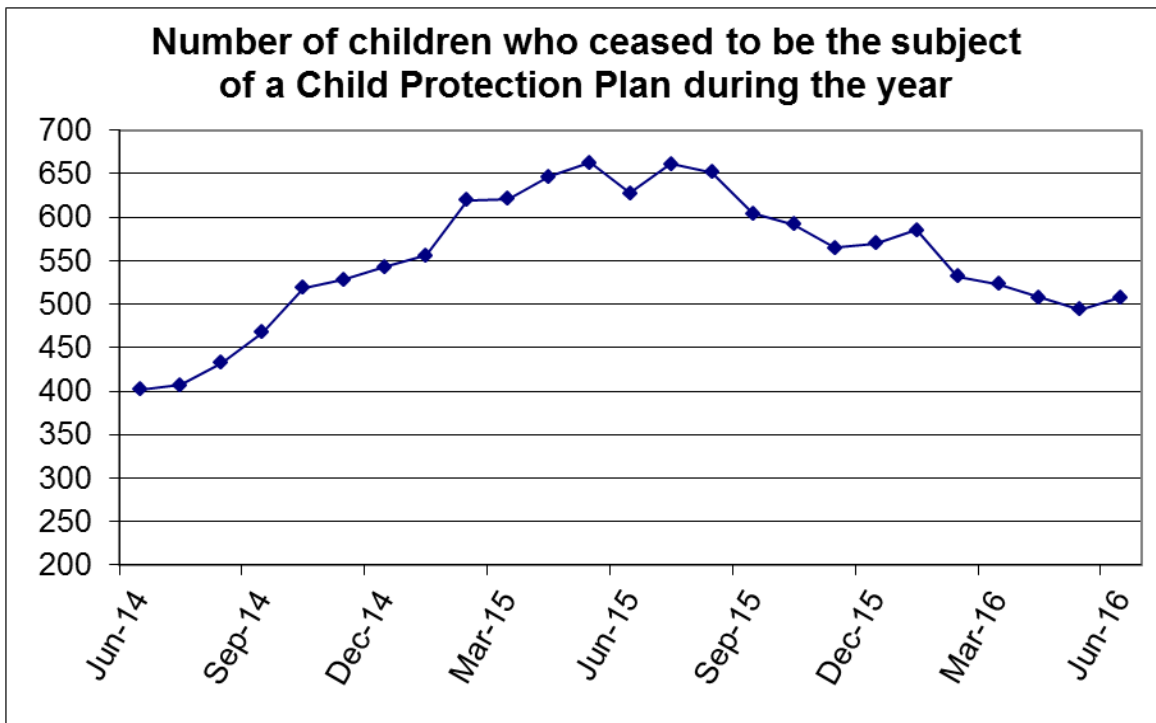
2.1 - Total number of children who are the subject of a Child Protection Plan (June 2014 to June 2016)



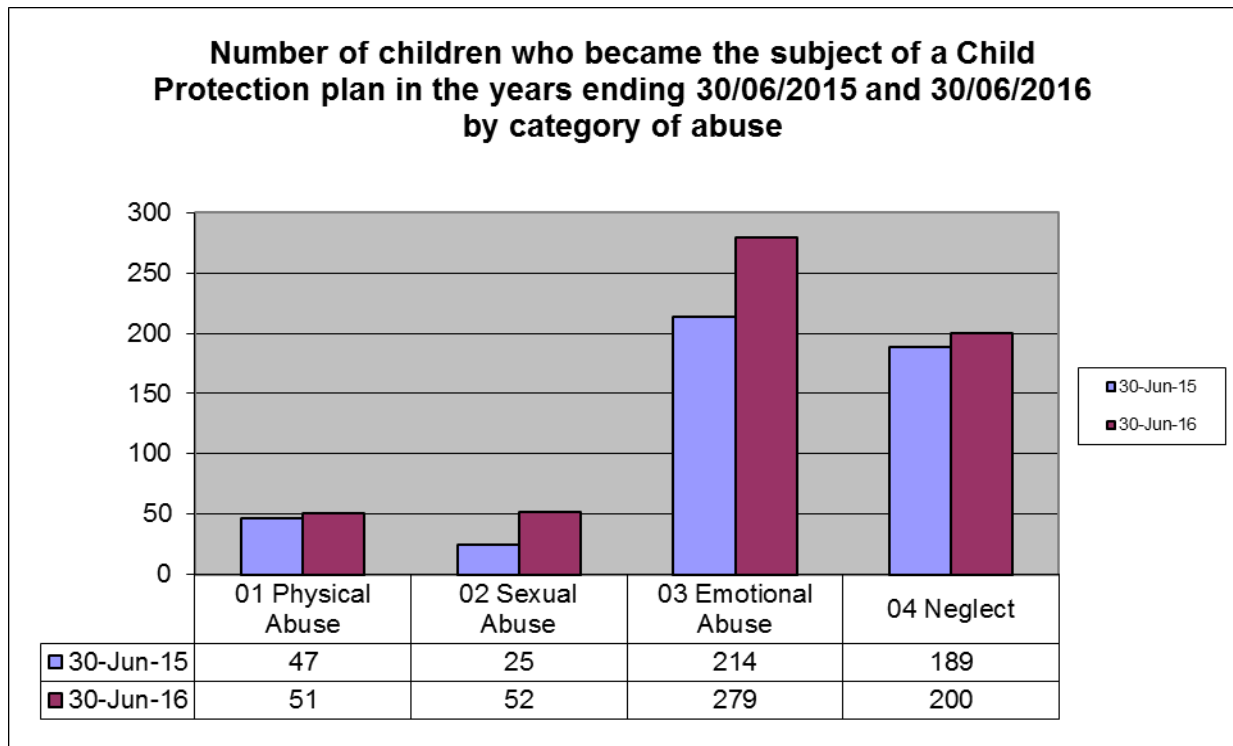
2.2- Children becoming the subject of a Child Protection Plan (June 2014 to June 2016)



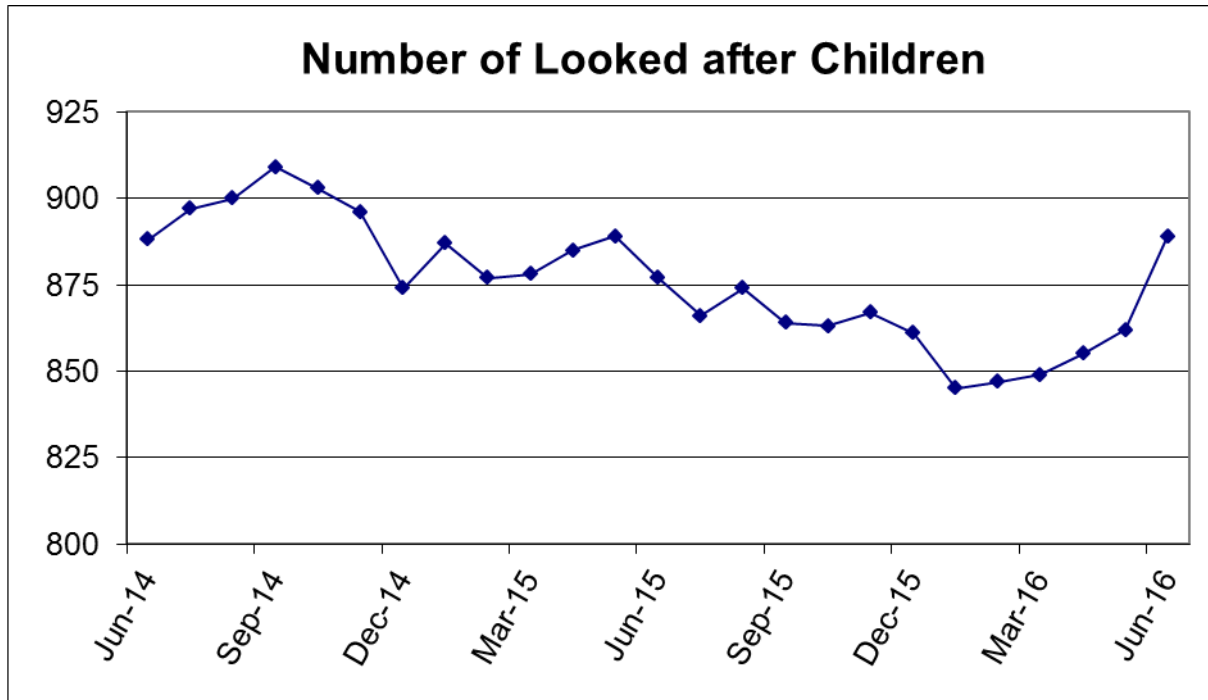
2.3 – Children ceasing to be the subject of a Child Protection Plan (June 2014 to June 2016)



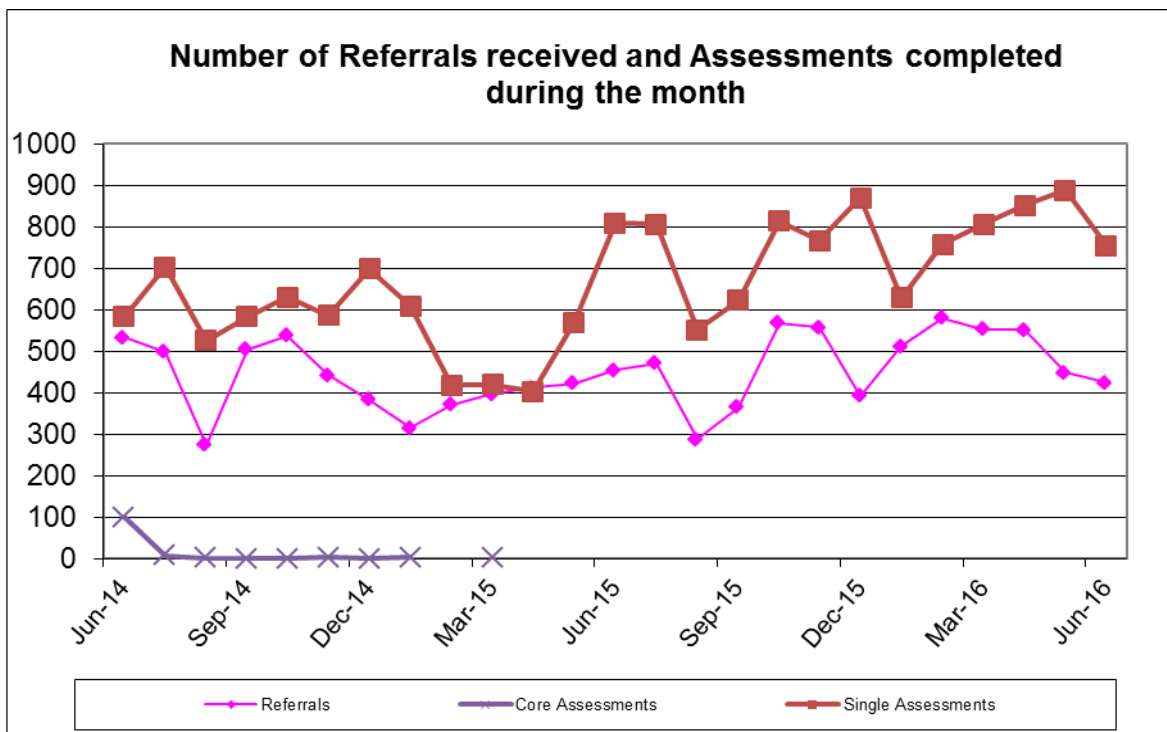
2.4 – Number of children becoming the subject of a Child Protection Plan in the years ending 30th June 2015 and 2016 by category of abuse



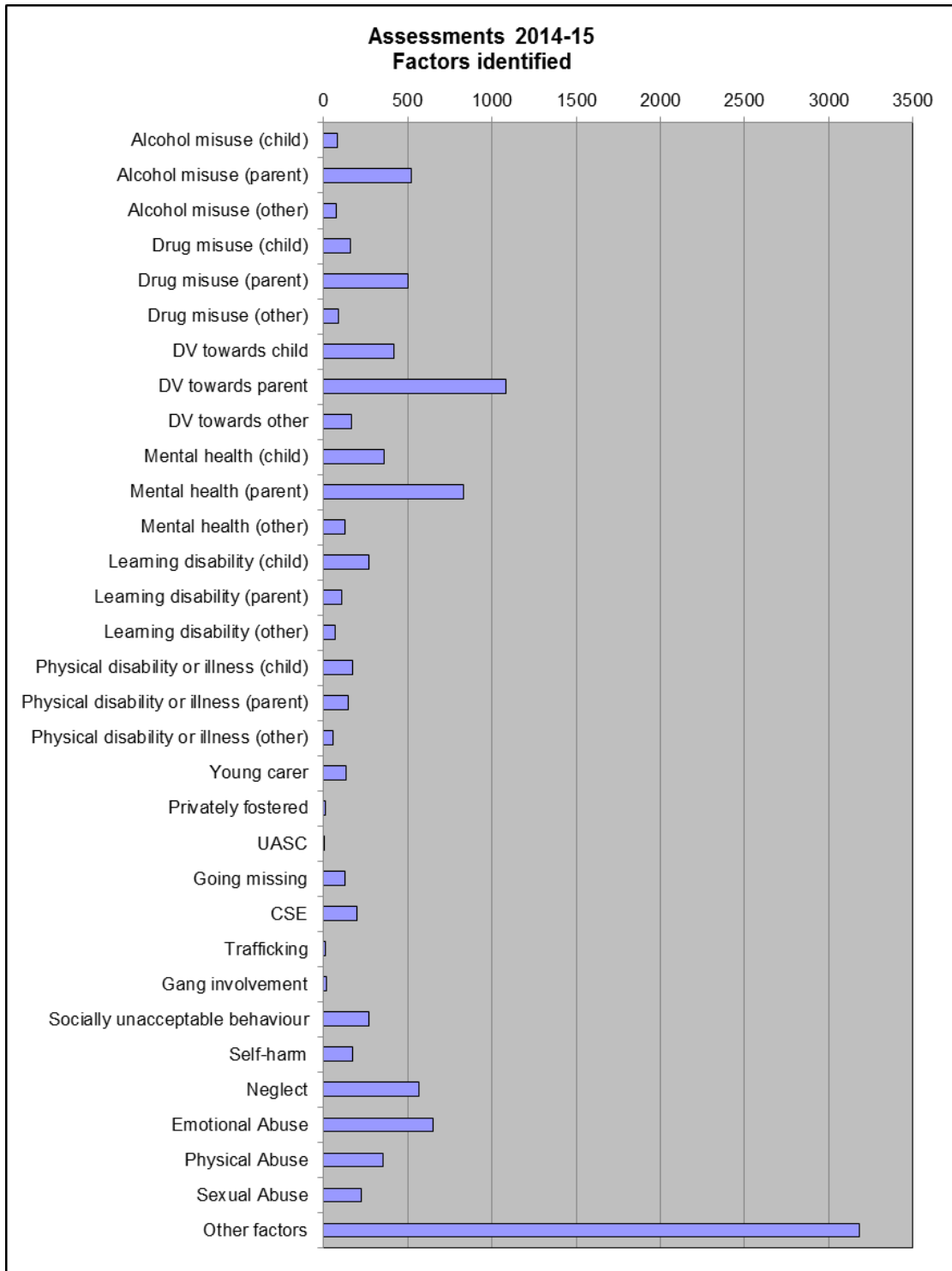
**2.5 – Number of Looked after Children
(June 2014 to June 2016)**

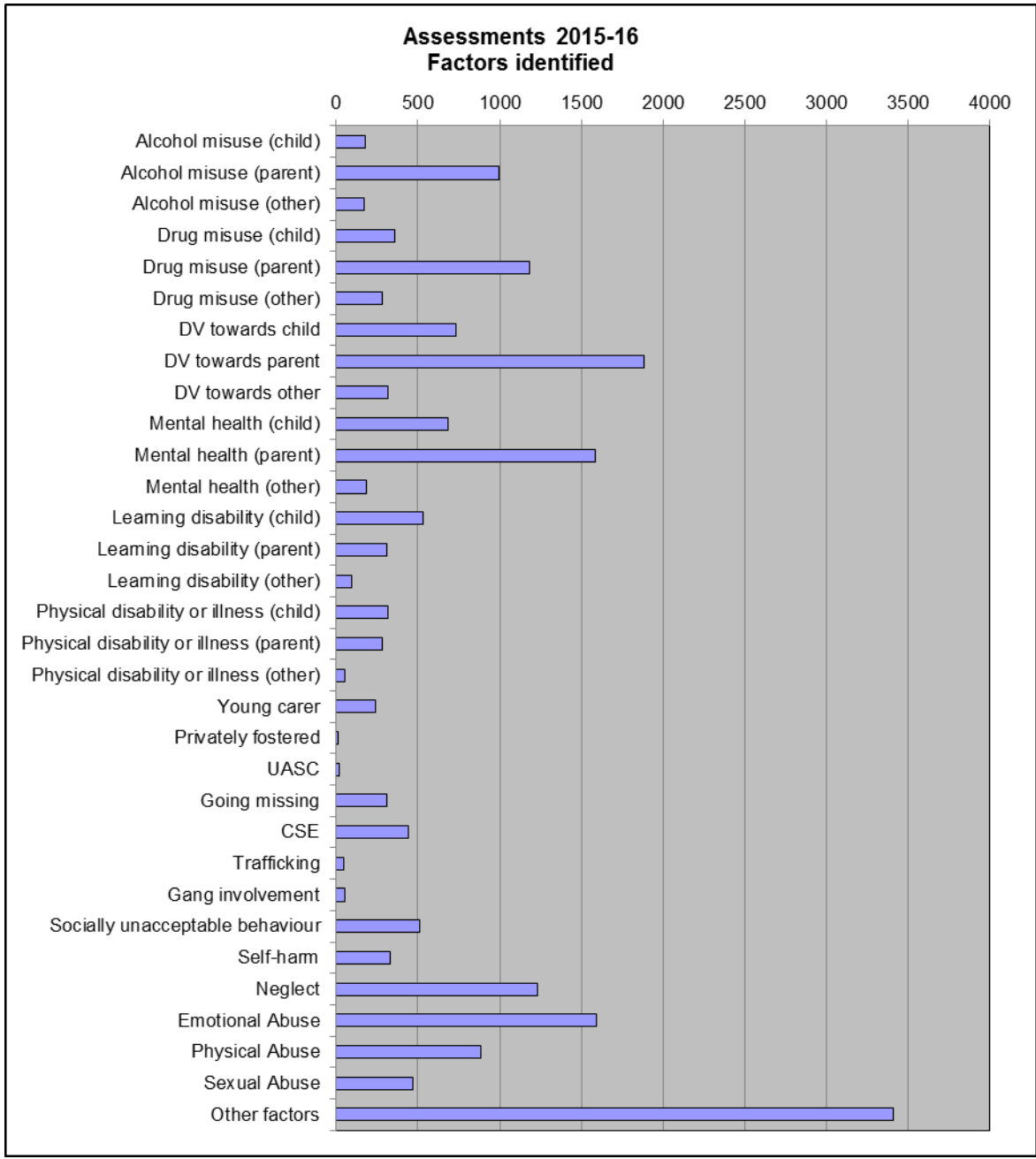


**2.6 – Referral and Assessment Activity
(June 2014 to June 2016)**








**2.7 – Factors of Need Identified by Assessments
(Financial Years 2014-15 and 2015-16)**





Appendix 3:

3.1 Departmental Sickness Monitoring Report April-June 2016

Dept/ Service	Section	Sub-Section(s)	Number of staff by end of June 2015	Average Number of Working days lost 1 Apr 2015 - 30 Jun 2015	Number of staff by end of June 2016	Average Number of Working days lost 1 Apr 2016 - 30 Jun 2016	Performance compared with previous year Arrow up = improvement Arrow down = decline
Children's Specialist Services			870.02	3.11	779.63	4.09	
	Child Protection	Childrens Safeguarding Administration Reviewing Team	47.26	3.72	41.91	4.13	
	Families First	Court Team Youth Offending Families First Community Resources	66.55	3.79	70.42	7.87	
	Group Service		0.00	0.00	0.00	0.00	
	Prevention/ Resources	Prevention & Family Support Teams Adoption & Fostering Placement Co-ordination Residential Management Fostering Residential Management 2	465.34	2.96	415.96	4.44	
	Safeguarding Children's Board		4.30	1.16	0.00	0.00	
	Social Work Services	Leaving care Teams Disability Team & Family Centres Looked After Children Springfield Management Integrated Assessment Team Rooley Management Keighley Management Childrens Specialist Services	382.15	2.78	291.26	2.66	

3.2 Departmental Sickness Breakdown – Days Lost by Category April-June 2016

	1 Specialist Services		2 Child Protection		3 Families First		4 Prevention / Resources		5 Social Work Services		Total	
	Days	% of total	Days	% of total	Days	% of total	Days	% of total	Days	% of total	Days	% of total
Stress non Work Rel	566	17.0%	59	33.8%	143	25.2%	321	17.2%	83	10.5%	1172	17.4%
Fracture/Sprain/Musc	573	17.2%	6	3.4%	42	7.4%	414	22.2%	111	14.0%	1146	17.0%
Stress Work Related	397	11.9%	66	38.1%	23	4.1%	159	8.5%	148	18.6%	793	11.8%
Depression/Anxiety	351	10.5%	7	4.3%	37	6.5%	188	10.1%	118	14.9%	701	10.4%
Cold, Flu, Viral	186	5.6%	14	8.0%	10	1.8%	95	5.1%	79	10.0%	385	5.7%
Back Problems	177	5.3%			52	9.2%	84	4.5%	41	5.2%	355	5.3%
Mental Health Probs	138	4.1%			63	11.1%	65	3.5%	10	1.3%	276	4.1%
Eye/Ear/Nose/Throat	107	3.2%	2	0.9%			85	4.6%	20	2.5%	213	3.2%
Gastric	105	3.1%	1	0.6%	19	3.4%	38	2.1%	46	5.8%	210	3.1%
Headaches, Migraine	98	2.9%	1	0.6%	25	4.4%	65	3.5%	8	1.0%	196	2.9%
Pregnancy related	81	2.4%			13	2.3%	61	3.3%	7	0.9%	162	2.4%
All other reasons	552	16.6%	18	10.3%	140	24.7%	286	15.4%	123	15.5%	1119	16.6%
Total	3330		175		567		1862		794		6728	

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Appendix 4. Service improvement plan - Inspection of services for children in need of help and protection, children looked after and care leavers. Inspection date: 18 Feb 2014 – 12 March 2014

Area of Practice	Area for improvement	Ofsted Expectation	Required Outcome	Performance Measure	Lead	Progress points	Timescales
Social Work: Section 47 Strategy discussions	Social workers and their managers do not regularly hold strategy discussions with the police before starting to carry out a child protection investigation. In addition, where the police are not involved, the recording of the discussion is not sufficiently detailed.	Ensure that all strategy discussions include the police as a minimum standard. The outcome of the discussion and agreed actions must be clearly recorded in a child's case file.	Strategy meetings are timely, accurately recorded and always involve both the Police and Social Care.	<u>Selective</u> Case File Audit. Initial Child Protection Case Conference minutes	Susan Tinnion, Service Manager	1. A dedicated Police Officer is allocated to the Integrated Assessment team. 2. Strategy discussions take place before a child protection investigation. 3. Written guidance to staff on the requirement to record this discussion in detail on the file.	(1) Completed 26.3.14 (2) Completed 3.3.14 (3) Completed 3.3.14
Child Protection Unit : Initial Child Protection Case Conferences	In over two thirds of cases, there has been unacceptable delay of up to six weeks in holding initial child protection conferences.	Take actions to increase and sustain sufficient capacity in the child protection conference service to meet service demands. Ensure that initial child protection conferences are held in a timely way that minimises risks to children and meets statutory guidance.	The Safeguarding & Reviewing Unit (S&RU) provide timely case conferencing and reviewing. There is a Business Process Review for S&RU which is completed. This has produced a more efficient streamlined service. The current number of conferences held on time is at 86%.	CS_N15a: ICPC's held within 15 working days of the start of the S47 enquiries. CS_N15b : Average working days between start of S47 enquiries and ICPC. Additional checks are being made to ensure this indicator is being counted in the correct manner.	Frank Hand, Service Manager, Safeguarding & Reviewing Unit	1. Agency staff in place to increase capacity for case conferencing. 2. Recruit two additional minute takers and Conference Chairs. 3. Complete business process review and implement improved minute taking and timetabling. 4. Work with partners through the Safeguarding Board and improved preparation for Case Conferences.	(1) Completed March 2014 (2) Recruitment completed September 2014 (3) Completed Nov 2014 (4) Completed Nov 2014
Social Work: Delay in Initial Child Protection Case Conferences	Where conferences have been delayed, managers decided that children should be visited by their social worker every week to help protect them. This has not happened in every case	Until improved performance in holding timely initial child protection conferences is demonstrated, ensure that all children have a robust plan, monitored by managers to minimise risk, and that they are seen at least weekly by their social worker.	Children whose ICPC is delayed have a robust plan and are visited at least weekly by their Social Worker.	<u>Selective</u> Case File Audit CS_N15a: ICPC's held within 15 working days of the start of the S47 enquiries. CS_N15b: Average working days between start of S47 enquiries and ICPC.	Di Watherston, Group Service Manager (Social Work)	1. Written practice guidance issued to all staff regarding the requirement. 2. Adherence to weekly visiting quality assured by Team Manager.	Completed April 2014
Child Protection Unit : Allegations against professionals and the role of the LADO	When allegations are made that professionals may have harmed children, cases are not progressed quickly enough on all occasions. There are delays in progress and management oversight in some cases.	Ensure sufficient capacity within the LADO service, so that allegations against professionals progress in a timely way and there is management oversight of all cases.	The Safeguarding & Reviewing Unit provide the LADO interventions and professional checks. Additional staff will increase capacity allowing additional oversight of cases. Processes for LADO work have been reviewed and finalised 28th July 2014.	<u>Selective</u> Case Audit around "Turn Around" time for professional checks. Timeliness reports via ProBase to benchmark performance. Comparison timeliness against performance of regional partners.	Frank Hand, Service Manager, Safeguarding & Reviewing Unit	1. Agency Staff in place to increase the capacity of the LADO service. 2. Written guidance given to staff on timeliness and management oversight on all case closed. 3. Recruit two additional staff for the child protection unit to undertake LADO work and case conferencing.	(1) Completed March 2014 (2) Completed April 2014 (3) To be Completed September 2014
Social Work: Statutory Assessment	In a very small number of cases social workers did not see children promptly enough.	Ensure all children identified as requiring statutory assessment are visited swiftly following receipt of the referral which identifies the concern.	Children are promptly seen upon statutory assessments commencing received	Local PI measuring time from 'trigger' event to end of assessment. <u>Periodic</u> Case File Audit	Di Watherston, Group Service Manager (Social Work)	Practice Guidance issued to all staff and Assessment Managers	Completed April 2014
Social Work: Children suffering neglect	A very small number of cases demonstrate delays in escalation for children who are experiencing chronic neglect and emotional abuse.	Social workers and their managers must decide to take stronger action more quickly in every case. i.e.: Where plans to reduce the impact of chronic neglect are not progressing sufficiently swiftly, ensure that assertive action is taken to escalate all such cases to a higher level of intervention.	Appropriate action is undertaken in situations of chronic neglect	<u>Selective</u> Case File Audit. CP Co-ordinators to quality assure PLO process by 3rd CPCC(10 month point)	Di Watherston, Group Service Manager (Social Work)	1. Practice guidance issued to all staff. 2. Family Justice Review & revised PLO embedded, with Case Manager appointed to track and quality assure plans and feedback on any undue delay. 3. Neglect refresher training by the BSCB Sept-December 2014	(1) Completed July 2014 (2) In place (3) Completed December 2014
Management: Supervision of practice	However, some staff in assessment teams report supervision is not always regular. The overall quality of supervision records need to better reflect challenge and to evidence reflective discussions.	Ensure that social workers and workers across all teams, particularly referral and assessment teams, receive regular supervision to support the complex work they are undertaking.	Supervision is appropriately challenging, recorded and audited on a regular basis.	<u>Selective</u> Case File Audit	Di Watherston, Group Service Manager (Social Work) & David Byrom, Group Service Manager (Resources)	1. Mandatory refresher Reflective Supervision Training delivered for all Child Protection Team Managers. 2. The Departments Supervision Policy is revised setting clear practice standards.	(1) Completed Sept-December 2014 (2) Completed July 2014

Bradford
Safeguarding
Children Board
Improvement Plan

Private Fostering	There has been no formal oversight of private fostering (PF) arrangements or of children living out of area during this period.	Implement routine oversight of arrangements for safeguarding and promoting the welfare of privately fostered children, including work aimed at raising professional and public awareness of children who may be privately fostered.	BSCB is incorporating information regarding private fostering into its routine data set. A challenge panel focusing on children living apart from their parents will include a sample of private fostering cases. Promotional materials for professionals and the wider community regarding Private Fostering will be reviewed, revised and disseminated.	Data set : PF notifications, PF assessment, PF arrangements in place. Selective Challenge Panel completed and outcomes presented to Performance Sub-Group	Kate Leahy Service Manager. Paul Hill, LSCB Manager	1.Revised data set, including PF data approved by sub group 2.Regular reporting to inform BSCB challenge. 3.Challenge Panel to test inter-agency practice. 4.Revised promotional materials disseminated.	Completed; (1) Sept 2014 (2) Jan 2015 (3) To be completed April 2015 (4) To be completed April 2015
Multi-agency Data Set	Not all data and performance are monitored systematically and routinely. This means that BSCB is not always able to respond as quickly as it otherwise could. The development of a multi agency data set is ongoing	The BSCB should accelerate development of multi-agency data set and clearly record any challenge to areas of poor performance and the impact of the this challenge.	Revised multi-agency data set to be developed by Sept 2014. Working with other Y&H LSCB to explore the option of regional data set to assist benchmarking. Monitoring of challenge and impact to be better incorporated into BSCB minutes and reports.	Regular board scrutiny of data set and other performance information, challenge partners based on data set and follow through to impact	Saheed Khan, LSCB Performance	1. Revised data set agreed by BSCB performance sub group. 2.Data set populated and reported to sub group & full Board 3.Demonstrate and record impact of challenge based on performance data	Completed by: (1) Nov 2014 (2) Jan 2015 (3) To complete July 2015
Education Representation on Safeguarding Board	The absence of Head Teacher and FE College representation on the Board means that schools and colleges do not have sufficient opportunity to contribute to and influence the partnership at this level.	The BSCB should review the engagement of schools and FE colleges to ensure that they are fully represented on the Board.	Bradford Partnership currently seeking Head Teacher representation for full Board. Seeking single FE representative for Bradford, Shipley and Park Lane (Keighley) Colleges.	Representatives in place by October 2014 meeting of BSCB. More evidence of engagement of schools and FE colleges in safeguarding agenda.	Paul Hill, LSCB Manager	1.Agree representatives with primary & secondary partnerships and FE Colleges. 2. Agree mechanisms for dissemination & feedback	Completed October 2014
Learning & Improvement Framework	The local learning and improvement framework is under-developed, and ongoing work will strengthen capacity to improve the co-ordination of this work.	The BSCB should complete the implementation of a comprehensive local learning and improvement framework.	New comprehensive Learning & Improvement Framework to be agreed and implemented.	New Learning & Improvement Framework (LIF) accepted by BSCB in June 2014. Implementation monitored via learning & Development Sub-Group. LIF to be reviewed by December 2015.	Paul Hill, LSCB Manager	1. New LIF agreed by BSCB 2. Full implementation and Review of LIF.	(1) Completed June 2014 (2) Completed December 2015
Multi-Agency Training	Multi-agency training in the protection and care of children is effective and evaluated regularly for impact.	The BSCB should evaluate the impact of safeguarding training on the quality of frontline practice and outcomes for children as part of a comprehensive training needs analysis.	Revised Learning & Development Strategy to include mechanisms and measures for training evaluation. Use of on-line evaluation tool to be piloted.	Participants evaluation of training. Evidence of impact of learning from challenge panels.	Paul Hill, LSCB Manager	1.Publish new Learning & Development Strategy. 2.Pilot on line evaluation tool. 3.Report to Learning & Development Sub group on new impact measures	Completed March 2015

OVERVIEW AND SCRUTINY WORKLOAD REPORT

Additional Information – Appendix 5

Workforce / Workload Issues

By the 30th June 2016, the total number of directly employed Social Workers in post had reduced from 195 to 176 full time equivalent posts. A proportion of these posts became vacant due to a number of reasons, for example: promotional opportunities, increased social work input into the Child Sexual Exploitation Hub, introduction of the Principal Social Worker and the Missing Coordinator post. A number of Social Workers have taken posts in CAF/CASS, Adult Services and some to neighbouring authorities and agency providers. There has also been an unavoidable delay in recruiting to social work vacancies. All staff leaving the authority are offered an exit interview.

The service is currently undertaking work on recruitment and retention of Social Workers with both Human Resources and Workforce Development.

The appointment of the Principal Social Worker is instrumental in the recruitment and retention agenda. The Principal Social Worker has developed a Health Check Survey which will be undertaken later in the year and will involve all Social Workers employed by Bradford. This will give Social Workers the opportunity to give feedback and guide the Local Authority in tackling the issues at the front line of services and give a snap shot of how things are for Social Workers regarding, workload, support and learning and development.

A comprehensive induction package and 'buddying' support arrangement is being established.

Child Protection

The overall trend in the number of children who are subject to Child Protection Plans has been gradually rising over the last year. This could be for a number of reasons such as local issues which can create surges in child protection numbers, for example a sudden increase in Eastern European Families particularly Slovakian Roma Communities. This can and has lead to an increase in the numbers of children made subject to Child Protection Plans. With the changes in the Communities that we serve, we are often not able to respond quickly enough to this change and provide support to those Communities who have little knowledge or understanding of Children's Services. The decision to de-plan cases is made in Multi Agency Child Protection reviews and it is determined by the willingness of agencies to manage risk outside of child protection system. Responses to this varies and can often be linked to a belief that a step-down plan will not give adequate support to a child who has been at risk of significant harm.

Relatively, there are still fewer children subject to a Child Protection Plan in Bradford than nationally. Bradford has always had a lower ratio per 10,000 than either regional or national partners.

Looked After Children

The number of Looked After Children has seen a sharp rise in the last 6 months. This is slightly higher than the national average rate of 60 per 10,000 but is still below the latest known rate for combined statistical neighbours averages. The number of Looked after Children has been increasing since February 2016. This is due to an increase in the number of children becoming Looked After, together with a decrease in the number of children ceasing to become Looked After .There were twelve additional children becoming Looked After Children between February to June 2016 compared to the same period the previous year. There were twenty seven fewer children ceasing to be Looked After Children between February to June 2016 compared to the same period the previous year. Legal services are experiencing difficulties due to capacity and increase in demand, this is impacting in getting discharge of care orders into court.. Strategies for dealing with this are being considered. Despite the data regards Nationality not being completed for all Looked After Children admissions there has been an increase in the number of admissions from Slovakian nationality (from two in February to June 2015 to 13 thirteen for February to June 2016).

Di Watherston
Head of Service Social Work
22/8/16

Report of the Strategic Director to the meeting of Children's Services Overview and Scrutiny Committee to be held on 6th September 2016.

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Subject:

Review of Post-16 education in Bradford

Summary statement:

This report outlines the context of the recent review of post-16 education and training that was undertaken in Bradford, and the case for change and next steps for action that emerged from the Review.

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Portfolio:
Children & Young People's Services
Overview & Scrutiny Area:
Children & Young People's Services



1. SUMMARY

- 1.1 This is a period of significant change for post-16 education and training locally and nationally and the Council with the support, participation and cooperation of a range of key partners has led a local review of post-16 provision within the District to ensure that we have a sustainable, high quality offer that delivers the best outcomes for our young no matter where they start.

2. BACKGROUND

- 2.1 Post-16 education is changing significantly. National reforms are changing the curriculum, the accountability framework, funding and will significantly expand the apprenticeship programme.
- 2.2 The pattern of post-16 delivery in Bradford was inspected by Ofsted in 2015. In their subsequent report on Local Authority arrangements for school improvement in Bradford, questions were raised about the quality and the longer-term financial viability of the offer.
- 2.3 The changes in funding from the introduction of a new 16-19 formula in 2008/09 to equalise rates of funding per learner have seen a significant reduction in levels of funding received by Bradford institutions. Alignment of funding with subsequent policy changes, such as the Wolf Report, and the removal of protections have meant further funding reductions.
- 2.4 Alongside this Adult Skills funding has also been reformed and allocations for Colleges have reduced at a time when many Colleges nationally had capital to loans to repay predicated on income projections based on the old funding arrangements. In response to this the Government announced a programme of national area based reviews of further education (FE) to deliver efficiencies and increase the financial sustainability of the FE sector. West Yorkshire was prioritised in the first tranche of these reviews. It has always been clear that the Council would have a clear role in feeding in the requirements of the District to the Steering Group.
- 2.5 Bradford as a District has shown significant improvement over a sustained period of time in the numbers of our young people participating in education and training. The DfE publishes data based on the November to January average rate of NEET (Not in Education, Employment or Training). For 2015/16 Bradford recorded their best ever performance against this measure, is better than the national rate and in terms of percentage reduction was the 5th most improved Local Authority nationally. These improvements in participation however have not translated into improved outcomes for our young people on a similar scale and indeed unemployment of 19-24 year olds remains above the national average.
- 2.6 In the context of these drivers and pressures, but above all to ensure we can meet the needs of our young people, and deliver the skills needed by the local economy



now and in the future, Bradford Council commissioned a review of post-16 provision across the District. This was undertaken in partnership with schools, colleges, the University of Bradford, West Yorkshire Learning Providers and business. A list of partners is included in the report “A joint approach to post-16 education improvement in Bradford and the need for change” at Appendix 2.

3. OTHER CONSIDERATIONS

- 3.1 The Review outlined a clear case for change that has been accepted by all partners.

Specifically:

Outcomes need to rapidly improve for all young people in all settings.

Overall the outcomes for young people by the age of 19 do not compare well to national and regional figures. Attainment of Level 2 (equivalent to 5 GCSEs at grade A*-C) and Level 3 (equivalent to 2 A Levels) at age 19 are at best stabilising, and at worst declining.

- 3.2 Of those who complete a Level 3 qualification, progression rates into Higher Education (HE) are actually quite positive for the District and in terms of progression to any HE destination Bradford performs better than is the case nationally (52% locally, 48% nationally), although for progressions into the top third of HE institutions, Russell Group and Oxford or Cambridge Bradford is below the national rate. However, the key challenge is that significantly fewer of our young people actually attain Level 3 compared to their peers nationally (50.6% in Bradford, 60.3% nationally).
- 3.3 Despite some recent improvements, our young people’s academic results are below average and they also achieve fewer qualifications than the national average. Fewer of Bradford’s A Level students achieve three A Levels than is the case nationally.
- 3.4 There are also significant differences in performance levels in post-16 education depending on where learners live and their backgrounds. This is not just in the levels of outcomes achieved by young people but also in the quality of learning that young people experience.
- 3.5 This is not to say that there is not good practice in our post-16 settings. Vocational results in schools generally compare favourably to the national picture, the recent White Paper “The Post-16 Skills Plan” (see Background documents) though will introduce significant change to technical provision which could jeopardise that. The District needs post-16 provision that is both ready for these changes and that can rapidly deliver better academic outcomes across the whole of the area.
- 3.6 **Guidance needs to improve.**
All students need to access learning suitable for their needs and clearly understand progression routes from that provision. Data indicates that too many of our young people are making the wrong choices at key transition points. This demonstrates a



clear need for informed and unbiased information, advice and guidance (IAG) in all settings and better transition support.

The development and implementation of the Bradford Pathways programme with its focus on our young people's routes into different sectors of the economy is aligned with, and ahead of, the White Paper and the development of resources to support the programme will underpin guidance and improve our young people's choices and decision making. This will also enable parents and carers to help their children with these transitions and empower them to make better informed decisions about future education, and ultimately employment, prospects.

3.7 **Choice is limited.**

Currently many of our schools' sixth forms are small and the academic and vocational pathways they provide offer a limited choice for young people. The colleges provide mainly vocational programmes but also some significant A Level provision.

The approach is not joined up and as a result is costly, duplicates learning opportunities, does not provide high quality learning experiences and ultimately impacts negatively on outcomes for learners.

There are clear gaps in the range and types of qualifications and programmes at all levels and the A Level offer does not match local economic need. The District needs a comprehensive range of high quality options to be available to all our young people throughout the area; this emphasis on quality and broad curriculum choices must be at the heart of our sixth forms, colleges and other post-16 settings.

3.8 **The current offer is not financially sustainable.**

Population projections show an increase in youth population and there is a pressing need to create additional capacity in secondary school for ages 11-16 years old. This is at a time when the Government is consulting on the future of 11-16 funding and this will mean increasing pressures on school budgets.

Allied to this there are twenty schools which have sixth forms with less than 250 young people. Of these 20 schools, five had between 200 and 250 students, nine had between 100 and 199 students and six had less than 100 young people in their 6th form in May.

Studies demonstrate that sixth forms with less than 250 students can be inefficient. Those schools with small sixth forms face increasing challenges to be able to afford to deliver a viable sixth form offer. Research has also identified an association between the size of a sixth form and its A Level results whereby statistically larger sixth forms will perform better than smaller ones.

In order to achieve financial sustainability, schools may consider greater specialisation post-16 and thus to focus on a narrower range of subjects and indeed this may also have a positive impact on outcomes. However whilst this may achieve financial efficiency it by definition limits the range of subjects on offer and choice



available to students in the immediate and longer term reducing the range of career pathways available to them.

3.9 A list of schools with less than 250 students in the May 2016 census is at Appendix 3. It should not be assumed that all of these are financially inefficient.

3.10 Subsequent to the Review a steering group drawing on representation from schools, colleges, the University of Bradford, West Yorkshire Learning Providers, business and Chaired by the Council has worked collaboratively to develop a recommended framework for improvement as set out in Section 9. However the Council acknowledges that this is the first step and that we need a broader debate engaging education and business leaders from across the District.

4. FINANCIAL & RESOURCE APPRAISAL

4.1 There are no financial and resource implications arising out of this report.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

5.1 There are no significant risks to the Council arising out of the recommendations in this report.

6. LEGAL APPRAISAL

6.1 There are no legal issues arising out of this report.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

There are no issues arising from the Council's Equality & Diversity Strategy to consider as part of this report.

7.2 SUSTAINABILITY IMPLICATIONS

Improved outcomes and skills levels will improve the range and quality of opportunities available to our young people in the labour market, and their ability to contribute to society and their communities.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

The contents of this report do not directly impact Council's own and the wider District's carbon footprint and emissions from other greenhouse gasses.

7.4 COMMUNITY SAFETY IMPLICATIONS

There are no direct Community Safety implications arising out of this report.



7.5 HUMAN RIGHTS ACT

There are no Human Rights Act implications arising out of this report.

7.6 TRADE UNION

There are no Trades Union implications for the Council arising out of this report.

7.7 WARD IMPLICATIONS

As a result of the recommendations there may be Wards that currently have a sixth form that do not in the future, however it is not possible at this point to state which Wards this would apply to.

8. NOT FOR PUBLICATION DOCUMENTS

8.1 None.

9. OPTIONS

The Council and its partners will together to deliver against the four key priority areas set out at 9.1 to 9.4:

9.1 Delivering Sustainable, High Quality Post-16 Provision

The key actions and considerations in this area are:

- *rationalising sixth forms across the District*; The Council believes that a school sixth form with fewer than 250 young people is unviable. For those schools not part of a multi-academy trust this may be achieved through closure of their sixth form or by delivering a post-16 offer in collaboration with a partner school or college.
- *collaboration based on geographical factors, communities of interest or provider strengths*; Schools and colleges must work together to broaden their curriculum offer and realise economies of scale.
- *collaboration within multi-academy trusts (MATs)*; The Council would like to see MATs reviewing and considering the future of their sixth form provision strategically across the whole trust, with a view to combining their provision into a single sixth form centre or to stop offering sixth form provision.
- *the development of new sixth form colleges and post-16 free schools*; This needs to be done through a coordinated approach that considers geographical factors to ensure equality of access for all our young people and avoids unhelpful competition impacting on financial security. The Council want to see the development of four new sixth form colleges that offer a wide range of high quality academic pathways, with two located within the city centre and two located in the north of the District.



The Council wants to ensure that all post-16 settings in the District give our young people the best possible post-16 learning experience. To meet the needs of our young people and local economy, our post-16 institutions must deliver high quality teaching and learning, in the best facilities available and with clear links, through the Bradford Pathways programme, to progressions into either the labour market or Higher Education. The ethos of these settings must be to deliver a better quality experience that equips our young people for the very best opportunities available to them in later life.

- developing a financial modelling tool to enable sixth forms to stress-test what they offer.

9.2 Championing and Supporting Better Leadership

The key actions and considerations in this area are to:

- Develop geographical partnerships to develop and share expertise.
- Set up peer-to-peer support for teachers and leaders.
- Intervene where leadership lacks the skills or capacity to improve.
- Provide robust data on performance to highlight good and outstanding practice.
- Provide robust data on what our local economy needs now and in the future.

9.3 Promote Networks and Partnerships that can Raise Standards

The key actions and considerations in this area are to:

- Signpost and broker relationships.
- Support collective approaches that tackle underachievement.
- Work with schools and colleges to direct resources to where they are needed.
- Bring schools and colleges together to work to raise aspiration.
- Work with schools and colleges and intervene at an early stage to tackle areas of concern.

9.4 Continue to Focus on 16-19 Outcomes at all Levels

The key actions and considerations in this area are to:

- Develop a post-16 action plan to improve standards.
- Develop a post-16 partnership to focus on improving educational standards and



outcomes.

- Develop an effective transition process between Year 11 and all post-16 destinations.
- Make certain independent information, advice and guidance (IAG) is available to all our young people and families to inform their decision making.
- Champion the view that vocational and academic choices have equal value
- Implement Bradford Pathways so that young people have access to a learning pathway that gives them a rich and balanced curriculum linked to their career goals.
- Promote teaching which aims to shift performance for all students.

10. RECOMMENDATIONS

10.1 Recommended:

- That the Committee note the contents of the report and work with partners to promote and deliver the actions set out in section 9 and specifically 9.1.
- That the Committee support the Council with the engagement of a broad range of partners from education and business with the development of the post-16 agenda and partnerships in Bradford.

11. APPENDICES

11.1 Appendix 1 – Post-16 education and training in Bradford and the need for change.

11.2 Appendix 2 – A joint approach to post-16 education improvement in Bradford and the need for change.

11.3 Appendix 3 – Bradford School Sixth Forms with less than 250 Students.

12. BACKGROUND DOCUMENTS

12.1 Post-16 Skills Plan White Paper

12.2 Wolf Report

12.3 Area Based Reviews of FE

12.4 Key Stage 5 Destinations Data





Post-16 education and training in Bradford and the need for change



Foreword from Cllr Susan Hinchcliffe and Michael Jameson

At the heart of our Education Covenant for Bradford District is the belief that strong schools, colleges and other post-16 settings are essential if we are to have strong communities, economic growth and a healthy society.

This is a really important time for the future of post-16 education and training in the Bradford District. In spite of the hard work and commitment of all involved in 16-19 teaching, the need to accelerate improvements in both the quality and choice for learners is accepted by all.

We know there are some excellent examples of post 16 education in the district, but the world of work is changing and we want to make sure that all our young people have access to a wide range of high standard A level and technical vocational qualifications. We must provide excellent learning pathways so young people can progress into employment and further and higher education.

We know that what is on offer for young people now has not delivered enough improvement in Bradford's learning levels right across the board. We must take this opportunity to re-organise our current post-16 offer so that it delivers excellence and is financially sustainable.

In 2015, the Council led a review of post-16 education and training. We carried out the review jointly with schools, colleges and industry so we could set a direction to make sure that the post-16 learning young people receive is relevant to today's and tomorrow's job market.



This document has been produced by Bradford Council to outline the case for change in how we deliver post-16 education in Bradford, but more importantly it describes the Council's view on the future options for post-16 education as a response to the review.

Our role as leaders for Bradford Council is to champion the needs of young people, families, schools and colleges. We now have a clear plan on how we will work with our partners to drive this change so that young people in our District have access to the best post-16 education we can offer.

A handwritten signature in blue ink that reads "Susan Hinchcliffe".

Cllr Susan Hinchcliffe
Leader of Bradford Council

A handwritten signature in blue ink that reads "Michael Jameson".

Michael Jameson
Strategic Director of Children's Services

Reviewing post-16 education

Post-16 education is changing: National reforms are changing the curriculum, how post-16 education is funded and will significantly expand the apprenticeship programme. Alongside this, the organisation of education is more diverse with the growth of multi-academy trusts and the introduction of free schools, university technical colleges and institutes of technology.

The way that post-16 education is offered in Bradford, both its quality and its financial viability, was criticised in Ofsted's 2015 report on school improvement in Bradford. In addition, the Government is reviewing the financial viability of colleges in West Yorkshire as part of a national programme.

To make sure we can meet the needs of our young people, and deliver the skills needed by the local economy now and in the future, Bradford Council led a review of post-16 provision across the District.

The review was undertaken in partnership with schools, colleges, the University of Bradford, West Yorkshire Learning Providers and the Workforce Development Advisory Committee.

While the role of the Council is changing as all secondary schools move toward academy status, it has an important role to play as a champion of young people, parents, carers and families, and educational excellence. The review was an important first step to accelerate the improvements needed across the District.

We view the Council's champion role as crucial to making sure that change has a direct and positive impact on learners and their families. Championing is about local leadership; influencing and creating a common purpose; and challenging providers to deliver excellence and provide support.

The case for change is clear

The post-16 review found that the current way we deliver post-16 education in Bradford needs to change. It needs to do this rapidly to meet the future needs and demands of its learners, communities and employers, and to make sure that it is sustainable in a period of reducing public funding.

An important strand of Bradford's economic regeneration focuses on skills development to maximise employment opportunities. To support this objective post-16 education needs to offer learning and training that is fully aligned to, and shaped by, the needs of local employers and growth sectors in the local economy.

The review found that:

- **Outcomes need to rapidly improve for all young people in all settings.**

Overall the outcomes for young people by the age of 19 do not compare well to national and regional figures. Level 2 (equivalent to 5 GCSEs at grade A*-C) and Level 3 (equivalent to 2 A Levels) performance at age 19 can be described at best as stabilising, and at worst as declining.

Our young people's results are below average and they also achieve fewer qualifications than the national average. Fewer of Bradford's A Level students achieve three A Levels than is the case nationally.

There are also significant differences in performance levels in post-16 education depending on where learners live and their backgrounds. This is not just in the levels of outcomes achieved by young people but also because of the range of course options available and in the quality of learning that young people experience.

- **Young people need to be better supported when choosing what they want to do.**

All students need to access learning suitable for their needs and for which clear progression routes are

understood. Data shows that too many of our young people are making the wrong choices at key transition points. This shows there is a clear need for informed and unbiased information, advice and guidance (IAG) in all settings and better transition support.

- **The current choice for students is limited.**

Currently many of our schools' sixth forms are small and the academic and vocational pathways they provide offer a limited choice for young people. The colleges provide mainly vocational programmes but also some significant A Level provision.

The approach is not joined up and as a result is costly, duplicates learning opportunities, does not provide high quality learning experiences and ultimately impacts negatively on outcomes for learners.

There are clear gaps in the range and types of qualifications and programmes at all levels and the A Level offer does not match local economic need.

- **The current offer is not financially sustainable.**

Population projections show an increase in youth population and there is a pressing need to create additional capacity in secondary school for ages 11-16 years old. This is at a time when the Government is consulting on the future of 11-16 funding and this will mean increasing pressures on school budgets.

Allied to this there are 18 schools which have sixth forms with less than 250 young people. Studies demonstrate that sixth forms with less than 250 students can be inefficient. Those schools with small sixth forms face increasing challenges to be able to afford to deliver a viable sixth form offer. Research has also identified an association between the size of a sixth form and its A Level results; which may explain in part why many of our smaller sixth forms have poor results.



Future priority areas for action and change

The Council has four key priority areas for action and change and we will work with our partners to:

1. Deliver sustainable post-16 provision

We will do this by:

a. Developing sustainable 16–19 education across the District.

We will work with schools, particularly those with school sixth forms with fewer than 250 young people, to develop viable solutions for offering high quality 16-19 education. This may involve collaboration with a partner school or college

b. Collaborating based on geographical factors, communities of interest or provider strengths.

Schools and colleges must work together to broaden their curriculum offer and deliver economies of scale.

c. Collaborating within multi-academy trusts (MAT).

We would like to see MATs reviewing and considering the future of their sixth form provision strategically

across the whole trust, with a view to combining their provision into a single sixth form centre or to stop offering sixth form provision.

d. The development of new sixth form colleges and post-16 free schools.

This needs to be done through a coordinated approach that considers geographical factors to ensure equality of access for all our young people and avoids unhelpful competition impacting on financial security. We want to see the development of four new sixth form colleges that offer a wide range of high quality academic pathways, with two located within the city centre and two located in the north of the District.

e. Develop a financial modelling tool to enable sixth forms to stress-test what they offer.

2. Champion and support better leadership

To do this we will:

- a. Develop geographical partnerships to develop and share expertise
- b. Set up peer-to-peer support for teachers and leaders

- c. Intervene where leadership lacks the skills or capacity to improve
- d. Provide robust data on performance to highlight good and outstanding practice
- e. Provide robust data on what our local economy needs now and in the future.

3. Promote networks and partnerships that can raise standards

To do this we will:

- a. Signpost and broker relationships
- b. Support collective approaches that tackle underachievement
- c. Work with schools and colleges to direct

- d. Bring schools and colleges together to work to raise aspiration
- e. Work with schools and colleges and intervene at an early stage to tackle areas of concern.

4. Continue to focus on 16-19 outcomes at all levels

To do this we will:

- a. Develop a post-16 action plan to improve standards
- b. Develop a post-16 partnership to focus on improving educational standards and outcomes
- c. Develop an effective transition process between Year 11 and all post-16 destinations
- d. Make certain independent information, advice and guidance (IAG) is available to all our young people

- e. Champion the view that vocational and academic choices have equal value
- f. Implement Bradford Pathways so that young people have access to a learning pathway that gives them a rich and balanced curriculum linked to their career goals
- g. Promote teaching which aims to shift performance for all students.

The wording in this publication can be made available in other formats such as large print and Braille. Please call 01274 433582.



A joint approach to post-16 education improvement in Bradford and the need for change



Bradford Council's position on post-16 education improvement

Foreword from
Cllr Susan Hinchcliffe and
Michael Jameson



This is a really important time for the future of post-16 education and training in the Bradford District. In spite of the hard work and commitment of all involved in 16-19 teaching, the need to accelerate improvements in both the quality and choice for learners is accepted by all. This report sets out a new approach outlining how we can work together to set a direction that drives up post-16 education standards and extends choice for young people.

At the heart of this must be our collective desire to work together to provide the best possible start for our young people by delivering education that inspires them to fulfil their potential.

Bradford Council want to make sure that all our young people have access to a wide range of high standard A level and technical vocational qualifications. The Council view is that collectively we must provide excellent learning pathways so young people can progress into employment and further and higher education.

Our approach must reflect the New Deal reforms that are taking place to build Bradford as a place where everyone is able to maintain stable employment, earn a family-supporting wage, enjoy a good quality of life, and contribute to their local community. It must also take account of the challenges presented by a changing national context.

The Council commissioned review of post-16 education was the start of this new approach. It enabled partners to consider together the direction we need to take. Headteachers, principals of further education, businesses, and the local authority have been able to consider ways to improve education standards together, in a spirit of genuine openness and partnership.

As a local education and business community, we all agreed on the content of the Review. Bradford Council knows that this is only the first staging post in

a wider debate that must now engage both education and business leaders across the District.

We welcome the recommended framework for collaboration that employs sector-led education improvement, a shift towards a Careers Pathway model, and deeper education-industry partnerships. This is important because it means that our local education will be directly linked to employers' talent needs.

The move towards a more autonomous education system means that the role of the Council has changed to one of enabling, brokering and challenging. For an enabling environment to be effective we, the Council, need to take a clear view on what we consider to be in the best interests of Bradford.

We, the Council, also see our role as championing the needs of young people, families, schools and colleges. There are some important decisions that need to be made if Bradford is to deliver the post-16 education that young people need and the Council and its partners cannot shy away from making them.

The current pattern of schools' sixth form provision is not sufficient to realise our collective ambitions. Evidence suggests that in its current form it is not financially sustainable and offers a limited curriculum for our young people. Moving forward the Council wants to see a reduction in the number of school sixth forms and the development of a small number of large school sixth colleges. The Council view is that these need to be located in areas of demographic demand: in Bradford city centre, in the Shipley/Keighley area, and in the north of the District, how this happens is down to our partners.

Alongside this, the Department for Education and Department for Business Innovation and Skills are undertaking a 'West Yorkshire Area Based Review of Further Education' as part of a national programme which will, "...move towards fewer, often larger, more

resilient and efficient providers". Our local approach and the Area Based Review must align to ensure that the young people of Bradford have access to a coherent offer of high quality academic and vocational pathways.

This report is driven by the overriding common purpose to enable every young person to achieve their best regardless of where they start. Bradford Council believes that this demands a transformational approach to raise educational standards and the way we work together. That means every stakeholder has an important role to play.



Cllr Susan Hinchcliffe
Leader of Bradford Council



Michael Jameson
Strategic Director of Children's Services



Acknowledgements

This report has been produced under the governance of the post-16 review steering group. The group is made up of the following members.

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Headteacher, Queensbury School

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Headteacher, Ilkley Grammar School

1.1 One District working together for our young people

The improvement of post-16 education standards and achievement is critical to ensuring that all of our young people in Bradford are able to achieve their potential and take advantage of the higher education, career and life opportunities on our doorstep and beyond. This report delivered under the governance of the post-16 review steering group outlines a new approach. It is an outcome of a detailed review of our post-16 education landscape. It has enabled us to consider the future of post-16 education improvement in Bradford from a fresh perspective. Senior leaders from schools, colleges, independent learning providers, the voluntary and community sector, the Council, Bradford University, and business have all had the opportunity to evaluate how we can best raise post-16 education standards together, in a spirit of genuine openness and collaboration.

Over the course of the review, we have closely examined the evidence, considered the different ways forwards and developed clear options for change for how best to work together to improve outcomes for our young people as an education and business community.



Through the course of the review our discussions about how to ensure post-education improvement have been thorough and robust. We have identified that there is a common purpose that unites us as an education and business community: to contribute and support our young people to achieve much more throughout their education, careers, and life.

Whilst the Council took the lead in commissioning the Review, it was produced and agreed by partners working across the post-16 sector. The role of Bradford Council in a collaborative post-16 education approach was also examined. The steering group is clear that the primary responsibility of post-16 education improvement rests with providers. But the Council has a key leadership role in developing effective partnership working, building relationships, sharing knowledge, facilitating peer learning, and upholding accountability. Indeed, we all share a common purpose.

As an education and business community, we have much more to do and we are developing a clear action plan with appropriate outcomes, timescales and measurements to achieve this. This report sets out the collaborative approach we want to take towards post-16 education improvement.

1.2 Our starting point

Over the course of the Review a shared story has been developed among our local education and business community about the current education and employment outcomes for Bradford's young people. The starting point is quite simple: the education and employment outcomes for our young people are not yet good enough. From our Review, it is clear that our young people understand the value of remaining in education and training up to the age of 18. Whilst our young people are remaining in education in greater numbers than ever before, their educational attainment is below the level of their national and international peers. This then is our starting point; the challenge is how we work together to deliver our common purpose.

As an education and business community we have achieved a lot and have a strong partnership ethos to build from. Yet we recognise that we still have much more to harness the strong collaborative spirit to deliver rapid improvement, and a high quality and sustainable post-16 education offer to our young people.

Overall results in our colleges, schools, and other post-16 setting are significantly below national performance levels at both level 2 and level 3. On average our young people take longer to achieve their qualifications, achieve at a lower level, and hold fewer qualifications than elsewhere in the country. And in our colleges, schools, and other post-16 settings, students from poorer backgrounds achieve less than their peers from more affluent homes.

To ensure that in the future all our young people have the best possible start to life the review emphasised the need to reinvigorate and reshape the current pattern and organisation of post-16 provision. Currently, the majority of post-16 providers in Bradford are not rated as good or outstanding, and whilst we have seen improvement in some post-16 settings others have fallen into difficulties. One of the peculiarities of the pattern of post-16 provision in Bradford is the high number of small school sixth forms. Typically, across the county, smaller institutions have poorer outcomes for post-16 and under the current funding arrangements it is difficult to see how small sixth forms can be sustained financially. Realistically financial viability for these settings can only be achieved by offering a limited range of courses in areas that traditionally attract high volumes. This approach can only serve to limit the opportunities for our young people in terms of the coherency of their post-16 programme of study and their transition to the labour market and/or higher education.

The post-16 education landscape is complex and the new reality is that post-16 providers are autonomous and responsible for their own planning, development and improvement. Taken together this context raises questions about how stakeholders from across the post-16 landscape can come together and best organise the current system to deliver rapid

improvement in educational standards, provide an offer to young people with path to employment, and meet the needs of local businesses.

This context sets our clear challenge to develop an approach that delivers long-term and sustainable improvement in post-16 educational standards which will enable every young person in Bradford to achieve more, regardless of their background or where they live. To this end, part of the solution is to make changes to the existing school sixth form organisation, moving to fewer and larger sixth form providers. This can be achieved in a number of ways that this may come about whether individual schools decide to close their sixth forms, groups of schools may decide to collaborate and consolidate their sixth forms through a multi academy trust, or a new schools sixth form centre or college may be developed. Whilst we recognise the autonomy of individual providers, we believe that outcomes can be better improved and more sustainable with mediating arrangements which offer both accountability and co-ordination. In other words, any proposals for new provision needs to be undertaken in a considered and planned way to understand and ensure that it adds value both individually and collectively to our current pattern of post-16 provision.

In the time available for the review it was not possible to address in detail every aspect of the question of how to make a step change in the improvement of post-16 education standards. Consequently, we have focused on those areas that were felt to be most important to create a culture and infrastructure for collaboration in Bradford, which has the power to transform post-16 education and ensure that every young person achieves to their full potential. We are clear on our starting point, and this is an important first step on a journey to build a high quality and sustainable post-16 system.



1.3 Our vision for post-16 education – working together to deliver quality and choice

Vision

A sustainable, responsive and co-ordinated post-16 education system that provides a high quality and broad range of pathways, that evolves based on evidence and best practice, which achieves successful outcomes for our young people, employers, and local community.

Our mission

To liberate the talents and ingenuity of all of our young people.



Principles

Our underlying principles are:

- **Common Purpose.** Our collaboration is founded on a compelling common purpose: To ensure our young people achieve all that they are capable of throughout their education, career, and life.
- **Rigour.** Effective collaborative working must involve evaluation and challenge. We will strive collectively to deliver this.
- **Transformative.** Our overall approach to collaboration must be transformative for every young person, for every school, college and private training provider, and across the whole post-16 education and training system.
- **Sustainable.** The collaborative approach must seek sustainable solutions for the District that optimise current and planned estates, facilities and investment.
- **Evidence-driven.** We must focus on excellence through continuous improvement, innovation and risk management with on-going monitoring, measuring, evaluation and public reporting with clear lines of accountability
- **Outcome-based.** Outcomes and performance must deliver our common purpose.

Objectives

We will work together to:

- **Deliver the right opportunities and experiences for every young person.**
Ensure all young people access pathways that offer them the right opportunities and experiences for personal fulfilment. Support young people with transition between settings to enable a continuous high quality education experience and drive up post-16 education standards.
- **Create a shared culture of professional development, innovation and transformation.**
Sharing know-how and excellent practice to create opportunities for professional learning. Transform education settings into dynamic, exciting places to work and study.
- **Build an environment of trust for effective challenge and support.**
Support reciprocal collaboration with the aim of supporting improvements to young people's education and training. Honesty and openness underpin this approach.
- **Put the right skills in the right place.**
Respect the professional skills of staff and leaders of those staff to make sure the best people transform the learning experience and outcomes for young people.



2.1 A sector-led improvement approach

We believe every post-16 education and training provider in Bradford should be an active member of the post-16 education improvement collaboration.

An effective collaborative approach to post-16 education improvement may take many forms. It is important that there is a coordinated approach. More organic collaborations through local school to school support or Multi Academy Trusts are powerful but not every provider across the system enjoys the benefits of being part of an effective collaboration. We need to put in place a partnership that empowers alliances to grow stronger and transform performance.

We believe that there must be a more formal mechanism to connect intelligence and insights gathered from different improvement activities with strategic decision making at a District level. To achieve this we will develop a sector-led post-16 education partnership which brings together local leaders of education and business.

This partnership will be a catalyst for change and ensure the principle of a sector-led approach is applied to the whole system, locating the post-16 education agenda within wider partnership arrangements. Critically it will build coherence into the collective approach to education improvement, post-16 organisation and sustainability.

It is not intended that the partnership become a separate legal entity or a Council committee, it would instead be an autonomous organisation accountable to the whole education and business communities of Bradford. As such the partnership is the natural body to inherit the work of the review and implement this plan. It will continue to champion a spirit of collaboration and keep alive our collective moral purpose.

The potential functions of the partnership include:

- Building capacity in the system for innovation in post-16 education, embracing and generating opportunities for peer support
- Monitoring progress in achieving our collective ambitions for our young people and our common purpose
- Approval of strategic plans for post-16 education improvement

It is important to stress that this model is the starting

point only. The partnership must be dynamic and as concepts of collaboration mature, develop, and become more sophisticated roles within the system must change.

2.2 Bradford Pathways: local pathways to global opportunity

Overall, we want to equip our young people to compete with the best across the UK and beyond. We want to set their ambition as global citizens of the future, confident and with skills they need to look beyond Bradford to seize opportunity wherever that may be.

We need to offer our young people a range of high quality pathways through post-16 education including apprenticeship, academic and technical routes. Young people need to make informed decisions on how their learning choices connect to lifelong learning, the world of work and their career ambitions, and they need to have access to personalised programmes of study that support them to realise their ambitions.



It is our belief that the post-16 education system would be greatly strengthened if pathways to all major occupations are clearly outlined from the beginning of Key Stage 4 so young people and their families are able to clearly see how their decisions on their learning options and other extended learning experiences that would best position them for entry for their chosen field. Young people would not be locked into one career at an early age rather Bradford Pathways would expand their horizons and the knowledge of the range of opportunities available to them. Furthermore, it will better engage and support young people to achieve much more in their education, careers, and lives.

Bradford Pathways will be the new system-wide framework that aligns education and training with specific progression opportunities for a broad range of major occupations and work. Through all partners working together to re-orient their provision to enabling lifelong education and career progression young people will better prepared to make successful transition into adult life. This effort will include re-imagining sector-focused bridge programmes, skills training, job-relevant curricula, and work-based learning opportunities and credentials. (See Appendix A Shipley College Centre of Excellence case study.)

2.3 An expanded role for employers

Our effort to provide a more effective network of pathways for our young people will require an expanded role of business and other employers. Local business leaders certainly understand the need to improve our post-16 education and have worked with us to this end over the past few years. But the pathways model we envision will require them to become deeply engaged in multiple ways at an earlier stage. In helping to set standards and design programmes, in advising young people, and most importantly providing greatly expanded opportunities



for work-related learning. Employers are full partners in our common purpose to prepare young people to achieve.

Our goal is from the beginning of secondary school all students have access to this system of employer involvement and assistance. This will include career counselling, job shadowing and opportunities to work on projects or problems designed by industry. From Key Stage 4 it will include programmes of study designed in collaboration with business leaders in our priority economic sectors through Industrial Centres of Excellence, see case study above. The ICEs are active collaborations between business and education that specify and give the knowledge and experience that young people need to work in that sector. We envisage that Bradford Pathways create a much tighter link between a student's programme of study and their career ambitions. It enlists the employer as a partner in both training students, and encouraging them to succeed and progress in their studies.

2.4 A new social compact for our young people

Developing a system that provides every young person with high quality pathways will require that we all take a collective moral purpose we assume for the education and training of our young people. Whilst educators will still obviously play a central role, to meet our common purpose will also require major contributions from parents, employers, the Council, and young people themselves.

To this end the Education Covenant (see Appendix B) articulates our new social compact with Bradford's young people. This clearly spells out what the Council, educators, employers, parents, communities, and government will do to provide pathways, and how they will support young people as they navigate them. And it clarifies what we expect from young people.

In broad terms, the Education Covenant's overarching goal is that by the time they reach adulthood, every young person will be equipped with the education and experience he or she needs to lead a successful life as an adult.

The challenge to meet our common purpose will require an enormous expansion of our existing efforts. We must rethink and reform the roles that employers and the public sector play in youth development, and we must create a new collaborative culture that works together to encourage and enables young people to achieve. It may seem daunting. Yet few other efforts have more potential to help Bradford realise its true promise in the 21st century.

To achieve our vision and objectives for the post-16 education system the table below sets out the immediate next steps and areas of activity to put in place the foundations we need to make a step change in post-16 education standards and attainment.

Aspect	Description	Comments
<p>Strand 1: Completion of post-16 review process</p>	<p>Further work needs to be completed as part of the review process –</p> <ol style="list-style-type: none"> i. Post-16 mapping ii. Data analysis iii. Learner consultation 	<p>Strong message from stakeholders that mapping of post 16 provision needs to be implemented (and findings shared) in order to provide a district wide perspective on opportunities for young people (mapping should include current thinking on future plans for post-16 provision and strengths/weaknesses of the existing offer). Mapping should be initiated as part of the review process but be delivered in collaboration with providers. Mapping should draw on pre-existing centrally held information so as to minimise the burden on individual providers. Mapping of provision should be assessed to establish how effectively it meets the needs of the local economy.</p> <p>Further work on data analysis is also recommended (see 4.2), although the review group should identify priority lines of enquiry . There is suggestion that consultation with learners (and possibly parents) should form part of the review. Both qualitative and quantitative work with learners through individual providers and/or Prospects could be considered.</p>
<p>Strand 2: Development of post-16 strategic and operational action plan to improve standards</p>	<p>Once further work undertaken a post-16 strategic action and operational plan with a focus on improving post-16 standards should be developed in collaboration with stakeholders.</p>	<p>Strategic action and operational plan with clear measurements, timescales and lines of accountability needs to be in place to drive change forward and to assist in monitoring of progress. There needs to be agreement as to how stakeholders are engaged in this process. A vision for post-16 provision should be developed to underpin the agreed action plan. The vision should build upon the New Deal for Bradford but provide a clear direction of travel. Needs absolute focus on education improvement particularly on Level 3 outcomes.</p>
<p>Strand 3: Development of structures for post-16 partnership working and sharing of effective practices</p>	<p>3.1 Recreate, extend or adapt the Bradford Partnership and sector-led education improvement model to work across the post-16 sector.</p>	<p>The partnership should be inclusive and should ensure representation from the voluntary and community sector, charitable and commercial providers, FE, school, IAG contractor (s), work based learning providers. Particular thought should be given to the engagement of the MATs. A key role of the partnership is to support the implementation of the post-16 strategic action plan. Other opportunities exist for the partnership to focus on:</p> <ul style="list-style-type: none"> ● Development of post-16 education improvement plan(s) ● Sharing of specialist post-16 teaching resource

Aspect	Description	Comments
	<p>3.2 Develop an effective KS4-KS5 transition process.</p>	<ul style="list-style-type: none"> ● Collaborative IAG provision, (including further development of Bradford Pathways) ● Sharing of specialist teaching facilities ● Sharing of good practice on collaborative provision across the District ● Joint work on English and maths Level 2 attainment ● Further developing partnerships between schools, FE and HE to engage learners in HE outreach/aspiration-raising activities ● Developing an effective transition process (detailed below) <p>There is demand from stakeholders for an improved transition process, particularly (but not exclusively) to support sharing of information in relation to English and maths skills/attainment. Suggestion that an electronic system is already in place and this should be reviewed/reinstated. Clear plan needs to be in place to inform providers of its use and purpose.</p>
<p>Strand 4: Ensuring capacity to deliver improvements and financial viability/sustainability</p>	<p>4.1 Develop a financial modelling tool to enable sixth forms to stress test their provision.</p> <p>4.2 Use of financial modelling to inform decisions on sustainability of provision.</p> <p>4.3 Assess the scope and viability of collaborative delivery and models and disseminate learning to stakeholders.</p> <p>4.4 Full audit of sixth form and colleges future plans for post-16 provision disseminated to stakeholders across Bradford.</p> <p>4.5 Negotiate changes in post-16 provision for academic year 2017-18.</p>	<p>Building on work already started to model financial viability and to ensure the tool and any associated guidance are disseminated to all sixth form heads and governing bodies.</p> <p>Providers should be encouraged to stress test their provision prior to the post-16 mapping process (detailed in strand 1). Any decisions/ current thinking as a result of financial modelling to feed into mapping process.</p> <p>To support providers to develop collaborative delivery arrangements work should take place to examine the effectiveness of local, regional and national models. Examples of transferable practice to be shared. Examples to be considered include ICEs, Truro College, Ruth Gorse Academy Trust and Trafford College.</p> <p>We anticipate that clarifying the future plans of all providers will be an on-going process, kick started with the initial dissemination of the financial modelling tool and the mapping of provision. We suggest a full audit should be in place and extensively disseminated before the end of the academic year at the latest.</p> <p>The local authority needs continued communication with providers where change in post-16 provision is recommended or anticipated. In particular, detailed dialogue should take place between the local authority and school sixth forms where quality is low and there where sustainability issues have been identified. A clear understanding of likely provision in 2017-18 needs to be in place by the start of next academic year.</p>

Aspect	Description	Comments
Strand 5: Gathering and sharing of intelligence	Develop central intelligence business cycle, sets and products.	<p>Improved data analysis is crucial for taking a more evidence driven approach to planning of post-16 provision both at institutional and district wide level. There is clear demand from stakeholders for improved access to data analysis and for opportunities to discuss data and agree the implications for the post-16 sector. The local authority have identified the following issues for consideration:</p> <ul style="list-style-type: none"> ● Monthly, quarterly and annual cycle of reports and communication ● Quality ● Demographic ● Labour market information ● Destinations ● Participation <p>We would strongly recommend including data on apprenticeship vacancies and trends in unfilled opportunities.</p>
Strand 6: Increasing effectiveness of CEIAG in supporting post-16 choices	<p>6.1 Develop post-16 provision directory in collaboration with Prospects</p> <p>6.2 Central procurement of effective IAG provision</p> <p>6.3 Maximising potential of Bradford Pathways approach by identifying opportunities for implementation in the post-16 sector</p> <p>6.4 Establish district wide 'think tank' to identify practical steps to improve the take up of Apprenticeship opportunities in Bradford.</p>	<p>Clear message from providers that reinstating/ updating existing database of provision would be of value to ensuring access to information about breadth of opportunities on offer. Consideration needs to be given to the process for updating, maintaining and promoting the database.</p> <p>Need to agree the scope of provision to be commissioned for September 2016 onwards. The re-commissioned service must reflect findings from the post-16 review.</p> <p>Bradford Pathways is currently an untested model but one which has generated a good deal of support since the initial launch in November 2015. Review of the five year implementation plan to identify opportunities for further alignment to needs of post-16 learners would appear appropriate.</p> <p>Work of Apprenticeship Hub and individual providers acknowledged but more work to be done to ensure apprenticeships are a viable opportunity for the young people of Bradford. A chance now exists to examine the current state of play in Bradford and ensure a post-16 strategic action plan is adequately focused on the work based learning sector.</p>
Strand 7: Monitoring of progress	Ensure milestones and outputs identified in the strategic action plan are met.	<p>The local authority should retain oversight of the post-16 strategic plan. A clear process and timetable for how progress is reviewed needs to be agreed. Thought should be given to how progress can be communicated and celebrated and how poor performance can be challenged.</p>

Centre of Excellence for Business case study

Former Creative Media student Nicola, explains how Shipley College was the perfect fit for her journey towards university...

“Sixth form wasn’t for me, I didn’t feel independent, and I didn’t feel like I was taken seriously. I was really unsure as to what I wanted to do when I left. I looked into just getting a full time job straight away or getting an apprenticeship but I knew deep down that it wasn’t what I wanted to do. The posters and billboards dotted around my area really caught my eye, they were advertising Shipley College. I looked into all of the courses that were available and my first impressions of the College were that it was a small, inviting environment offering lots of exciting opportunities. I wasn’t wrong!

When I first started my course I realised immediately how approachable and encouraging all of the staff and students were. I was also treated like an adult, which I loved. Creative Media Level 3 was the course I had enrolled on and straight after my induction to the course, I knew it was the course for me. I really enjoyed learning about all the different software that was available and just being part of the College in general.

There were many opportunities I was encouraged to take part in at College. I had the chance to write for the College newspaper, have my picture in the full-time course guide, be involved in different projects with the College’s Centre of Excellence for Business and do a presentation in front of over one hundred people in a single day! These opportunities really helped to improve my confidence and have given me a wide range of skills and experience, which are great for my CV.

I would recommend Shipley College to anyone who wants to take part in an exciting, opportunity-packed, educational experience, but also because it is the smallest (General FE) college in the country – you are really made to feel part of a community.

I’ll be starting my degree in Journalism at Leeds Beckett University next week and it’s thanks to Shipley College that I’ve reached my goal. I can honestly say I am going to miss College a lot. Sounds silly, but I’m actually glad things didn’t work out for me at sixth form because otherwise I wouldn’t have discovered such an amazing College to study at. As I’m sure you can probably tell, I’ll never forget the time I’ve had here.”



Proud student Nicola passes her course with flying colours

A good school and a great start for all our children: The Bradford Education Covenant

We believe that every child in the Bradford District should have the chance to realise their full potential and that working together with determination, purpose and ambition we can achieve this.

Improving educational achievement and making sure all children can go to a good school are among the biggest and most important challenges we all face in the Bradford District. Providing young people with the right skills and knowledge within an excellent school system is crucial to their future success and wellbeing and that of the district.

In the past, improvement in education hasn't gone far enough, fast enough. We know we've got to do better, there are no excuses. We need urgent and sustained action to drive up education results.

Things have to change and together we all have to take responsibility to improve educational achievement in our district and give all our children a great start in life. The changes we need can't happen unless we all, public services, schools, parents, business and communities, work together.

We have to make sure that children are ready for school and ready to learn, to accelerate the rate of improvement in achievement and to ensure that young people leave school ready for work and life.

Achieving those outcomes is a joint responsibility with everyone involved having their part to play.

So we are setting out what the Council can offer but we are also asking families, schools, business and employers, the Government and young people themselves to work together with us to do all they can to create the best chance of success for all our children and young people.

The proposed Bradford Education Covenant will outline the action the Council will take along with what it is asking of others to ensure our young people get the best possible start in life.



The Bradford Education Covenant

What the Council will offer

Keeping schools and education as a top priority
Improving schools and educational attainment, so that all our children are able to achieve their potential, will stay at the top of our priorities. We will support all Councillors to be effective champions of children, parents and learning and work with schools and parents to develop a vision for education as we pursue our ambition of making all our schools good by 2018.

Driving school improvement

The Council will work to put schools themselves at the heart of driving improvement. We will challenge schools and governing bodies and hold them to account for their performance, taking rapid and robust action where there are issues that may be preventing a school from making progress, whatever type of school it may be.

Promoting learning from the very best

We already have some outstanding school leaders and teachers. We will work even harder with schools to identify, celebrate, promote and share best practice and support them to assist each other to accelerate improvement.

Attracting, retaining and developing the best school leaders and teachers

We will invest resources in attracting, retaining and developing the best school leaders, teachers and classroom assistants. We've already set aside £660,000 to do this. Part of this commitment will involve promoting Bradford District as an attractive career choice for the best teachers and school leaders. Government policy is to increase the numbers of Academies so we will be proactive in seeking out high quality academy sponsors to attract to the district.

Providing school places by working together with government

The Council will work with the Government to ensure the district gets the money it needs to provide enough school places and keep schools well equipped. We've invested £700,000 to match the Government's money for extra school places but we need more money and more places.

Helping to make sure children are ready for school

Support will be there for families and children through the 'early years' helping to make sure children are ready for school and can do their very best at school from day one.

Supporting children and young people to be ready for work and life

Working closely with the business community, the University and colleges, the Council will provide real opportunities for skill development and jobs when young people leave school. We'll continue, in partnership, to deliver the innovative Industrial Centres of Excellence, each covering a different economic sector, linking schools to employers' needs and we'll support business to get the right young person, with the right skills through our Apprenticeships Hub.

Raising aspirations through cultural opportunities

Providing chances for students to benefit from enriched cultural learning by maximising the District's unique local learning opportunities and facilities - for example, with the National Media Museum and City of Film. This will provide inspiration to our young people and stimulate creativity.



Bradford Council's Education Ask

Parents

- Access a nursery place – 15 hours a week is free and it can make a big difference to your child's development
- Involve yourself in your child's education, encourage and celebrate their learning
- Make learning fun at home, read, count and play every day with your young child
- Make sure your child is at school on time, attends regularly and doesn't take unauthorised absence
- Support your child to get their homework in on time
- Support your child to get involved in out of school activities

Parents need to do this because their involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.

Children and young people

- Make the most of opportunities for learning at school and at home
- Take responsibility for your own education, build your skills, ask questions, take notes in class and get your work in on time, discover your talents – it's your life, your future, your choice

Children and young people need to do this because motivated and responsible pupils have a better chance of achieving success.

Schools

- Put yourselves at the heart of driving school improvement, working together in partnership, recognising that all types of school are part of a wider education system and need to share solutions and ideas to raise education attainment
- Be active in the district's networks of schools, assist each other each other to challenge and address failure and support the lowest performing schools to learn from the highest performers
- Share resources and expertise to invest in teaching, learning and facilities
- Take timely and robust action to deal with performance, governance, attendance and any other issues in your school to provide the very best education experience and outcomes for your pupils

- Support students to identify future careers opportunities

All our schools need to do this to help us achieve our shared ambition of making sure every school is 'Good' by 2018.

Business and employers

- Support and become involved with an Industrial Centre of Excellence or Bradford Pathways
- Encourage your employees to volunteer for the reading in schools project and to offer mentoring for young people at school
- Provide meaningful work placements to your local schools and be an active partner in educating young people about potential careers
- Provide apprenticeships for local young people

Businesses need to do this because good education and good skills mean greater growth. In engineering alone the UK needs 1.82 million workers with relevant skills by 2022.

Communities

- Everyone in every community and neighbourhood to play their part in making a positive contribution to the growth, development and wellbeing of young people
- Get involved, for example as a volunteer reader

We need our communities to do this because everyone shares in the social and economic benefits of improving education and everyone can play a part in helping to achieve it.

Government

- Provide the funding for the district to have enough places for all our children
- Provide funding and support to help increase education achievement in the district, for example invest in a local programme to drive rapid and sustainable improvements
- Support us to attract outstanding teachers, leaders and, in line with Government policy, Academy chains to the district
- Trust local education partners and devolve more powers to local authorities to tackle failing schools and hold academies to account

We need the government to do this because we have one of the fastest growing populations of young people in the country and will need extra places equivalent to two new secondary schools by 2018.

The wording in this publication can be made available in other formats such as large print and Braille. Please call 01274 433582.

Appendix 3 – Bradford school sixth forms with less than 250 students

Appleton Academy
Beckfoot Upper Heaton
Bradford Girls' Grammar School
Bradford Studio School
Buttershaw Business & Enterprise College
Dixons Allerton Academy
Feversham College
Grange Technology College
Hanson School
Immanuel C of E College
Laisterdyke Leadership Academy
Oakbank School
Oasis Academy Lister Park
Parkside School
Queensbury School
Samuel Lister Academy
The Holy Family Catholic School
Thornton Grammar School
Titus Salt School
University Academy Keighley



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Report of the Deputy Director, Education, Employment and Skills to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 6 September 2016

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Subject:

Update on the development and implementation of the post-Ofsted Action Plan

Summary statement:

Bradford Council's Local Authority's arrangements for school improvement were inspected by Ofsted between 15 and 19 June 2015. Following the publication of the report, in the form of a letter, on 21 August, an action plan was developed to address the issues raised in the report. The plan was submitted to Ofsted on 28 September and a response was received on 26 October. This led to some minor revisions to the final plan.

This report provides an update on the continued delivery of the action plan throughout the academic year 2015/16, and the next steps in revising the plan. Information on the post-Ofsted Action Plan was previously provided to the Children's Services O&S meeting on 12 January 2016.

Michael Jameson
Strategic Director Children's Services

Portfolio:
Education Employment & Skills

Report Contact: Judith Kirk
Deputy Director - Education
Employment and Skills
Phone: (01274) 439255
E-mail: Judith.kirk@bradford.gov.uk

Overview & Scrutiny Area:
Children's Services



Summary

- 1.1 Bradford Council's Local Authority's arrangements for school improvement were inspected by Ofsted between 15 and 19 June 2015. Following the publication of the report, in the form of a letter, on 21 August, an action plan was developed to address the issues raised in the report. The plan was submitted to Ofsted on 28 September and a response was received on 26 October. This led to some minor revisions to the final plan.
- 1.2 This report provides an update on the continued delivery of the action plan throughout the academic year 2015/16, and the next steps in revising the plan. . Information on the post-Ofsted Action Plan was previously provided to the Children's Services O&S meeting on 12 January 2016.

2. Background

- 2.1 The Local Authority's arrangements for school improvement were inspected by Ofsted between 15 and 19 June 2015. A letter from the HMI (Her Majesty's Inspector), that led the inspection, was published on 21 August. This letter included a detailed report on the outcomes of the inspection.
- 2.2 The development of an action plan began immediately after the inspection, based on initial verbal feedback. The completed plan was submitted to Ofsted on 28 September and a response was received from Nick Hudson, Ofsted's Regional Director, on 26 October.
- 2.3 The evaluation was largely positive. There was a request for a few minor improvements that were quickly actioned, and the final version of the plan was approved.
- 2.4 **Structure of the plan**

The overall objective of the action plan came from a quote from the inspection report – to “accelerate the work begun to raise pupils’ achievement and attendance at all levels”. This Local Authority School Improvement (LASI) Action Plan continues as the single plan that is delivering the improvements that Bradford needs. It has replaced all other school improvement plans that were previously used.
- 2.5 The plan is split into nine key themes or projects. These themes respond to the main areas of improvement that were required as an outcome of the inspection. Each project has an aim and a series of tasks; each task has a performance indicator or outcome which will deliver the project aim. The nine themes/projects:
 1. School Improvement Strategy
 2. LA Intervention in Schools
 3. School Improvement Governance Arrangements
 4. School Performance Risk Assessment
 5. Use of Performance and Management Information
 6. Quality of School Leadership & School-to-School Support
 7. LA Staff Performance
 8. Value for Money of Post 16 provision



9. Baseline and Comparator Work

2.4 The progress of the plan has been tracked through a Progress Monitor and a Key Performance Indicator (KPI) Monitor

- Progress Monitor: This requires each reporting officer to RAG (red / amber / green) the progress of each activity on a regular basis. The RAGs have been defined to ensure there is a focus on each task having a positive impact rather than just being implemented.

Red	Implementation commenced - No impact.
Amber	Implementation has taken place but impact is limited.
Green	Implemented and positive impact evidenced / KPI Met.

- KPI Monitor: This consists of 26 measurable performance indicators that are tracked and updated as new data becomes available. A baseline has been provided and the figures are referenced to national averages and the average of Bradford's ten statistical neighbours (Blackburn with Darwen, Bolton, Derby, Kirklees, Oldham, Peterborough, Rochdale, Sheffield, Telford and Wrekin, Walsall).

2.5 Implementation and monitoring of the LASI Action Plan

The action plan strongly supports sector-led school improvement whereby key stakeholders have a shared vision for improving educational outcomes and all partners (schools, their partnerships, teaching school alliances (TSA), multi-academy trusts (MATs), dioceses and the LA) are engaged in delivering the required improvements, guided by the plan. The Regional Schools Commissioner (RSC), Ofsted and the Department for Education (DfE) attended the EISB meeting in autumn 2015 and pledged their support to Bradford to deliver this plan.

2.6 With the changing educational landscape there are now more schools which have become academies and these schools report directly to the Department for Education (DfE) and no longer to the Local Authority. At present there are 157 primary schools of which 27 are academies, 30 secondary schools of which 18 are academies, 8 Special Schools of which 2 are Academies and 4 all through schools of which 4 are Academies . The LA works closely with the DfE and the RSC on the standards agenda linked to all schools.

2.7 The LASI Action Plan tracks 73 tasks. A summary of the progress of tasks during 2015/16 is given below as a profile of the RAG ratings.

	Sep 2015	Dec 2015	Jul 2016
No Action To Date	3	3	1
Red - Implementation commenced - No impact	51	29	3
Amber - Implementation has taken place but impact is limited	18	38	58
Green - Implemented and positive impact evidenced / KPI Met	1	3	11
TOTAL	73	73	73



The RAG ratings are strongly focused on impact. So whilst the majority of tasks have been implemented or are being implemented, it is taking time to demonstrate sustainable impact. Just one task has not yet been actioned because it requires preparation of a report to evaluate the effectiveness and impact of the reconstituted EISB (Education Improvement Strategic Board) and the BEICB (Bradford Education Improvement Commissioning Board) during the autumn term 2016.

2.8 Monitoring the implementation of the plan and outcomes achieved

Throughout 2015/16 the Education Improvement Strategy Board (EISB) has received reports on the monitoring and progress of the LASI Action Plan. They have been particularly interested in,

- Changes in the Key Performance Indicators (KPIs)
- Progress against KPI targets
- Areas where improved progress is being made
- Additional resources provided
- Additional work undertaken in response to EISB concerns
- Areas of concern and mitigating action
- Areas where advice and support from the EISB is required

2.9 Summary of the LASI Action Plan's actions and progress

This is shown in Appendix A.

3. OTHER CONSIDERATIONS

3.1 Next Steps

As the post-Ofsted action plan comes to the end of its first year there is now a need for a new Education, Employment and Skills development plan to be developed by the new Strategic Lead Officers. This plan will need to take account of the rapidly changing education landscape including academisation and the changing role of the LA. The amalgamation of all education services under one deputy director affords the opportunity to develop a more co-ordinated strategy where the leaner LA services can play their full role in school place planning, providing a focus on vulnerable children and being the 'champion' for better outcomes for all children and young people.

3.2 In preparation for this new plan, managers from all the services within Education, Employment and Skills have met and have agreed to:

- the signing off of completed tasks
- redefine the high impact activities so that all services can contribute to them
- refresh the individual performance indicators and outcomes for the activities
- revisit the timescales and deadlines.

A timescale for this rewrite is still to be agreed.

4. FINANCIAL & RESOURCE APPRAISAL

4.1 The LASI Action Plan and its implementation is funded through the core funding available to strategic partners and through funding made available by the Bradford Education Improvement Commissioning Board (BEICB). Following a request of the



EISB (Education Improvement Strategic Board) any additional funding provided to support the delivery of tasks is now recorded on each project plan.

5. LEGAL APPRAISAL

5.1 None.

6. NOT FOR PUBLICATION DOCUMENTS

6.1 None.

7. OPTIONS

7.1 Not applicable.

8. RECOMMENDATIONS

8.1 Committee Members are requested to consider and note the information provided.

9. APPENDICES

9.1 Appendix A: Summary of the LASI Action Plan

10. BACKGROUND DOCUMENTS

10.1 Bradford Local Authority School Improvement Inspection Report -
<http://reports.ofsted.gov.uk/local-authorities/bradford>



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APPENDIX A

Summary of the Bradford Local Authority Post-Ofsted Action Plan

The plan is split into 9 key themes and is summarised below:

Key Theme	What Ofsted said	What we are doing about this
1. School Improvement Strategy 2015 to 2018	Finalise the draft Strategy and implement it	A strategy has been finalised and agreed. It has been implemented. The next stage is to assess the impact of our strategy to inform future planning into 2016/17.
2. Local authority intervention in underperforming schools	Increase the speed and level of intervention in failing schools. Create and maintain effective strategies and partnerships	A new risk register and the categorisation of all Bradford schools have been completed and are regularly updated. This has been shared with partners who are working closely with the LA. We are ensuring that interventions in underperforming schools are more timely. Interventions in Academies are undertaken by the DfE.
3. Governance arrangements for School Improvement across the Bradford District	Increase the pace of school improvement. Be more effective in commissioning of support services. Make better use of performance and management information.	We have set up the Education Improvement Strategy Board (EISB) to oversee improvements, and a Commissioning Board to monitor performance data and target additional resources. We have developed a comprehensive set of targets and milestones to check our progress against. Analysis of data is a priority and as well as using this to target under-performing schools, we are learning from our most successful schools
4. School performance risk assessments and the monitoring, challenge, intervention and support of schools	Improve educational attainment in all schools. Improve school attendance and reduce unauthorised absence. Increase the proportion of good and outstanding schools	We are embedding the new risk assessment so we know how successful our schools are. The risk assessment considers school performance data and other information about schools and looks at whether this is good enough. We are sharing widely the school strategies that have been proven to improve pupils' attendance. We are improving the identification of pupils who are underachieving. Academy work relating to this area is undertaken by the DfE.
5. Use of performance and management information	Use performance and management information to challenge all sectors.	We are reviewing our extensive body of educational data so that we can produce reports to better meet the needs of schools and partners. This will allow us to better use data to make strategic decisions
6. Quality of school leadership and school-to-school improvement support	Improve the effectiveness of school leadership and school-to-school support. Reduce the number of children attending schools which are not 'good'. Strengthen school governance.	We have partnered our good and outstanding school headteachers with each of Bradford's schools causing concern. LA officers are monitoring and quality assuring the improvement work in our schools. We've asked the teaching school alliances to recruit more national leaders to work with our schools and we're looking at alternative leadership arrangements for our schools. We've commissioned a review of the LA's governor support service and are now using the findings to look at how we can help improve school governance.
7. Local authority staff performance	Hold those working with schools to account for their performance. Be increasingly robust in quality assurance of work. Ensure consistently high standards for the notes of achievement officers.	We are ensuring that the work of all school-facing school improvement staff is clearly planned, targeted and notes of visits are evaluative and focused on the impact of their actions. We are also holding partners to account for their improvement work in schools. Senior LA officers are quality assuring 'school improvement' activities to ensure positive impact on pupils' outcomes is being seen.
8. 'Value for money' of Post 16 provision	Review the 'Value for money' of post 16 provision. Improve post 16 attainment. Clarify the local authority role in improving 6th Form provision	We are reviewing the post 16 provision across the Bradford District – this is aimed to improve student participation and their educational standards. We commit to taking forward the recommendations of the review and agreeing a set of aspirational targets for our post 16 learners. We will ensure that support and challenge for post 16 provision is fully integrated into Bradford's 'school improvement' offer.

APPENDIX A

Key Theme	What Ofsted said	What we are doing about this
9. Base-lining & Comparator work	Make sure Bradford's planning is aspirational by seeking comparisons with high performing local authorities	We are comparing our outcomes to national averages, our statistical neighbours and high performing local authorities. We are maintaining a regular and constructive professional dialogue with external agencies to ensure that priorities are tackled rigorously and systematically.

July 2016

Report of the Chair of Children's Services Overview and Scrutiny Committee to the meeting of the Committee to be held on Tuesday 6 September 2016.

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Subject:

Subject: Children's Services Overview and Scrutiny Committee Work Programme 2016-17

Summary statement:

This report presents the Committee's Work Programme 2016-17

Cllr Dale Smith
Chair – Children's Services O&S Committee

Portfolio:
Education, Employment and Skills
Health & Wellbeing

Report Contact: Licia Woodhead
Overview and Scrutiny Lead
Phone: (01274) 432119
E-mail: licia.woodhead@bradford.gov.uk



1. SUMMARY

1.1 This report presents the Committee's Work Programme 2016-17.

2. BACKGROUND

2.1 Each Overview and Scrutiny Committee is required by the Constitution of the Council to prepare a work programme (Part 3E – Overview and Scrutiny Procedure Rules, Para 1.1).

3. REPORT ISSUES

3.1 **Appendix 1** of this report presents the Work Programme 2016-17.

3.2 Work planning cycle

Best practice published by the Centre for Public Scrutiny suggests that 'work programming should be a continuous process'. It is important to regularly review work programmes so that important or urgent issues that come up during the year are able to be scrutinised. In addition, at a time of limited resources, it should also be possible to remove projects which have become less relevant or timely. For this reason, it is proposed that the Committee's work programme be regularly reviewed by Members throughout the municipal year.

4. FINANCIAL & RESOURCE APPRAISAL

None

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

None

6. LEGAL APPRAISAL

None

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

None

7.2 SUSTAINABILITY IMPLICATIONS

None

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

None

7.4 COMMUNITY SAFETY IMPLICATIONS

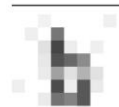
None

7.5 HUMAN RIGHTS ACT

None

7.6 TRADE UNION

None



7.7 WARD IMPLICATIONS

None

8. NOT FOR PUBLICATION DOCUMENTS

None

9. RECOMMENDATIONS

9.1 That the Work Programme 2016-17 continues to be regularly reviewed during the year.

10. APPENDICES

10.1 Appendix 1 – Children’s Services Overview and Scrutiny Committee Work Programme 2016-17



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Democratic Services - Overview and Scrutiny

Childrens Services O&S Committee

Scrutiny Lead: Licia Woodhead tel - 43 2119

Work Programme 2016/17

Description

Report

Agenda

Wednesday, 12th October 2016 at City Hall, Bradford.

Chair's briefing 26/09/2016. Secretariat deadline 29/09/2016.

- 1) Schools Forum Update
- 2) Education Standards and School to School Partnership arrangements
- 3) Elective Home Education
- 4) The Council's approach to identifying unregistered schools
- 5) Children's Services O&S Committee Work Programme

The Committee will receive an update on the work of the Schools Forum.

Andrew Redding

The Committee will receive a report on Educational Standards 2016 - Early Years to Key Stage 4.

Judith Kirk

The Committee will receive a further report on elective home education. The Committee will consider a report on the work involved in identifying unregistered schools.

Judith Kirk
Judith Kirk

The Committee will consider its work programme and make changes as necessary.

Licia Woodhead

Thursday, 27th October 2016 at City Hall, Bradford.

Secretariat deadline 14/10/2016.

- 1) Children and Young people's mental health issues and services
- 2) Transitions between Children's Services and

A joint meeting with Health & Social Care O&S to consider young people's mental health issues. Young people will be invited to attend the meeting.

Heather Wilson / Jonathan Hayes / Bradford District Care Foundation Trust

A joint meeting with Health O&S to consider transition between Children's and Adult Services.

Mairead O'Donnell

Tuesday, 1st November 2016 at City Hall, Bradford.

Chair's briefing 17/10/2016. Secretariat deadline 20/10/2016.

- 1) Schools Forum Update
- 2) Annual Safeguarding report
- 3) School Admissions Annual Report
- 4) Children Missing Education

The Committee will receive an update on the work of the Schools Forum.

Andrew Redding

The Committee will receive the Annual Safeguarding report

Jenny Cryer

The Committee will receive a report detailing the annual admissions to school process, the current position with admissions and appeals and in year applications.

Judith Kirk

The Committee will receive a report on Children Missing Education - children on a school roll but not in school and not receiving education in an approved alternative provision.

Judith Kirk

Childrens Services O&S Committee

Scrutiny Lead: Licia Woodhead tel - 43 2119

Work Programme 2016/17

Description

Report

Agenda

Tuesday, 1st November 2016 at City Hall, Bradford.

Chair's briefing 17/10/2016. Secretariat deadline 20/10/2016.

- 5) Children's Services O&S Committee Work Programme

The Committee will consider its work programme and make changes as necessary.

Licia Woodhead

Wednesday, 7th December 2016 at City Hall, Bradford.

Chair's briefing 21/11/2016. Secretariat deadline 24/11/2016.

- 1) The development and publication of Bradford's local offer.
- 2) Workloads of Children's Social Care
- 3) Children Missing from Home and Care

The Committee will receive an update report on the local offer.

Judith Kirk

The Committee will receive a report on the workloads of Children's Social Care Services.

Jim Hopkinson

The Committee will receive a report detailing numbers of children missing from home and care and work being undertaken to address this.

Jim Hopkinson

- 4) Children's Services O&S Committee Work Programme

The Committee will consider its work programme and make changes as necessary.

Licia Woodhead

Tuesday, 24th January 2017 at City Hall, Bradford.

Chair's briefing 09/01/2017. Secretariat deadline 12/01/2017.

- 1) Better Start Bradford
- 2) Recruitment and Retention of Teachers
- 3) Schools Forum Update
- 4) Children's Services Budget considerations
- 5) Children's Services O&S Committee Work Programme

The Committee will receive a progress report on the work of the Better Start Programme.

Michaela Howell / Shirley Brierley

The Committee will receive an update report which includes figures for Special Educational Needs Schools and Pupil Referral Units.

Judith Kirk / Sarah Rawnsley

The Committee will receive an update on the work of the Schools Forum.

Andrew Redding

The Committee will consider details of the Children's Services budget submissions.

Michael Jameson

The Committee will consider its work programme and make changes as necessary.

Licia Woodhead

Tuesday, 14th February 2017 at City Hall, Bradford.

Chair's briefing 30/01/2017. Secretariat deadline 02/02/2017.

- 1) Children's Services O&S Committee Work Programme

The Committee will consider its work programme and make changes as necessary.

Licia Woodhead

Childrens Services O&S Committee

Scrutiny Lead: Licia Woodhead tel - 43 2119

Work Programme 2016/17

Description

Report

Agenda

Tuesday, 14th March 2017 at City Hall, Bradford.

Chair's briefing 27/02/2017. Secretariat deadline 02/03/2017.

1) Workloads of Children's Social Care

The Committee will receive a report on the workloads of Children's Social Care Services.

Jim Hopkinson

2) Standards Report

3) Children's Centres

The Committee will consider an update report on the current position regarding Children's Centres.

Judith Kirk

Judith Kirk

Tuesday, 11th April 2017 at City Hall, Bradford.

Chair's briefing 27/03/2017. Secretariat deadline 30/03/2017.

1) Youth Offer

The Committee will receive a progress report on the Youth Offer.

Ian Day / Heather Wilson

2) Capital allocations and school expansion programme 2017-18

The Committee will receive an update report on Capital Allocations and the School Expansion Programme.

Ian Smart

3) Schools Forum Update

The Committee will receive an update on the work of the Schools Forum.

Andrew Redding

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