

# Public Document Pack

City of Bradford MDC

www.bradford.gov.uk

## Agenda for a meeting of the Children's Services Overview and Scrutiny Committee to be held on Wednesday 30 March 2016 at 1630 in Committee Room 1, City Hall, Bradford

---

### Members of the Committee - Councillors

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

### Alternates:

<i>Conservative</i>	<i>Labour</i>	<i>Liberal Democrat</i>	<i>Bradford Independents</i>
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: Sidiq Ali, Gull Hussain (elect)

### 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:

Meic Sullivan-Gould  
Interim City Solicitor  
Agenda Contact: Fatima Butt  
Phone: 01274 452227  
E-Mail: 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 27 January and 10 February 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 432227)

#### 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. **OUTDOOR EDUCATION CENTRES**

The Assistant Director, Access and Inclusion will submit **Document “BF”** which provides the committee with an update on developments for the District’s three Outdoor Education Centres (Ingleborough Hall, Buckden House and Nell Bank) and plans for their future sustainability and independence from the Local Authority by April 2017.

#### **Recommended-**

- (1) That the positive progress of Ingleborough Hall following the refurbishment at the centre be noted.**
- (2) That the progress for building works at Nell Bank be noted.**
- (3) That a report be taken to the Schools Forum on the Outdoor Education Centres containing overall details of the capital expenditure programme and that Officers are requested to liaise with the Schools Forum to jointly determine the scope of that document.**

(Graham Hutton – 01274 431266)



## 7 CULTURAL EDUCATION

Cultural and creativity within the school curriculum has long been seen as a way to enhance the development of children and young people. Within recent years revisions to Ofsted's inspection framework have led to substantial changes to the curriculum for cultural education. There is universal recognition that cultural education is a vital part of a child's schooling and this has now to be captured under the terms of a broad and balanced curriculum.

The Deputy Director for Education, Employment and Skills will submit **Document "BG"** which reports on how cultural and creative education can lead to improved outcomes for young people by ensuring all children receive a broad and balanced education.

### **Recommended-**

- (1) That the report on the cultural and creative education of Bradford's pupils as part of their broad and balanced curriculum (Document "BG") be received.**
- (2) That the continued work of the Music and Arts Service, its partners and Bradford schools to ensure that every child receives a meaningful cultural and creative curriculum offer be supported.**

(Judith Kirk – 01274 439255)

---

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



## **Report of the Strategic Director Children's Services to the meeting of Children's Overview and Scrutiny to be held on 30 March 2016**

---

**BF**

**Subject:**

Outdoor Education Centres

**Summary statement:**

The report provides the committee with an update on developments for the District's three Outdoor Education Centres and plans for their future sustainability and independence of the Local Authority by April 2017.

Linda Mason  
Interim Assistant Director  
Access and Inclusion  
Phone: (01274) 385676  
E-mail: [linda.mason@bradford.gov.uk](mailto:linda.mason@bradford.gov.uk)

**Portfolio:**

**Education, Skills and Culture**

Report Contact: Graham Hutton  
Head of Health and Wellbeing  
Phone: 07582 100162  
E-mail: [graham.hutton@bradford.gov.uk](mailto:graham.hutton@bradford.gov.uk)

**Overview & Scrutiny Area:**

**Children's Services**



## **1. SUMMARY**

1. The report provides the committee with an update on developments for the District's three Outdoor Education Centres and plans for their future sustainability and independence of the Local Authority by April 2017.

## **2. BACKGROUND**

- 2.1 The committee has consistently supported the work of the District's Outdoor Education Centres in terms of recognising the valuable and important role they play in support of schools. The Centres support the development of skills that pupils need to succeed in school itself and the wider world of work. These skills include leadership, communication, acquisition of practical skills and opportunities to undertake new experiences in an environment that can challenge them as well as keep them safe.
- 2.2 Elected Members have received several reports on Outdoor Learning in the District over the previous two years. The Committee has been kept informed of issues concerning progress and challenges regarding a range of issues relating to the sustainability and long term viability of the centres.
- 2.3 At the Overview and Scrutiny Committee meeting held in September 2015 members requested that officers produce a further update on progress towards securing the future of the District's Outdoor Education Centres in March 2016.

## **3. OTHER CONSIDERATIONS**

### **3.1 Overview of the Report**

- 3.1.1 This section of the report will detail the financial elements of the commitments made by the Schools Forum.
- 3.1.2 On 11 July 2012 the Schools Forum recommended the allocation of £1m of DSG one-off monies to support the re-development of the 3 outdoor learning centres (Buckden House, Ingleborough Hall and Nell Bank). This capital redevelopment alongside a subsequent increase in usage and revenue from the centres was seen as essential in meeting the long term goal of the future financial sustainability of the centres. This was to be achieved within the rigour of a new Trust model for the governance of Ingleborough Hall and Buckden House. This sum of money was further supplemented with £273,000 of resource from the Aiming High Short Breaks Fund, to ensure that all three Outdoor Learning Centres were fully complied with accessibility requirements for pupils and adults with mobility difficulties.
- 3.1.3 Following the recommendations for the 2014/15 Direct Schools Grant (DSG), made in January 2014 a further commitment from the Schools Forum transferred the financing of an annual revenue contribution to the outdoor centres to one off monies. This commitment was to continue for 2014/15, 2015/16 and 2016/17. This commitment will cease at April 2017, a point by which it is expected that the outdoor centres will be financially self-sustaining. At the same time and at the request of the Local Authority, the Schools Forum earmarked £500,000 as a further contribution to the capital redevelopment costs of the outdoor learning centres.



### **3.1.4 The status of the building programme and allocation of capital resources**

- 3.1.5 The refurbishment works at both Ingleborough Hall and Buckden House have been completed. The new build at Nell Bank started in December 2015, and is progressing to a finishing deadline of 20 May 2016. The total budget that has been available for the three schemes is £ 1,773,000.00. It was agreed by the Outdoor Learning Project Board that the works to Ingleborough Hall and Buckden House be undertaken first and remaining funds utilised for Nell Bank on completion of the other schemes. All tenders were offered under the agreed scheme operated by the Local Authority.
- 3.1.6 During works at two of the centres in 2014 and 2015 it became apparent costs would exceed the provisional budgets for both schemes and on this basis that request for £500,000.00 extra funds for the Outdoor Centres was made to Schools Forum.
- 3.1.7 An agreed scheme for Nell Bank went out to tender during the summer of 2014 with a pre-tender estimate of £700,000.00. The lowest tender return was in excess of £1.1m. The deficit between the two figures was too great to value engineer without fundamental changes. Since the last report on the centres received by this Committee a revised scheme went out to tender. This time following a successful value engineering exercise the building works started in October 2015.
- 3.1.8 A final breakdown of all three capital schemes will be available to this committee following the completion of the current building works at Nell Bank by 20 May 2016.

### **3.1.9 Financial Performance**

- 3.1.10 The committee has previously been informed that a revenue funding stream was made available from the Schools Forum to the centres over a three year period up to the end of March 2017. This was to encourage the centres towards a sustainable position on the back of the capital investment. Demonstrating progress in the area is key to the long term viability of the centres. This section details the issues and responses of the three centres.

#### *Ingleborough Hall*

- 3.1.11 At the end of the financial year 2014/2015 Ingleborough Hall was operating at a deficit. From the beginning of April 2015 to date the financial turnaround has been significant. Once the refurbishment had been completed a great deal of progress was made. The centre is now predicted to generate more income than expenditure by 31 March 2016 and therefore will not draw on support from the revenue funding support pot provided by the Schools Forum.
- 3.1.12 This has been achieved through: an increase in the number of users; greater promotion of activity through a refreshed web presence; promotion via clusters of schools; attending heads events and promotion to new heads in the District; securing positive evaluations and feedback from schools which have been shared in real time on the website; and establishing a three year relationship for school holiday activities to deliver the National Citizenship Service.
- 3.1.13 The turning around of the deficit in 2014/15 to a predicted surplus in 2015/2016 demonstrates a clear correlation between a financial performance dip pre capital works and improved revenue position post refurbishment and should provide reassurance to stakeholders such as this committee and the School Forum.





### *Nell Bank*

- 3.1.14 The current financial performance that Nell Bank is experiencing mirrors a similar level of financial challenge faced by Ingleborough due to the building works on site which affected the centre since the beginning of the July.
- 3.1.15 The over spend at Nell Bank in 2015/16 is due to the centre having taken no residential bookings since July 2015. By March 2016 this will have been an 8 month period within this 12 month financial year. Expenditure at the centre has also increased in 2015/16 reflecting preparation required for the increased residential capacity in the new building – bunk beds, additional dining room furniture, building capacity to activity areas such as water play etc. The withdrawal of Council base budget and incurring additional costs previously covered by Facilities Management have also impacted on the budget. Uncertainty around the finish date of the build has raised issues in assuring schools that their residentials can be accommodated in 2015/16 and the first quarter of 2016/17.
- 3.1.16 It has been accepted a key premise that the new residential facility will significantly increase the revenue capacity at the centre. The developing business plan for Nell Bank includes a predicted weekly income, and operating at approximately 45% of its absolute capacity Nell Bank can generate the required per annum income target.
- 3.1.17 This prediction for Nell Bank is predicated on several reasonable assumptions. The first of these is that residentials represent 18% of visitors but generate 43% of income and based on the occupancy described above with occupancy at the current rates for a residential night and day visits. This would be delivered by core staff only and would not require greater expenditure on casual staffing, which will reduce costs. Given that the centre cannot start to generate operational income levels it needs before the end of May 2016 then it is predicted that it will operate with an over spend for 2016/2017. The following full year, operating with the new facility, will return the budget above a break even situation.
- 3.1.18 The Committee forum and wider stakeholders can have confidence that Nell Bank will - with the completion of a major new residential block and attendant increase in visitor numbers, alongside the strong management redevelopment being undertaken by the Trustees, the planned adoption of a new Trust charter allowing increased access to wider funding, capacity development amongst staff, as well as the potential of securing independence from current financial and human resource systems – demonstrate the centre has a bright future and the investment by the Schools Forum will be realised in the long term.

### *Buckden House*

- 3.1.19 The refurbishment at Buckden House was completed in February 2015. The revenue situation for the centre on 31 March 2015 showed an overspend. The same level of input that Ingleborough has received in terms of promotion has improved the predicted outturn situation by 31 March 2016. The predictions for the year 2016/2017 are that Buckden will reduce the current overspend further whilst still operating at a deficit based on current usage and the positive impact of an NCS Summer Programme. This is progress. At the same time the centre will need to see an increase in revenue to meet a surplus that annually contributes to its viability. Each centre to be viable would need to generate surplus income in the region of £30 - £50,000 annually.





3.1.20 At present a challenge for Buckden is the improved performance and facility at Ingleborough whilst at the same time the outdoor offer to schools is broadly similar. At this time Ingleborough has the edge in terms of levels of bed space on offer. Buckden does not offer the day visit experiences that are part of the Nell Bank offer because of its relative remoteness from the District.

3.1.21 An on-site Asset Management Survey regarding the longer term improvements to the Buckden site have been undertaken in 2012 and this will influence requirements for the centre's viability. Increased, sustained income through bookings is one way to meet the challenges for the long term maintenance alongside a strong role played by future Trustees to generate the required funds.

### **3.1.22 Business Planning**

3.1.23 A Business Plan is being produced to address the rate of progress so that use of the centres increases in an attempt to establish a surplus budget at each site in 2017/18. A range of longer term factors will influence the business plan.

3.1.24 The implementation of Trust status will support applications to access charitable donations including assessing any outstanding capital improvements to fabric of main building and extensions of current facilities. A New three year NCS contract supplies a level of income recovery previously not in place for the school half term breaks of Autumn and Spring and in the school summer break. The Trustees will also need to establish a clear approach to address outstanding maintenance issues over a planned 5 year programme via any increased revenue.

3.1.25 A joint business model aimed at moving to profitability following the removal of the annual revenue support from the Forum after March 2017 is underway and will be completed by April 2016. This plan will include the new arrangements being developed by the Trustees at Nell Bank (which are currently planned to be in place by September to allow a bedding-in period before the 2017 deadline) and the proposed developments for Ingleborough Hall and Buckden House trust.

### **3.1.26 Trust Status Developments to support long term viability**

3.1.27 The Outdoor Learning Project Board and Nell Bank Trustees met during the autumn term to determine the future shape of any Trust(s) relating to the Outdoor Centres. The Jubilee Trust at Nell Bank has determined that in order for it to be active and successful in sustaining and growing the work at the site that it would not be part of trust arrangements for Ingleborough Hall and Buckden House.

3.1.28 The Nell Bank Trustees have recently requested clarity on a number of issues relating to Trust developments including the length of lease, the ownership of buildings, the future arrangements for staff and the wider development of their future Trust arrangements. This information is planned to be in place by the end of April 2016.

3.1.29 The Nell Bank Trustees decisions are aimed at creating a form of shadow arrangements to assist them in their move to financial independence from the Council by April 2017. The cooperation levels between the Trustees at Nell Bank and the Outdoor Learning Project Board has been strengthened over the past nine months to ensure that the cooperation between the offers at the centres is maintained.



3.1.30 The joint business model aimed at moving to profitability following the removal of the annual revenue support from the Forum after March 2017 is underway and will be completed by April 2016. It will include the new arrangements being developed by the Trustees at Nell Bank (which are currently planned to be in place by September to allow a bedding-in period before the 2017 deadline) and the proposed developments for Ingleborough Hall and Buckden House trust.

#### **4. FINANCIAL & RESOURCE APPRAISAL**

4.1 See item 3 above. The committee requests that a report be taken to Schools Forum on the Outdoor Education Centres containing overall details of the capital expenditure programme. Local Authority Officers are requested to liaise with the Schools Forum to jointly determine the scope of that paper.

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

5.1 n/a

#### **6. LEGAL APPRAISAL**

6.1 The plans for establishing Trust status for Ingleborough Hall and Buckden House Outdoor Education Centres have been supported with advice from the Council's Legal Services Team. The Nell Bank Trustees have secured their own legal support for the developments within their governance structure. This work is being willingly shared and coordinated to ensure a close correlation between the centres offer to schools is maintained.

#### **7. OTHER IMPLICATIONS**

##### **7.1 EQUALITY & DIVERSITY**

7.1.2 The Outdoor Education Centres provide a service that supports all sections of the diverse communities of Bradford. The centres have maintained and further developed particular programmes for disabled children and their families through specifically adapted residential facilities at Nell Bank and newly coordinated activities at Ingleborough Hall.

##### **7.2 SUSTAINABILITY IMPLICATIONS**

7.2.1 Sustainability issues are covered from section 3.1.9 to 3.1.30 of this report.

##### **7.3 GREENHOUSE GAS EMISSIONS IMPACTS**

7.3.1 n/a

##### **7.4 COMMUNITY SAFETY IMPLICATIONS**

7.4.1 n/a



## **7.5 HUMAN RIGHTS ACT**

7.5.1 n/a

## **7.6 TRADE UNION**

7.6.1 None

## **7.7 WARD IMPLICATIONS**

7.7.1 There are no ward implications.

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

7.8.1 Not applicable.

## **8. NOT FOR PUBLICATION DOCUMENTS**

8.1.1 None

## **9. OPTIONS**

9.1 The refurbishment options for the centres are being implemented

## **10. RECOMMENDATIONS**

10.1 The Committee notes the positive progress of Ingleborough Hall following the refurbishment at the centre.

10.2 The committee notes the progress for building works at Nell Bank.

10.3 The committee requests that a report be taken to Schools Forum on the Outdoor Education Centres containing overall details of the capital expenditure programme. Local Authority Officers are requested to liaise with the Schools Forum to jointly determine the scope of that paper.

## **11. APPENDICES**

11.1 None

## **12. BACKGROUND DOCUMENTS**

12.1 None



This page is intentionally left blank

## **Report of the Deputy Director for Education, Employment and Skills to the meeting of the Children's Services Overview and Scrutiny Committee to be held on 30 March 2016.**

---

**BG**

**Subject:**

Cultural Education

**Summary statement:**

This report looks at how cultural and creative education can lead to improved outcomes for young people by ensuring all children receive a broad and balanced education.

**1. SUMMARY**

- 1.1 This report looks at how cultural and creative education can lead to improved outcomes for young people by ensuring all children receive a broad and balanced education.

---

Michael Jameson  
Strategic Director  
Children's Services

**Portfolio:** Education Skills and Culture

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

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



## 2. BACKGROUND

- 2.1 Cultural and creativity within the school curriculum has long been seen as a way to enhance the development of children and young people. Within recent years revisions to Ofsted's inspection framework have led to substantial changes to the curriculum for cultural education. There is universal recognition that cultural education is a vital part of a child's schooling and this has now to be captured under the terms of a broad and balanced curriculum.
- 2.2 The chairman of Arts Council England argues that "all pupils should have the opportunity to create, compose, and perform their own artistic work". In Bradford it has been seen that young people who engage with the arts are happier, and have improved concentration and higher aspiration, which ultimately impact on all aspects of their education. Looking beyond the playground, creative skills are becoming an increasingly valuable currency for young people in securing future prospects, given that one in 20 new jobs is currently coming from the creative industries.
- 2.3 Professor Susan Hallam MBE from the Music Education Council has spoken about the power of music and its impact on the intellectual, social and personal development of children and young people. She said: "The research shows there is compelling evidence for the benefits of music education on wide range of skills including: listening skills which support the development of language skills, awareness of phonics and enhanced literacy; spatial reasoning which supports the development of some mathematical skills; and where musical activities involve working in groups a wide range of personal and social skills which also serve to enhance overall academic attainment even when measures of intelligence are taken into account".

## 3. REPORT ISSUES

- 3.1 In response to Arts Council England's Cultural Education Challenge, Bradford Council is working with Arts Council England via their bridging organisation, Cape UK, to ensure children and young people across the district receive a cultural and creative offer as part of their time in school. This is being achieved in a number of ways.
- 3.2 A **Local Cultural Education Partnership (LCEP)** is in the process of being set up. In order to oversee this work a steering group has been established to strategically support the roll-out of the District's offer. The membership has been agreed and there is wide representation from Bradford Council (including the Deputy Director for Education, Employment and Skills who will chair the group), Bradford University and Bradford College, arts organisations (including the National Media Museum, City of Film, Sustained Theatre Artists York (STAY), Mind the Gap, Impressions Gallery), headteachers and school leaders and the teaching school alliances. Terms of reference for the group will be set at its first meeting on the 24 March 2016
- 3.3 With support from Cape UK a **Creative Consultation** with children, young people and families in Bradford South will take place over the next few months. The consultation will explore ways of enabling families, parents and carers to find out about local cultural and arts offers across the city and to articulate what they perceive to be missing and highlight any potential barriers to accessing these activities. The focus will be on using new ways to reach families and consulting with them about need, interest, barriers, challenges and drivers for engagement. The findings of this consultation will inform the future development and focus of work carried out by the emerging Local Cultural Education Partnership (LCEP)



in Bradford. The consultation process will involve creative / participatory activities, 'go see' visits / tours, talks and workshops delivered by Cape UK Associates, Bradford MBC's Cultural Policy Manager and the Head of Music and Arts Service, who will also be able to advise and support with the organisation of these consultation activities.

- 3.4 Currently schools, both primary and secondary, across the district offer a wide range of cultural experiences for their pupils but at present the extent of the coverage is not clear. Work with Cape UK will begin to provide a clearer picture of numbers offering these experiences. 15 Schools have received Artsmark recognition, with two schools involved with Cape UK to pilot the new Artsmark awards. Cape have also run Artsmark training and induction days for schools.  
Osted outcome for these schools - 8 Good 3 Outstanding and 3 RI
- 3.5 The local authority's Music & Arts Service is working alongside the National Literacy Trust on a number of projects to enhance pupil's cultural development. These projects include:
- Working with boys aged 10 to 13 (Years 6, 7 and 8) to support writing - seven schools have been identified as an initial pilot group.
  - A programme to support pupils who are at risk of exclusion. Suitable pupils will be supported one-to-one to write lyrics and music. Again this will be a pilot programme to measure the impact of this focused intervention in enabling reintegration into full-time mainstream education.
  - Targeting primary school classes of 5 to 6 year olds to deliver a rhyming session based on rhymes from different cultures. This work will be extended to Children's Centres to involve fathers in their children's cultural development. These sessions will be delivered in partnership with the local authority's Early Years Team and one of Bradford's teaching school alliances. It will support our existing priorities in terms of parental/community engagement in literacy development and also sit alongside a priority to build better links between Children's Centres and schools.
- 3.6 There have been a number of studies on the impact on outcomes for young people of cultural initiatives across the district. For example, a consultant from Bradford's Curriculum Innovation team has used creative digital technology such as video, animation, photography and audio to raise attainment across the curriculum. He leads the Bradford Media Literacy project in partnership with Bradford UNESCO City of Film, the BFI and Cape UK. There is recorded evidence from school staff that this initiative has enthused pupils learning in English and has resulted in much improved pupil outcomes. The contribution of this at one primary school's meant that pupil outcomes were so improved that the school was removed from an Ofsted 'inadequate' category ahead of schedule.
- 3.7 As lead partner for the Bradford Music Education Hub, the Music and Arts Service has contracted to deliver the following core activities:
- Ensure that every child aged 5-18 has the opportunity to learn a musical instrument (other than voice) through whole-class ensemble teaching programmes. Children who choose to learn a musical instrument are expected to engage with weekly tuition on the same instrument for at least a year. Currently the service supports over 8000 children with Whole Class Ensemble Teaching (WCET) on a wide variety of instruments
  - Alongside this WCET, pupils have the opportunity to experience a live music performance linked to a curriculum area each week, giving in excess of 20,000 pupils this experience to hear live music. The Music and Arts Service conducts an annual survey of schools who offer these experiences. Feedback indicates high increases in pupils self-esteem and confidence, with 68% of schools indicating improvements in pupils' concentration, self-esteem and confidence.





- Opportunities to play in ensembles and to perform from an early age. A range of progressive ensembles provide out of school opportunities for pupils to come together and make music.
- Opportunities for clear progression routes are available and affordable to all young people if they want to extend their musical activity. The ensembles have clear progression routes from beginner groups through to the service's top ensembles i.e. Bradford Youth Orchestra
- A singing strategy to ensure that every pupil sings regularly and that choirs and other vocal ensembles are available to all schools and pupils.

3.8 The Music and Arts Service has a role in providing extension activities and opportunities. These include:

- The offer of continuous professional development (CPD) and training to staff in schools, particularly in supporting schools to deliver music in the curriculum. Over the last year CPD has been provided to 33 Primary Schools and 11 Secondary schools with some 50 teaching staff supported from these sessions
- Support for arts events of all types in schools.
- The delivery of regular primary and secondary music network meetings for school staff -one each term
- The service provide an instrument loan service, with discounts or free provision for those on low incomes or choosing 'endangered species' instruments. The loan service is available to schools and parents.
- A maintenance contract with a local instrument repairer who keeps instrumental stock in good repair and delivers direct to schools.
- A highly subsidised loan service to provide whole class sets of instruments
- Access to large scale and/or high quality musical experiences for pupils working with professional musicians in different venues. This includes publicising the opportunities available to schools, parents/carers and students.
- The service runs regular concerts giving opportunities for pupils to perform, as well as running two evenings of schools' proms each year. Through these activities, and others, Bradford pupils have opportunities in all the arts annually
- The Service continues to provide large scale opportunities to the children of the district. Recent examples include a 'Mad Day' (Music and Arts Day) to celebrate the Tour de France celebrations in Yorkshire in 2014. The service was asked to run a BBC Music Day in Bradford in 2015 (one of only 10 BBC events of this type across the country).

Other work includes opportunity for pupils to display art work offering regular winter and summer exhibitions attracting hundreds of parents to visit and look at the Art work. Holding these events outside of their own school settings adds significance and value to the pupils' work. Pupils have also sold their work as interest has been so great.

#### 4. OTHER CONSIDERATIONS

- 4.1 Enlightened school leaders recognise the positive impact of cultural education and a creative curriculum.
- 4.2 The headteacher of Eldwick Primary School (judged 'good' at its most recent Ofsted inspection) has written: "To me, cultural and creative education is the heart of the curriculum which has the power to inspire and enrich learning in the primary school. It is often the key that unlocks thinking, debate, decision making and opens up swathes of possibilities for pupils. If we want future engineers, scientists, historians and designers, we



need to give them space to have ideas and explore issues that are part of the rich cultural heritage of our country and the world. Our job is to prepare pupils for their future education and to take their part in the world of work as adults. We need to inspire them to be rounded, thinking individuals who understand creative thought and can enhance the communities they are going to move into. The arts, in their broadest sense, will give children that additionality that makes them good learners who have passion and determination. At Eldwick the creative approach to all curriculum delivery, as well as a strong arts curriculum, are at the core of our success. We are able to enthuse pupils about learning and present it to them in a way that they can make sense of”.

- 4.3 Farnham Primary School (judged ‘outstanding’ by Ofsted at its recent inspection) has been visited by Darren Henley, Chief Executive of Arts Council England. Following his visit he tweeted, “Had a wonderful visit to Farnham Primary- a school with cultural education at the heart of driving up standards.” The headteacher has stated, “We want to look at ways to further develop this and give the children a bigger say when planning both the environment and the experiences we offer in and outside school. Early indications from our Cape UK project using the Art of Science and Noticing (with partners Bradford Museums and Art Galleries), show that children’s writing skills and motivation for writing, are improved through receiving high quality arts and cultural input and experiences. Our increased work with the Bradford Education Music Service has made our school a more stimulating and happy place for children. It has increased their self-esteem and raised their awareness of possible career opportunities in later life and given them the potential for life long appreciation and enjoyment of the richness of life around them”.
- 4.4 Following an ‘Aliens & Space Day’ at Miriam Lord Community Primary School the teacher who organised the event commented, “A fantastic day which children and teachers have both enjoyed, use of junk to make interesting sculptures, skills to use across the curriculum”.

## **5. FINANCIAL & RESOURCE APPRAISAL**

- 5.1 Bradford’s Music and Arts Service is funded by a Music Education Hub Grant and traded income. It is self-financing and does not receive a Council budget.

## **6. LEGAL APPRAISAL**

- 6.1 None.

## **7. NOT FOR PUBLICATION DOCUMENTS**

- 7.1 None.

## **8. OPTIONS**

- 8.1 Not applicable.

## **9. RECOMMENDATIONS**

- 9.1 That Overview and Scrutiny Committee receive this report on the cultural and creative education of Bradford’s pupils as part of their broad and balanced curriculum.
- 9.2 That Overview and Scrutiny Committee support the continued work of the Music and Arts Service, its partners and Bradford schools to ensure that every child receives a meaningful cultural and creative curriculum offer.



**10. APPENDICES**

10.1 None.

**11. BACKGROUND DOCUMENTS**

11.1 Opera North - Dramatic SATs results increase at schools working with Opera North

