

Agenda for a meeting of the Children's Services Overview and Scrutiny Committee to be held on Tuesday 8 March 2016 at 1630 in the Ernest Saville Room, 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:

<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: Jill Bell

Phone: 01274 434580

E-Mail: jill.bell@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. 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.

(Jill Bell - 01274 434580)

4. 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.

(Jill Bell - 01274 432227)

5. APPOINTMENT OF VOTING CO-OPTED MEMBER

(Article 6.7.2 of the Constitution)

The Committee is asked to consider the appointment of the following voting co-opted member for the remainder of the 2015/16 municipal year:

Mr Gull Hussain – Parent Governor Representative.

Recommended –

That it be recommended to Council that Mr Gull Hussain be appointed to the Children’s Services Overview and Scrutiny Committee as a Parent Governor Representative.

(Jill Bell – 01274 434580)

A. OVERVIEW AND SCRUTINY ACTIVITIES

6. UPDATED INFORMATION FOR MEMBERS ON THE WORKLOADS OF CHILDREN’S SOCIAL CARE SERVICES

The report of the Assistant Director (Children’s Specialist Services) (**Document “BB”**) presents the most recent information on the workload of Children’s Social Work Teams and updates Members on key pressures on the service. The workload analysis is based on activity up to 31st December 2015.

There have been no significant changes to the overall workloads of social workers, or pressures upon the service since the last report was presented. The report demonstrates that Social Work Services for Children & Young People in the District remain strong, robust and well managed.



Recommended -

That the Committee consider further reports in the 2015-16 work programme to ensure the continuation of safe workloads and practice into the future given the current financial climate.

(Di Watherston - 01274 437077)

7. UPDATE ON EDUCATIONAL STANDARDS 2015 AND SCHOOL-TO-SCHOOL PARTNERSHIP ARRANGEMENTS

A report was provided to the Children's Services Overview & Scrutiny Committee on 22 September 2015 outlining the provisional examination and test outcomes for Bradford's children and young people, from summer 2015.

Following an extensive checking process, final results have now been published by the Department for Education (DfE). In the first part of the report of the Strategic Director of Children's Services (**Document "BC"**) information is given on those results that have changed since the publication of the provisional figures and a summary of the detailed analysis of these updated results is also provided.

In the second part of the report, information is provided on the activities that are being undertaken by Bradford's formal school-to-school partnerships and how they are contributing to the improvements to the standards achieved in the District's schools.

Recommended

- (1) That Overview and Scrutiny Committee receive this report on the final validated performance of Bradford's children and young people in Key Stage tests and examinations for 2015.**
- (2) That Overview and Scrutiny Committee receive the update, provided in this report, on the activities that are being undertaken by Bradford's formal school-to-school partnerships and how they are contributing to the improvements to the standards achieved in the District's schools.**

(Judith Kirk - 01274 439255)

8. THE BRADFORD EDUCATION AND SCHOOL IMPROVEMENT COMMISSIONING BOARD (BEICB)

The report of the Director of Children's Services (**Document "BD"**) explains that the Bradford Education and School Improvement Commissioning Board (BEICB) was established in September 2015 to provide a forum to ensure effective collaboration and



joint accountability between the Local Authority, formal School Partnerships, the School Forum and Teaching School Alliances within a self-improving school led system. The board reflects the changing roles of schools and local authorities, providing a vehicle for the commissioning and accountability of effective support. It plays a key role in ensuring that the following principles are achieved:

- Bradford is a school-led system
- All schools need to be good or better
- All schools need to belong to a formal partnership

The aims of the BEICB are:

- to ensure resources are effectively deployed and have an impact on the raising of standards in all key stages across the district
- to identify, discuss and address issues of common concern to ensure value for money and efficiency
- To implement the Bradford commissioning framework in order that schools and settings can access targeted intervention

Recommended -

That Overview and Scrutiny Committee receive this report and consider the development of the BEICB.

(Judith Kirk - 01274 439255)

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

This report of the Chair of Children's Services Overview and Scrutiny Committee (**Document "BE"**) 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



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Report of the Assistant Director (Children's Specialist Services) to the Meeting of the Children's Services Overview and Scrutiny Committee to be held on 8th March 2016.

Subject:

BB

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

Summary statement:

The report presents the most recent information on the workload of Children's Social Work Teams and updates Members on key pressures on the service. The workload analysis is based on activity up to 31st December 2015.

There have been no significant changes to the overall workloads of social workers, or pressures upon the service since the last report was presented. The report demonstrates that Social Work Services for Children & Young People in the District remain strong, robust and well managed.

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

Portfolio: Children's Services

1 Summary

This report presents information on the workload of Children's Social Work Teams and updates Members on key pressures on the service. The workload analysis is based on activity up to 31st December 2015. Earlier reports presented to committee have confirmed strong, robust and well managed Social Work Services for Children & Young People in the District. Information within this report therefore examines any changes in workload and demand on resources since that date.

2 Background

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

3 Report issues

3.1 Workforce/Workload Issues

- 3.1.1 The first section of this report presents workforce and workload information for care management services. This includes Social Workers and Community Resource Workers in the Area Offices in assessment teams, children and family teams, the specialist teams working with children with complex health and disabilities, the teams working with looked after young people and the statutory work of the Leaving Care Team. The workload analysis does not include agency staff.
- 3.1.2 There are 208 Social Workers (192 full time equivalents) in Children's Specialist Services directly employed by the Council. There are 52 Community Resource Workers (CRWs) or 43 FTEs.
- 3.1.3 At 31st December 2015 there were 11 agency Social Workers and 1 agency CRW being used within Social Work services.
- 3.1.4 Bradford has an experienced workforce. 48% of Social Workers are Level 3 workers with high levels of experience and training. However the numbers of level 3 Social Workers have fallen; at December 2014, 56% were at Level 3.
- 3.1.5 The average caseload per full time equivalent (FTE) Social Worker is 12.7 cases, a reduction from 16.2 in December 2014. Within the long term Social Work teams this figure rises to 15.4 cases per FTE. Social Workers take on a mixed caseload of child protection and children in need work. The average caseload per full time equivalent Community Resource Worker is 12.6 (a slight increase from 12.0 at December 2014). The most recent published figures from the DfE (2013-14) showed a national average of 16 cases per FTE social worker and a regional average of 13 cases; the average across our statistical neighbours is 15 cases.
- 3.1.6 50% of looked after children cases are held by a Level 3 social worker. The average number of LAC cases held by each FTE worker is 6.0, rising to 14.1 cases for the dedicated Looked After Children Teams.
- 3.1.7 35% of cases where a child has a child protection plan are allocated to an Level 3 Social Worker, a figure which is continuing to fall; growing numbers of Child Protections cases are being held by agency workers. Social Workers in the Children and Family Teams involved with Children with a Child Protection Plan hold on average 5.5 such cases, a reduction since December 2014 when it was 7.5; this reflects the corresponding fall in numbers of children on CP Plans (see section 3.2 below).
- 3.1.8 52% of public law proceedings cases are allocated to a Level 3 Social Worker. The average number of Public Law cases per FTE Social Worker is 2.42 (compared to December 2014 when it was 2.5).

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

3.2 Child Protection

- 3.2.1 The overall trend in the numbers of children who are the subject of a child protection plan has been falling since July 2014 following a long period since October 2012 when the numbers rose sharply; there were 484 at December 2015 compared to 575 in December 2014.
The numbers of children who became the subject of a plan has seen a similar fall over the same period, with 498 plans starting in the year to December 2015 compared to 639 in the previous year.
At the same time, continuing high numbers of children's plans are ending, with 570 plans closed in the year to December 2015. All of the above continues to demonstrate the effectiveness of the work being carried out to reduce the high numbers of Child Protection plans.
- 3.2.2 The proportions of children becoming subject to a CP plan under each of the four defined categories of abuse/neglect has remained fairly steady over the year except for a decrease in the numbers under the category of Neglect. Quality assurance through 'challenge panels' indicates that reasons for a child requiring a child protection plan are accurately and consistently recorded.
The proportions of children subject to plans under each category at 31st December 2015 are: Physical abuse 10%; sexual abuse 8%; emotional abuse 51%; neglect 32%.
- 3.2.3 Relatively there are now fewer children subject to a plan in Bradford than nationally, The current rate of children subject to a child protection plan is 34.8 per 10,000 child population (at 31st December 2015) whereas the most recent published national rate is 42.9 per 10,000 (at 31st March 2015).
- 3.2.4 During the year to 31st December 2015, 4.4% of children had become subject to a plan for a second time within 2 years, an improvement on the previous year when it was 5.2%. Ofsted considers the percentage of children becoming subject to a Child Protection Plan for a second or subsequent time to be an important indication of the appropriateness of earlier interventions. A high rate is viewed as indicative of unsatisfactory outcomes to earlier plans.
- 3.2.5 The percentage of Child Protection Plans lasting for 2 years or more has also improved over the last year, with 3.7% in the year to 31st December 2015; this compares to 4.9% in the year to 31st December 2014.
- 3.2.6 All children who are subject to a Child Protection Plan have an allocated Social Worker.
- 3.2.7 As at 31st December 2015 there were 251 children and young people identified as being at risk of CSE.

(Refer to Appendices 2.1 – 2.4)

3.3 Looked After Children

- 3.3.1 The number of looked after children continues to fall from the highest point in September 2015. The number of children being looked after is 864 at 31st December 2015 – lower than the figure of 874 in December 2014. This equates to 62 children being looked after per 10,000 child population; this is higher than the national rate of 60 per 10,000 (for 31st March 2015) but below the latest known rate for combined statistical neighbour average of 77.5 per 10,000 (at 31st March 2015) (appendix – 2.5).
- 3.3.2 Strong permanence arrangements have been a contributing factor behind reducing the upward trend of LAC, along side closely monitored care proceedings cases and timely discharges of care order. There were 73 adoptions and 40 Special Guardianship Orders in the year to 31st December 2015, compared to 78 adoptions and 56 Special Guardianship Orders in the year to 31st December 2014. 200 Looked After Children are in Family & Friends foster placements.
- 3.3.3 The long term stability of Looked After Children has fallen in the last year. 72% of children who had been looked after for two and a half years or more had been in the same placement for at least 2 years (compared to 75% the previous year). This is slightly better than the most recent national average of 67% (March 2014).
- 3.3.4 All Looked After Children have an allocated worker; most have an experienced Social Worker. Currently 127 cases are allocated to Community Resource Workers; much of which is work with young people preparing for moves into independent living.
- 3.3.5 The number of children subject to Public Law Care Proceedings cases has remained fairly steady. At 31st December 2015 there were 131 cases in Public Law Care Proceedings (there were 124 at 31st December 2014).

3.4 Referrals and Assessments

- 3.4.1 The number of referrals received by Social Care Services has reduced slightly to about 420 per month over the last year, compared to about 450 per month for the year before.
- 3.4.2 The number of assessments being undertaken by Social Workers is also high. About 640 assessments are carried out each month (this includes assessments in the long term teams), indicating a continuing high volume of in depth assessment work being undertaken.

3.5 Children in Need

- 3.5.1 The total number of children being included within the CIN census in 2014-15 was 8362, compared to 8146 for the previous 12 months, indicating that an increased number of children are in contact with social care services compared to the previous year. There were 3737 children's cases open as at 31st December 2015.

3.6 The Ofsted Improvement Plan

3.6.1 The child protection and looked after service was inspected as part of a three year rolling programme by Ofsted in February and March 2014. The action appended at 3 sets out for the committee the improvement actions taken and progress to date.

4 Options

There are no options for consideration.

5 Contribution to Corporate Priorities

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

6 Recommendations

That the Committee consider further reports in the 2015-16 work programme to ensure the continuation of safe workloads and practice into the future given the current financial climate.

7 Background Documents

None.

8 Not for Publication Documents

None.

9 Appendices

Appendix 1 – Workload & Caseload Analysis
Appendix 2 – Workload Pressures
Appendix 3 – Departmental Sickness Monitor
Appendix 4 – Ofsted Inspection 2014 Improvement Plan

Appendix 1:

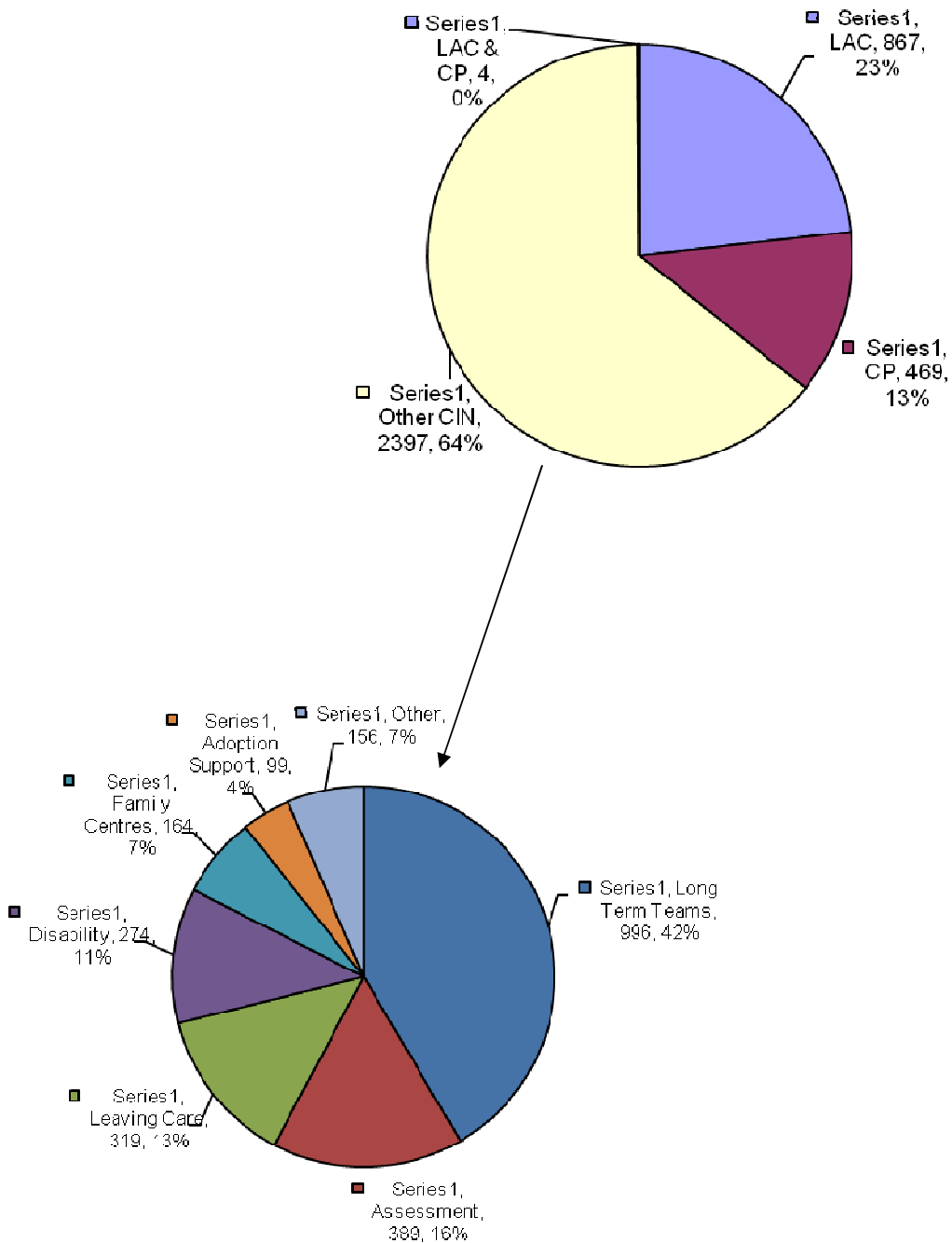
a) Workforce/ Workload Analysis

		31st Dec 2014	31st Mar 2015	30th June 2015	30th Sept 2015	31st Dec 2015
Workforce Profile	Total number of Social Workers in post	191 FTEs	196 FTEs	192 FTEs	210 194 FTEs	208 192 FTEs
	Total number of Level 3 Social Workers	106 FTEs (56%)	105 FTEs (54%)	95 FTEs (49%)	104 93 FTEs (48%)	102 93 FTEs (48%)
	Agency Social Workers as a proportion of total Social Workers	2.1%	4.1%	6.8%	3.6%	6.2%
	Total number of Community Resource Worker's (CRW's) in post	46 FTEs	45 FTEs	41 FTEs	49 44 FTEs	52 43 FTEs
	Agency CRW's as a proportion of total CRW's	2.2%	2.2%	2.4%	-	2.3%
Workload	Average number of cases per FTE Social Worker	16.2 (20.4 in Long Term Teams)	14.2 (18.1 in Long Term Teams)	13.8 (16.2 in Long Term Teams)	13.1 (15.5 in Long Term Teams)	12.7 (15.4 in Long Term Teams)
	Average number of cases per FTE CRW	12.0	12.5	13.4	12.0	12.6
	Average number of LAC cases (including cases in proceedings) per FTE LAC case holding worker	6.2 (14.8 for LAC teams)	6.6 (14.8 for LAC teams)	6.1 (14.4 for LAC teams)	6.0 (14.1 for LAC teams)	6.0 (14.1 for LAC teams)
	Average number of CP cases per FTE CP case holding worker	7.5	7.2	5.8	5.7	5.5
	Average number of cases in Public Law Care Proceedings per FTE PLCP case holding worker	2.5	2.6	2.5	2.2	2.4
Utilisation of Resources	Percentage of LAC cases allocated to a Level 3 Social Worker	58% (500 cases)	55% (475 cases)	53% (446 cases)	52% (430 cases)	50% (406 cases)
	Percentage of cases where a child has a Child Protection Plan allocated to a Level 3 Social Worker	53% (303 cases)	48% (238 cases)	47% (185 cases)	46% (173 cases)	35% (137 cases)
	Percentage of Public Law Proceedings Cases allocated to a Level 3 Social Worker	67% (84 cases)	64% (77 cases)	64% (70 cases)	59% (64 cases)	52% (68 cases)

b) Caseload Analysis

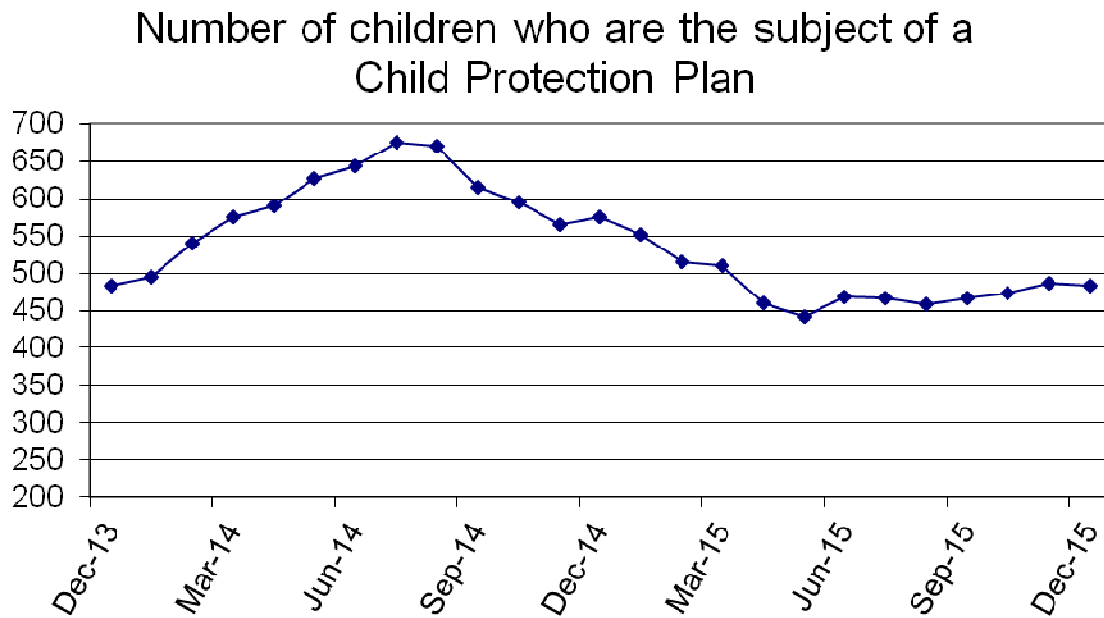
Active cases held by Social Workers and Community Resource Workers working in Care Management Teams at 31st December 2015.

Of the 3737 active cases held by Children's Social Care: 23% were looked after children (867), 13% were children who were the subject of a Child Protection Plan (469) and 64% were other Children in Need. There were an additional 4 children who were Looked After and also the subject of a Child Protection Plan.

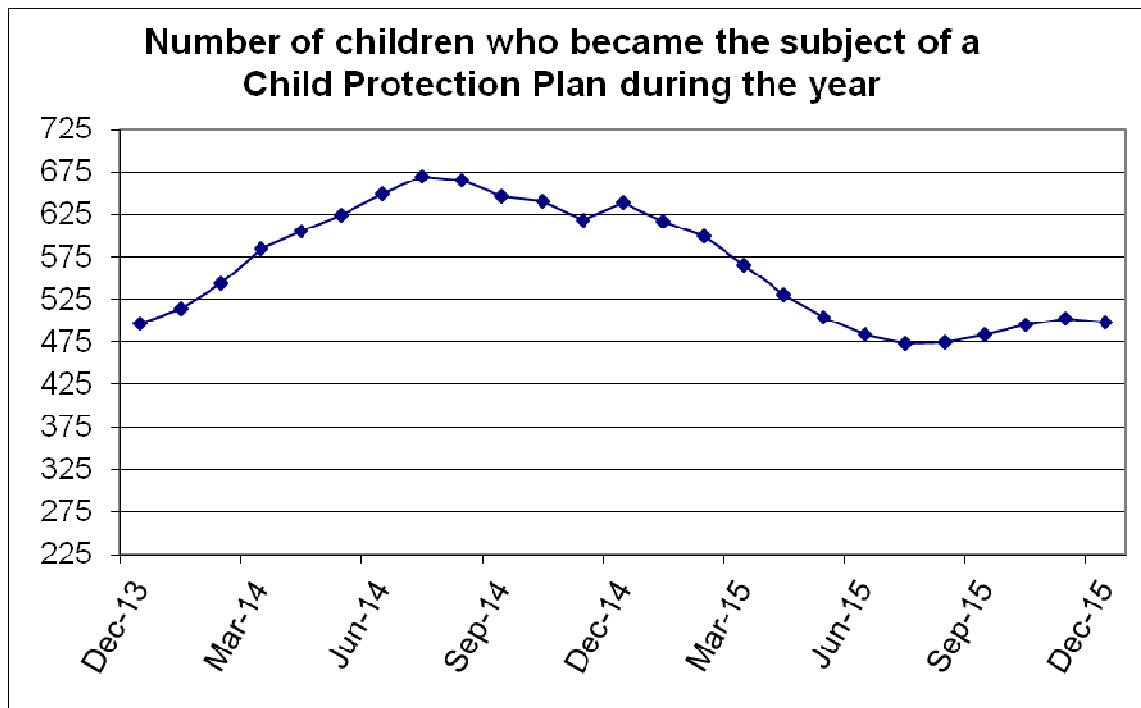


Appendix 2: Workload Pressures

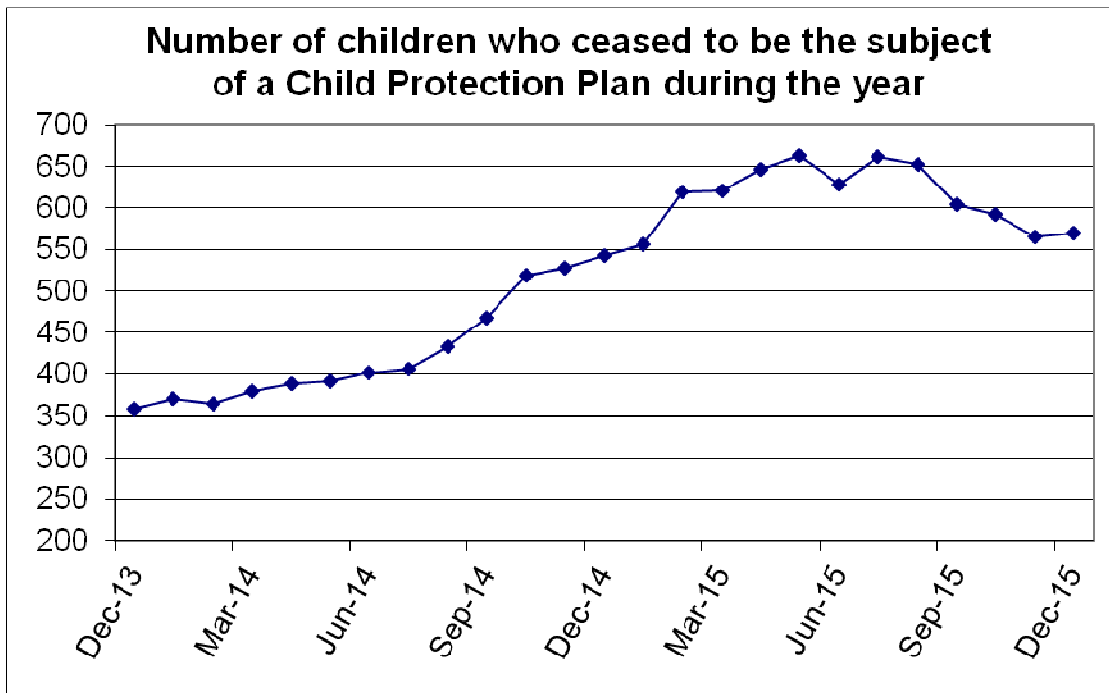
2.1 - Total number of children who are the subject of a Child Protection Plan (December 2013 to December 2015)



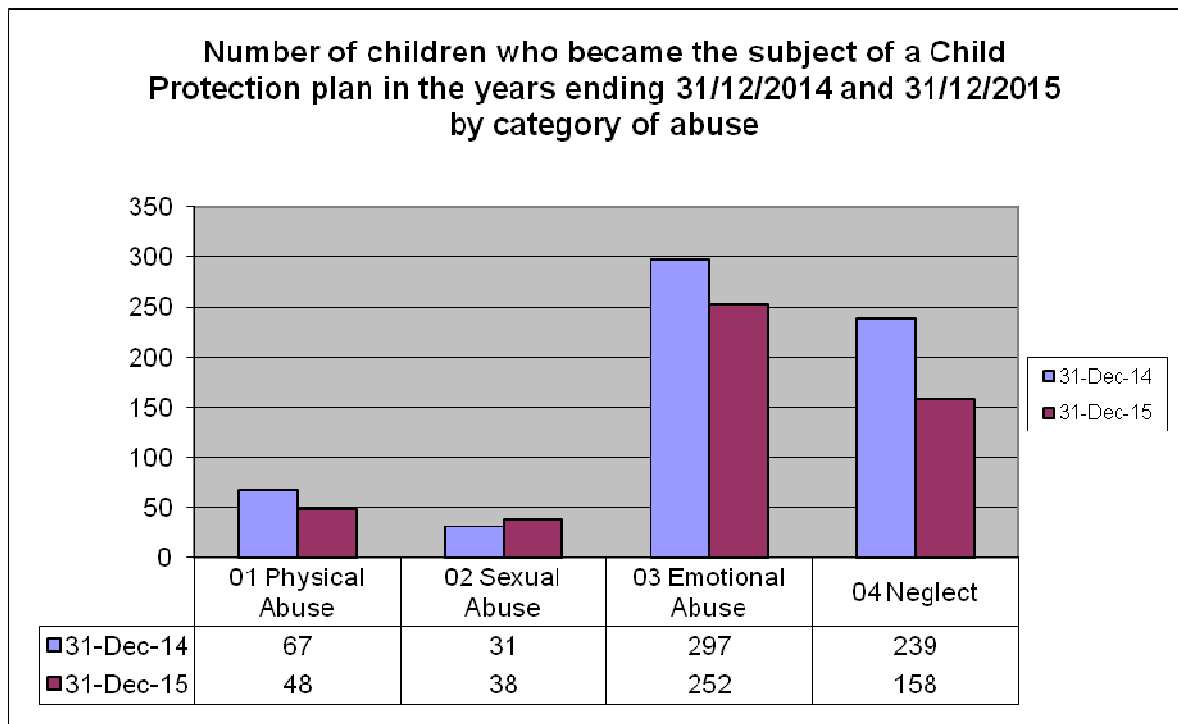
2.2– Children becoming the subject of a Child Protection Plan (December 2013 to December 2015)



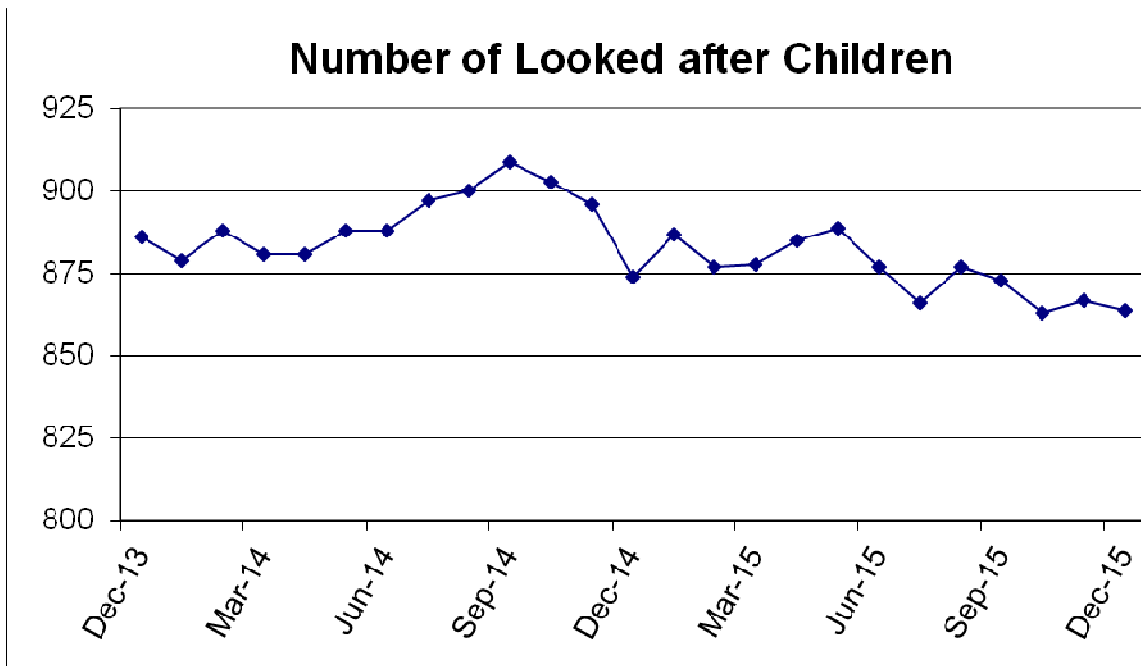
2.3 – Children ceasing to be the subject of a Child Protection Plan (December 2013 to December 2015)



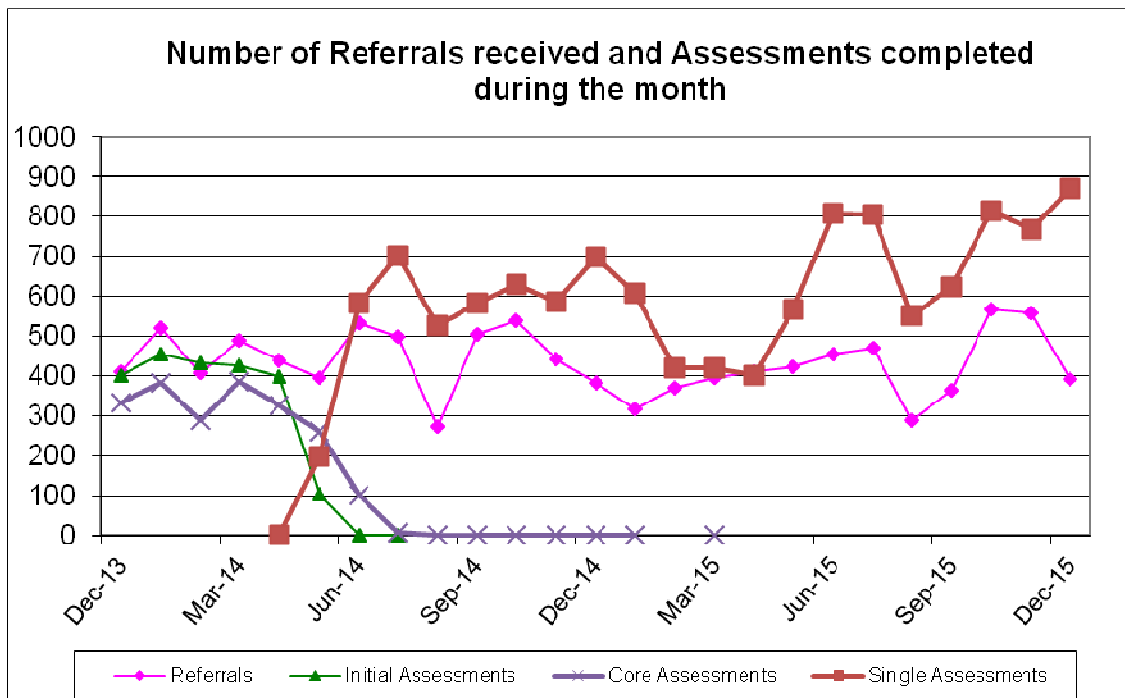
2.4 – Number of children becoming the subject of a Child Protection Plan in the years ending 31st December 2014 and 2015 by category of abuse









**2.5 – Number of Looked after Children
(December 2013 to December 2015)**



**2.6 – Referral and Assessment Activity
(December 2014 to December 2015)**



Appendix 3: Departmental Sickness Monitoring Report October-December 2015

Dept/ Service	Section	Sub- Section(s)	Number of staff by end of December 2014	Average Number of Working days lost 1 July 2014 - end of September 2014	Number of staff by end of December 2015	Average number of working days lost 1 Oct 2015 - end December 2015	Performance compared with previous year Arrow up = improvement Arrow down = decline
Children's Specialist Services			885.00	4.54	859.73	5.76	
	Child Protection	Childrens Safeguarding Administration Reviewing Team	43.86	3.18	42.66	5.64	
	Safeguarding Children's Board		4.30	13.18	4.30	8.11	
	Social Work Services	Leaving care Teams Disability Team & Family Centres Looked After Children Springfield Management Integrated Assessment Team Rooley Management Keighley Management Childrens Specialist Services	396.73	3.61	303.61	5.36	
	Prevention/ Resources	Prevention & Family Support Teams Adoption & Fostering Residential Management Fostering Residential Management 2	482.20	1.78	436.11	6.49	
	Families First	Court Team Youth Offending Families First Community Resources	60.01	5.32	72.05	2.44	

APPENDIX 4

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

Area of Practice	Area for improvement	Ofsted Expectation	Required Outcome	Performance Measure	Progress points	Timescales
Social Work: Child Protection Strategy discussions	Social workers and their managers do not regularly hold strategy discussions with the police before starting to carry out a child protection investigation. In addition, where the police are not involved, the recording of the discussion is not sufficiently detailed.	Ensure that all strategy discussions include the police as a minimum standard. The outcome of the discussion and agreed actions must be clearly recorded in a child's case file.	Strategy meetings are timely, accurately recorded and always involve both the Police and Social Care.	<u>Selective</u> Case File Audit. Initial Child Protection Case Conference minutes	1. A dedicated Police Officer is allocated to the Integrated Assessment team. 2. Strategy discussions take place before a child protection investigation. 3. Written guidance to staff on the requirement to record this discussion in detail on the file.	(1) Completed 26.3.14 (2) Completed 3.3.14 (3) Completed 3.3.14
Child Protection Unit : Initial Child Protection Case Conferences	In over two thirds of cases, there has been unacceptable delay of up to six weeks in holding initial child protection conferences.	Take actions to increase and sustain sufficient capacity in the child protection conference service to meet service demands. Ensure that initial child protection conferences are held in a timely way that minimises risks to children and meets statutory guidance.	The Safeguarding & Reviewing Unit provide timely case conferencing and reviewing. There is a Business Process Review which reaches its half way point 21.8.14. This will produce a more efficient streamlined service. The current number of conferences held on time is at 72.9% with capacity for further improvement.	CS_N15a: ICPC's held within 15 working days of the start of the S47 enquiries. CS_N15b : Average working days between start of S47 enquiries and ICPC. Additional checks are being made to ensure this indicator is being counted in the correct manner.	1. Agency staff in place to increase capacity for case conferencing. 2. Recruit two additional minute takers and Conference Chairs. 3. Complete business process review and implement improved minute taking and timetabling. 4. Work with partners through the Safeguarding Board and improved preparation for Case Conferences.	(1) Completed March 2014 (2) Recruitment completed September 2014 (3) 3 Jan 2015 4 Jan 2015
Social Work: Delay in Initial Child Protection Case Conferences	Where conferences have been delayed, managers decided that children should be visited by their social worker every week to help protect them. This has not happened in every case	Until improved performance in holding timely initial child protection conferences is demonstrated, ensure that all children have a robust plan, monitored by managers to minimise risk, and that they are seen at least weekly by their social worker.	Children whose ICPC is delayed have a robust plan and are visited at least weekly by their Social Worker.	<u>Selective</u> Case File Audit CS_N15a: ICPC's held within 15 working days of the start of the S47 enquiries. CS_N15b: Average working days between start of S47 enquiries and ICPC.	1. Written practice guidance issued to all staff regarding the requirement. 2. Adherence to weekly visiting quality assured by Team Manager.	Completed April 2014
Child Protection Unit : Allegations against professionals and the role of the Local Authority Designated Officer (LADO)	When allegations are made that professionals may have harmed children, cases are not progressed quickly enough on all occasions. There are delays in progress and management oversight in some cases.	Ensure sufficient capacity within the service, so that allegations against professionals progress in a timely way and there is management oversight of all cases.	The Safeguarding & Reviewing Unit provide the LADO interventions and professional checks. Additional staff will increase capacity allowing additional oversight of cases. Processes for LADO work have been reviewed and finalised 28th July 2014.	<u>Selective</u> Case Audit around "Turn Around" time for professional checks. Timeliness reports via ProBase to benchmark performance. Comparison timeliness against performance of regional partners.	1. Agency Staff in place to increase the capacity of the LADO service. 2. Written guidance given to staff on timeliness and management oversight on all case closed. 3. Recruit two additional staff for the child protection unit to undertake LADO work and case conferencing.	(1) Completed March 2014 (2) Completed April 2014 (3) Completed Jan 2015
Social Work: Statutory Assessment	In a very small number of cases social workers did not see children promptly enough.	Ensure all children identified as requiring statutory assessment are visited swiftly following receipt of the referral which identifies the concern.	Children are promptly seen upon statutory assessments commencing received	Local PI measuring time from 'trigger' event to end of assessment. <u>Periodic</u> Case File Audit	Practice Guidance issued to all staff and Assessment Managers	Completed April 2014
Social Work: Children suffering neglect	A very small number of cases demonstrate delays in escalation for children who are experiencing chronic neglect and emotional abuse.	Social workers and their managers must decide to take stronger action more quickly in every case. ie: Where plans to reduce the impact of chronic neglect are not progressing sufficiently swiftly, ensure that assertive action is taken to escalate all such cases to a higher level of intervention.	Appropriate action is undertaken in situations of chronic neglect	<u>Selective</u> Case File Audit. Child Protection Co-ordinators to quality assure the court process	1. Practice guidance issued to all staff. 2. Family Justice Review & revised Public Law Outline embedded, with Case Manager appointed to track and quality assure plans and feedback on any undue delay. 3. Neglect refresher training by the BSCB Sept-December 2014	(1) Completed July 2014 (2) In place (3) Completed by December 2014
Management: Supervision of practice	However, some staff in assessment teams report supervision is not always regular. The overall quality of supervision records need to better reflect challenge and to evidence reflective discussions.	Ensure that social workers and workers across all teams, particularly referral and assessment teams, receive regular supervision to support the complex work they are undertaking.	Supervision is appropriately challenging, recorded and audited on a regular basis.	<u>Selective</u> Case File Audit	1. Mandatory refresher 'Reflective Supervision Training' delivered for all Child Protection Team Managers. 2. The Departments Supervision Policy is revised setting clear practice standards.	(1) Completed Sept-December 2014 (2) Completed July 2014

Bradford Safeguarding Children Board (BSCB) Improvement Plan

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

Report of the Strategic Director of Children's Services to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 8 March 2016.

BC

Subject: Update on Educational Standards 2015 and School-to-School Partnership arrangements

Summary statement:

A report was provided to the Children's Services Overview & Scrutiny Committee on 22 September 2015 outlining the provisional examination and test outcomes for Bradford's children and young people, from summer 2015.

Following an extensive checking process, final results have now been published by the Department for Education (DfE). In the first part of this report information is given on those results that have changed since the publication of the provisional figures and a summary of the detailed analysis of these updated results is also provided.

In the second part of this report, information is provided on the activities that are being undertaken by Bradford's formal school-to-school partnerships and how they are contributing to the improvements to the standards achieved in the District's schools.

Michael Jameson
Strategic Director
Children's Services

Portfolio: Education Skills and Culture

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Overview & Scrutiny Area:
Children's Services

1. Summary

- 1.1 A report was provided to the Children's Services Overview & Scrutiny Committee on 22 September 2015 outlining the provisional examination and test outcomes for Bradford's children and young people from summer 2015.
- 1.2 Following an extensive checking process, final results have now been published by the Department for Education (DfE). In the first part of this report information is given on those results that have changed since the publication of the provisional figures and a summary of the detailed analysis of these updated results is also provided.
- 1.3 In the second part of this report, information is provided on the activities that are being undertaken by Bradford's formal school-to-school partnerships and how they are contributing to the improvements to the standards achieved in the District's schools.

2. Background

- 2.1 In July and August 2015, the Local Authority received early provisional and unvalidated information on the performance of children and young people in each of the Key Stages. This report provides a summary of that early information for:
 - Early Years Foundation Stage – 5 year olds
 - Key Stage 1 – 7 year olds
 - Key Stage 2 – 11 year olds
 - Key Stage 4 – 16 year olds
 - Key Stage 5 / post 16 – 18/19 year olds
- 2.2 A range of checks, including school scrutiny of pupils' examination and test papers and the discounting of certain pupils that are new to the country, has now been completed and the Department for Education (DfE) has now published all the final validated results at each key stage for 2015.
- 2.3 **Executive summary**
Early Years Foundation Stage results for 5 year olds have continued to improve steadily year-on-year but the improvement has only matched that seen nationally so the gap remains unchanged and Bradford's performance remains in the lower quartile (25%) of local authorities.
- 2.4 Six year olds complete the **Phonics Screen Check** at the end of Year 1 and have the opportunity to retake it 12 months later. Bradford Year 1 phonics result is improving each year at a similar rate to that seen nationally. Following retakes at the end of Year 2 (7 year olds), 87% of Bradford's children have successfully completed the check compared to 90% nationally.
- 2.5 Seven year olds are assessed in reading, writing and maths at the end of **Key Stage 1**. In 2015 Bradford's children's performances improved at a greater rate than that seen nationally. So whilst the gaps to national averages did narrow, Bradford still remains lower than the national averages and continues to rank in the lower quartile (25%) of local authorities.
- 2.6 Eleven year olds at the end of their primary school education (**Key Stage2**) complete tests in reading, maths and grammar, punctuation and spelling (GPS) – their writing is teacher assessed. In 2015 all of Bradford's attainment results at the nationally expected standard

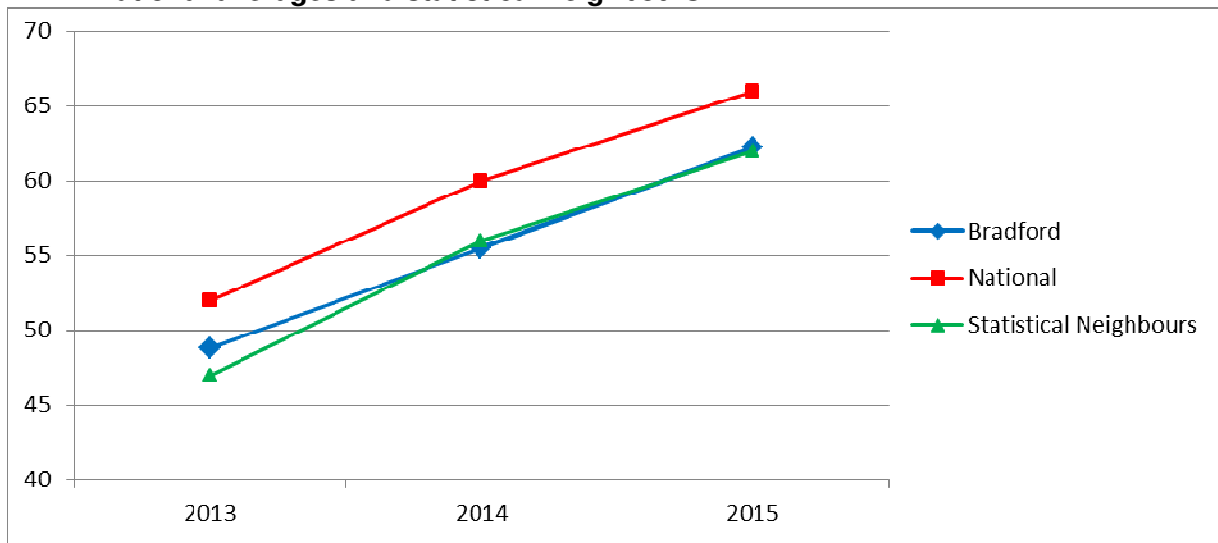
(level 4) improved by between one and four percentage points. Bradford's results remain lower than national averages, however the gaps narrowed by one percentage point in the combined measure (reading, writing and maths), in reading and in maths, and the gaps for writing and GPS were unchanged. All of these attainment results remain in the lower quartile when compared to the country's other local authorities.

- 2.7 At **Key Stage 2** we also report on the proportion of children that have made expected (2 levels) progress over their four years in KS2. Bradford's progress results for reading and maths are close to the national average – both are just one percentage point behind. In writing more Bradford children, than nationally, make the expected progress. So whilst Bradford's reading progress results are in the lower quartile, the maths progress results are in the third quartile (top 75%) and writing progress in the second quartile (top 50%) of all local authorities in 2015.
- 2.8 At the end of **Key Stage 4**, 16 year olds complete their GCSE (or equivalent) qualifications. Since GCSE qualifications were realigned in 2014 Bradford has remained significantly below the national average for the proportion of students that achieve five or more good GCSEs, including English and maths. Bradford's 2015 performance has begun to narrow the gap to the national average by making three times the improvement seen nationally. However Bradford remains one of the lowest performing local authorities on this measure.
- 2.9 Bradford's **Post 16** (or **Key Stage 5**) students aged 18 or 19 showed significant improvement in their level 3 qualifications in 2015. In terms of average points per entry, Bradford was the 14th most improved local authority and whilst we are still behind the national average, Bradford ranks in the third quartile.

3. Report issues

- 3.1 **Educational attainment at age 5 – Children reaching a 'Good Level of Development'**
At the end of the Early Years Foundation Stage there have been no significant changes in the results that were reported previously. However more detailed data, including national averages and the results from Bradford's statistical neighbours are now available for comparisons
- 3.2 Outcomes in Early Years have sustained a rising trend over three years. The percentage of 5 year old pupils achieving a Good Level of Development (GLD) has risen by 6% points in Bradford in 2015 to 62%, securing a 13% increase over the last three years. The national average improved by 6% points in 2015 to 66%. Bradford is therefore 4% points behind the national average, and ranks 122nd out of 151 other local authorities – an improvement of three places in 2015.

Percentage of children attaining a Good Level of Development compared with national averages and statistical neighbours



3.3 The gap between Bradford’s ‘Good Level of Development’ result and the national average has remained at 3-4% points since the measure was redefined in 2013.

3.4 Outcomes are stronger in the prime goals (communication and language; physical development and personal, social and emotional development), than the specific (literacy, mathematics, understanding the world and expressive arts and design), where standards are much closer to the national averages. Aspects that require further improvement to close gaps with national figures are in the specific early learning goals for reading, numbers, shapes, space and measures, people and communities, the world, exploring and using media and materials and being imaginative.

3.5 However, with just over six out of ten Bradford five year olds now judged to have reached this important level, the District faces a significant challenge to bring all children into high quality early education and to ensure that all Bradford’s children start their statutory schooling with the developmental skills they will need to succeed. The local authority’s Integrated Early Years Strategy is committed to:

- enable all children to be ready for school and further learning
- improve health and well-being for all children in the district
- support and increase parents’ knowledge and skills
- develop leadership at all levels to ensure that all relevant leaders are well informed about good EYFS practice and developments, and are able to evaluate the quality of provision so that they can plan effectively for further improvement.
- promote integrated working

Closing the gaps

3.6 Many more girls (71%) than boys (53%) reach a Good Level of Development by age 5. Bradford’s boys are 5% points behind boys nationally, compared to 5% points behind in 2014 and 2% points in 2013 – a worrying widening of the gap. Bradford’s girls are 3% points behind girls nationally, compared to 5% behind in 2014.

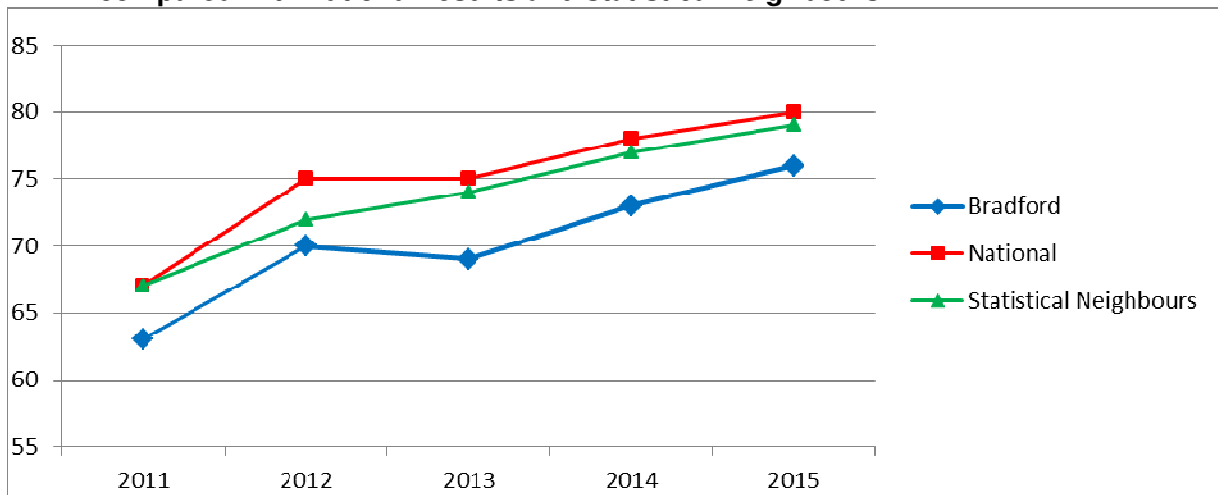
3.7 In terms of ethnicity, White (44.6% of the cohort), Indian heritage (2.0%), Black African (1.0%) and Black Caribbean (0.3%) all perform above the Bradford average. Children classified as Pakistani heritage (33.8% of the cohort), ‘Other’ (8.8%), Mixed Heritage (4.1%), Bangladeshi (2.8%), Other Asian (2.5%) and Black Other (0.2%) are below the Bradford average. It is of interest to note that in 2015 two of Bradford’s ethnic groups, Pakistani and Black Caribbean, exceeded the performance of their peers in that ethnic

group nationally.

- 3.8 The results for Bradford's children receiving Free School Meals tend to be close to or just below the national and statistical neighbour rates for Free School meal children reaching a Good Level of Development. However Bradford's non-Free School meal children tend to be further behind their national peers. This means that the Free School Meal gap in Bradford has remained smaller than the gap seen nationally.
- 3.9 Almost 60% of Bradford's 5 year olds, in 2015, lived in the country's 30% most deprived wards – 55.8% of these children achieved a Good Level of Development, compared to 56.8% of children nationally living in the 30% most deprived wards. Of the remaining Bradford children living in the 70% least deprived wards, 71.3% achieved a Good Level of Development, compared to the national result of 68.5% for children living in similarly deprived wards.
- 3.11 Generally Bradford's children with special educational needs underperform similar children nationally by a few percentage points.
- 3.12 **Phonics test at age 6**
The final validated result for the percentage of 6 year old children who were successful in the Phonics Screening Check was one percentage point below the result that was provisionally published.
- 3.13 Despite this there is a rising trend in the percentage of Y1 pupils achieving the required standard in phonics, with a 3% point increase in Bradford's figures to 74% in 2015 and an 8% point increase since 2013, the same as the national improvement. Bradford remains 3% points behind the national average (77%). This result places Bradford 117th out of 150 local authorities who publish results for this age group.
- 3.13 In 2015 Bradford girls (80%) outperformed Bradford boys (70%). Nationally 81% of girls were successful and 73% of boys. Of the major ethnic groups, Indian (83.9% achieved the standard), Bangladeshi (82.9%) and Pakistani (77.6%) were the most successful with the latter two groups exceeding their national ethnic group results. Of the larger ethnic groups (more than 2% of the cohort), White children were the lowest performing (71.8% achieving the standard).
- 3.14 63% of Bradford's children who are eligible for Free School Meals achieved the standard in 2015, compared to 65% nationally. The Free School Meal gap reduced to 14% points both locally and nationally.
- 3.15 **Key stage 1 at age 7**
Bradford's Key Stage 1 results are as indicated in the report of provisional data in September 2015. The national average for L2b+ maths increased by one percentage point following checks with schools
- 3.16 At age 7, children are expected to reach Level 2 and above. We report at Level 2b+ as this is a good milestone for achieving Level 4 at the end of KS2. In 2015 Bradford's Key Stage 1 results at Level 2b+ (L2b+) improved at a faster rate than the national figures from 2014 to 2015 and this represents an accelerating 3 year trend of improvements for Bradford's 7 year old children. Whilst Bradford's results are still below the national averages, the gaps have been reduced in 2015 and Bradford's rankings against 150 other local authorities have improved. Reading at L2b+ has improved by 7 places to 139th, writing by 18 places to 123rd and maths by 10 places to 137th out of 150 local authorities. The proportion of higher achieving pupils (L3+) continues to be low in Bradford and well behind the national figures.

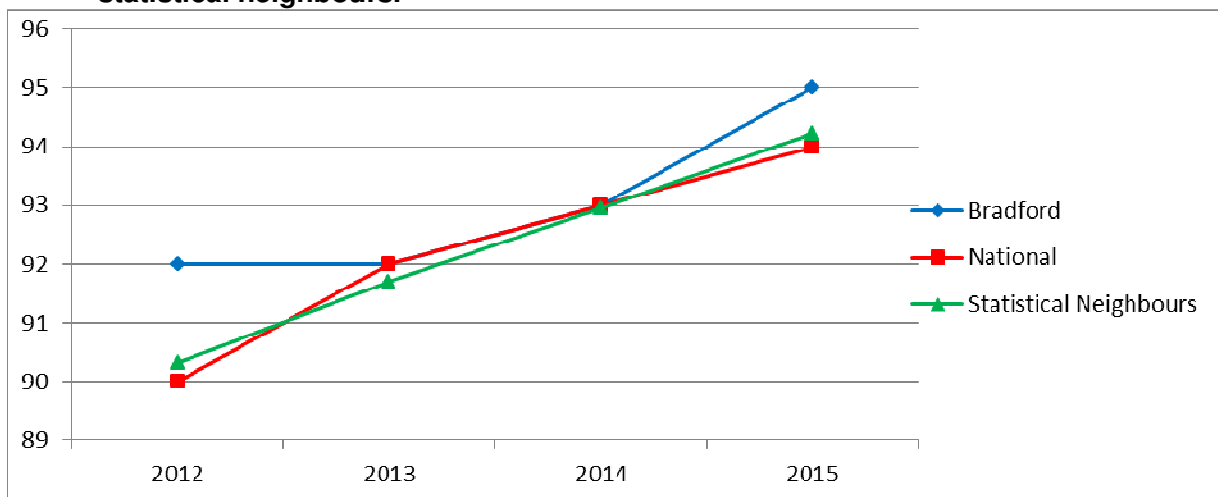
- Closing the gaps**
- 3.17 The gender and free school meal gaps remain largely unchanged and broadly similar to the gaps seen nationally.
- 3.18 All the larger ethnic groups showed improved performance in 2015. There were some fluctuations with the smaller groups. When compared to the results of the national ethnic groups, Bradford's Pakistani heritage 5 year olds (35.4% of the cohort) have been closing the gap to Pakistani pupils nationally over the last three years – they now match them in writing and maths, and are just 2% points behind in reading, all at L2b+. Bradford's Indian heritage pupils (2.1% of the cohort) exceed the national average for Indian pupils in reading, but are a little way behind in writing and maths. Bangladeshi pupils (3.4%) are close to the national averages for Bangladeshi pupils and exceed them in writing. Small numbers of Black Caribbean (0.2%) exceed their national peers in reading and maths, and Black Other pupils (0.1%) outperform similar pupils in writing. Overall the largest group of White pupils (49.4%) remain 4 or 5% points behind White pupils' national averages.
- 3.19 **Key Stage 2 at age 11**
As expected the checking process for Key Stage 2 results for our 11 year olds has seen an improvement in Bradford's results. At L4+ in combined reading, writing and maths, Bradford's validated result is 2% points higher than the provisional result. Similar features are seen in the other attainment figures with improvements on the provisional results reported in September; reading up 2% points, writing up 1% point, maths up 1% point and Grammar, Punctuation and Spelling increased by a further 2% points. The progress results were largely unchanged, just writing improved by 1% point.
- 3.20 A range of attainment and progress measures are reported at Key Stage 2. The national standard for attainment is level 4+ (L4+) however from 2016 the national standard will rise to level 4B+. Our more able pupils are expected to achieve level 5 or higher (L5+). It is expected that pupils will make at least 2 levels progress (2LP) during their four years in Key Stage 2.
- 3.21 The 'gold standard' attainment result is for pupils to achieve the national standard (L4+) in reading, writing and maths combined. In 2015 Bradford's result improved by 3% points to 76%, narrowing the gap to national (80%), although the ranking is still low, 142nd out of 152 other local authorities (LAs), an improvement of 5 places on the 2014 ranking.
- 3.22 In the reading test Bradford's L4+ result increased by one percentage point to 85%; the national figure stayed the same at 89%. This result ranks Bradford as 147th of 152 LAs – three places better than 2014. The District's L4+ writing results (teacher assessed) have improved by 2% points to 84%, matching the national improvement of 2% points to 87%. This ranks Bradford as 140th, an improvement of one place. In the L4+ maths test, Bradford has improved by 2% points to 84%. This narrowed the gap with the national average which increased from 86% (2014) to 87%. Bradford is ranked 137th, four places better than in 2014. In the Grammar, Punctuation and Spelling test (L4+) Bradford has improved by 4% points to 77%, matching the national improvement to 80%. This ranks Bradford at 127th, a fall of two places on the previous year.

Bradford's performance in Level 4+ reading, writing and mathematics combined compared with national results and statistical neighbours.



3.23 89% of Bradford pupils made expected (two or more levels) progress in reading, compared with 91% of pupils nationally. Both Bradford's and the national results in 2015 were the same as in 2014, therefore the gap remained consistent, ranking Bradford as 128th, a fall of 2 places. 95% of Bradford pupils made expected (two or more levels) progress in writing, compared with 94% of pupils nationally. The rate of improvement in Bradford exceeded that seen nationally which meant that Bradford was 14th most improved local authority on this measure in 2015. This ranked Bradford as 44th out of 152 other local authorities, an improvement of 35 places. 89% of Bradford pupils made expected (two or more levels) progress in maths, compared with 90% of pupils nationally. The rate of improvement is better in Bradford than nationally. Bradford has improved by one percentage point whereas the national has remained at 90%. This ranks Bradford as 98th, an improvement of 16 places.

Bradford's expected progress in maths compared with national results and statistical neighbours.

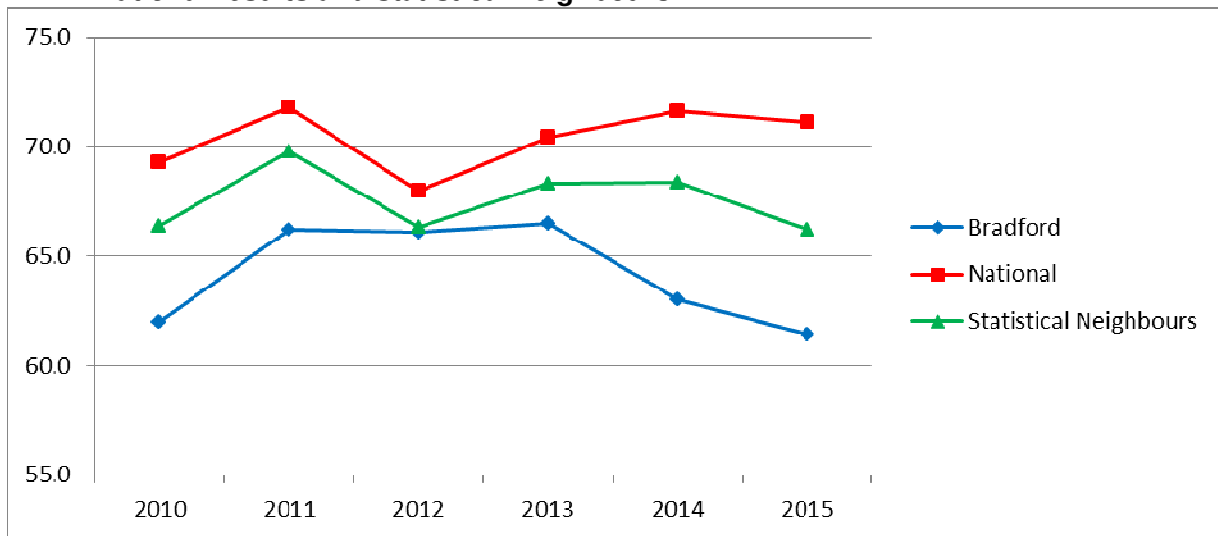


3.24 Bradford's more able pupils who are achieving L5+ remain some way behind the national averages for L5+ performance. In 2015 the gaps to national averages were unchanged (maths 8% points, writing 7% points and combined reading, writing and maths 7% points) with the exception of reading where the gap increased from 10% points (2014) to 12% points.

Closing the gaps

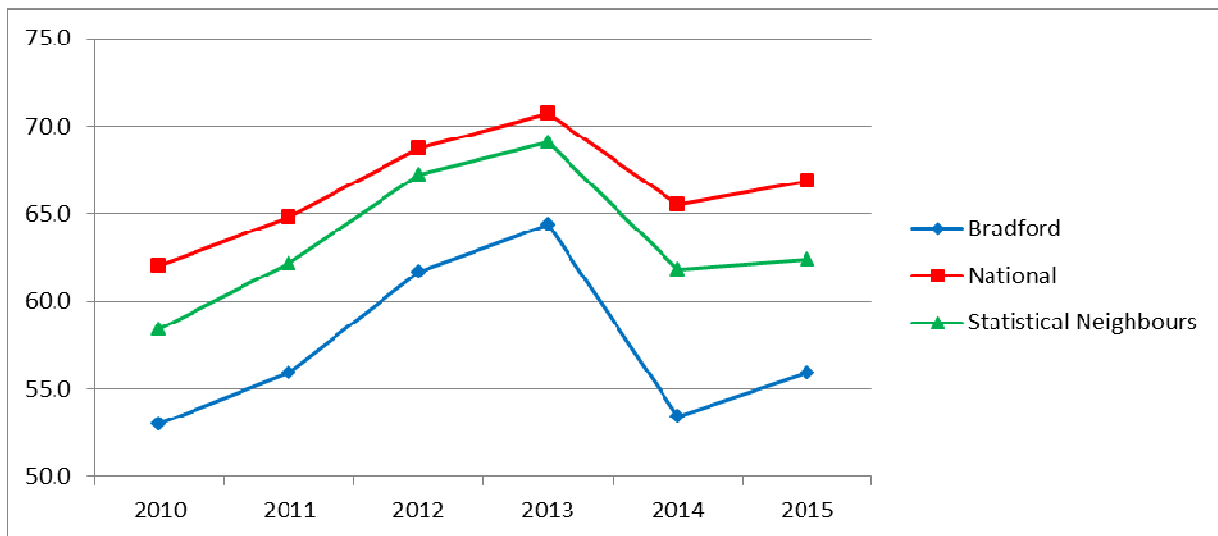
- 3.25 On the combined result for reading, writing and maths in 2015, girls outperform boys by 5% points; nationally there is a 6% point gender gap. The gender gaps between Bradford's boys and girls and their national peers have been slowly narrowing over the past three years. More girls make expected progress in reading and writing, with boys exceeding girls in the maths progress measure – however in all cases the gaps are small and less than national gender progress gaps in reading and writing and the same in maths.
- 3.26 Indian heritage children (2.0% of the cohort) have been the highest performing ethnic group in Bradford for a number of years – during the last three years they have closed the gap to their national peers so that in 2015 Bradford's Indian heritage pupils matched the national average for that ethnicity. Over the past 3 years most of Bradford's ethnic groups have narrowed the performance gap with their national peers. The largest gaps still remain with Mixed Heritage (4.3% of the cohort), Bangladeshi (3.5%), Black African (0.8%) and Other Asian (0.7%) children. Pakistani children (36.1% of the cohort) are just 2% points behind Pakistani pupils nationally, and White pupils (50.4%) are 4% points behind their national peers.
- 3.27 In 2015 61% of Bradford's Free School Meal (FSM) pupils achieved L4+ in all three subjects compared to 66% of FSM pupils nationally. 80% of Bradford's pupils that are not eligible for FSM achieved L4+ in reading, writing and maths, compared to 83% nationally. These figures indicate that Bradford's FSM gap has been widening over the last three years and is now larger than the national gap. The attainment of Bradford's pupils with special educational needs (SEN) have steadily increased over the last three years, but the results remain behind the national averages for SEN pupils, despite a narrowing of the gap in 2015.
- 3.28 **Key Stage 4 at age 16**
In September 2015 the proportion of students attaining five A*-C GCSEs including English and mathematics in Bradford was reported as 44.1% which represented a small increase on the 2015 result. This figure was updated on 15 October when the DfE published the Statistical First Release (SFR) to 44.6%; at this stage national results were reported as 52.8%. On the completion of all checks Bradford validated result is 45.5%, some 1.4% points above the figure that was originally provided.
- 3.29 Standards across Bradford have risen in relation to the proportion of students attaining five A*-C GCSEs including English and mathematics from 44.0% in 2014 to 45.5% in 2015. Against Bradford's improvement of 1.5% points, the national average increased by 0.4 of a percentage point in 2015 to 53.8%. This means that the gap between the national average and Bradford's result has reduced from 9.4% points in 2014 to 8.3% points in 2015. It is also encouraging that at a time when there is much turbulence in GCSE performances, particularly in English and maths, Bradford was the 48th most improved local authority (LA) out of the 151 LAs that report KS4 results. In terms of the actual ranking in the five or more GCSE A* - C including English & Maths measure, Bradford has improved by one place to 148th out of 151 authorities. So there is still much work to do to improve the outcomes for Bradford's secondary phase students.
- 3.30 The main performance concern in recent years for Bradford's secondary school students has been in the core subjects of English and maths. Students are expected to make 3 levels of progress (3LP) during their 5 years of secondary education – this is referred to as expected progress. In English there has been a recent decline in the proportion of Bradford students making expected progress and a widening of the gap to national and statistical neighbour averages – as shown in the graph below.

Bradford's expected progress (3LP) in English from KS2 to KS4 compared with national results and statistical neighbours.



3.31 Progress in maths has improved in 2015 after a significant decline in 2014; however the graph below indicates that the gaps to national and statistical neighbour averages are still too wide and showing little sign of narrowing.

Bradford's expected progress (3LP) in maths from KS2 to KS4 compared with national results and statistical neighbours.



3.32 In order to accelerate improvements in English and maths, secondary school leaders are prioritising the recruitment of the best teachers in these subjects, against a national backdrop of shortages in teacher supply; developing the quality of teaching and learning in Bradford's schools; and, improving subject leadership and management, particularly in English and maths departments. This continues to offer a significant challenge to the District's schools, the Bradford Partnership and the local authority.

3.33 Performance against other GCSE indicators varies significantly between schools. Comparisons with statistical neighbours indicate that Bradford may have gained some marginal ground on some local authorities. However, standards and progress remain well below the national and regional averages.

Closing the gaps

- 3.34 On the main five A*-C GCSEs including English and mathematics attainment measure, Bradford's gender gap has shown a worryingly increasing trend over the past 3 years, with girls outperforming boys, going from a 7.2% point gap in 2013 to 11.1% points in 2015. At the same time, the national trend, with girls also exceeding boys, has seen a steady reduction in the gender gap, from 11.0% points in 2013 to 9.9% points in 2015.
- 3.35 On the same measure (5+ A*-C including English and maths) the gap between Bradford's girls and girls nationally saw a 3-year low in 2015 of 7.8% points. However the gap for boys has increased over the past 3 years with national exceeding Bradford by 9.0% points in 2015 – it was just 4.4% points in 2013.
- 3.36 All of Bradford's main ethnic pupil groups continue to underperform their national peers on the five A*-C GCSEs including English and mathematics attainment measure, with the exception of the 27 Black Caribbean students in the 2015 cohort (Bradford 51.9%, England 45.9%). Indian heritage students have consistently been Bradford's highest performing ethnic group although they remain 7.4% points behind Indian students nationally in 2015 (Bradford 64.7%, England 72.1%). The other larger ethnic groups have a cluster of similar performances ranging from Pakistani heritage students (Bradford 40.3%, England 51.6%) to Bangladeshi (Bradford 48.6%, England 62.2%) in 2015. White students achieved 48.2% (England 56.8%) and mixed heritage students 44.5% (England 58.1%). Many of these gaps are wider than they should be and remain a focus for development work.
- 3.37 Both the national and Bradford free school meal (FSM) gaps (the gap between students that are eligible for FSM and those that are not) have widened in 2015. With the GCSE exam measures becoming more demanding, this is a worrying trend. In 2015, on the 5+ A*-C including English and maths measure, Bradford's gap increased by 1.5% points to 23.9% points (Bradford FSM 26.6%, non-FSM 50.5%). At the same time the national gap increased by 0.9% points to 27.9% points (England FSM 33.3%, non-FSM 61.2%). Whilst Bradford's gap is less than that seen nationally, this is due in part to the relative underperformance of the non-FSM students.
- 3.38 On the 5+ A*-C including English and maths measure, Bradford's SEN pupils have shown a declining trend over the past 3 years and in 2015 are nearly 10% points behind the national average (SEN support (2015), Bradford 13.8%, England 23.5%). It is difficult to draw strong conclusion from the comparison with national results because of different expectations around SEN designations.
- 3.39 **Attainment at age 19**
Bradford's post-16 results at level 3 were not included in the September 2015 standards report to the Children's Services Overview & Scrutiny committee. Level 3 qualifications include A Levels, BTec Level 3 and OCR Nationals. Successes in these level 3 qualifications give access to Higher Education (HE). Points available for a full A Level range from 300 for an A* grade to 150 for an E grade. Since the publication of the unvalidated results in the Statistical First Release (SFR) in October 2015, Bradford's results and the national averages have increased marginally as a result of the checking procedures.
- 3.40 Bradford's Level 3 average points per entry for all pupils from 2014 to 2015 increased by 5.4 points to 209.3 (from 203.9). This makes Bradford's result the 14th most improved of 150 local authorities (LAs). At the same time the national figure has increased from 214.6 to 215.9. This result ranks Bradford 102nd out of 150 LAs, an improvement of 33 places.
- 3.41 Bradford's Level 3 average points per pupil from 2014 to 2015 have increased by 21.6 points to 682.0, from 660.4 points. The general trend this year across all 150 authorities is

one of improvement. Nationally the points per pupil figure has increased by 3.8 points from 714.0 in 2014 to 717.8 in 2015. This means that Bradford is the 35th most improved LA on this measure and the current ranking of Bradford for level 3 average points per pupil has improved markedly from 108th to 88th, out of 150 LAs.

- 3.42 Strong performance was seen for students studying for vocational qualifications but it was a much more mixed picture for the academic results. There is also concern that Bradford students do not achieve enough of the higher grades in A Levels.

4. OTHER CONSIDERATIONS

4.1 School-to-School Partnership update

There is a strong and progressive commitment within the schools' partnerships to raising overall levels of attainment and progress for all children and young people and to reducing the attainment gap between vulnerable and disadvantaged pupils and their peers. As part of the improvement planning during September 2015 all Bradford's educational partners signed up to a comprehensive set of challenging targets – there are 26 targets in total.

- 4.2 Bradford's educational partners have an agreed target for every school to be judged by Ofsted to be good or better by 2018 through strong leadership, school improvement and strong school-to-school working.

4.3 The Bradford Partnership

The Bradford Partnership was established in 2011 by the secondary schools supported by the Local Authority as a limited company. A key strand of its work is developing the quality of schools' self-evaluation which is rigorously reviewed by a combination of external assessments. Evaluation and analysis of these reviews allows the partnership to focus on specific areas for improvement and broker support from within and beyond the partnership. The Local Authority has deployed a senior school improvement officer since September 2011 to work with the partnership. Other strands of the partnership's work include leadership development, data sharing, literacy and mathematics in schools. The partnership also funds a brokerage officer post to co-ordinate the support that is available from across the partnership.

- 4.4 Bradford Partnership has committed to the local authority target of all schools being judged good or outstanding by 2018. Currently, the proportion of secondary schools that are good or outstanding is 40%, with four schools awaiting their first inspection and another school's report about to be published – this will raise the figure for good or better secondary schools to 43.3%. Five secondary schools are currently judged to be inadequate by Ofsted.

- 4.5 In 2007, 16 out of 29 Bradford secondary schools would have been below the minimum floor standard that secondary schools should meet if the standard had been applied retrospectively. In 2012 and 2013 just one different school in each year fell below the floor. However a realignment of educational standards for 16-year-olds has proved a significant challenge to Bradford's secondary schools, with ten schools below the floor standard in 2014, and seven below in 2015.

4.6 Bradford Primary Improvement Partnership

Bradford Primary Improvement Partnership (BPIP) was established in Autumn 2011 and is led by an executive board of primary school headteachers who are representative of all primary schools across the district. The board's purpose is to enable all schools to work together to ensure that all schools are deemed to be good or outstanding and successful providers of education. The BPIP has a number of strands of work including the recruitment and training of Specialist Leaders of Education, the development of literacy and mathematics. Another key strand of BPIP's work is the delivery of a well-established robust school review process. The local authority deployed a senior school improvement officer to

- work with the partnership and achievement officers represent the local authority in all school reviews.
- 4.7 Many of the headteachers and school staff are involved in the development strands of BPIP's work which are focused on teaching and learning (projects include the production of a series of studies of successful practice in Bradford primary schools in the form of booklets) and leadership and management.
- 4.8 The Partnership supports the local authority target of all schools being judged to be good or outstanding by 2018. Currently 66% of primary schools are judged to be good or outstanding by Ofsted. One primary school is currently judged to be inadequate by Ofsted.
- 4.9 In 2012 eight primary schools fell below the minimum floor standard, whereas in 2013 and 2014, judged against the new separate measures for reading, writing and maths, 24 and 23 primary schools respectively fell below the standard. This figure reduced significantly to 15 in 2015.
- 4.10 **The District Achievement Partnership**
The District Achievement Partnership (DAP) is a group of special schools and PRUs (pupil referral units) in Bradford working together to achieve the best outcomes for young people with learning difficulties. The three key strands of their work are school improvement, workforce development and the moderation of assessment. DAP has a peer review programme. Reviews are led by an external expert.
- 4.11 The DAP aims to raise standards across all Bradford's special schools. It has the shared commitment that all Bradford's special schools should be teaching judged at least 'good' by Ofsted. The partnership fosters school-to-school accountability through the joint commissioning of School Improvement Partners, and there is a commitment from partners to working with all appropriate agencies to support progress. In practice, the partnership works to ensure that there is conformity over curriculum development and moderation and safeguarding. The partnership has seen the pooling of resources and expertise to improve outcomes for children. For example, shared training in rebound therapy, moving and handling techniques.
- 4.12 Currently 73.3% of special schools and PRUs are judged good or outstanding by Ofsted. At the time of writing no special school or PRUs currently judged to be inadequate by Ofsted. We are awaiting the publication of two special school/PRU inspection reports that will drop the proportion of good or better schools to 66.6%.
- 4.13 **The Catholic Schools Partnership**
The partnership is made up of Catholic primary and secondary schools. It has an executive committee and works with an external school improvement organisation and delivers a system of peer reviews of its schools. Its key committees are: Catholic Life and RE; Schools Direct (Teacher Training); Leadership and Management, Teaching and Learning and Transition. Increasingly over the last year or so the Catholic Schools Partnership has worked closely with the Bradford Primary Improvement Partnership (BPIP), with several of its schools having full membership of BPIP, and the Bradford Partnership – all the Catholic secondary schools are members of the Bradford Partnership.
- 4.14 **The Consortium of Nursery Schools**
The seven Bradford Nursery Schools continue to work closely together and contribute to the Integrated Early Years Strategy.
- 4.15 All seven nursery schools have operated as Children's Centres. Five now providing early education places for 2 year olds and three operating fully integrated nursery provision for

children from 3 months to 5 years.

4.16 The local authority has deployed a senior school improvement officer to work within this phase of education and to contribute to the Integrated Early Years Strategy and the work of the consortium.

4.17 Currently 86%% of nursery schools are judged good or outstanding by Ofsted. No nursery schools are judged to be inadequate by Ofsted.

5. FINANCIAL & RESOURCE APPRAISAL

5.1 None

6. LEGAL APPRAISAL

6.1 None.

7. NOT FOR PUBLICATION DOCUMENTS

7.1 None.

8. OPTIONS

7.1 Not applicable.

9. RECOMMENDATIONS

9.1 That Overview and Scrutiny Committee receive this report on the final validated performance of Bradford's children and young people in Key Stage tests and examinations for 2015.

9.2 That Overview and Scrutiny Committee receive the update, provided in this report, on the activities that are being undertaken by Bradford's formal school-to-school partnerships and how they are contributing to the improvements to the standards achieved in the District's schools.

10. APPENDICES

10.1 None.

11. BACKGROUND DOCUMENTS

11.1 None

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Report of the Director of Children's Services to the meeting of Overview and Scrutiny be held on 8th March 2016

Subject:

BD

The Bradford Education and School Improvement Commissioning Board (BEICB)

Summary statement:

The Bradford Education and School Improvement Commissioning Board (BEICB) was established in September 2015 to provide a forum to ensure effective collaboration and joint accountability between the Local Authority, formal School Partnerships, the School Forum and Teaching School Alliances within a self-improving school led system. The board reflects the changing roles of schools and local authorities, providing a vehicle for the commissioning and accountability of effective support. It plays a key role in ensuring that the following principles are achieved:

- Bradford is a school-led system
- All schools need to be good or better
- All schools need to belong to a formal partnership

The aims of the BEICB are:

- to ensure resources are effectively deployed and have an impact on the raising of standards in all key stages across the district
 - to identify, discuss and address issues of common concern to ensure value for money and efficiency
 - To implement the Bradford commissioning framework in order that schools and settings can access targeted intervention
-

Michael Jameson
Strategic Director Children Services

Portfolio:

Education, Skills and Culture

Report Contact: Judith Kirk
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Overview & Scrutiny Area:

Children's Services

1. SUMMARY

- 1.1 The Bradford Education and School Improvement Commissioning Board (BEICB) was established in September 2015 to provide a forum to ensure effective collaboration and joint accountability between the Local Authority, formal School Partnerships, the School Forum and Teaching School Alliances within a self-improving school led system. The board reflects the changing roles of schools and local authorities, providing a vehicle for the commissioning and accountability of effective support. It plays a key role in ensuring that the following principles are achieved:
- Bradford is a school-led system
 - All schools need to be good or better
 - All schools need to belong to a formal partnership
- 1.2 This proposal directly addresses the priority outcome focus 'Good Schools and a Great Start For All Our Children':
- Ensuring that children are school ready
 - Educational attainment and achievement is accelerated
 - Ensuring young people are life and work ready
- 1.3 The aims of the BEICB are:
- to ensure resources are effectively deployed and have an impact on the raising of standards in all key stages across the district
 - to identify, discuss and address issues of common concern to ensure value for money and efficiency
 - To implement the Bradford commissioning framework in order that schools and settings can access targeted intervention

2. BACKGROUND

- 2.1 The BEICB has held 3 meetings since September 2015. It has been agreed that:
- The priorities for improvement will be driven by the School Improvement Ofsted action plan; New Deal priorities and other measurable Key Performance Indicators (KPIs) from agreed sources
 - Additional priorities and projects will be welcomed by BEICB but must be tied to the same outcomes as above.
 - Where commissions exceed £10,000, three bids will be required so as to ensure a transparent process.
 - The success criteria for each proposal will be scrutinised by the BEICB and where necessary challenged.

- The BEICB will monitor the progress of each project based on the identified milestones from the proposals and project managers will be held to account for the progress.

3. **REPORT ISSUES**

- 3.1 Part of the available funding for commissioning will be ringfenced as it has been delegated for a specific purpose and needs to be allocated according to the purpose the funding was delegated for example £220,000 allocated from the Council budget for the development of leadership and management.
- 3.2 Other aspects of the available funding will be 'open' to be used for the purpose of school improvement more broadly. For example the £1.246 million Joint Investment Fund.
- 3.3 Any monies commissioned will follow a clear process to show impact, milestones, success criteria and performance measures. If a project is not having the desired outcome the Commissioning Board will have the authorisation to cease the funding.
- 3.4 The impact of the commissioned work will be reported into the Education Improvement Strategic Board and the Schools Forum.
- 3.5 The projects where funds have been allocated include:
- leadership developments - for projects such as Newly Qualified Teachers induction funding;
 - 'Centres of Good Practice for New Arrivals' – 6 schools have been designated as Centres of Good Practice to provide a programme of support across the district – each school has received an initial allocation of £20,000 to commence this work;
 - Transition projects from Key Stage 2 to 3
 - Improving boys' writing at KS1 and 2
- 3.6 The impact of the projects where funding has been allocated is being carefully monitored and reported at the BEICB meetings.

4. **OTHER CONSIDERATIONS**

- 4.1 To consider the implications of the National Funding Formula when the consultation commences in March 2016 as this is likely to have a significant impact on any funding which may be available in the future.

5. **FINANCIAL & RESOURCE APPRAISAL**

- 5.1 None at this stage

6. **LEGAL APPRAISAL**

- 6.1 None.

7. NOT FOR PUBLICATION DOCUMENTS

7.1 None.

8. OPTIONS

7.1 Not applicable.

9. RECOMMENDATIONS

9.1 That Overview and Scrutiny Committee receive this report and consider the development of the BEICB.

10. APPENDICES

10.1 None.

11. BACKGROUND DOCUMENTS

11.1 None

Report of the Chair of Children's Services Overview and Scrutiny Committee to the meeting to be held on Tuesday 8 March 2016.

BE

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

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.

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

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

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

- 1) Outdoor Education Centres
- 2) Cultural Education

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

Linda Mason / Graham Hutton

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

Judith Kirk

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

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

The Committee will receive a report on the Post 16 review

Terry Davis

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

Licia Woodhead