

## Agenda for a meeting of the Children's Services Overview and Scrutiny Committee to be held on Wednesday 10 February 2016 at 1700 in St Edmunds Nursery School/Children's Centre, Washington Street, Bradford BD8 9QW

### Members of the Committee - Councillors

Conservative	Labour	Liberal Democrat	Bradford Independents
Sykes (Ch)	Engel	J Sunderland	F Khan
M Pollard (DCh)	Pear		
	Shaheen		
	Tait		
	Thirkill		

### Alternates:

<u>Conservative</u>	<u>Labour</u>	<u>Liberal Democrat</u>	<u>Bradford Independents</u>
Carmody	Bacon	N Pollard	Collector
Rickard	Abid Hussain		
	Lee		
	Akhtar		

### VOTING CO-OPTED MEMBERS:

Church representatives: Claire Parr (RC), Joyce Simpson (CE)

Parent Governor Representatives: Mr Sidiq Ali, vacancy

### NON VOTING CO-OPTED MEMBERS:

Health Representative: Tina Wildy

Teachers Secondary School Representative: Tom Bright

Teachers Primary School Representative: Stephen Pickles

Teachers Special School Representative: Irene Docherty

Voluntary Sector Representative: Kerr Kennedy

### Notes:

- This agenda can be made available in Braille, large print or audio 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:

D Pearson

Interim City Solicitor

Agenda Contact: Fatima Butt

Phone: 01274 432227

E-Mail: [fatima.butt@bradford.gov.uk](mailto:fatima.butt@bradford.gov.uk)

### To:



## **A. PROCEDURAL ITEMS**

### **1. ALTERNATE MEMBERS (Standing Order 34)**

The Interim 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. MINUTES**

**Recommended –**

**That the minutes of the meeting held on 12 January 2016 be signed as a correct record (previously circulated).**



#### 4. **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 434580)

#### 5. **REFERRALS TO THE OVERVIEW AND SCRUTINY COMMITTEE**

To receive referrals that have been made to this Committee after the publication of this agenda.

The Committee is asked to note the referrals and decide how it wishes to proceed, for example by incorporating the item into the work programme, requesting that it be subject to more detailed examination, or refer it to an appropriate Working Group/Committee.

(Fatima Butt - 01274 432227)

#### A. OVERVIEW AND SCRUTINY ACTIVITIES

#### 6. **RECRUITMENT AND RETENTION IN TEACHING ACROSS BRADFORD SCHOOLS**

Previous Reference: Minute 60 (2015/16)

Members are asked to consider **Document “AX”** which presents a piece of research undertaken by Dr George Madine (University of Bradford), on the recruitment and retention of teachers across Bradford Schools.

(Licia Woodhead – 01274 432119)

#### 7. **TEACHING SCHOOLS AND HOW THEY ARE OPERATING IN BRADFORD**

Teaching schools are outstanding schools that work with others to provide high-quality training and development to new and experienced school staff. They are part of the government’s plan to give schools a central role in raising standards by developing a self-improving and sustainable school-led system.



Bradford currently has five Teaching Schools that operate as Alliances with other schools across the area.

The Assistant Director, Education and School Improvement will submit **Document “AY”** which provides some background about Teaching Schools and the Alliances they form, the current position in Bradford, the work the Alliances have undertaken and the impact of this work.

**Recommended-**

**Members are requested to consider and note the information provided.**

(Judith Kirk - 01274 385676)

**8. TENDERING OF CONTRACT OVER £2M FOR BRADFORD CONNEXIONS SERVICE**

In line with the requirements of Council’s Contracts Standing Order 4.4.1 to report all proposed procurement exercises with a total estimated contract value of over £2million prior to commencement of the procurement tendering process. The Strategic Director Children’s Services will submit **Document “AZ”** which reports on the planned procurement of the Connexions contract and thereby give Members the opportunity to engage in the process prior to inviting tenders from the marketplace.

**Recommended-**

**That the report and the option to undertake the tendering exercise for the Connexions contract be noted.**

(Philip Hunter - 01274 385680)

**9. CHILDREN’S SERVICES OVERVIEW AND SCRUTINY COMMITTEE WORK PROGRAMME 2015-16**

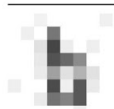
The report of the Chair of Children’s Services Overview and Scrutiny Committee (**Document “BA”**) presents the Committee’s Work Programme 2015-16.

**Recommended -**

**That the Work Programme 2015-16 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



## **Report to the Children's Services Overview and Scrutiny Committee to the meeting to be held on Wednesday 10 February 2016.**

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**AX**

**Subject: Recruitment and Retention in Teaching across Bradford Schools**

### **Summary statement:**

The attached report presents a piece of research by Dr George Madine, and focuses on the following questions

- What is stopping people becoming teachers in Bradford?
- What is causing teachers to want to leave their current **school** in Bradford?
- What is causing teachers to want to leave the **profession** in Bradford?

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## 1. **Summary**

1.1 The attached report presents a piece of research by Dr George Madine, and focuses on the following questions

- What is stopping people becoming teachers in Bradford?
- What is causing teachers to want to leave their current **school** in Bradford?
- What is causing teachers to want to leave the **profession** in Bradford?

## 2. **Background**

2.1 At a previous meeting held on 10 November 2015 the Committee heard from Dr George Madine, and invited him back to present the findings of his research and to engage in a discussion with members.

## 3. **Appendices**

3.1 Appendix 1 of this report presents the research report from Dr George Madine.

## 4. **Recommendations**

4.1 That the Committee consider the finding of Dr Madine's research and comment as appropriate.

## 5. **Background documents**

5.1 None

## 6.. **Not for publication documents**

None

## 7. **Appendix**

7.1 Appendix 1 – Recruitment and Retention in Teaching across Bradford Schools



**Report: Recruitment and Retention in Teaching across Bradford Schools**

**Presented to: Children's Services O&S Committee, 10<sup>th</sup> February 2016**

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## Overview of Research into Bradford Schools

- Over 600 Bradford teachers surveyed
- 250 teachers interviewed face to face
- 150 Support staff surveyed and interviewed
- These then compared against 450 Bradford people who are not teachers / support staff
- 4000 Bradford school children surveyed
- 150 school children interviewed

This report is based on the latest study which is a direct comparison of 450 NUT members in Bradford Schools versus a matched comparison group of 450 people from Bradford who are non-teachers.

## What is the problem?

- Numbers recruited nationally onto ITT (Initial Teacher Training) courses fell by around 14% in 2014/15 and they look as though they are continuing to decline
- **Something(s) is stopping people wanting to be teachers**
- DfE figures show that in 2014 almost 50,000 qualified teachers in England left the state sector. This 'wastage' is about 14% but it is accelerating.
- **Something(s) is making those that are teachers leave in greater numbers**
- This tells us that whatever it is, it is current and toxic
- This is not just a Bradford problem
- Bradford's position on national league tables compounds the problem
- **The result is that this is generating a recruitment and retention crisis in Bradford schools**

## This study was about finding answers to these questions:

- What is stopping people becoming teachers in Bradford?
- What is causing teachers to want to leave their current **school** in Bradford?
- What is causing teachers to want to leave the **profession** in Bradford?

# Results Summary

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## Number of teachers in Bradford that want to leave

**Question 1:** *How likely are you to leave your current school in the next 12 months?*

-1 - Very likely	<b>27.67%</b> 119
-2 - Likely	<b>17.44%</b> 75
-3 - Moderately likely	<b>24.65%</b> 106
-4 - Unlikely	<b>20.00%</b> 86
-5 - Very Unlikely	<b>10.23%</b> 44
<b>Total</b>	<b>430</b>

**Question 2:** *How likely are you to leave the profession in the next 12 months?*

1 - Very likely	<b>15.21%</b> 66
-2 - Likely	<b>17.74%</b> 77
-3 - Moderately likely	<b>24.88%</b> 108
-4 - Unlikely	<b>32.26%</b> 140
-5 - Very Unlikely	<b>9.91%</b> 43
<b>Total</b>	<b>434</b>

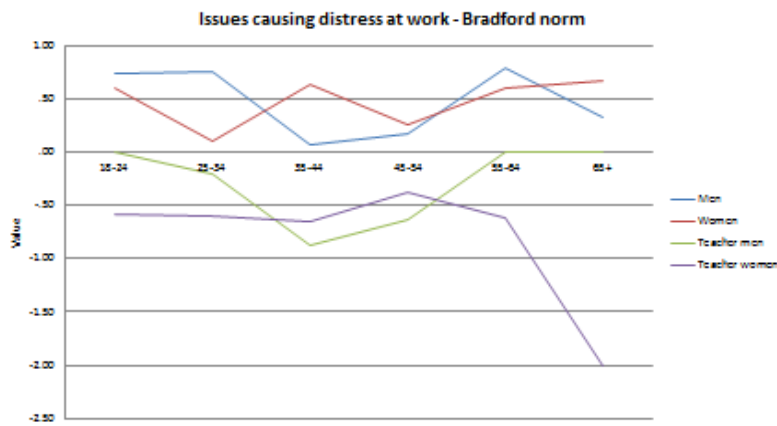
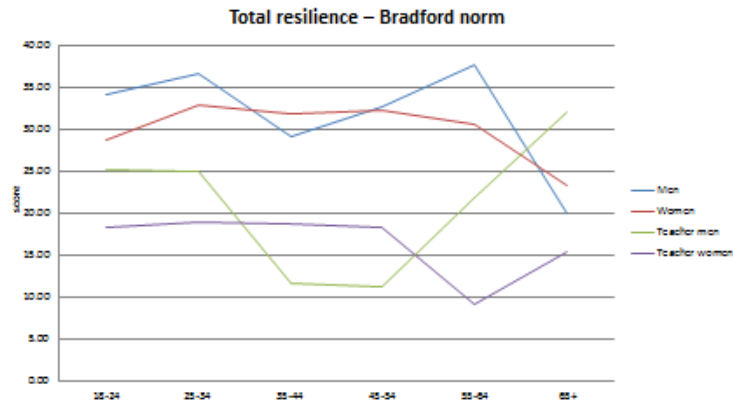
*If the respondents act on these figure this will deepen the crisis in Bradford schools.*

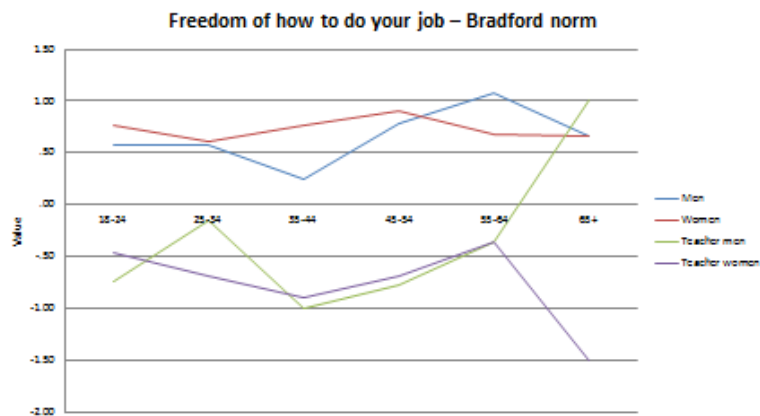
## Is there a difference between teachers and the Bradford 'norm'?

- The study looked at 17 factors that affect resilience (the ability to deal with stress and pressure) in Bradford teachers
- Comparing teachers versus the Bradford 'norm' i.e. non-teachers, it is evident that teachers have lower resilience than the norm.
- Teachers have more issues causing them distress at work (a lower score indicates more distress)



- Teachers have significantly less freedom in **how** they do their job than the ‘norm’.
- These last two factors i.e. the amount of distress in the job and the control over how they teach are two key factors in retention and recruitment
- *How we deal with them in Bradford – The Bradford Factor – will determine how well we deal with the retention and recruitment crisis*





## Do all schools in Bradford have the same issues?

- We could only determine by postcode rather than individual schools but some areas are much better than others.
- Some areas have less stress and more control than the norm i.e. they are getting it right
- **This is indicative that it can be applied to Bradford as a whole, albeit that some areas have challenges that are specific to them, a Bradford wide improvement can be made**

## A teacher or a school problem?

- Teachers consistently score lower on resilience than support staff in schools, indicating that it is a 'teacher' problem not a 'school' problem
- **This is indicative that something about how specific schools manage their teachers, rather than the staff in general, is causing the issues**
- **This means that if we can isolate these factors then we can address the issues causing distress and so address the retention and recruitment issue**

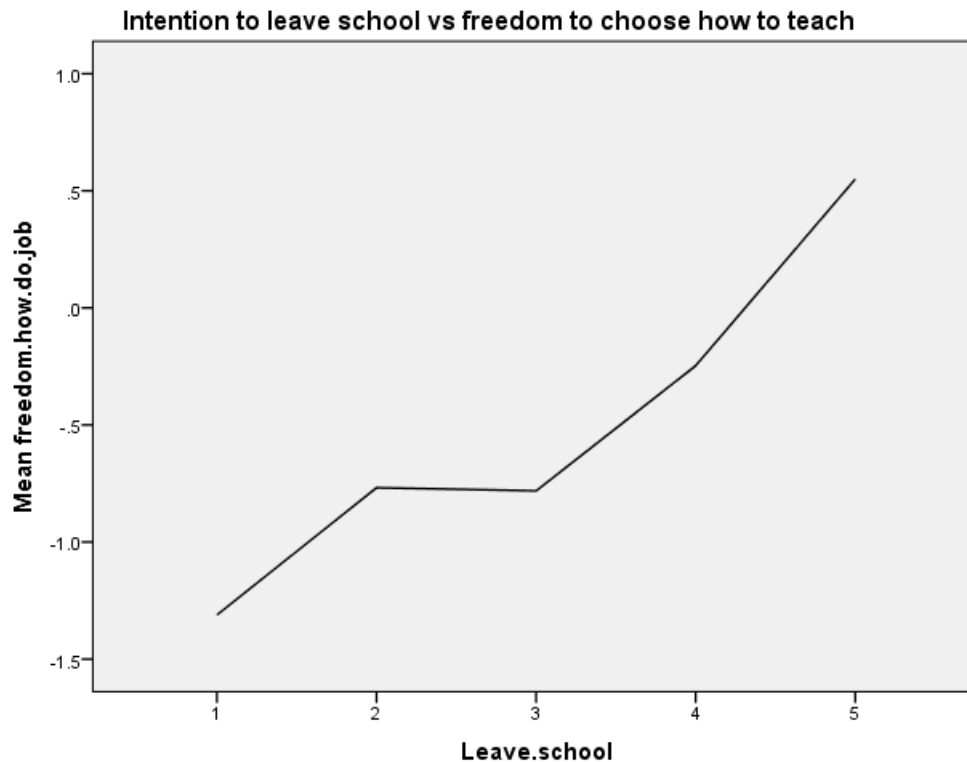
## Factors that cause distress at work

- Formula to teach by
- Expectation of progression in a single lesson
- Constant monitoring
- Threat of support plan
- Excessive workload – marking and lesson preparation
- Lack of support from senior staff
- Unfair expectations of grades
- Behaviour

## What is the issue with control?

- It is not what we teach i.e. the curriculum, it is the freedom of **how** to teach

- Constant monitoring with the threat of a support plan if you don't follow the formula
- Teachers accept that they are responsible for overall grades but *let me do it my way*
- Feel that they are not in control of life – the pressure of the job impacts on outside life e.g. excessive marking and lesson preparation to prove that you have done it according to the formula
- The relationship with lack of control and intention to leave is clear



## Issues of reward from the job

- Teaching is generally seen as a vocation and it is the non-financial aspects of the job that are often the most important to them
- Non-financial rewards include such factors as: Identity, Status, Self-esteem, Doing good, Validation
- **It is the lack of control over how to teach that is the primary factor in perceiving that there is insufficient reward in the job.**
- This leads to 'school hopping' i.e. moving from school to school to find a school that will give me the non-financial rewards that I want
- If I come to the conclusion that the profession does not offer these non-financial rewards, I leave the profession.

## Reward



### Attribution of Blame

- **Attribution of blame is crucial to the situation**
- Teachers often attribute the distress that they feel to the management of the school and leaving the school becomes the way to relieve the distress
- After 'school hopping' the distress is often attributed to the profession, this is when they leave teaching
- The OFSTED inspection system means that senior leaders have to be seen to address 'failing' teachers and this can exacerbate the feelings of distress and lack of control as the teacher then gets increased observations
- Going on a support plan is highly correlated with reduced self-esteem, which itself is a major factor in performance
- *A key factor in recruitment in teaching is that new recruits often look to a 'mentor' teacher when entering the profession. If that mentor reflects the above pressures then this has a significant impact on whether new people join the profession.*

### The correlation between OFSTED result and pressure – women

- In women there is a correlation between an OFSTED result and an inability to access times when they have coped under pressure before. This is directly linked to the number of observations / walk-ins.

## The correlation between OFSTED result and pressure – men

- In men the OFSTED score seems to be related more to the control that they feel they have in the job, notably their freedom in how to teach.

## How do we deal with the problem?

The answer is on the surface a simple one, to let teachers have control of how they teach and address the factors that cause distress at work, namely:

- A formula to teach by
- Expectation of progression in a single lesson
- Constant monitoring
- Threat of a support plan
- Excessive workload – marking and lesson preparation
- A perceived lack of support from senior staff
- Unfair expectations of grades – e.g. for new to English students
- Behaviour – which is in itself directly correlated with these above

However, the current system that attributes blame for failure results as a ‘sum zero option’ when it comes to control. In other words, if senior leaders relinquish more control to teachers, and thus relieve some of the teacher’s pressure, that means that they have less control, and so they have more pressure. Our survey indicated that 80% of senior leaders already fear for their future, hence relinquishing control will be a difficult ask.

A ‘non-sum zero’ way of managing is already practiced in some Bradford schools and it clearly works for the teachers and presumably the senior leaders.

The way forward is to look at the successes of these existing ‘non-sum zero’ schools, which are also subjected to the ‘Bradford factor’, draw up an action plan and translate this to all schools in the area.

A pilot study to assess the feasibility of this is the first step in the process.

The role and support of the Council is crucial in this process as they also play a part in the sum zero option.

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## Report of the Assistant Director, Education and School Improvement to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 10 February 2016

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**Subject:**

**AY**

**Teaching Schools and how they are operating in Bradford**

### **Summary statement:**

Teaching schools are outstanding schools that work with others to provide high-quality training and development to new and experienced school staff. They are part of the government's plan to give schools a central role in raising standards by developing a self-improving and sustainable school-led system.

Bradford currently has five Teaching Schools that operate as Alliances with other schools across the area.

This report provides some background about Teaching School and the Alliances they form, the current position in Bradford and the work the Alliances have undertaken and the impact of this work.

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Michael Jameson  
Strategic Director

**Portfolio:**  
Education, Culture and Skills

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**Overview & Scrutiny area:**  
Children's Services

## 1. **Summary**

- 1.1 Teaching schools are outstanding schools that work with others to provide high-quality training and development to new and experienced school staff. They are part of the government's plan to give schools a central role in raising standards by developing a self-improving and sustainable school-led system.
- 1.2 Bradford currently has five Teaching Schools that operate as Alliances with other schools across the area.
- 1.3 This report provides some background about Teaching School and the Alliances they form, the current position in Bradford and the work the Alliances have undertaken and the impact of this work.

## 2. **Background**

- 2.1 Teaching Schools have an outstanding rating from Ofsted; they have experience of working in successful school partnerships; they show excellent leadership with a proven track record of school improvement and have an outstanding headteacher with at least 3 years' experience. Schools that meet these criteria can then undergo an application process with the National College for Teaching and Leadership (NCTL).
- 2.2 Teaching School status is open to all schools in England regardless of type or phase, such as:
- nursery schools
  - primary, middle, secondary, all-through and special schools
  - pupil referral units and short-stay schools
  - faith schools
  - independent schools
  - academies, chains and free schools
  - sixth-form colleges
- 2.3 As part of the application process schools must be able to demonstrate that they have a leadership team with the capacity to lead the six core areas of the teaching school role. The six core roles, sometimes called the 'Big Six', are:
1. Play a greater role in training new entrants to the profession
  2. Lead peer-to-peer professional and leadership development
  3. Identify and develop leadership potential
  4. Provide support for other schools
  5. Designate and broker Specialist Leaders of Education (SLEs)
  6. Engage in research and development
- 2.4 Teaching School Alliances are led by a Teaching School and include schools that are benefiting from support, as well as strategic partners who lead some aspects of training and development. Strategic partners may include:
- other schools from any phase or sector
  - universities
  - academy chains
  - local authorities
  - dioceses
  - private sector organisations



A teaching school alliance may decide to work with other alliances to share knowledge and resources as a teaching school network.

2.5 Teaching Schools currently receive an annual grant known as core funding. This is paid directly to the school and enables them to build the leadership and administrative capacity to lead their alliances. At this time funding is allocated as follows:

- £60,000 for the first year
- £50,000 in year 2
- £40,000 in years 3 and 4

2.6 Annual core grant funding generally decreases each year, which reflects the expectation that alliances, as they mature, become sustainable. Teaching Schools complete a set of collaborative fund terms and conditions, these are renewed annually and at the end of each financial year the Teaching School must show how the funding has been spent to achieve the objectives in their Teaching School action plan.

2.7 There are currently five Bradford Teaching Schools, each involved in a Teaching School Alliance (TSA). They are:

Teaching School: Copthorne Primary School  
Teaching School Alliance: Exceed in Bradford TSA  
Main areas of work: Professional learning – prospectus published  
Specialist Leaders of Education – recruitment  
School-to-school support funding

Teaching School: St Edmund's Nursery School  
Teaching School Alliance: Bradford Birth to 19 TSA  
Main areas of work: Diverse team providing support for school improvement  
Teacher training provided through their SCITT (school centred initial teacher training)  
Part-time foundation degrees in early years  
Research and joint practice development – professional qualifications to Masters level

Teaching School: St Joseph's Catholic Primary School, Bingley  
Teaching School Alliance: Catholic Schools Partnership TSA  
Main areas of work: School-to-school support  
Career development pathways  
Teaching and learning continuous professional development (CPD)  
Governor training programme  
Catholic life and RE – collective worship and RE leadership development

Teaching School: Beckfoot School  
Teaching School Alliance: Beckfoot TSA  
Main areas of work: School-to-school support  
School Direct / initial teacher training provision  
Leadership development courses  
Training for emerging / middle leaders  
Developing core subject leaders  
Growing highly effective leaders

Teaching School:	Skipton Girls' High School and Feversham College
Teaching School Alliance:	Northern Lights TSA
Main areas of work:	Teacher specific subject training (physics) Primary / secondary CPD in science learning Newly and recently qualified teachers (NQT / RQT) development programme Leadership support programmes Supporting schools from 'good' to 'outstanding' School-to-school support / Specialist Leaders of Education Initial Teacher Training (ITT)

### 3. OTHER CONSIDERATIONS

#### 3.1 Review of School to School Support Bids – Secondary Partnerships

Northern Lights teaching school (led by Feversham College in partnership with Skipton Girls High School) is able to bid for funding periodically from the National College to support schools that currently require improvement and are moving towards getting to good. Bids are focused on key school priorities and enable bespoke packages of support to be commissioned to speed up the pace of progress. The case studies below outline the work undertaken over the last 18 months, current activity and the impact of actions taken.

#### **Round One Academic Year 2014 – 15 (extended to Dec 2015)**

All bids in this first round had a particular focus on supporting the development of Maths and Numeracy. Three schools were successful in securing funding: Buttershaw Business and Enterprise College, Oakbank and Tong High.

#### **Buttershaw:**

- Numeracy work focussed on supporting a 'new in post' Numeracy Coordinator to establish a programme to cover all subject areas but to keep the requirements simple and achievable. Sixth Form students were recruited as Numeracy leaders and they have been successful in supporting Year 7 students in particular. Recent evidence suggests that the developments have been successful and the school will be in a position to demonstrate progress once testing is complete.
- Coaching support was also given to the new Head of Maths to develop her leadership skills in particular
  - Looking at a review of Teaching and Learning to ensure it is at least consistently good and enables all students to achieve well.
  - Implementing the Faculty Improvement Plan.
  - Observing colleagues and giving constructive feedback.
  - Managing Senior Leaders teaching in the Faculty.
  - Developing high quality assessment procedures that support an intervention programme for underperforming students.

The final review with the school was extremely positive, the Headteacher felt that both activities had been successful with good potential outcomes for students.

#### **Oakbank:**

- Numeracy developments have been extremely successful with the activities now viewed in the same positive light as the Literacy programme. The school has an

Assistant Head with responsibility for both Literacy and Numeracy who has used the support to develop key activities to improve levels of numeracy and to establish effective assessment procedures. Student leaders have also been recruited.

- A day was spent at a Leeds school to observe alternative teaching strategies with a Consultant and review their application at Oakbank.

The final review was extremely positive of the Numeracy developments and the impact they are already having in terms of student understanding. However, further use of the funding was hampered by the need to recruit a new Head of Maths and other mathematicians following resignations.

### **Tong**

- Numeracy developments have been well received and the approach has been particularly creative. The Consultant recognised the impact of the new approach and the enthusiasm of the new Numeracy Leader who has secured enthusiastic volunteers to develop the scheme further. Students have been very positive about the activities in Tutor time, staff have found the approach creative and imaginative.
- Wider maths support covered a range of activities:
  - KS3 support for maths mastery curriculum development including reviews of the first term
  - Supporting the Asst Head with the overview for Maths to target key areas
  - Working to challenge and support Year 11 Intervention Leader
  - Highlighting key activities needed eg: revision skills, problem solving in Year10, marking and assessment scrutiny, effective use of data.
  - Tackling underperformance with some teachers and alerting Leaders to poor practice
  - Alerting SLT to key issues and participating in the post mock exam action plan as final piece of work.
- The impact of support is most evident in improved progress made by students in Key Stage 3

### **Round 2 Academic Year 2015 - 16**

The focus for this round was a little more wide-ranging but again a key theme was the development of effective leadership and targeted approaches for particular groups of students. Five schools were successful: Buttershaw, Oasis Lister Park, Parkside, Queensbury, Titus Salt, all five have key activities agreed and review dates in place.

#### **Buttershaw**

The funding is being used to support the work of Helen Griffin, Jane Tiller (LLE) and Tim Pank (Science Consultant)

The focus is:

- Leadership and Management with a key focus on all SLT
- Continue to improve Teaching and Learning
- Improve achievement with particular focus upon disadvantaged students

The first review highlights progress on all issues and has been verified by Bradford Partnership Review.

## **Oasis Lister Park**

The start of this project was delayed by an OFSTED visit but there are now two key activities:

- Develop and embed new KS3 maths curriculum with SLE support to ensure all teachers are confident and engaged.
- Complete review of SEN and EAL procedures, establish best practice systems and develop and train Assistant SENCO by modelling expectations over the school year and finally make recommendations as to suitability for SENCO position.

First review due in March 2016.

## **Parkside**

Leadership and management is the focus:

- Challenge and support new Heads of Science and Humanities modelling and guiding first year in post. Key focus upon improved outcomes for Y11
- Review and recommend developments needed in Applied Studies with a particular focus on Business Studies and Leadership of the Faculty. Outcomes in Business to be subject to challenge and intervention.
- Support Pastoral Leadership to develop the use of student voice, using data to improve intervention and support KS3 Leaders in particular. Progress Leaders to become more pro-active.

First review due in mid-February 2016

## **Queensbury**

The focus is upon the Core subjects: English, Maths and Science.

- Full review of all 3 subjects by experienced SLEs and action to be based upon review findings:
  - Maths: support for the development of KS3 and final decision in terms of programme to be adopted. Key areas to be addressed are expectations and supporting students to make rapid progress. Development of an NQT with future potential
  - English: 'buddy' support for the Head of Faculty and also develop new KS3 programme with the new TLR holder
  - Encourage the positive relationship developing between Heads of Maths and English
  - Science: support for the Head of Faculty by developing TLR holders to take more ownership of outcomes and to be more aware of alternative strategies by working with SLEs in different schools. Planning time will be supported by the Teaching School and the 'end product' agreed with SLT and HoF, but prime objective is to offer more engaging student activities and an appreciation of what students can achieve.

The first review is due at the end of March 2016

## **Titus Salt**

The focus is on developing the leadership team in English with a particular focus on boys and securing achievement:

- Review schemes of work to ensure continuity between year groups and effective assessment and standardisation of marking

- External monitoring of student progress with feedback on skills, understanding and techniques needed
- Establish intervention programme to impact on skills development and understanding
- Develop teaching and learning strategies and intervention programme to impact on boys' achievement
- Key Stage 4 leaders to work with the Teaching School to revise Schemes of Work at KS4 with a particular focus on Victorian Literature.

The first review is to be held on 3<sup>rd</sup> February 2016.

### 3.2 **Exceed in Bradford Teaching School Alliance: Update – January 2016**

#### **School Direct**

- 25 School Direct primary trainees for 2015-16, representing approximately 25% of all the Bradford Birth to 19 SCITT trainees.
- 13 salaried School Direct positions and 9 unsalaried places filled for 2016-17 (only 4 short of the 2015-16 total).

#### **School-to-school support, including Specialist Leaders of Education (SLE)**

- 13 of the 18 accredited SLEs have been deployed to provide school-to-school support.
- 5 Leaders of Excellent Practice (LEP) accredited. All 5 have been deployed.
- Schools invited to nominate potential applicants to attend an SLE Briefing on the 4<sup>th</sup> February.
- A local programme of SLE training commences on 8<sup>th</sup> February led by Exceed in Bradford and Birth to 19 Teaching Schools.
- 8 School to School Support Fund applications submitted in November 2015. Outcomes expected in the coming weeks.
- 2 National Leaders of Governance (NLG) have been deployed to provide school-to-school support to Governing Bodies.
- 1 National Leader of Education (NLE) has been deployed to support two local schools.
- 'Commissioning School to School Support Guidance for Headteachers' developed in partnership with the other Teaching Schools.

#### **Professional learning**

- 444 delegates from schools have attended 25 Exceed-facilitated training CPD since September 2015.
- 97% of all areas evaluated record the events as 'outstanding' or 'good'.
- 24 Governor training sessions have been delivered in partnership with the LA.
- 110 Governors have attended the session delivered to date. 95% rate the training as 'good' or better.

#### **Leadership development**

- National Professional Qualification of Senior Leadership (NPQSL) cohort of 11 school leaders currently being delivered.
- National Professional Qualification for Middle Leadership (NPQML) delivered from 22<sup>nd</sup> February 2016 (Cohort 3).

### **Teaching School Alliance**

- Exceed in Bradford TSA has applied for Horton Grange Primary School to be accredited as a Teaching School and National Support School alongside Cophthorne Primary School.

### **3.3 St Edmund's Nursery School and Children's Centre: *Belong, Believe, Succeed***

#### **St Edmund's Nursery School and Children's Centre:**

- School awarded Ofsted outstanding 3 times, most recent February 2015
- The only outstanding Children's Centre in Bradford
- Lead agency for the West Bradford Children's Centre cluster (7 centres)
- Newly designated as a Centre of Excellence for New Arrivals
- Newly designated as an Academy Sponsor
- Currently establishing a Multi-Academy Trust
- At second stage of application to open an All Through (ages 4 – 19) Free School in September 2018

#### **Bradford Birth to 19 Teaching School Alliance:**

- St Edmund's awarded National Teaching School status in 2013
- Teaching School Alliance has grown to include 80 schools across Bradford, with 9 schools as key strategic partners from across all phases and sectors
- Awarded status as a School Centre for Initial Teacher Training (SCITT) in 2014 – largest recruiter of school-led initial teacher training in the north of England
- Leading an Early Years Hub on behalf of National College for Teaching and Leadership (NCTL) in 2015

#### **System Leadership:**

- Anne-Marie Merifield – Executive Headteacher, St Edmunds and Lilycroft (both Ofsted Outstanding); National Leader of Education
- Lindsay Mihailovic – Head of School; Specialist Leader of Education
- Sarah Gordon – Assistant Head of School/EYFS Leader/SENCO; Specialist Leader of Education
- Christian Bunting – Teaching School Director
- Katie Waring – Head of Initial Teacher Training
- Christopher Tolson – Head of Teaching and Learning; Specialist Leader of Education
- Andrea Layzell – Workforce Development Leader
- Consultant support:
- Jackie Eames – School to School Support Consultant (retired Executive Headteacher of Ofsted outstanding secondary school and National Leader of Education)
- Linda Marshall – Talent Management and Education Leadership Consultant (retired All Through Principal and Specialist Leader of Education – currently

## **Talent Management and Succession Planning**

### **Initial Teacher Training**

- Lead for Bradford Birth to 19 School Direct from 2012. Since then, we have inducted over 100 teachers into the profession (90% working locally in early years, primary, secondary and special schools).
- Awarded SCITT in 2014 – responsible body to award QTS and PGCE generating an income of £1 million.
- Design and delivery of unique programme for ITT training, delivered by 20 local primary schools.
- Currently training over 100 primary teachers through the SCITT, of whom 20 are specialising in Early Years and 15 School Direct Secondary Teachers.
- Collaboration with Sheffield Hallam University.
- Spoken to 400 potential applicants; processed 100 applications and currently offered 40 places for 2016-17.

### **School to School Support**

- Currently deploying 12 system leaders to 12 schools.
- Successfully received in excess of £100,000 of school to school support funds through NCTL.
- Recruited 17 Specialist Leaders of Education and currently interviewing 12 additional SLEs.
- Strategic Board includes 2 National Leaders of Education and 2 Local Leaders of Education and two Area Heads, all deployed to support Bradford schools.

### **Leadership Development**

- Our approach to talent management and succession planning has been adopted by other Local Authorities and partners.
- Ongoing research and development at all levels.
- Suite of MA accreditation opportunities through Sheffield Hallam University.
- Innovative leadership training including Aspirant Academy/Free School Principal Programme and Resonant Teacher/Leader Programme.
- Generated in excess of £80,000 in R+D grants through NCTL (Closing the Gap, Evidence Based Teaching, EYFS).

### **Early Years Foundation Stage Hub**

- Strong links with private and voluntary providers in West Bradford, expanding across the district.
- Developing workforce through Foundation Degree offer to early years, school and health staff in collaboration with Pen Green Research Development Base.
- Baseline of quality improvement work using ITERS and ECERS environment rating scales.
- Bespoke whole team training available to settings.
- Developing a career path for early years practitioners and associate staff in schools.
- Part of a national pilot of the HELLO Project with the National Literacy Trust, supporting outcomes in language and communication.

**Representation on:**

- Bradford Local Authority/Teaching Schools/Partnership Change Management Group
- Education Improvement Strategic Board
- Education Improvement Commissioning Board
- EYFS Change Management Group
- Yorkshire and the Humber Teaching Schools Forum
- Bradford Teaching Schools Forum
- West and Central Yorkshire School Direct Network and Steering Group

**A Community who live and learn together**

St Edmund's Nursery School and Children's Centre, Washington Street, Girdlington,  
Bradford BD8 9QW

Tel: 01274 543282 Fax: 01274 499440 [office@stedmundsnsc.com](mailto:office@stedmundsnsc.com)  
[www.stedmundsnsc.com](http://www.stedmundsnsc.com)

**4. FINANCIAL & RESOURCE APPRAISAL**

- 4.1 Teaching Schools and their Alliances are responsible for their own budgets which are kept separate from the budget for the running of their schools

**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 None

**10. BACKGROUND DOCUMENTS**

- 10.1 None



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## Report of the Strategic Director to the meeting of Children's Services Overview and Scrutiny Committee to be held on Wednesday 10 February 2016

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**Subject:** Tendering of contract over £2m for Bradford Connexions service

**AZ**

### Summary statement:

In line with the requirements of Council Standing Order 4.4.1 to report all proposed procurement exercises with a total estimated contract value of over £2million prior to commencement of the procurement tendering process, we wish to advise of the planned procurement of the Connexions contract and thereby give Members the opportunity to engage in the process prior to inviting tenders from the marketplace.

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Michael Jameson  
Strategic Director for Children's  
Services

**Portfolio:**  
**Education and Skills**

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Enterprise Team  
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**Overview & Scrutiny Area:**  
**Children's Services**

## 1. **SUMMARY**

- 1.1 This service is commissioned to fulfil statutory duty as outlined in 2.1 to 2.4.
- 1.2 The current contract is jointly commissioned with a number of Bradford schools and colleges and as such is funded through a combination of Council money and contributions from education providers. To date, 18 providers have committed to joining the new joint commissioning exercise.
- 1.3 The current contract was let for three years with the option to extend for two one year periods. The option to extend was taken up for this year but the intent is to go to market and not to take up the final year's extension; the contract will expire at the end of August 2016. The budget consultation proposes a significant saving against the value of this contract.

## 2. **BACKGROUND**

- 2.1 Under the Education and Skills Act 2008 [ESA] Local Authorities have existing statutory responsibilities to support young people into education, employment with training. These include securing sufficient suitable education and training provision for all young people aged 16 to 19 and for those aged 20 to 24 with an Education, Health and Care Plan. In addition, support needs to be in place that will encourage, enable and assist young people to participate in education or training.
- 2.2 The ESA placed additional new statutory duties on Local Authorities with regard to raising participation age [RPA] for 16 and 17 year olds:
- to promote the effective participation in education and training of young people covered by the duty to participate.
  - to have in place arrangements to identify those who are not participating.
  - to provide strategic leadership in their areas to support participation in education, training and employment
- 2.3 Local Authorities must also collect information to identify young people who are not participating, or who are at risk of not doing so, to target resources on those who need them most. This means arrangements need to be in place to confirm young people's current activity at regular intervals. This may be through exchange of information with education and training providers and other services as well as direct contact with young people.
- 2.4 Local Authorities are expected to continue to work with schools to identify those who are in need of targeted support or who are at risk of not participating post 16. They will need to agree how these young people can be referred for intensive support, drawn from the range of education and training support services locally.
- The purpose of this contract is to meet these duties and expectations.
- 2.5 The initial contract will be for three years, between September 2016 and August 2019. There will be an option to agree one 12 month extension. The extension will be subject to the availability of funding and contract performance.

- 2.6 The Council's contribution funds NEET identification, reduction and prevention activity and a limited universal IAG offer through the Connexions centres. The schools' contribution pays for Careers Advisor time in the school.
- 2.7 Currently the Council also delivers NEET specialist provision (Tier 1 NEET) inhouse through the Neighbourhoods Team. It is proposed that the NEET provision is considered as part of the re-tender of the Connexions contract to provide a more consistent and streamlined service

### 3. **REPORT ISSUES**

- 3.1 The requirement of the service provided to the Council is divided into two elements as follows:

#### **3.1.1 Tracking**

In seeking to achieve the shared outcomes identified at 3.2 – participation rates, NEET and 'unknown' – CBMDC will monitor the contributing statutory data collection activities. This will include:

- the timely completion of the *Year 11 Intended Destination Survey* and the number and proportion of young people with no recorded destination
- the timely completion of the *September Offer* for Year 11 and Year 12 young people and the number and proportion of young people with no recorded offer
- the timely completion of the *Activity Survey for Year 11 Leavers* and the number and proportion of young people who are not in Full-Time learning or whose 'activity is unknown'
- the timely processing of information about 'early leavers' enabling young people, who might otherwise become NEET or 'unknown', to receive rapid and intensive support to re-engage with education or training.

#### **3.1.2 Targeted Service**

CBMDC expects service delivery to contribute to a sustained increase in the number and proportion of vulnerable young people who participate in education or training beyond statutory education.

Specifically targets will be agreed for the participation of young people with an Education, Health and Care Plan, Looked After Children, young people leaving Care, young people who are known to the Youth Offending Service; parents to be and young parents, and young carers.

### 3.2 **Outcomes**

The Council expects service delivery to contribute to:

- a sustained increase in the proportion of young people who participate in education or training beyond the end of Year 11;
- a parallel reduction in the number and proportion of young people who are NEET or who become NEET if they leave provision early; and

- a parallel reduction in the number and proportion of young people whose destination is 'unknown'. This is a prerequisite step to successful re-engagement.

#### **4. OPTIONS**

- 4.1 This service must also be aligned with the Bradford Pathways programme to ensure that we give young people the best possible chance of progressing through the 16-19 phase into employment and Higher Education, and is also being considered within the on-going post-16 review in Bradford.

#### **5. CONTRIBUTION TO CORPORATE PRIORITIES**

- 5.1 **Improving Educational Attainment:** Getting on the right programme of study will greatly enhance young people's chances of successful outcomes. This contract will support decision making processes.
- 5.2 **Support for the District's economy, jobs, skills and city centre regeneration:** The service will help young people better understand their pathway to the labour market and therefore contribute to them being better prepared for employment.
- 5.3 **Supporting the most vulnerable adults, children and families and Reducing health inequalities**  
Monitoring the participation and progression of our most vulnerable groups will inform targeted interventions to achieve the best educational outcomes and signpost health and care support services for young people facing serious and often multiple barriers to learning and independent living.

#### **6. FINANCIAL & RESOURCE APPRAISAL**

- 6.1 The financial resources will be allocated after the budget consultation has concluded. The proposal is that a significant reduction is made to the current contract value and that the Tier 1 NEET service becomes part of the tendered service.

#### **7. RISK MANAGEMENT AND GOVERNANCE ISSUES**

- 7.1 A project Board has been set up to oversee the commissioning process for this contract comprising appropriate staff from across the Council and Chaired by the Assistant Director Children's Services.
- 7.2 There is a project plan in place and this is being implemented by a project team again with specialist, expert support from across Council departments.

#### **8. LEGAL APPRAISAL**

- 8.1 There is a requirement to advertise and re-tender the contracts under the Council's Standing Orders and Procurement Strategy and to ensure compliance with EU legislation due to value of the individual contracts.
- 8.2 Contract Standing Orders (4.4) state that:  
"Before inviting tenders or quotations, the Appropriate Officer must:

4.4.1 for contracts with a total estimated contract value in excess of £2m, report details to the relevant Overview and Scrutiny Committee using the agreed pre-contract reporting process determined by the Assistant Director of Commissioning & Procurement”

8.3 ‘EU Procurement Rules’ implemented by the UK set out the law on public procurement. The EU Financial Thresholds at which the EU Procurement rules are applicable are:

“As of 1st January 2016 these are: Works (maintenance and construction) €5,225,000 (£4,104,394) and Services and Goods €209,000 (£164,176)”.

## **9. OTHER IMPLICATIONS**

### **9.1 EQUALITY & DIVERSITY**

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

### **9.2 SUSTAINABILITY IMPLICATIONS**

The primary purposes of the Council specification are pre-16 work to ensure participation of vulnerable groups in education and training post-16, to re-engage 16-18 NEET young people in positive destinations and to track young people to ensure they are engaged in employment, education and training.

The IAG provided will cover a range of support that shall equip young people to manage their personal and career development and confront barriers to learning and the labour market.

As such this will contribute to the longer-term economic engagement of these young people, their career and personal development, and mitigate the risk of them becoming disengaged from the labour market, society and their communities.

The successful contractor will be expected to act as the strategic lead for IAG in the District, identifying opportunities for using other funding and existing networks to enhance the Council’s investment in the contract and provide a greater service to the young people.

The contractor will also be expected to feed into the Producer City governance structures, specifically through the Workforce Development Advisory Committee and the People and Innovation Board as required as well as contributing resources to the Bradford Pathways programme and to engage with the review of post-16 provision in the District.

### **9.3 GREENHOUSE GAS EMISSIONS IMPACTS**

The commissioning of this service would not impact Council’s own and the wider District’s carbon footprint and emissions from other greenhouse gasses.

### **9.4 COMMUNITY SAFETY IMPLICATIONS**

There are no Community Safety implications arising out of the implementation of the recommendations in this report.

**9.5 HUMAN RIGHTS ACT**

There are no Human Rights Act implications arising out of the implementation of the recommendations in this report.

**9.6 TRADE UNION**

Trade Unions will be involved, as appropriate, with consultation over the Tier 1 NEET service over whether there are any TUPE implications for Council staff.

**9.7 WARD IMPLICATIONS**

There are no Ward implications arising out of the implementation of the recommendations in this report.

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

N/a

**10. NOT FOR PUBLICATION DOCUMENTS**

None.

**11. RECOMMENDATIONS**

That the report is noted and the option to undertake the tendering exercise for the Connexions contract be noted.

**12. APPENDICES**

None.

**13 Background documents**

None.

## **Report of the Chair of Children's Services Overview and Scrutiny Committee to the meeting to be held on Wednesday 10 February 2016.**

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**BA**

**Subject:**

**Subject: Children's Services Overview and Scrutiny Committee Work Programme 2015-16**

**Summary statement:**

This report presents the Committee's Work Programme 2015-16

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Cllr Malcolm Sykes  
Chair – Children's Services O&S Committee

**Portfolio:**  
**Education, Skills and Culture**  
**Health & Social Care**

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## 1. **Summary**

1.1 This report presents the Committee's Work Programme 2015-16

## 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 2015-16. It lists issues and topics that have been carried forward from the 2014-15 Municipal Year.

### 3.2 **Work planning cycle**

3.2.1 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. **Options**

4.1 Members may wish to amend the current work programme (Appendix 1) and / or comment on the proposed work planning cycle set out in Paragraph 3.2.1.

## 5. **Contribution to corporate priorities**

5.1 The Children's Services Overview and Scrutiny Committee Work Programme 2015-16 reflects the Council's priority outcomes:-

- *Transforming educational outcomes by improving attainment*
- *Supporting and safeguarding the most vulnerable adults, children and families*

## 6. **Recommendations**

6.1 That the Work Programme 2015-16 continues to be regularly reviewed during the year.





7. **Background documents**

7.1 Constitution of the Council

8. **Not for publication documents**

None

9. **Appendix**

9.1 **Appendix 1** – Children’s Services Overview and Scrutiny Committee Work Programme 2015-16



# Democratic Services - Overview and Scrutiny

## Childrens Services O&S Committee

Scrutiny Lead: Licia Woodhead tel - 43 2119

### Work Programme 2015/16

#### Description

#### Report

#### Agenda

##### **Tuesday, 8th March 2016 at City Hall, Bradford.**

Chair's briefing 22/02/2016. Secretariat deadline 25/02/2016.

- 1) Workloads of Children's Social Care Services
- 2) Partnerships update
- 3) Governance Arrangements
- 4) Children's Services O&S Committee Work Programme

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

Gani Martins

The Committee will receive an update report on the schools partnerships.

Judith Kirk

The Committee will receive an update on the developments and impact of the Bradford Education Improvement Commissioning Board

Michael Jameson

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

Licia Woodhead

##### **Wednesday, 30th March 2016 at City Hall, Bradford.**

Chair's briefing 14/03/2016. Secretariat deadline 16/03/2016.

- 1) Schools Forum update
- 2) Outdoor Education Centres
- 3) Development of Two year old early education Places
- 4) Cultural Education
- 5) Post 16 Review

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

Andrew Redding

The Committee will receive a progress report on the Outdoor education Centres

Linda Mason / Graham Hutton

The Committee will receive a progress report on the development of two year old early education places.

Linda Mason

The Committee will receive a report on how cultural and creative education can lead to improved outcomes for young people.

Judith Kirk

The Committee will receive a report on the Post 16 review

Terry Davis

##### **Tuesday, 12th April 2016 at City Hall, Bradford.**

Chair's briefing 24/03/2016. Secretariat deadline 31/03/2016.

- 1) Capital Allocations and School Expansion Programme
- 2) Youth Service - Youth Offer Review
- 3) Equalities Act - Education

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

Ian Smart

The Committee will receive a report on the action plan following the youth offer review.

Ian Day

Referral from Corporate O&S

## Childrens Services O&S Committee

Scrutiny Lead: Licia Woodhead tel - 43 2119

### Work Programme 2015/16

#### Description

The Committee will receive a report detailing progress against the resolutions made during the 2015-16 municipal year.

#### Report

Licia Woodhead

#### Agenda

**Tuesday, 12th April 2016 at City Hall, Bradford.**

Chair's briefing 24/03/2016. Secretariat deadline 31/03/2016.

- 4) Resolution Tracking

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