

SCHOOLS FORUM
Wednesday, 20 July 2016 at 0800
VENUE: Ernest Saville Room - City Hall, Bradford

PLEASE NOTE

All meetings will be held in public; the agenda, reports, decision list and minutes will be publicly available on the Council's website and in Committee Secretariat, Room 112, City Hall, Bradford.

The taking of photographs, filming and sound recording of the meeting is allowed except if the Forum Members 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 Forum Clerk (asad.shah@bradford.gov.uk, 01274 432280) 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.

1. APOLOGIES FOR ABSENCE

The Business Advisor (Schools) will report the names of alternate Members who are attending the meeting in place of appointed Members.

2. DISCLOSURES OF INTEREST

To receive disclosures of interests from 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 only becomes apparent to the member during the meeting.



3. **MINUTES OF 18 MAY 2016 AND MATTERS ARISING** 1 - 20

Recommended –

That the minutes of the meeting held on 18 May 2016 be signed as a correct record (previously circulated).

4. **MATTERS RAISED BY SCHOOLS** 21 - 22

Members will be asked to consider any issues raised by schools.

5. **STANDING ITEM - DSG GROWTH FUND ALLOCATIONS (a)**

No further allocations from the Growth Fund are proposed to this meeting.

6. **STANDING ITEM - BRADFORD EDUCATION IMPROVEMENT COMMISSIONING BOARD (i)** 23 - 68

A report (Appendix 1) on the activities of the Bradford Education Improvement Commissioning Board will be presented for information and consideration along with written responses to questions submitted by members by email since the last report on BEICB activities, **Document GB**. The Forum will also be presented with a detailed update on the progress of the establishment and development of the New to English Centres of Excellence (Appendix 2 and PowerPoint presentations to the meeting).

Recommended –

The Schools Forum is asked to note and consider the information presented.

(Andrew Redding – 01274 432678)

7. **SOCIAL IMPACT BOND BUSINESS CASE AND PROPOSAL (a)**

A presentation will be delivered to the Forum on the business case / proposal for the Council to enter into a Social Impact Bond agreement to finance a new service to help young people with learning disabilities and behaviours that are at high risk of residential education and / or care entry to achieve better outcomes, but also to reduce / control increasing costs of residential placements, by supporting these young people to remain at home. The education element of this Bond would be financed from the High Needs Block, with savings achieved also benefiting this Block.



Recommended –

The Schools Forum is asked to consider the presented business case and to support the Social Impact Bond proposal.

(Mark Anslow – 01274 439352)

8. UPDATE ON 2016/17 DEDICATED SCHOOLS GRANT MATTERS (i)

An update will be presented to the Forum verbally on Dedicated Schools Grant matters, including the reconciliation of the 2015/16 DSG spending position (and available one off monies) and the forecasted spending position of the High Needs Block in 2016/17. This update will incorporate discussions that have taken place at the SEN Reference Group on 29 June, which followed from the presentation made to the Schools Forum on 18 May about the requirement to increase SEND places provision from September 2016 and to fund these from the 2016/17 DSG.

Recommended –

The Schools Forum is asked to note the information provided and to consider further the prioritisation of existing one off monies.

(Andrew Redding – 01274 432678)

9. NATIONAL FUNDING FORMULA CONSULTATION (i)

An update will be presented to the Forum verbally on the position of proposals for a National Funding Formula. The Department for Education's 2nd stage consultation has not yet been published. If this is published before the Forum meeting, officers will work to provide a more detailed briefing note on the content of this, which will be tabled at the meeting. Forum members will be asked to consider how to discuss and respond to these proposals (e.g. in an additional Forum meeting).

Recommended –

The Schools Forum is asked to note and consider the information presented.

(Andrew Redding – 01274 432678)



10. 2016/17 SCHOOL BUDGET POSITIONS AND ACADEMY CONVERSIONS - UPDATE (i)

The Business Advisor (Schools) will present an update verbally on the forecasted position of the budgets of maintained schools in 2016/17 and of conversions of maintained schools to academy status. This update follows from the discussions at the last Forum meeting about the financial implications of academy conversions, where the Forum also agreed for a sub-group to be established to consider the principles and framework for the prevention and management of any financial liabilities (including deficit budgets) that may crystallise at conversion.

Recommended –

The Schools Forum is asked to note and consider the information presented.

(Andrew Redding – 01274 432678)

11. SCHOOLS' FINANCIAL VALUE STANDARD (i) 69 - 70

The Business Advisor (Schools) will present a report, **Document GC**, which provides the Forum with an update on the compliance of maintained schools with the Schools' Financial Value Standard (the SFVS) at 31 March 2016.

Recommended –

The Forum is asked to consider & to note the information provided.

(Julie Cousins – 01274 432791)

12. FINANCIAL CLASSIFICATION OF MAINTAINED SCHOOLS 2016/17 (i) 71 - 72

The Business Advisor (Schools) will present a report, **Document GD**, which provides the Forum with a summary of the categorisation of maintained schools within the Local Authority's Financial Classification of Schools for the 2016/17 academic year.

Recommended –

The Forum is asked to consider & to note the information provided.

(Andrew Redding – 01274 432678)



13. OTHER SCHOOLS FORUM STANDING ITEMS (i)

Updates on the following Forum standing items will be provided verbally where these have not been covered within other agenda items:

- Update on Single Status
- Update from the Schools Financial Performance Group (SFPG)
- Update from the Early Years Working Group (EYWG)
- Update from the Formula Funding Working Group (FFWG)
- Update on Primary School Places
- Update on Academies & Free Schools

Recommended –

The Forum is asked to note the information provided.

(Andrew Redding – 01274 432678)

14. ANY OTHER BUSINESS (AOB) / FUTURE AGENDA ITEMS

Members will be asked for any additional items of business, for consideration at a future meeting.

15. DATE OF NEXT MEETING

Please see the published schedule of meetings – Wednesday 21 September 2016.

Please be aware that the dates of meetings for the 2016/17 academic year have been established as follows:

- Wednesday 21 September 2016
- Wednesday 19 October 2016
- Wednesday 7 December 2016
- Wednesday 11 January 2017
- *Wednesday 18 January 2017, PROVISIONAL MEETING*
- Wednesday 15 March 2017
- Wednesday 17 May 2017
- Wednesday 5 July 2017

Please note all meetings will commence at 0800 in Committee Room 1 at the City Hall, Bradford.

(a) Denotes an item for action

(i) Denotes an item for information





**City of Bradford
Metropolitan District Council**



MINUTES OF THE MEETING OF THE SCHOOLS FORUM HELD ON WEDNESDAY 18 MAY 2016 AT CITY HALL, BRADFORD

Commenced 0800, Adjourned 1035
Reconvened 1050, Concluded 1215

PRESENT

SCHOOL MEMBERS

Bev George, Brent Fitzpatrick, Chris Quinn, Dianne Rowbotham, Dominic Wall, Helen Williams, Ian Morrel, Kevin Holland, Nicky Kilvington, Sue Haithwaite, Trevor Loft and Wahid Zaman.

NOMINATED SUB SCHOOL MEMBER

Irene Docherty

NON SCHOOL MEMBERS

Donna Willoughby
Ian Murch

LOCAL AUTHORITY (LA) OFFICERS

Andrew Redding - Business Advisor (Schools)
Dawn Haigh - Principal Finance Officer (Schools)
Jenny Cryer - Assistant Director Performance, Commissioning and Partnerships
Judith Kirk - Deputy Director, Education, Employment and Skills
Michael Jameson - Strategic Director, Children's Services
Raj Singh - Business Advisor
Sarah North - Principal Finance Officer (Schools)
Stuart McKinnon-Evans - Director of Finance
Terry Davis - Interim Assistant Director, Client Services

OBSERVERS

Councillor Hinchcliffe - Leader of Council and Strategic Regeneration
Councillor I Khan - Portfolio Holder, Education, Skills and Culture
Councillor Pollard
Councillor Ward
Lynn Murphy - Business Manager, Feversham College

APOLOGIES

Dwayne Saxton, Emma Ockerby, Gareth Dawkins, Ian Murch, Lesley Heathcote, Nigel Cooper, Ray Tate and Sir Nick Weller

DOMINIC WALL IN THE CHAIR

150. DISCLOSURES OF INTEREST

- I. A declaration was received from Nicky Kilvington for agenda item 5 "Standing Item – DSG Growth Fund Allocations", (minute 153).
- II. During the course of the meeting and in the interests of transparency, a declaration was received from Ian Morrel agenda item 9 "Review of SEND and Behaviour Support Provisions", (minute 157).

ACTION: *City Solicitor*



151. MINUTES OF 16 MARCH 2016 & MATTERS ARISING

The Business Advisor (Schools) explained that the single action item from the 16 March meeting was the submission of the Authority's response on the National Funding Formula consultation, with the inclusion of the agreed items of consensus that were recorded in the minutes.

The Business Advisor explained that the Authority's response to the consultation was submitted and this response is included in the pack of papers for this meeting. Members requested that this response be posted on Bradford Schools Online. He added that a number of other (perhaps more "authority-driven" responses) that have been seen are very similar to ours in questioning a number of the key building blocks being proposed by the DfE, such as removing all local decision making from the Schools Block and ending the ability of authorities to manage High Needs Block pressures by taking further contributions from the Schools Block.

It was reported that we currently await the DfE's response and 2nd stage consultation, which we anticipate will provide the detail on which to model impact. Depending on the timing of this publication, it is expected that the 2nd stage consultation will be included as an agenda item for the July Schools Forum meeting. If the 2nd stage consultation is published before the end of May however, waiting to July may not be wise and we will discuss with Chair and Vice Chair whether another Forum meeting should be scheduled.

Referring to an action item from a previous meeting (minute 144), the Chair reported that he and the Vice Chair have met with the Education Improvement Strategy Board to discuss the SEND matters that have been presented to the Schools Forum.

Resolved –

- (1) That progress made on "Matters Arising" be noted.**
- (2) That the minutes of the meeting held on 16 March 2016 be signed as a correct record.**

ACTION: *City Solicitor*

152. MATTERS RAISED BY SCHOOLS

There were no matters raised by schools to report.

No resolution was passed on this item.

**153. STANDING ITEM
DSG GROWTH FUND ALLOCATIONS**

Members were asked to consider, in **Document FX**, newly proposed allocations to schools and academies from the established DSG Growth Fund in 2016/17.

The Principal Finance Officer (Schools) gave a synopsis of the report.

A Member expressed concerns about the impact of expansion on standards in one of the proposed schools, adding that the impact of expansion on individual expanding schools is frequently discussed by the Bradford Primary Improvement Partnership. The Deputy Director, Education, Employment and Skills responded that it is essential to create places where these are needed and that the Authority will continue to work with schools and the partnerships in raising standards.

Resolved –

That the proposed Growth Fund allocations shown in Document FX be agreed.

ACTION: Business Advisor (Schools)

154. **STANDING ITEM**
BRADFORD EDUCATION IMPROVEMENT COMMISSIONING BOARD

The Business Advisor (Schools) explained that, due to the lack of suitability of format for public access, the minutes of the latest BEICB meetings have not been published yet for members. He also explained that he has not received any written questions from members on BEICB activities and reminded Members that they are able to submit questions by email. A full report on BEICB meetings and activities will be provided to the next Forum meeting in July.

No resolution was passed on this item.

155. **SCHOOLS FORUM MEMBERS – VICE CHAIR**

The Business Advisor (Schools) explained that the period of office of the current Vice Chair (Dianne Rowbotham) is ending and that nominations are sought for this position for 2016/17. The Business Advisor proposed to use the previously established methodology for collecting nominations and running an election, if necessary to do so. It was explained that Dianne is permitted to put her name forward for re-election. Dianne stated that she wishes to do so, adding that, conventionally, the Vice Chair of the Forum has come from the primary-phase representatives where the Chair is from the secondary phase.

Resolved –

That the established approach (email) be followed for the collection of nominations for the election of the Vice Chair of the Schools Forum for 2016/17.

ACTION: Business Advisor (Schools)

156. **UPDATE ON THE OUTDOOR EDUCATION CENTRES**

The Interim Assistant Director, Client Services, presented a report, **Document FY**, which provided an update on the re-development of the Outdoor Education Centres. The report outlined that the refurbishment works at Ingleborough Hall and Buckden House have been completed and that works at Nell Bank are progressing to a completion date of the end of May. The anticipated capital overspending of £181,000 will be underwritten by the Council, with the expectation that Council will recover this from the Centres in the future.

The Interim Assistant Director explained that recent financial activity (as outlined in the report) clearly evidences the positive impact that refurbishment works have had on the profitability of the Centres that have been refurbished so far and that the position for the future is encouraging. Ingleborough Hall and Buckden House are being managed together and the Council is seeking now to establish a Task and Finish Group to explore a range of future options, including the possibility of a single trust arrangement across the 3 Centres.

The Interim Assistant Director invited Forum members to visit the Centres to see the refurbished facilities.

In the discussion Members asked the following questions and made the following comments:

- How is the Council financing the current revenue overspend of £40,000? The Interim Assistant Director explained that this will be carried forward into next year's budget and be offset against income growth.
- The report doesn't show the anticipated budget positions for 2016/17; what do these look like? It was explained that the 2016/17 budgets were currently being brought together, but that these look encouraging.
- How certain is the Council that it will be able to recover the £181,000 from the Centre budgets in future years? The Interim Assistant Director stated that the Council had every expectation that this would be achievable.
- This is a good news story, with the transformation of the Outdoor Education Centres into sustainable assets for the District. That the Outdoor Centres are a fantastic resource for children with SEND and their families, and that we would now like to see the Centres available more for families e.g. at weekends. It was explained that expansion for weekend opening is currently being developed.

The Strategic Director, Children's Services, added that the Centres are the 'jewels in the crown' of the District and that the Council's investment (underwriting the £181,000 but wishing to recover this) is to get the final phase of refurbishment across the line. The Council wishes to look seriously now at the establishment of a single trust.

In concluding this item, the Chair re-affirmed that this is a good news story and that the Schools Forum can see the value for money of its investment from the DSG. As such, he suggested that the Forum has now concluded its discussions on this matter.

Resolved –

That the information in Document FY be noted. That updates on the redevelopment of the outdoor education centres now be removed as a standing agenda item.

157. REVIEW OF 'SEND' (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES) AND BEHAVIOUR SUPPORT PROVISIONS

The Business Advisor (Schools) presented a report, **Document FZ**, alongside a PowerPoint presentation delivered by the Deputy Director, Education Employment and Skills, which provided an update on SEND (Special Educational Needs and Disabilities) provision and Behaviour strategy matters, responding to the action points and requests for information that have been made by the Schools Forum and that were recorded in the minutes of previous meetings. The written report summarised the key discussion items in the Schools Forum meeting since September 2014.

The PowerPoint presentation was the focus of this item. It provided an update on the current position of reviews and other activities, especially focusing on the issue of the sufficiency of places. The Deputy Director explained how the data evidences the higher proportions of pupils in Bradford by primary need compared with the national average (e.g. over x2 the national average for Autism, x2 the national average for sensory impairment, x3 for physical difficulties) and why 360 more specialist provision places are forecasted to be required by 2018/19 in response to demographic growth. 68 places are needed for September 2016. The presentation outlined actions in the urgent short (agreeing how we can access with interim agreements existing capacities to provide for 68 more places), medium (the development of early years provision through a partnership with nursery schools and special school satellite provisions to access mainstream accommodation) and long (the establishment of at least 2 new special schools) term. All these actions have financial implications for the DSG from 2016/17 as the High Needs Block is the source of revenue funding for places. It was explained that work is taking place to 'triangulate' all this and to put arrangements in place. The Authority will need to talk to the Forum further about funding.

The Deputy Director explained that this is a major challenge. She also stated that she appreciates concerns that have been expressed previously by the Forum (and by other groups) that the forecasted numbers of additional required places may be understated; what is presented here is a starting position. She also stressed that the Authority will need the support of the Schools Forum and schools to manage this work going forward.

In response to initial questions asked by Members on what work has been done so far to look at financial implications, the Business Advisor (Schools) stated that the financial affordability of the High Needs Block, in the context of this expansion of places (significant increased cost) and the National Funding Formula (possible change in the level of DSG funding allocated to Bradford), is currently the major DSG concern, exacerbated by the uncertainty about future arrangements. This is one of the reasons why the detail in the DfE's 2nd stage consultation on the NFF is crucial. We anticipate that this will enable us to calculate what our High Needs Block funding will be in the future, from which we can assess what level of provision we can afford. We will also need to look at our High Needs Block spending in the context of an assessment of value for money. In response to a comment made by a Member, the Business Advisor explained that the management of transition (movement between the Schools Block and High Needs Block of both pupils and funding), which will come from the expansion of places and the National Funding Formula, will be very challenging.

The Chair reported that he has written to the Education Funding Agency (EFA) on the issue of High Needs Block affordability when expanding places and outlining the difficulties that the proposed restrictions accompanying the transition to a National Funding Formula will cause, and is awaiting a response. He further reported that, from his conversations with the EFA, it is clear that the EFA believes that there is greater value for money to be had from High Needs Block allocations generally across authorities. We will need to demonstrate our value for money in making any case to the EFA for additional funding should we determine that this is necessary. In this, we will need to use all levers available, including political. The Chair offered his view that we must look critically at the value money of our current High Needs Block allocations and we must not continue simply to 'recycle' budget allocations that were established many years ago. In our current environment, we need a different strategy and we need to be able to demonstrate that we achieve maximum value and impact from the funding we currently have. This may mean that we take a stronger line in challenging (and clawing back money from) specialist provisions that hold larger unallocated carry forward balances.

The Director of Finance added that the issue being considered here by the Schools Forum (needing more provision to meet growing need from population expansion) is the same as that being considered by the Council more widely e.g. in adult social and health services. Critical to forward planning will be for us to think about what the nature of provision in the future should be, and how this should change, not just thinking about providing for 'more of the same'.

During the discussion Members asked the following additional questions and made the following comments:

- The impact on standards and meeting the needs of vulnerable children must be at the heart of all actions and reviews.
- The responses to a need for growth in places critically must take account of parental demand and the needs of communities.
- Members agreed that a summary of acronyms in the minutes would be helpful (see below).
- The Chair summarised discussion on the comparative data, stating that it is the higher incidence of children with primary needs other than MLD that is different in Bradford compared with other areas (seen in ASD, Sensory Impairment and Physical Difficulty, for example). It is the growth of pupils presenting with these needs, which is also linked to demographic growth, that requires our response.
- It is important that it not be forgotten that the populations of special schools include children with very significant medical needs. These children need to be provided for within the development of area-based provisions.

- The forecasted growth of places needs to take account of the real-terms reduction in capacity in special schools that will come from the introduction of the early years 30 hours free entitlement at September 2017.
- Special schools must be included in discussions about the development of early years provision (one of the medium term activities). The Deputy Director agreed.
- Concerns were expressed about the establishment of a new special school that is too large in size. The Deputy Director clarified that the Authority was not proposing to establish a single 360 place school. Further work will take place to assess the best sizes and locations of new provisions. Special schools need to be located as close as possible to areas of need. The Strategic Director, Children's Services, added that we need to look at how we can use all available space in schools and also strongly lobby the Regional Schools Commissioner about what provision we need.
- The insufficient number of places supporting pupils with behaviour needs must be brought into our considerations. It is understood that a growing number of children are being placed out of authority because of a lack of places in Bradford. The Deputy Director agreed that behaviour support is a key part of this work and we need to address the issue of an insufficiency of behaviour places at the same time. This was echoed by the Chair.
- Efficiencies are clearly to be had in better aligning education, social care and health support. The Deputy Director responded to say that this is being looked at.

The Chair thanked the Deputy Director for her update and asked for regular updates to be provided to future meetings.

List of Acronyms:

(ARC)	Additional Resourced Centre
(ASD)	Autistic Spectrum Disorder
(BESD)	Behavioural, Emotional and Social Difficulties
(DSP)	Designated Special Provision
(HI)	Hearing Impairment
(JSNA)	Joint Strategic Needs Assessment
(LD)	Learning Disabilities
(MLD)	Moderate Learning Difficulties
(MSI)	Multi-Sensory Impairment
(OTH)	Other Difficulty/Disability
(PD)	Physical Disabilities
(PMLD)	Profound and multiple learning difficulties
(SI)	Sensory Impairment
(SLCN)	Speech, Language and Communication Needs
(SLD)	Severe Learning Difficulties
(SpLD)	Specific Learning Difficulties
(VI)	Visually Impairment

Resolved –

That the information in Document FZ (and PowerPoint) be noted. That the Schools Forum be provided regularly with updates on the development of High Needs provisions and on High Needs funding matters.

LEAD: Deputy Director – Education, Employment and Skills

158. SCHOOLS' OUTTURN (REVENUE BALANCES) 2015/16

The Business Advisor (Schools) presented a report, **Document GA**, which showed the position of revenue balances held by maintained schools as at 31 March 2016. The report also provided initial information on schools' reporting of surplus balances and a response to request made by Members

for information on the anticipated volume of conversions of maintained schools to academy status in Bradford and the likelihood of liabilities resulting from the conversion of schools holding deficit budgets.

The presentation was split into 3 parts:

- The position of balances held by maintained schools at the end of the 2015/16 financial year and how this has changed from 2014/15 (for information).
- The numbers of schools holding excess surplus balances and the schemes that have been submitted assigning these balances for Authority approval (for information).
- Information provided in support of asking the Forum to consider the financial implications of the conversion of maintained schools to academy status (for discussion) and to agree a way of managing these. This was the focus of the agenda item.

In considering the information presented in the first 2 parts, Members asked the following questions and made the following comments:

- A Member commented that the balance figures alone do not provide a view of the relative financial pressure faced by schools. The Business Advisor responded to say that he appreciated the limitations of the analysis and that the balances figure themselves do not give a view of the action already taken by schools to make savings and do not provide any assessment of the impact of these actions on standards. The Business Advisor reported that, in his experience, the vast majority of schools have taken / are taking considered action with standards in mind.
- The Strategic Director, Children's Services, stated that the Forum needs to be satisfied that the Authority understands why schools are holding larger balances and that the Authority does effectively challenge those that hold 'excess' balances. A Member added that the Forum last year delegated responsibility for managing balances to the Authority's finance team so it is this team that should have a full understanding of the reasons for each school. The Business Advisor responded to provide re-assurance that this is the case, referring to the Authority's Surplus Balances Protocol and to last summer's Ofsted inspection, which found that the Authority's school finance officers 'know their schools'. A Forum Member added her own experience of working with the Authority on her school's budget, emphasising that, within vigorous discussions, the impact on standards was always central.

In considering the 3rd part of the presentation – the financial implications of academy conversions and the management of costs / liabilities - the Business Advisor referred to the questions within report, written to guide the Forum's discussion, including how best to establish a framework for the management of these.

The Chair stated that the Forum and the Authority should focus on the establishment of a collaborative solution. The Director of Finance explained that Members should think about how deficits / liabilities can be prevented from being created, including protections and incentives, and how the cost of any deficits / liabilities can be managed where these do exist. The Strategic Director, Children's Services, stated that the Authority is looking for a pragmatic solution, to get conversions 'across the line', but one that must be reasonable and fair and is managed in collaboration. He explained that there is strong pressure currently being placed on the Authority for for the Authority to meet an 'uneven' proportion of the cost of liabilities that are created by the conversion process. He explained that challenging conversations are currently taking place with the Education Funding Agency and the Regional Schools Commissioner relating to individual school conversions. He also warned that this agenda item is the beginning of a difficult conversation with the Schools Forum on how costs can be prevented and managed.

Members asked the following questions and made the following comments:

- It is going to be difficult for the full Schools Forum to manage the amount of detail needed to grasp all the issues. The suggestion for a working group suggestion is a good one.
- Why does a deficit balance of a sponsored academy remain with the Authority when all

surpluses are transferred to the converting schools? The Business Advisor explained that this is the requirement of the Academy Conversion Regulations.

- What is the Regional Schools Commissioner's position regarding liabilities? The Director of Finance responded that the RSC is very concerned about high value liabilities transferring to new academy trusts.
- What financial support is available e.g. from the EFA or the RSC to meet the cost of liabilities. The Chair stated that a 'northern fund' does exist and a Member expressed the view that we need to ensure that academy trusts that take schools on in Bradford spend the money they receive from this fund on our schools.
- How many schools with deficit budgets have converted under sponsored arrangements so far in Bradford? The Business Advisor reported that there have been no sponsored conversions yet with deficit budgets in Bradford.
- The representative of the Secondary maintained schools expressed concern that such a large deficit has accrued at Hanson School, stating that other secondary schools have managed their financial pressures within growing significant deficits. The Business Advisor responded to acknowledge this saying that he appreciates the criticism that is directed from the growth of such a large deficit. He explained some of the specific circumstances that lay behind the deficit growth this year, and reminded Members that the Forum has been asked previously to hold a sum from the DSG one off monies to support this cost.
- Do we know how the cost of deficits / liabilities are being managed in other authorities? The Business Advisor responded that from freedom of information requests recently and a national news article we understand that there have been some significant costs in deficits written off in other areas. However, how these costs have been met (e.g. including a contribution from the DSG) is not known. Further research can be done, especially through the regional finance officer networks. This is something that can be researched and considered by a working group.
- What is in place to prevent a school (or all schools) from simply over spending in their lead up to conversion? The Business Advisor, referring to the information provided to the Forum in reports last year, explained the early identification, monitoring and challenge mechanisms that are employed by the Authority.
- We may be discussing potentially 'toplicing' large sums of DSG to write off liabilities. What will be the impact of this on pupils in schools?
- The Authority needs to look at all options in managing costs and preventing liabilities, which might include, for example, considering the closure of schools.

The Chair summarised the discussion and next steps as follows:

- That a collaborative approach should be established, which may mean that financial support is provided from the Dedicated Schools Grant (DSG) alongside contributions from other parties, but that the Authority should not automatically assume that the DSG will provide such financial support.
- The Schools Forum should establish a framework and a set of guiding principles. To this end, that a working group is established to further investigate the principles of, and options for, how liabilities can be prevented and managed. That the Business Advisor (Schools) emails Members for expressions of interest understanding, however, the need for cross-phase representation.
- That this working group reports back to the full Schools Forum as soon as possible.

Resolved –

- (1) That the information in Document GA be noted.**
- (2) That a working group (of Schools Forum Members, invited by email) be established to investigate the principles of, and options for, how liabilities resulting from the academisation of schools can be prevented and managed. That this working group reports back to the full Schools Forum as soon as possible.**

LEAD: Business Advisor (Schools)

159. EXCLUSION OF THE PUBLIC

The Schools Forum was asked to consider if the item relating to a contract settlement (minute *160) should be considered in the absence of the public and, if so, to approve the following recommendation:

Recommended –

That the public be excluded from the meeting during the discussion of the following item (minute *160) on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if they were present exempt information within Paragraph 3 (Financial or Business Affairs) of Schedule 12A of the Local Government Act 1972 (as amended) would be disclosed and it is considered that, in all the circumstances, the public interest in allowing the public to remain is outweighed by the public interest in excluding public access to the relevant part of the proceedings for the following reason: “commercial confidentiality”.

***160. CONTRACT SETTLEMENT**

The Schools Forum was asked to consider and take a decision on a specific contract settlement matter, details of which were presented to the meeting.

**Note: The Schools Forum previously resolved the excluding of the public from consideration of this matter under minute 159 above.*

This resolution is confidential and exempt information under Paragraph 3 (Financial or Business Affairs) of Schedule 12A of the Local Government Act 1972 (as amended).

161. OTHER SCHOOLS FORUM STANDING ITEMS

No further updates were presented on the Forum’s standing items

No resolution was passed on this item.

162. ANY OTHER BUSINESS (AOB)

No additional items of business for consideration were tabled.

No resolution was passed on this item.

163. DATE OF NEXT MEETING

The next meeting of the Schools Forum is Wednesday 6 July 2016.

These minutes are subject to approval as a correct record at the next meeting of the Forum

THESE MINUTES HAVE BEEN PRODUCED, WHEREVER POSSIBLE, ON RECYCLED PAPER

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Report of the Assistant Director to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 7th June 2016

A

Subject: Information on 2, 3 and 4 year old early education places in the district.

Summary statement:

Evidence is clear that children's early years' experiences shape their development, educational attainment and life chances. Good communication and language skills combined with strong social and emotional skills are essential for children to be effective learners throughout life and achieve their potential.

Take-up of early education places is key to transforming outcomes for children. Recent expansion of funding for two year olds has meant that free early education places are now available to those children living in the poorest families across the district. Evidence shows that two year olds in good and outstanding Early Years provision see real benefits in terms of their early language skills and physical, social and emotional development. Pre-schools, nurseries, school nurseries and childminders all play a vital role.

This report provides an annual update to the Overview and Scrutiny committee following on from the previous report tabled on 9 June 2015.

Judith Kirk
Deputy Director
Education, Employment and Skills

Portfolio:
Education, Employment and Skills Portfolio

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Overview & Scrutiny Area:
Children's Services



1. SUMMARY

- 1.1 Evidence is clear that children's early years' experiences shape their development, educational attainment and life chances. Good communication and language skills combined with strong social and emotional skills are essential for children to be effective learners throughout life and achieve their potential.
- 1.2 Take-up of early education places is key to transforming outcomes for children. Recent expansion of funding for two year olds has meant that free early education places are now available to those children living in the poorest families across the district. Evidence shows that two year olds in good and outstanding Early Years provision see real benefits in terms of their early language skills and physical, social and emotional development. Pre-schools, nurseries, school nurseries and childminders all play a vital role.
- 1.3 This report provides an annual update to the Overview and Scrutiny committee following on from the previous report tabled on 9 June 2015.

2. BACKGROUND

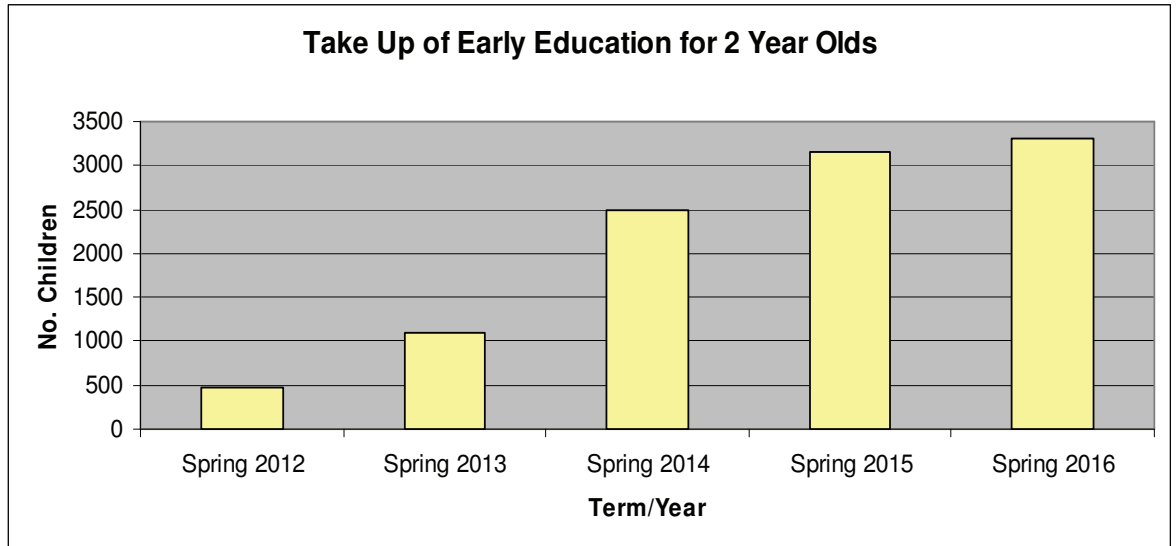
- 2.1 The Childcare Act 2006 requires that local authorities ensure, as far as is reasonably practicable, sufficiency of high quality early education and childcare provision within their area. Bradford's Early Years' Service has a lead role in ensuring the availability of effective, high quality early education and childcare across the District.
- 2.2 Local authorities have a duty to secure early education for disadvantaged two year olds. On 1st January 2016, 4,581 Bradford two year olds were entitled to a funded early education place. The eligibility criteria for a funded two year old place are as follows:
 - Income Support
 - income-based Jobseeker's Allowance (JSA)
 - income-related Employment and Support Allowance (ESA)
 - Universal Credit
 - tax credits and you have an annual income of under £16,190 before tax
 - the guaranteed element of State Pension Credit
 - support through part 6 of the Immigration and Asylum Act
 - the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

A child can also get free early education and childcare if any of the following apply:

- they are looked after by a local council
- they have a current statement of [special education needs \(SEN\)](#) or an Education, Health and Care (EHC) plan
- they get [Disability Living Allowance](#)
- they have left care under a special guardianship order, child arrangements order or adoption order

The extension of a legal entitlement to children living in low income working families is of particular significance to Bradford. In January 2016 60% of eligible two year old children were from low income working families.

2.3 In spring 2016, 3297 eligible children accessed a funded two year old early education place. This represents 73% take-up of the entitlement, up from 66% in spring 2015. This level of take-up is consistent with national trends.

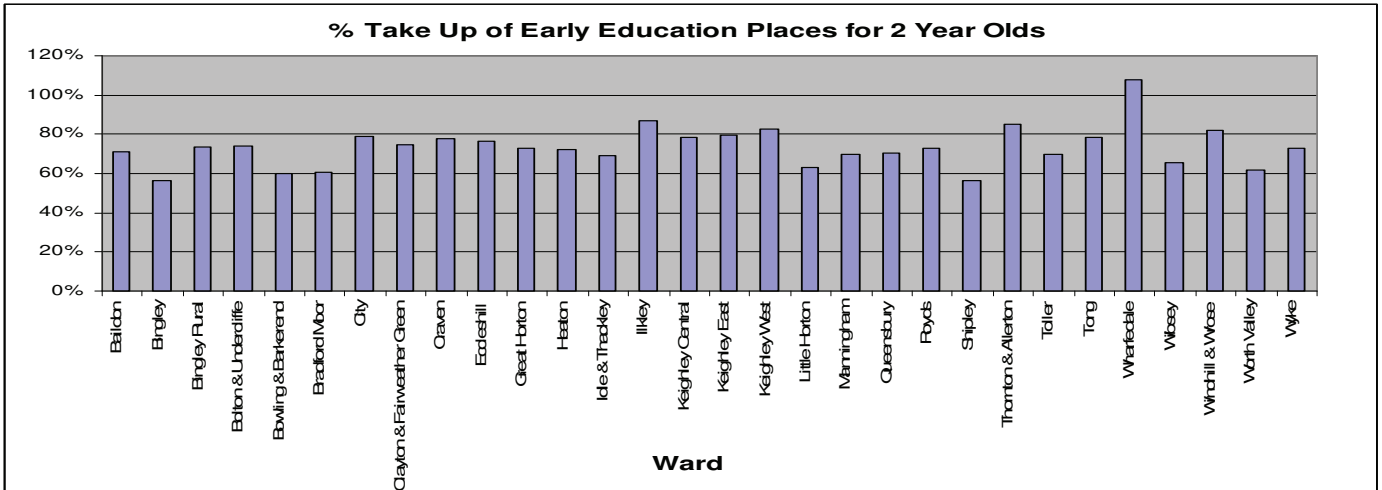


The target take-up rate for autumn 2016 is 80%. Although we aim to for all eligible children to access their entitlement, it remains to be seen just what the eventual maximum take-up rate will be. Analysis of the reasons given by parents for not taking up a funded place remains inconclusive. Training is being delivered to Children’s Centre outreach staff on how to maximise the take up of these funded places and overcome, in some instances, the reluctance of a small number of parents to take up the offer; feedback from these parents cites that their child is too young or they want them to remain at home with themselves or extended family (approximately 6-8% of parents contacted).

96% of children are currently accessing their entitlement in provision which is graded good or outstanding by Ofsted. It is important that children access high quality provision if they are to benefit educationally.

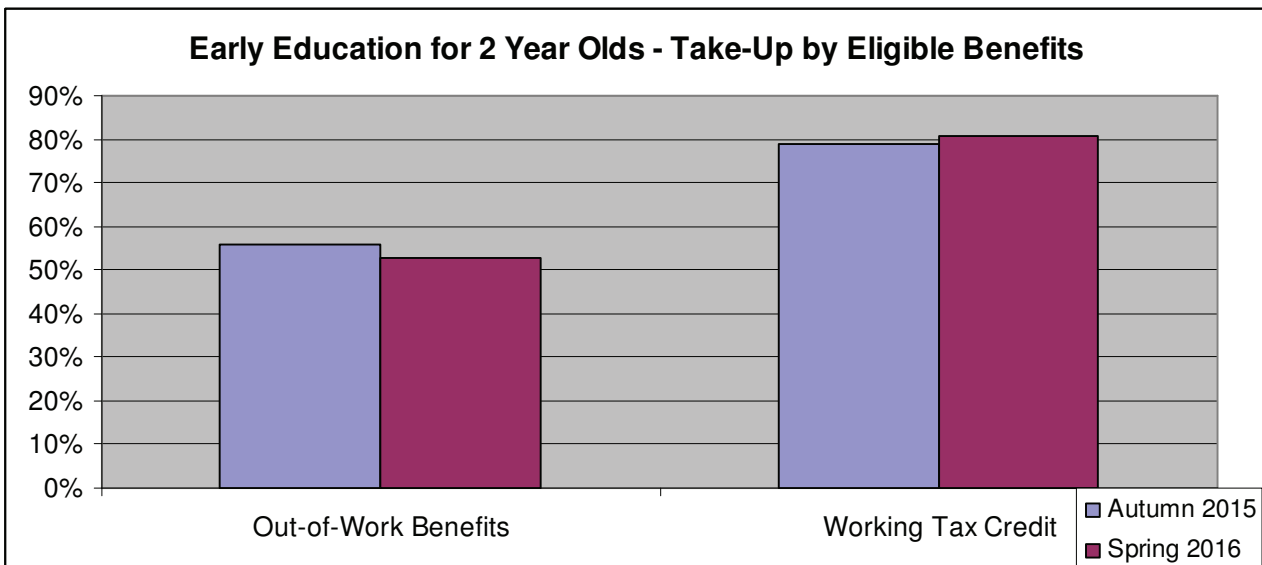
The Early Years’ Service, in line with the statutory guidance 2014, withdraws funding from settings which are graded “inadequate” by Ofsted and restricts delivery to settings graded “requires improvement” to those areas where there would otherwise be a shortage of capacity. Any setting graded less than good by Ofsted is required to participate in the Local Authority quality improvement programme aimed at securing a “Good” grade at re-inspection.

2.4 There remain significant differences in take-up rates by ward. The lowest areas are being targeted for more intensive marketing and outreach work by both the children’s centres staff and the Families Information Service.



There has been a significant capital development programme to create additional capacity in areas with a shortage of places. This work is now largely complete, although there remain two capital projects in the pipeline, one in the Tong ward at Bierley Life Centre and one at Cophorne Primary School which is in the City ward, these developments will ensure capacity of places and will support take up rates.

Across the Bradford District 40% of children eligible for a 2 year old place are in families claiming out-of-work benefits. Outreach work contacting the parents focusses in the first instance on these families and they are also being invited to two year old Birthday Parties across the District (see below).



Over the last two years a comprehensive marketing campaign has taken place across the Bradford District to promote Early Education Places for 2, 3 and 4 year olds. This has included:

- corporate branding with free leaflets, outdoor and indoor banners and posters provided to childcare providers, children’s centres and schools – with materials also in Urdu, Polish and Slovak and messages targeted specifically at those communities.

- face-to-face events (taster sessions at play events, Oastler Market, stands in supermarkets, soft play areas, community centres, partner organisation events etc.);
- adverts – on buses/stops, radio adverts, plasma screens, bus tickets and Argos tickets;
- printed media – articles in the press and on council media;
- on-line presence – bradford.gov, Facebook / Twitter;
- targeted marketing initiatives via grants to childcare providers.

In the last few months as the universal message has become widespread, the focus has shifted to engage with those families who are harder-to-reach. This targeted marketing is taking the form of events (e.g. 2 year old birthday parties involving all childcare providers in an area working together to show the type of activities a typical session would involve) in specific communities particularly in areas of lower than average uptake, more intensive work with partners (e.g. Health, Job Centre Plus, Better Start Bradford, local organisations, the Looked After Children Team) and outreach work in the community at times more convenient to families.

A marketing grant is also being offered to children's centres which can demonstrate their impact on increasing the uptake of places including additional capacity to enhance their outreach with workers with relevant community language skills, resources to support the events / birthday parties, case studies showing success stories of children from certain communities accessing a place.

Other strategies include:

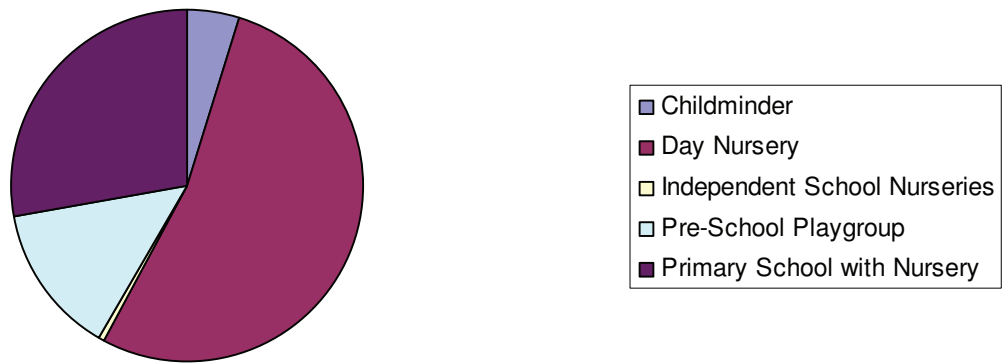
- Every children's centre has a link Families Information Services team member who supports them to further develop and monitor their take-up plan, is the key contact for any outreach support, promotes and supports events at the centre, ensuring they have all the up-to-date marketing materials etc. It is important that all centres continue with this universal marketing as there are always new parents to reach as their child approaches the age of eligibility.
- More intensive support for those centres in areas of low uptake.

These strategies should contribute to improving take up of the early education places.

The impact of the marketing initiatives and the barriers families cite for not wanting to take up a place are monitored on a regular basis in order to influence and inform strategy.

- 2.5 Although the majority of children access provision at a private or voluntary (PVI) setting, 908 children (28%) accessed a funded two year old place in a school or nursery school in spring 2016. This is likely to increase when three further schools open provision in the summer term 2016.

**Take-Up of 2Y Early Education Places by Provider Type
Spring 2016**



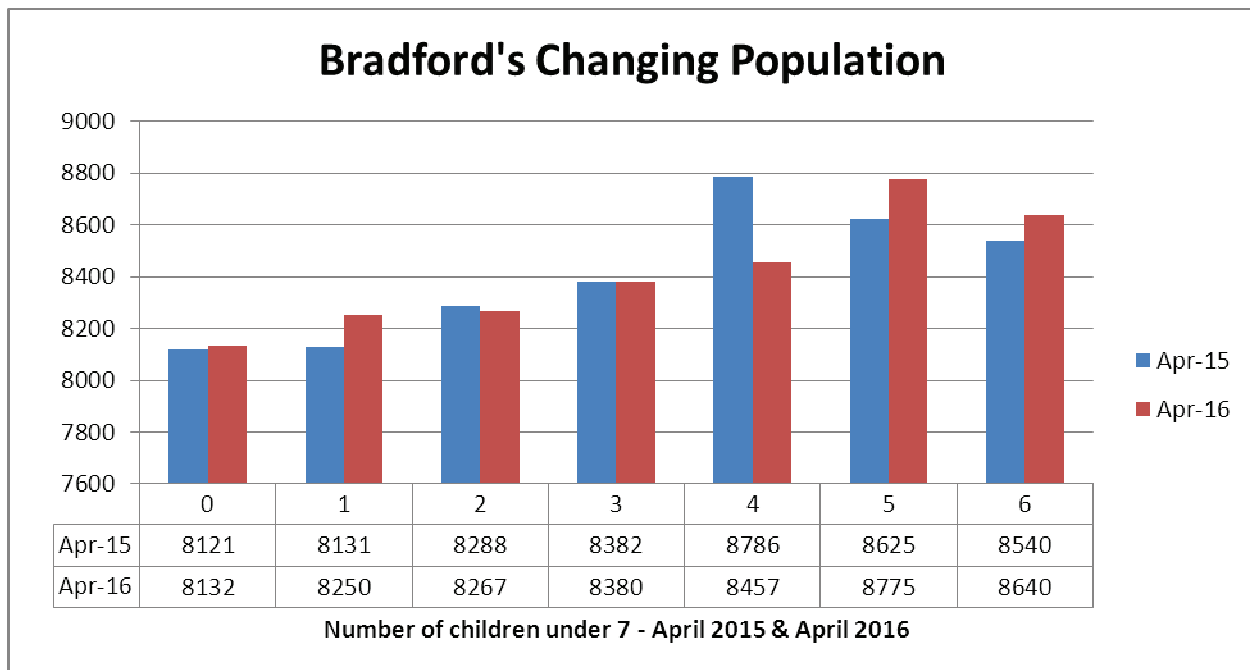
All children are entitled to 15 hours a week of funded early education from the term after their third birthday. The vast majority of children go on to access a full-time school place when they enter a Reception class. In spring 2016, 92% of 3 year olds and 95% of 4 year olds were accessing funded early education. National figures are not yet available to make comparisons.

- 2.6 There has been an increase in the take-up of 3 year old places since 2013. This has been driven by the introduction of the new two year old entitlement, the majority of which is delivered by the PVI sector.

Take up of early education	3 year olds maintained provision	3 year olds PVI Sector	4 year olds maintained provision	4 year olds PVI Sector
Spring 2013	59%	29%	84%	9%
Spring 2014	59%	31%	83%	10%
Spring 2015	60%	35%	87%	11%
Spring 2016	58%	35%	85%	10%

Although the school sector has largely maintained its share of delivery of 3 and 4 year old early education, occupancy of some school nursery classes has been affected by a reduction in the size of the age cohort over the past five years. Early Years are closely monitoring the situation and supporting schools wishing to look at options to reconfigure their provision including offering the funded hours flexibly to better meet the needs of their families and/or offering paid for childcare services.

- 2.7 A marked year-on-year decline in the number of three year olds was reported in June 2015. Although birth rates are notoriously difficult to predict, it seems, for the time-being at least that the size of the early education age cohorts has settled at a lower rate.



The extent to which this lower population level may lead to surplus capacity in early education places is unclear. The government is currently consulting on plans to introduce a new entitlement for up to 15 hours a week of funded childcare for 3 and 4 year old children of working parents from September 2017 (see 3.1). Any spare capacity in the system arising from the reduction in the numbers of 3 and 4 year old children will help to support implementation of this new entitlement.

3 OTHER CONSIDERATIONS

3.1 Extension of funded entitlement for working families

Currently, all three and four-year olds in England are entitled to 570 hours of free early education or childcare a year, which works out as 15 hours each week for 38 weeks of the year. Proposals to extend this entitlement to up to 30 hours a week from 2017 were outlined in the Queen's Speech on 27th May 2015.

Bradford LA has also been identified as an Early Implementer Innovator for the 30 hours and has to use all reasonable endeavours to achieve the following objectives:

- Explore the extent to which the new entitlement incentivises work, particularly focussing on female working patterns
- Quantify the anticipated impact on the childcare market, by provider type and geographic area
- Test the impact of the entitlement on working patterns in areas of low and part-time female employment by developing flexible school-based provision
- Develop communications plan to support parents to take informed decisions around work-life balance acknowledging their role as primary carer and educator
- Share the learning experience of being an Early Innovator with relevant stakeholders, including other local authorities through local/regional/national and virtual networks. Develop case studies and tool kit materials for use by other local authorities.

3.2 Children's Centre review and procurement

Following a thorough procurement process for the contracts to manage these clusters, the Council has awarded the BD5 cluster to the charity Barnardo's and the East Bradford Cluster to Action for Children Services Ltd. We are now working closely with both organisations to ensure there is a smooth transition of services.

The Council did not receive a bid for Bradford South cluster that met the requirements that were set out in the tender. The Council is now putting in place arrangements to bring that cluster in-house so that we can continue to deliver the services families need.

Services are being delivered differently from sites across seven areas of the district. Each area contains a cluster of delivery sites and will:

- Have a team of experienced staff to provide services
- Take account of local community needs
- Ensure that parents have a strong voice

Four of the seven areas are already in operation and the remaining three clusters will come into operation in August 2016. The seven clusters, the sites they contain and who runs them are as follows:

Keighley cluster

Run by Bradford Council, the Cluster is made up of five sites: Highfield, Low Fold, Treetops, Daisy Chain and Rainbow.

Lister Park cluster

Run by Midland Road Nursery School and Children's Centre, the cluster is made up of the following sites: Abbey Green; Farcliffe/Lilycroft; Frizinghall, Midland Road; and Heaton.

West Bradford cluster

Run by St Edmunds Nursery School and Children's Centre the cluster is made up of the following sites: Allerton; Crossley Hall; Thornton; Farnham/Grange; Lidget Green; Princeville; and St Edmunds.

Airedale and Wharfedale cluster

Run by Strong Close Nursery School and Children's Centre the cluster is made up of the following sites: Baildon; Little Lane (Ilkley); Menston & Burley; Owlet; Bingley Rural; Hirst Wood; Strong Close; and Trinity 5 Rise.

BD5 cluster

Will be run by the charity Barnardo's. The cluster contains the following sites: Burnett Fields Children Centre; Canterbury Centre's Children and Woodroyd Children's Centre.

East Bradford cluster

Will be run by Action for Children Services Ltd. The cluster contains the following sites:

Barkerend Children's Centre; Communityworks; Fagley Children's Centre; Gateway Children's Centre; Mortimer House Children's Centre; Parkland Children's Centre.

South Bradford cluster

Will be run by Bradford Council. The cluster contains the following sites: Bierley Children's Centre; Holme Wood Children's Centre; Reevy Hill Children's Centre; Tyersal Children's Centre; Victoria Hall Children's Centre; Woodside Children's Centre; Wyke Children's Centre.

At some of these sites, children's centre services are delivered on a part-time basis and so the sites have limited opening. These sites are:

Frizinghall; Thornton; Bingley Rural; Bingley Trinity 5 Rise; Menston and Burley; Little lane Ilkley; Baildon; Haworth Treetops; and Victoria Hall

Services available

The early years offer is available to all families. This offer includes:

- The Family Links antenatal programme: an 8 week course for pregnant women and their partners to prepare for the birth and parenthood
- Introductory children's centre visits with breastfeeding support
- A home safety visit at 3 – 4 months
- Weaning advice
- Early language development session (6 months of age)
- Developmental movement and play session
- Early language development session (18 months)
- A development review at two-and-a-half years
- Access to a free early education place in the term after their child's third birthday
- Free Book Start packs
- Access to information through the Families Information Service

Further additional support will be provided for families who qualify for it, such as two-year-old early education places.

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 Bradford Early Years has been awarded £150k funding from the Department for Education (DfE) to test early implementation of the proposed new entitlement to 15 hours of funded childcare for working parents. An expression of interest for capital funding has been submitted to the DfE. Although there may be a shortage of capacity in some areas, the challenge is not as significant as it was in respect of the two year old early education entitlement, which required 31 major capital developments to address the lack of capacity in disadvantaged areas.

5. LEGAL APPRAISAL

- 5.1 From April 16 the process to lower the age limited of a school by up to two years reverts back to the formal statutory process for voluntary, foundation, community and community special schools (DfE Making 'prescribed alterations' to maintained schools – April 2016). Academies must follow the business case process set out in the guidance 'Making significant changes to an open academy'.

6. NOT FOR PUBLICATION DOCUMENTS

None.

7. OPTIONS

Not applicable.

8. RECOMMENDATIONS

8.1 That the information in this report be noted

9. APPENDICES

9.1 None.

10. BACKGROUND DOCUMENTS

None.



Oastlers School

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Mr Dominic Wall
Chair Bradford School Forum
c/o Southfield Grange Special School

10 June 2016

Dear Forum Members,

I am writing to you on behalf of Oastlers School's Governing Body, to ask for your help in resolving the issue of our school's deficit budget. Your assistance would enable the school to fulfil its potential, something that would deliver significant benefits for learners in the area with social, emotional and mental health difficulties, as well as for colleagues in the wider Bradford school community.

Oastlers School is at an important and exciting stage of its journey. The Governing Body has submitted an application to the Department for Education to convert the school into an academy which would extend our offer to more children with complex behaviours and needs.

Following a successful conversion to academy status, we intend to submit two further free school funding applications, in support of two areas: one for a primary SEMH provision on site; the other to develop support for those learners over sixteen years of age who are seeking to make the difficult transition from special school to mainstream environments, to secure successful post-16 destinations.

We strongly believe primary SEMH provision will have substantial benefits for learners in the Bradford area, and will provide valuable support to our primary mainstream counterparts who often face significant challenges in effectively managing the behaviours and progress of children in this group. The post-16 learner support will help address current issues in the Local Authority's NEET outcomes for this group.

In spite of the evident and substantial potential in this application, I regret to say that it has for the moment been refused until the school's deficit budget can be addressed. For the application to be approved, Oastlers is required to demonstrate a neutral budget. Its current budget deficit is £164,052. This deficit has been present since the early days of the school's journey. It is not an indication of financial mismanagement, rather a direct consequence of an ill-advised strategy imposed on us by the local authority to fill the school as quickly as possible on opening.

Unlike other new schools within the local authority, such as Dixons Trinity Academy, OIAM and Bradford Forster Academy, which all filled (or are filling) from the bottom year groups up, Oastlers was expected to fill concurrently through all year groups from the offset. Despite grave misgivings, we looked at viable strategies to deliver on this expectation.

However, significant issues and instabilities within initial intakes at Years 7 and 10 stalled efforts to fill the school any further at that early stage in its development, and further admissions were suspended until sustained stability could be restored.

To have continued admitting learners at this point would have posed serious health and safety risks to the school community, and this had to take precedence over the admission process. We were determined not to fail the authority by allowing disastrous consequences similar to those that befell Foremost School in Harrogate in 2013. Subsequent admissions were later managed on a case by case basis which allowed the team to create and maintain a safe and secure environment in school which I am very pleased to say continues to exist.

The school opened in September 2013 with a pre-opening budget of £445,738. By March 2014, there was a balance of £10,194. In April of the same year, a decision was taken to fund the school based on the actual number of pupils on roll, not the overall capacity for which the school was set up. In light of the admission issues I have described above, this decision immediately set a deficit trajectory in motion from which the school has not been able to fully recover. Additional factors such as a change of plan by the local authority to not fill the school from the temporary ESB school at the Ellar Carr site, and slower than anticipated referrals from SEN, have hampered efforts to address the deficit. There have also been other relevant unanticipated costs, including the following:

- Increases to pension and national insurance contributions at £60,000
- Building issues amounting to just under £20,000
- West Yorkshire pension deficit costs at £9,000

Despite these challenges, prudent management and effective collaboration with SEN has meant that the most recent forecast has reduced the deficit to a projected year-end figure of £164,052. Of the 90 places available in school (including a 10 place sixth form provision), current occupancy is at 74 with an expectation that this will rise to 87 by September 2016. Lower school is full; spaces are in Y11, which by now are no longer viable to fill. As the school moves forward, we do not anticipate any spaces.

Had we pursued the strategy of filling the school from the lower year groups upwards, it would have taken six years to reach full capacity, but this has been achieved in just over three years in an attempt to bring a speedier resolution to our budget difficulties. We have also increased year group sizes from 14 to 16 and approached the BACs for additional KS4 referrals. Other cost saving measures the school has put into place include minimal purchasing of resources, prioritising access to external courses/training, delayed recruitment and creative use of Pupil Premium.

Unfortunately, we are now at the point where we cannot reduce the deficit any further with current strategies as forecasts indicate a cost neutral financial projection on future activity.

The Governing Body is very proud of the achievements and outstanding progress made by learners and staff at Oastlers School in the time it has been open. We feel strongly that the school still has so much more to offer both to local learners and as an increasingly important source of support and expertise for local mainstream schools. However, if Oastlers is to fulfil this potential, the barrier of the deficit must be resolved, in a similar manner in which other Bradford mainstream schools have been supported. We are now at a crucial point where we need your assistance to move the school forward.

Many thanks for your consideration and we look forward to your response.

Yours sincerely



Robert Fairbairn – Chair of Governors
On behalf of Oastlers Governing Body
Cc: Andrew Redding

Report on Key BEICB Activities Schools Forum

Project title	BEICB update on allocated funding																																								
Explanation of allocation of funds	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Total funding available</td> <td style="text-align: right;">1,246,000</td> </tr> <tr> <td colspan="2"> Allocated funds - with amended totals based on BEICB meeting 10.5.16</td> </tr> <tr> <td>Bradford Partnership - Year 7 project, divided between 10 schools</td> <td style="text-align: right;">79,775</td> </tr> <tr> <td>New to English / New Arrivals Hubs</td> <td style="text-align: right;">80,000</td> </tr> <tr> <td>Additional funding for New to English / New Arrivals Hubs</td> <td style="text-align: right;">120,000</td> </tr> <tr> <td>BPIP - Review processes</td> <td style="text-align: right;">140,000</td> </tr> <tr> <td>BPIP - Headteacher recruitment</td> <td style="text-align: right;">40,000</td> </tr> <tr> <td>BPIP - improving Boys' Writing in KS1</td> <td style="text-align: right;">10,000</td> </tr> <tr> <td>BPIP - improving Boys' Writing in KS2</td> <td style="text-align: right;">10,000</td> </tr> <tr> <td>Noctua - families - assuming three cycles of support - @ 16,740 per cycle</td> <td style="text-align: right;">50,220</td> </tr> <tr> <td>Noctua - oracy - assuming three cycles of support - @ 16,740 per cycle</td> <td style="text-align: right;">50,220</td> </tr> <tr> <td>Admissions</td> <td style="text-align: right;">151,000</td> </tr> <tr> <td>Voice Bradford (<i>detail of planned funding use received – under discussion at next BEICB meeting, 27.6.16</i>)</td> <td style="text-align: right;">118,000</td> </tr> <tr> <td>Beyond Children's Centres</td> <td style="text-align: right;">32,900</td> </tr> <tr> <td>Bradford Partnership - pupil premium project - Keighley and Ilkley schools</td> <td style="text-align: right;">20,000</td> </tr> <tr> <td>Total funding still to be allocated</td> <td style="text-align: right;">343,885</td> </tr> <tr> <td colspan="2"> Proposed allocation of remaining funds</td> </tr> <tr> <td>DAP (<i>proposal received – under discussion at next BEICB meeting, 27.6.16</i>)</td> <td style="text-align: right;">200,000</td> </tr> <tr> <td>Nursery partnership</td> <td style="text-align: right;">100,000</td> </tr> <tr> <td>Remaining funds for small scale projects from independent sources</td> <td style="text-align: right;">43,385</td> </tr> </table>	Total funding available	1,246,000	 Allocated funds - with amended totals based on BEICB meeting 10.5.16		Bradford Partnership - Year 7 project, divided between 10 schools	79,775	New to English / New Arrivals Hubs	80,000	Additional funding for New to English / New Arrivals Hubs	120,000	BPIP - Review processes	140,000	BPIP - Headteacher recruitment	40,000	BPIP - improving Boys' Writing in KS1	10,000	BPIP - improving Boys' Writing in KS2	10,000	Noctua - families - assuming three cycles of support - @ 16,740 per cycle	50,220	Noctua - oracy - assuming three cycles of support - @ 16,740 per cycle	50,220	Admissions	151,000	Voice Bradford (<i>detail of planned funding use received – under discussion at next BEICB meeting, 27.6.16</i>)	118,000	Beyond Children's Centres	32,900	Bradford Partnership - pupil premium project - Keighley and Ilkley schools	20,000	Total funding still to be allocated	343,885	 Proposed allocation of remaining funds		DAP (<i>proposal received – under discussion at next BEICB meeting, 27.6.16</i>)	200,000	Nursery partnership	100,000	Remaining funds for small scale projects from independent sources	43,385
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Project summaries	<p>Bradford Primary Improvement Partnership</p> <p>Primary Development Reviews have been developed ensuring effectiveness and quality of school self-evaluation following a review.</p> <ul style="list-style-type: none"> • There is expectation on schools to act to the review recommendations • Composition of some review teams has been enhanced to increase the skills and accuracy of judgements and reviews. <p>Area Headteachers in place to deliver LA school improvement strategy</p> <ul style="list-style-type: none"> • Regular meetings are being held for P1 and P2 schools in different areas • Cohesive process in place in relation to receiving information from schools via reviews etc about judgments of progress and tallying these with subsequent Ofsted assessment <p>Boys' writing projects</p> <ul style="list-style-type: none"> • Work is carried out on identifying schools with declining writing standards • Designing the training programme that can be delivered to NQTs, NLT and SLE. The focus is on long term strategies that are sustainable and make an impact • SLEs are deployed to support schools. <p>Progress and impact of Development Reviews and Deployment of Area Headteachers</p> <ul style="list-style-type: none"> • Outcomes of Ofsted inspections are showing a marked improvement. • Currently 22 primary schools judged as outstanding, 97 schools judged as good and 42 schools judged as RI and 1 in SM compared in January 2016 to 18 outstanding, 85 good and 53 RI. 																																								

	<p>Progress achieved so far – summative notes – Boys’ writing</p> <ul style="list-style-type: none"> • Primary schools identified to take part in the project • Letter of invitation to be sent out end of June 2016 <p>Impact on key themes to date</p> <ul style="list-style-type: none"> • None to date because project not yet started • <p>Next milestone targets for this project</p> <ul style="list-style-type: none"> • June 2016 – letter of invitation sent to the schools followed by a telephone call • Sept 2016 – schools invited to initial meeting/launch of project • Oct 2016 – first training session
	<p>Bradford Partnership - Year 7 project and Pupil Premium project</p> <p>Focus on developing oracy and communication skills and closing gaps for most vulnerable children at point of transition from Key Stage 2 -3. Focus on readiness for managing transition from Key Stage 2 – 3 for most vulnerable children</p> <p>Progress achieved so far – summative notes</p> <p>Schools were invited to bid for small scale projects to support transition in line with the following criteria identified by the Partnership:</p> <ul style="list-style-type: none"> • The degree to which the bid focuses on student outcomes, particularly those who are most vulnerable • The sustainability of the project and the extent to which it can be adapted and developed in future years <p>10 schools submitted bespoke bids which were scrutinised to ensure that they met the necessary criteria. Funds were then awarded and paid into school accounts in April 2016.</p> <p>The Secondary Partnership is also supporting an additional project being piloted between primary and secondary schools in the Ilkley and Keighley area focusing on the transition of pupil premium pupil. A contribution of £ 20 000 has been made to this project.</p> <p>Impact on key themes to date</p> <ul style="list-style-type: none"> • Not yet measurable <p>Next milestone targets for this project</p> <ul style="list-style-type: none"> • October 2016 following transition and first half term for targeted students in Year 7.
	<p>New Arrivals hubs</p> <p>Support for pupils who are classed as NTE (New to English) and for those who have English as an additional Language (EAL). Each hub has outlined the key approaches and expertise in pedagogy that they can showcase and lead training on. Support for developing cultural and linguistic awareness / expertise in school-based staff through the successful programmes already in place in each of the hubs. E.g. Bowling Park’s “Parental Involvement and Attendance” programme which shows how to support parents to be part of the school community; advice and guidance on improving attendance of Roma families and encouraging Roma families to ascribe as Roma.</p> <p>Progress achieved so far – summative notes</p> <p>In respect of the targets set, all 6 hubs</p> <ul style="list-style-type: none"> • were identified according to identified submission criteria by 20/11/15 • received "pump priming" funds by 22/1/16 • have published a programme of support available to schools 22/2/16 • are actively engaged with schools 11/4/16 • are developing case studies/data to demonstrate impact of support 5/9/16 • have made contact with schools previously in receipt of central service support (EMA) to offer advice and communicate that help is still available • In addition a web page has been created on BSO for initial contact by schools and then a specific page for each hub which is managed by the leaders of each hub. A

“Google translate” function is attached to these pages so that all materials can be accessed in a range of languages.

Impact on key themes to date

- All hubs have produced high quality publicity brochures outlining the programme of support / expertise available.
- Most hubs have held a visitor day to engage with schools.
- All hubs have undertaken one to one out reach support with schools.
- 32 schools across the district have had 1:1 contact with a hub to date and one school from outside Bradford LA. This more than doubles the 13 schools previously supported by a centrally run EMA service. In addition;
- One hub has liaised with the 14 schools in the Catholic Partnership.
- One hub has worked with 6 Children’s Centres.
- One hub in particular works across the area and supported 28 families in February 2016 and 43 families in March 2016.
- Some hubs have delivered under graduate training at ITT establishments.
- A network for sharing practice / programmes is in place for the hubs to meet, which they have done twice to date.

Next milestone targets for this project

- Additional funding to be journalled to Centres of Good Practice by end of July 2016 ready for the new academic year.
- All hubs to produce a GANTT spread sheet detailing actions taken to date.
- All hubs to create at least one case study by December 2016.

Noctua TSA – Oracy and Families projects

Oracy and communication skills acquisition - Improving Outcomes in Early Years Education: Developing Outstanding Practice

Families, relationships and readiness for learning - Improving Outcomes in Early Years Education: Developing Outstanding Practice

Progress achieved so far – summative notes

Since May 2016 on receiving approval of the bid:

- 2 meetings between Project lead and BEICB representative with other relevant colleagues from both teams.
- Programme outline for training and advertising materials drafted
- Review of the possibility of including another tier of training to ensure delegates continue their practice and add to their skills and knowledge to increase the sustainability of the project once Noctua completes its work.

Impact on key themes to date

- Nil – still in the planning stage ready for September launch

Next milestone targets for this project

- Meeting planned for 18.7.16 to review and to analyse available school data in order to decide upon target schools for advertising and information – 12–20 delegates.
- Involve primary lead in decisions about schools based on KS1 and EY results.
- Information to be sent to schools following this review and then re-sent at the beginning of the academic year to encourage participation.
- First cycle to commence September/October for Oracy project and later in half term for Families project.

Voice Bradford – Oracy project

To develop a cradle to career authority-wide approach to the development of the oracy and communications skills crucial to a child’s ability to be ready to learn, thrive within school, access employment and be an active citizen.

	<p>Progress achieved so far – summative notes</p> <ul style="list-style-type: none"> • Focussing on three geographical areas linked to three Children’s Centres – Strong Close, Midland Road, St Edmund’s. • Delivering to approximately 29 schools • Expressions of interest currently being sought to be on the expert and governance board • Detailed spending plan of the allocated funds now drawn up and submitted to BEICB on 27.6.16 <p>Impact on key themes to date</p> <ul style="list-style-type: none"> • Nil spend so far – launching in January following recruitment and training programme between June and December 2016 <p>Next milestone targets for this project</p> <ul style="list-style-type: none"> • Review take up of interests so far • Applications and interviews for project leader in September/October • Applications, school visits and interviews for Hub Schools and Oracy champions – October • Meeting with School21 for Oracy champions – November • Visits to School21 - November
	<p>Beyond Children’s Centres – Families project</p> <p>The project aims to develop a shared strategy across all key partners within the Lister Park Children’s Centre Cluster to identify where support for families is needed in order to protect children vulnerable to low attainment in primary school.</p> <p>Progress achieved so far – summative notes</p> <ul style="list-style-type: none"> • Funding only agreed on 10.5.16 • Project in its very early stages but plans are in place for the summer and start of the Autumn Term. • Appointment of consultant • Initial identification of gaps in parental support identified as childcare facilities <p>Impact on key themes to date</p> <ul style="list-style-type: none"> • Commitment across schools to share information <p>Next milestone targets for this project</p> <ul style="list-style-type: none"> • Explore potential for developing childcare across schools • Research on current working practices across children’s centres, primary schools and health in relation to transition, family support and parental involvement.
	<p>DAP</p> <p>Funding only allocated on 10.5.16. Proposals being put to BEICB on 27.6.16 for approval. Summary below:</p> <ul style="list-style-type: none"> • Complete a review of current SEND provision in order to develop sufficient provision, and a cohesive strategic approach to SEND across the district. This will be cross phase and cross sector. • Through partnership work with the LA, develop existing special schools and specialist provision, and identify the type and range of future Free Schools required in Bradford and work with partners collaboratively to enable new high quality provision to be brought forward in order to support good and better progress of pupils with SEND in the district. By improving the provision for these pupils we believe this will have a positive impact on the outcomes for all pupils in the district whatever sector or phase they are in. • To appoint a Project Manager and a Project Coordinator/Administrator to work with DAP heads on a collaborative project to improve provision for SEND in Bradford • To complete a review of the current district wide provision and identify areas of need to ensure a strategic plan for future provision and support, ensuring pupils in

	<p>all provisions have the support required to make good and better progress from their starting points</p> <ul style="list-style-type: none"> • Co-ordinate the work of a DAP consortium of Free School Bidders • Project Manage the development and evolution of the DAP from being a "self-help group" to become a "provider network" that coordinates the Local Offer in partnership with the LA. <p>Measures used to identify impact – success criteria</p> <ul style="list-style-type: none"> • parent and school satisfaction survey shows increase in number of pupils accessing appropriate, high quality provision that meets their SEND • successful bids for 358 additional places of SEND provision leading to new Free Schools being opened in 2018/2019 • increase in pupils with SEND making expected and above expected progress. <hr/> <p>Admissions This is in its earliest stages of planning. A verbal report will be submitted on 27.6.16 to BEICB.</p> <p>Progress achieved so far – summative notes No action to date.</p> <p>Impact on key themes to date N/A</p> <p>Next milestone targets for this project N/A</p>
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SCHOOLS FORUM AGENDA ITEM

For Action

For Information



Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

To update Forum members on the range of programmes now on offer from the Centres of Good practice for new arrivals to the district who have English as an additional language or who are classed as New to English (NtE) i.e. are non-English speakers because...

- New to English (NtE) learners need to make accelerated progress in order to close the attainment gap with their peers, achieve their potential and become productive Bradfordians.
- The any Other White and Roma ethnic groups represent the largest number of NtE learners recently moving to the Bradford District.

Date (s) of any Previous Discussion at the Forum

First presentation to Forum on 23 September 2015. Updates provided on 21 October 2015, 4 December 2015 and 8 February 2016.

Background / Context

- Funding received from BEICB to set up Centres of Good Practice for New Arrivals to increase capacity within a sector led school improvement strategy.

Details of the Item for Consideration

N.B. This summary paper to be read in conjunction with the presentations to be made to Forum members on 6 July by the lead professionals from 3 of the hubs. (see section below for representation)

- Hubs have now been operational for a term and a half. Uptake from schools has been slow in the first instance; however, this is gradually increasing through the development of publicity events such as open days and visitor days.
- Each hub has created a brochure, (distributed by 22/2/2016) to outline their core school ethos and detail their teaching and learning approaches and/or key specialisms as well as outlining the range of bespoke out-reach work and training which they are able and ready to provide. These are of high quality and provide an appropriate introduction for schools covering the 2-19 age range.
- Each hub has had an on-site quality assurance visit from the Manager of the New Communities and Traveller Service and the Lead Area Achievement Officer from school improvement. These visits have confirmed that each hub has an appropriate infra-structure in place as well as providing each hub with a 1:1 conversation about how to take their hub development forward. Hubs have used their start-up funding responsibly. Examples of this are: to appoint staff e.g. have appointed learning assistants with specific language skills and/or Roma heritage (St Anne's Catholic Primary school) or provide time for current administrative staff to provide high quality frontline responses and professional quality publicity information (Bowling Park). All hubs have used some funding to release the key leaders for the hubs to liaise with schools; provide ITT training and prepare and plan the programmes of support available to schools and create web pages and blogs.
- Hubs are now actively engaged with schools. They have each taken responsibility for liaising with schools previously in receipt of LA support for Ethnic Minority Achievement.
- 32 schools across the district have had 1:1 contact with a hub to date and in addition one school from outside Bradford LA. This more than doubles the 13 schools previously supported by a centrally run service. In addition;
- One hub has liaised with the 14 schools in the Catholic Partnership.
- One hub has worked with 6 Children's Centres.
- One hub in particular works across the area / Parish they are sited in and have supported 28 families in February 2016 and 43 families in March 2016.
- Some hubs have delivered under graduate training at ITT establishments e.g. University of Northumberland and the SCITT in York. It is noteworthy that the input from our "Centres of Good Practice" is extremely highly valued at these events and feedback is universally positive.
- A network for sharing practice / programmes is in place for the hubs to meet, which they have done

twice to date. The final meeting of this academic year is on 14 July 2016.

- A web page has been created on BSO for initial level 1 contact by schools and then a specific page has been created for each of the 6 hubs which are now managed by the leaders of each hub. A “Google translate” function is attached to these pages so that all materials can be accessed in a range of languages.
- Hub leaders have already presented to the Bradford Commissioning Board and are booked to make presentations to BPIP, Bradford Partnership Board and the DAP.
- In April some of the hub leaders made a visit to the Czech Republic to further develop their understanding and knowledge base about educational provision in the EU.
- All hubs are currently preparing case studies from their own settings to exemplify the impact of their approaches with children and young people and families they have worked with. These will be available on their respective web pages.

Implications for the Dedicated Schools Grant (DSG) (if any)

- The BEICB has allocated a further £120,000 to enable the hubs to continue their work into the new academic year.
- Sustainability needs to remain an item for further consideration as we continue to move towards a sector led model. Hubs do not currently charge for their support to schools and therefore do not generate any income to self-sustain.

How does this item support the achievement of the District’s Education Priorities

- To build capacity within a self-improving school system
- To build commercial skills within the school sector
- To build sustainability to provide support for schools across the district
- To close the gap in achievement for underperforming groups

Recommendations

- **The hub network and the New Arrivals strategy group may need to merge from September 2016 for efficient information sharing and cohesive future development of services to schools.**
- **The reporting protocols from hubs to the Forum will need to be agreed for the next academic year. This is currently provided by an LA officer.**

List of Supporting Appendices / Papers (where applicable)

- *6 programme brochures, one from each hub to available for each member at the meeting*
- *3 hubs will make presentations to show their work to date. Sadie Cordingley representing Bowling Park, Sally Wike representing Southfield Grange Trust and Lynda Salthouse representing Horton Grange.*

Contact Officer (name, telephone number and email address)

Jane Arundale, 07582109262, Jane.Arundale@bradford.gov.uk

BRADFORD CHILD LEARNING DISABILITIES SOCIAL IMPACT BOND FEASIBILITY STUDY

BUSINESS CASE SUMMARY FOR SCHOOLS FORUM

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Doug Hull

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Version 1: Updated 28/06/2016

- People with needs arising from Learning Disabilities and/or autism are the focus of a **National Transforming Care Plan**. This includes a **national service model for commissioners across health and care**; led by NHS England, 48 local partnerships have to develop local Transforming Care Plans. This national policy direction supports development of a new service for children with needs arising from LD and/or autism who are most at risk of full-time residential placements.
- Social Finance was engaged to investigate the feasibility of a new service to help **young people with learning disabilities and behaviours that challenge** at high risk of residential education and/or care entry. Bradford hopes to achieve better outcomes for the young people by **supporting them to remain at home**, as well as financial savings for commissioners.
- **'Positive Behaviour Support' (PBS)** is a model that has successfully helped a similar cohort of young people in Bristol and Ealing. Across these two services 35 out of 42 high risk children referred to the PBS service avoided residential care entry.
- We have worked with professionals and carers in Bradford to understand how PBS could be **adapted to the local context**.
- Over the next six years we envisage a **new service working intensively with a total cohort of around 14 young people** at high risk of residential education and/or care entry. The primary aim of the service would be to support these children to remain at home, and improve their active inclusion within the community.
- We believe it is credible that with the support of a PBS service **9 or 10 of these young people could avoid entry into residential care**.
- Bradford commissioners could self-finance the service but would need to find new funds for this. The **Social Impact Bond** offers a mechanism by which commissioners can **pay for the service only in the event that it is successful** in reducing residential care entry (and therefore in reducing costs), with up-front delivery costs of the service being borne by social investors. These success payments would be spread over several years, and financial modelling indicates that commissioners will be saving more money than they are paying out in each year that the SIB operates.
- A SIB would also give local commissioners an opportunity to test **new models of delivery and collaboration**, particularly around joint commissioning. We are anticipating the service being **jointly commissioned** by Bradford Council (Children's Services Department), local CCGs and the Dedicated Schools Grant.
- As well as providing an intensive new support service for young people, our central case estimates that the SIB would generate **total savings of £1.9m over the life of the service**. This is inclusive of a contribution that Bradford would need to apply for from the Lottery – the deadline for doing this is 31st July.

 **The proposal has been agreed by Bradford Council's Corporate Management Team, and we are now seeking approval from the Schools Forum and local CCGs in order to proceed with a joint commissioning approach.**

● ■ POSITIVE BEHAVIOUR SUPPORT: SPECIALIST KEY-WORKER MODEL 3

We have engaged with a wide range of stakeholders in Bradford to develop an understanding of the key features of the new service. The service will be based on Positive Behaviour Support, and will be centred around specialist Key Workers.

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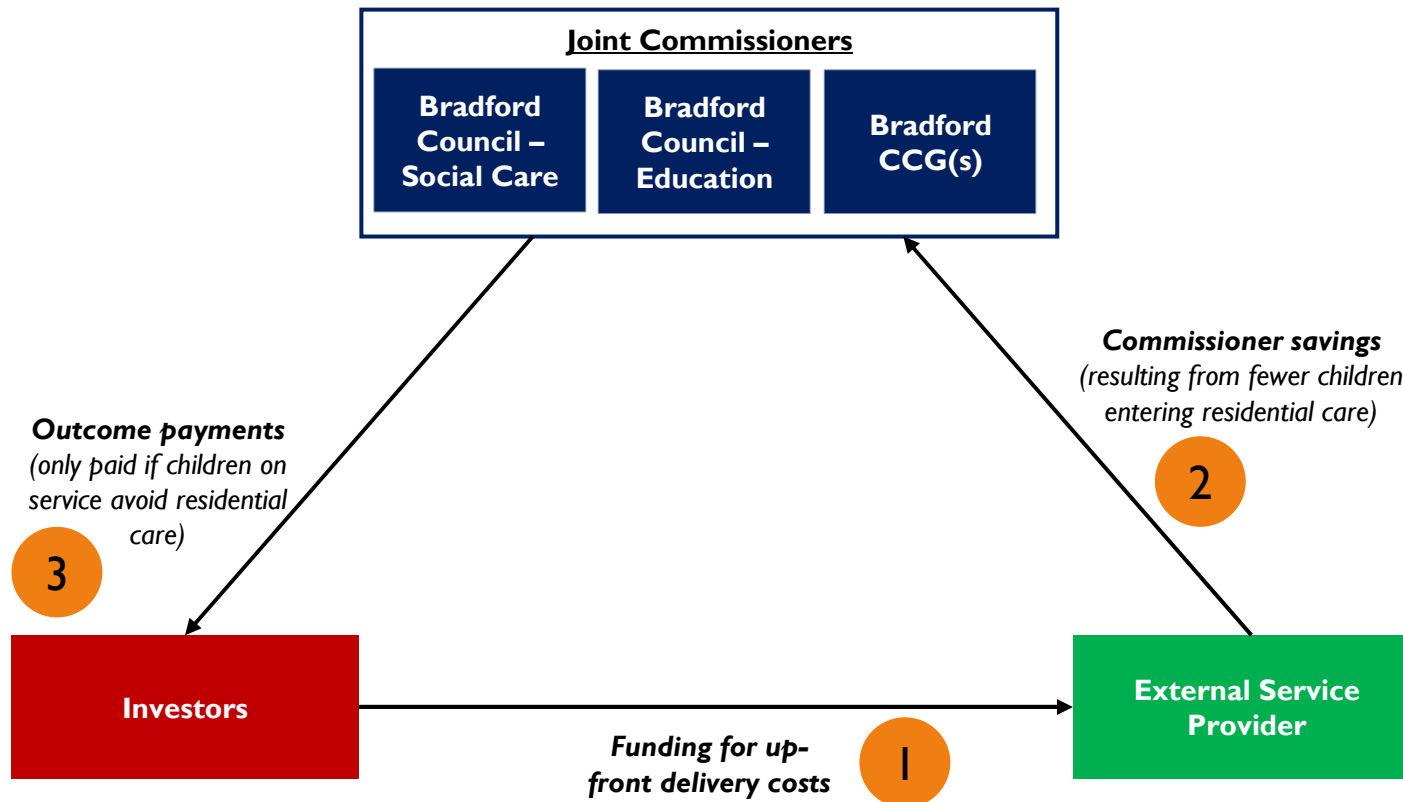
Who is it for?	What will it do?	What will it aim to achieve?
<p><u>Referral Criteria</u> Children <i>aged 8-13</i></p> <p><i>Severe learning disabilities</i></p> <p><i>Behaviours that challenge</i></p> <p>Home/school placement likely to break down within 6-12 months.</p>	<p><u>Team Composition</u> <i>Multi-skilled team of c.4 staff led by a Clinical Psychologist. Expertise to include behavioural therapy, knowledge of autism, mental health; and willing to provide practical hands-on support</i></p> <p><u>Way of Working</u> <i>Flexible, individualised support including:</i></p> <p>1) Co-ordination of support from different services</p> <p>2) Direct, hands-on, practical support to parents.</p>	<p><u>Aims</u> <i>Improvements in child's behaviours than challenge, resulting in reduced residential care entry and increased active inclusion</i></p> <p><u>Outcomes</u> <i>Key outcome would be avoidance of full-time residential care entry. Progress also measured in active inclusion, behavioural issues, child wellbeing, parent mental health.</i></p>
<p><u>Referral process</u> <i>Existing Joint Resourcing Panel to decide on referrals.</i></p>	<p><u>Service Duration</u> <i>Average of 2 years of support, with flex for longer/shorter.</i></p> <p><u>Caseload and Intensity</u> <i>Whole service caseload of c.4 at any one time Initially 1:1 or higher then reducing after several months.</i></p>	<p><u>Evidence Base</u> <i>Bristol: 10 out of 12 children avoided residential care entry. Ealing: 25 out of 30 children avoided residential care entry. Both report significant improvements in children's behaviours than challenge.</i></p>
	<p><u>Role of Schools</u> <i>Key aspect of service will be supporting child in school and engaging with school staff.</i></p> <p><u>Provider</u> <i>SIB would require external provider, but likely to co-locate with existing services.</i></p>	

PROPOSED SIB OPERATING MODEL

A Social Impact Bond (SIB) would enable Bradford to only pay for successful outcomes from the service – fewer children entering full-time residential care – with social investors providing up-front funding for delivery costs and taking the risk that the service could under-perform.

There is a unique opportunity until 31 July 2016 to bid for top-up funding for Social Impact Bonds from the Big Lottery Commissioning Better Outcomes Fund – effectively this would cover investors’ return and any additional costs associated with running the SIB

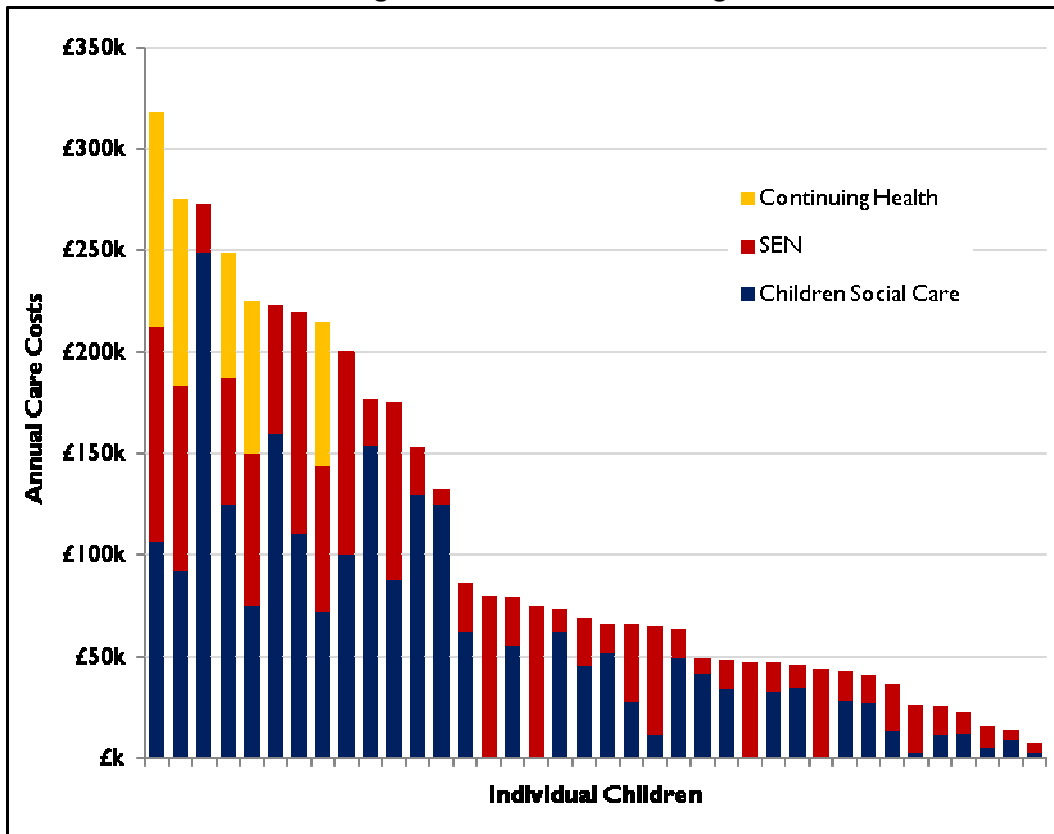
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PROPOSED FUNDING MODEL: SUCCESS PAYMENTS

Our analysis has indicated that there is a steady flow of children in Bradford with severe learning disabilities and behaviours that challenge whose needs are not met through existing home-based provision, and who therefore enter residential care. This care is typically funded by Children’s Services and the DSG, with additional contributions from CCGs in some cases. We anticipate a role for each of these partners in funding the new service, with contributions based on each party’s expected savings resulting from the service achieving success.

Chart I: Annual care costs for high-needs children with learning disabilities in Bradford



- Commissioners would not pay anything for the service up-front – these costs would be borne by social investors.
- Instead, commissioners would make ‘success payments’ to social investors in the event that children on the service avoid entry into residential care. Commissioners take responsibility for referring children onto the service who are on a trajectory towards residential care.
- If successful, the service is likely to result in significantly lower costs for the DSG. Our suggestion is therefore that the DSG provides c.10% of success payments, totalling c.£140-160k over ten years, which compares to expected DSG savings of c.£380-400k over the same period.
- There would be a cap on the total value of success payments made by commissioners, probably set at c.10-20% above the central case figures shown above.

●■ NEXT STEPS

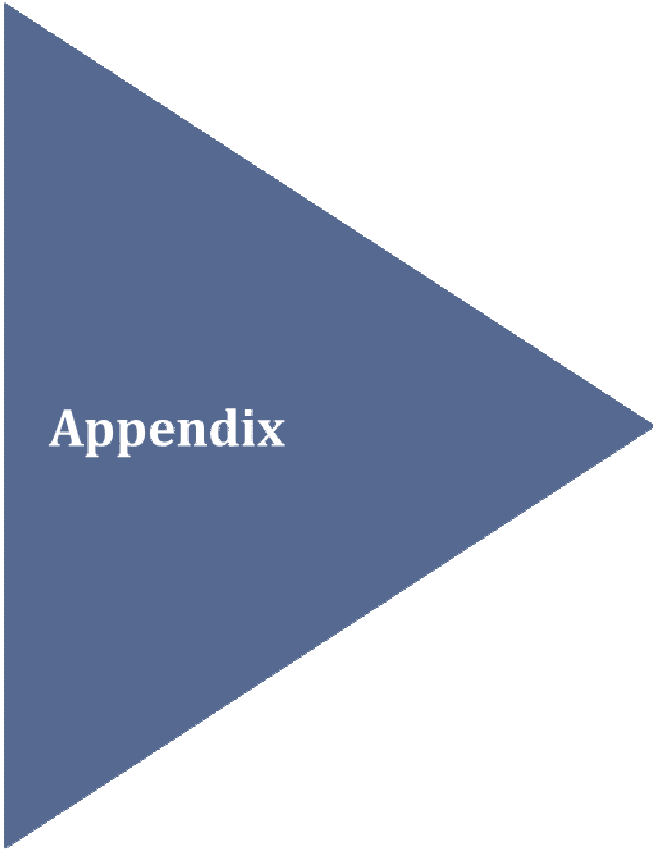
The project proposal has been agreed by Bradford Council Corporate Management Team. We are now seeking approval from three local CCGs and the Schools Forum in order to proceed with a joint commissioning approach.

If/when education and CCG commissioners have confirmed their support for the proposal, there will be a need to agree a lead commissioner, as well as confirming arrangements for jointly agreeing which children will be referred onto the service.

If approval is gained from CCG and education commissioners, Social Finance will work with the Bradford team to complete the CBOF application, as well as:

- Engaging with social investors to explore their potential interest in the project
- Reviewing potential providers of the service and supporting Bradford to engage with them
- Carrying out additional work to explore how the impact of the service could be evaluated

The final deadline for submitting an application to the Big Lottery Commissioning Better Outcomes Fund is 31st July 2016



Appendix





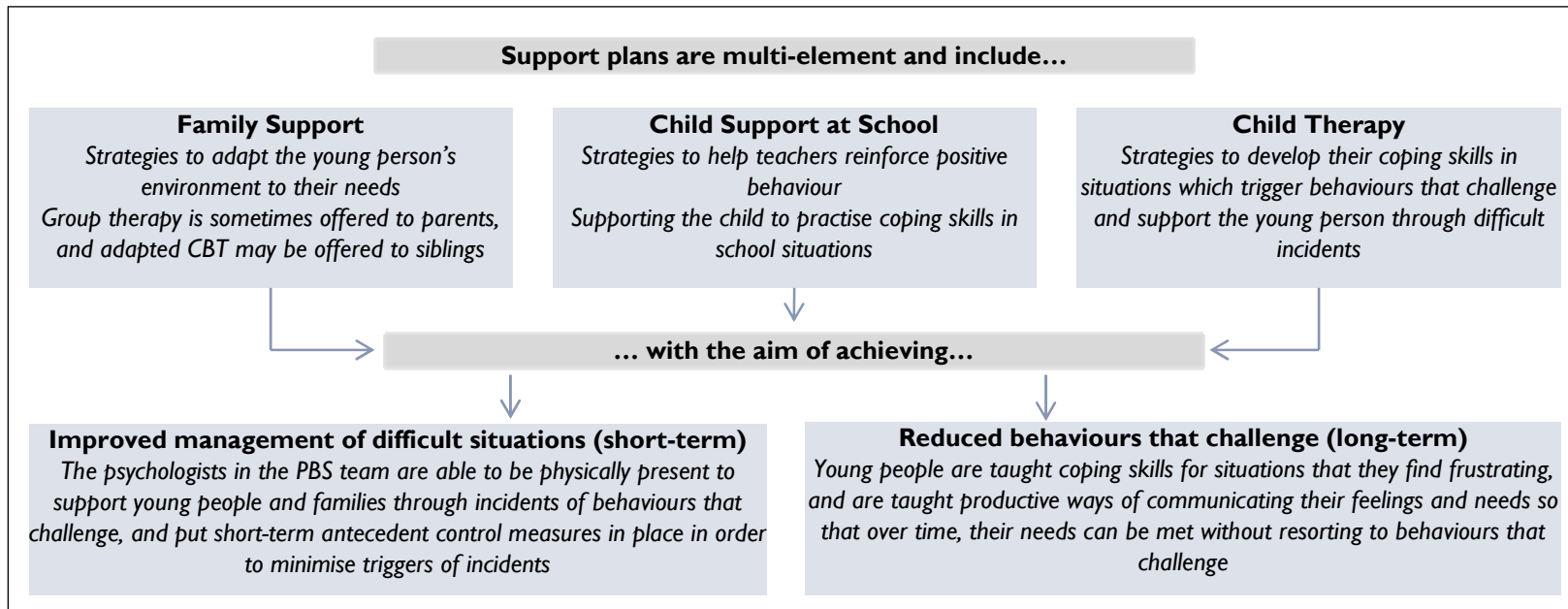
- Bradford has a **higher than expected number of children with disabilities and complex health needs**. National data and the District's deprivation profile indicate that many disabled children are likely to live in low income households, and some will have parents who find it difficult to access services.
- In line with national policy, Bradford is prioritising the development of **person-centred planning across agencies** to ensure that local services are flexible and meet the needs of individual children and their families. To be successful, Bradford requires **robust, locally available support options** that can meet needs early enough so that, whenever possible, disabled children have the **opportunity to achieve their aspirations within their community**.
- Our analysis has indicated that there are a cohort of children in Bradford with severe learning disabilities and behaviours that challenge whose circumstances and support needs require them to be **transitioned into residential care**, typically around age 8-13 – there is a constant flow of children with severe learning disabilities moving into residential care each year.
- These residential care placements are **often out of borough** and result in children living a long way from their family and local communities, as well as being **highly expensive** – upwards of £250k per year in some cases, with costs sometimes shared between Children's Social Care, Education and Health budgets.
- There is therefore an opportunity to implement a **new preventative service** to support these children to **remain at home** – by providing support to improve their behaviours that challenge, and increase parents' and schools' ability to manage these behaviours.
- If such a service were successful, it would not only generate **substantial savings to local commissioners**, but would also result in these children **remaining with their families**, and being **more actively included** within their local communities.
- Conversations with parents of children with severe learning disabilities, Service Managers and other professionals in Bradford have indicated that there is a gap in existing provision for a **carefully targeted** intervention that would provide more **long-lasting, intensive and specialist support** than is currently available.

Positive Behaviour Support a framework aimed at addressing behaviours that challenge. It is not a manualised intervention, but offers a set of principles around which an intervention may be structured.

Key principles

- Has its roots in behavioural theory, which emphasizes the functional purposes of behaviours that challenge and theorizes that these behaviours can either be increased, maintained or reduced by other people’s responses to them
- Strong emphasis on the rights and personal values of people with learning disabilities, though could potentially be adapted for other children with behaviours that challenge
- Focuses on the design of environments that promote desired behaviours and minimises the development of behaviours that challenge
- Functional analysis is used to understand behaviours, match support appropriately to the young person’s needs and create consequences that promote desired behaviours
- Support is aimed at producing sustained lifestyle change, and is delivered across multiple contexts e.g. at home and in school
- Encourages a focus on the needs of the young person and how they are being met through behaviours that challenge, and often aims to maximise a young person’s communication effectiveness and that of their communication partners

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Our analysis has indicated that the education budget stands to benefit significantly from the new service if it proves successful, particularly if fewer children move into out-of-borough residential placements. There may therefore be a case for an education contribution to payments for outcomes successfully achieved by children – i.e. for avoidance of residential full time placement entry.

There are two main ways in which a contribution from the Dedicated Schools Grant to the programme could be structured. We would expect that the total contribution from the DSG would be roughly the same in both options; the difference is around how payments are structured.

Option 1: Overall programme contribution

Under this option the High Needs Block of the DSG would contribute c.10% of outcome payments for all children on the service. This is how the service is currently modelled.

Advantages

- Relatively simple to manage – no need to come to an agreement for each individual child as to the level of contribution.
- Greater certainty around future expenditure (though still dependent on the level of success of the programme).

Risks and disadvantages

- The DSG would contribute to outcomes for all children who successfully avoid full-time residential care as a result of the service, whereas cost savings may only accrue for those who would have gone on to move into an out-of-borough placement.
- The level of contribution from the DSG would not be adjusted to reflect any variation from expectations around the level of potential savings from the service accruing to the DSG.

Option 2: Case-by-case contribution through Joint Resource Panel

This option would make use of the existing Joint Resource Panel. It is effectively a continuation of the current joint funding arrangement, but applied to outcome payments rather than direct care costs.

At the point of a child's referral the Council and representatives from Education (and potentially CCGs) would agree their relative contributions to outcome payments for the child if the intervention is successful. The DSG may not end up making a contribution to outcome payments for every child, but where there is a contribution, it is likely that this would be higher than the average contribution in Option 1, so the total expenditure under either option would be expected to be similar.

Advantages

- The DSG would only contribute to outcomes for children who are likely to have substantially higher education costs in future where these could be avoided as a result of the service – this is primarily children who it is likely would have gone into an out-of-borough placement in future.

Risks and disadvantages

- More complex to manage – would require agreement at the outset for every client as to whether the DSG contributes to outcomes for that child, and the size of that contribution.
- Less certainty around future expenditure for commissioners.

In either option, our central case financial modelling indicates that total outcome payments from the DSG would be c.£140-160k over a ten year period, compared to total expected savings of c.£380-£400k. Outcome payments would only be made when children avoid full-time residential placement entry.



Bowling Park Primary Centre of Good Practice

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Successful Learners
Confident Individuals
Responsible Citizens

A circular logo featuring three stylized human figures in red, green, and blue, holding hands. The text 'er achieving together le' is written around the perimeter of the circle.

- Go the extra mile
- Try your best
- Never give up
- Make a difference to your future

City of Bradford MDC
www.bradford.gov.uk

Our School

- Bowling Park Primary school serves a changing and mobile population. We have a very high percentage of Czech and Slovak Roma Children on roll (122). There is also a further significant number of White Eastern European children on roll. We have various other nationalities including some refugee children from Somali and The Congo.

Our School

- Bowling Park Primary school is a three form entry split site school, just under a mile away from each other.
- Ofsted is 'Good'.
- BPIP inspection was Good. 'Provision for pupils new to learning is excellent since it effectively deploys skilled adults, senior leaders regularly monitor progress and pupils consistently make accelerated progress.' BPIP June 2015.

Curriculum

What ethos and philosophy is our curriculum built on?

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Experiences

Hands on learning

Early Years Practice

Motivational

Accelerated progress

What support we are offering

**Centre of Good Practice
for New Arrivals**
At Bowling Park Primary School



We can help you with:

Parental Involvement and Attendance

- A one hour workshop and Q+A session
- Tour our school
- Share top tips and good practice
- Look at work samples
- Electronic materials provided

Contact Sadie Cordinelev on 01274 723255 for more

Successful Learners
Confident Individuals
Responsible Citizens

City of Bradford MDC
www.bradford.gov.uk

All support packages can be tailored to your needs.

Centre of Good Practice for New Arrivals



At Bowling Park Primary School



We can help you with:

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Phased Approach to Teaching New to English children

Bespoke package of support to set up a Phased
Approach

Two hour workshop and Q+A session

Tour our school, sharing good practice and work
samples

Electronic materials provided

Contact Sadie Cordingley on 01273 723255 for more

Successful Learners

Confident Individuals

Responsible Citizens



City of Bradford MDC

www.bradford.gov.uk

All support
packages can
be tailored to
your needs.

Centre of Good Practice for New Arrivals



At Bowling Park Primary School

We can help you with:

Teaching and Learning Strategies



Workshops on:

- Curriculum – experiential learning and experiences.
 - Planning for guided reading and topic lessons.
- English planning – sequence of learning to maximise progress in reading, writing and grammar.
 - Clicker training.

All workshops include a tour of school, shared work samples and electronic materials

Contact Sadie Cordingley on 01273 723255 for more information.

Successful Learners

Confident Individuals

Responsible Citizens



City of Bradford MDC

www.bradford.gov.uk

All support
packages can
be tailored to
your needs.

Publicity

- **Mail shots** (covering letters with flyers twice). Initially just BD5 Schools and then we sent them to Bradford East Schools
- **BSO webpage**
- **Blog**
- **Open day**
- **Weekly round up news from BSO**

Publicity

BSO webpage

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Bowling Park Primary School – New to English Hub

Successful Learners

Confident Individuals

Responsible Citizens



City of Bradford MDC

www.bradford.gov.uk



We believe that we are a unique school. We are a 3 form entry primary, with just under 700 pupils, situated on 2 sites that are approximately one mile apart. We have a fantastically varied school population who come from many different backgrounds, cultures and faiths. We are very proud of this and constantly strive to celebrate and develop our school as a happy, nurturing and respectful place for children to learn.



"The staff at Bowling Park Primary were extremely friendly and informative. I feel that my confidence regarding supporting EAL pupils has increased greatly. Thank you!"

York St John Student – February 2016



Bowling Park Primary School is very proud to have been awarded the Centre of Good Practice for New Arrivals in Schools.

We can offer schools, free of charge, support in various areas of welcoming children who are new to English, including teaching and learning strategies, curriculum, parental involvement and attendance.

Please click the link below to view our booklet.

Key contact at school is Gill Camm

Tel 01274 770270 gill.camm.bp@gmail.com



Publicity

BLOG webpage

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The screenshot shows a web browser window with the address bar displaying 'newtoenglish.bowlingparkprimary.net'. The page header features the title 'NEW TO ENGLISH' with the tagline 'Going the Extra Mile'. Below the header is a navigation menu with links for 'NTE Home', 'Phase 1 - Mr Roe', 'Phase 2 - Mrs Crossley', 'Phase 3 - Miss Chmiet-Mentel', and 'Phase 3 - Miss Shaw'. A large banner image depicts a stylized sun with rays in shades of red and orange. The main content area includes a post titled 'A year with New to English' dated 'Jul 2nd, 2015' by 'misspatrut'. The post features a video player with a thumbnail showing the text 'A Year with New to English' on a chalkboard background. To the right of the post is an RSS feed subscription link. Below the post is a 'Recent Posts' section listing several articles with arrows pointing to their titles. At the bottom right, there are sections for 'Categories' (listing 'esafety' and 'Uncategorized') and a 'Calendar' for 'June 2016' showing the days of the week.

newtoenglish.bowlingparkprimary.net

NEW TO ENGLISH

Going the Extra Mile

NTE Home Phase 1 - Mr Roe Phase 2 - Mrs Crossley Phase 3 - Miss Chmiet-Mentel Phase 3 - Miss Shaw

A year with New to English

Jul 2nd, 2015 by misspatrut. No comments yet

A year with New to English
from Bowling Park Primary School

A Year with
New
to English

06:02 HD :: vimeo

Subscribe to our Feed via RSS

Recent Posts

- Keasden Head Farm
- Making Pizzas
- How to make a disgusting sandwich...
- Building a snowman...
- What is Diwali?
- Searching for The Gruffalo
- A year with New to English
- Gypsy Award Ceremony June 2015
- Slovak téma list â€œ New to English
- Phase 3 Topic Letter

Categories

esafety
Uncategorized

Calendar

June 2016



M	T	W	T	F	S	S
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Publicity

Open Morning: 9th June 2016

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Successful Learners
Confident Individuals
Responsible Citizens



Bowling Park Primary School Centre of Good Practice

Invitation

BOWLING PARK PRIMARY SCHOOL INVITE YOU TO
AN OPEN MORNING ON THURSDAY 9TH JUNE AT 9AM

This is to share with you what a Centre of Good Practice is and what support we can offer your school in supporting New to English arrivals.

The morning will include a short presentation, visit to our N2E classrooms and an explanation of what support packages are available. The morning will finish around 11.30am, but you are more than welcome to stay and chat to our N2E teachers.

Please R.S.V.P. to Gill Camm on gill.camm.bp@gmail.com or 01274 770270
Thank you

City of Bradford MDC
www.bradford.gov.uk

Newby Primary School

Sandy Lane Primary School

St Joseph's Primary School

Westminster Primary School

St Matthews C of E

Rainbow Primary School

Lilycroft Primary School

Bankfoot Primary School

Crossley Hall Primary School

Horton Park Primary School

**13 People attended
From 10 different
schools**

Open Morning: 9th June 2016

- 9am welcome
- Presentation that included: what a Centre of Good Practice is, why we were chosen and details of our N2E Curriculum.
- Tour of the provision in place and then details of what we can offer as a school.
- Q&A session with all the N2E team
- Feedback was unconditionally positive and all schools are interested in further support.

Support from Bowling Park

Name of School	Date	What support was delivered	Impact
St John's University	8.2.16	Full day with Sadie and N2E team. Presentation, observation and workshop.	
Water Primary School	13.4.16	Informal conversation with Sadie.	Very interested and is looking to book on to training modules.
Saints of E Primary School	25.4.16	Informal conversation with Sadie.	All Saints have their own systems in place which Catherine Paradine had set up – so they don't think we can offer anything further.
Direct students	26.4.16	Full day with Sadie and N2E team. Presentation, observation and workshop.	
Croft Primary School	25.5.16	Informal conversation with Sadie.	Mag was very interested and is planning to book on to the training modules.
EN MORNING	9.6.16	15 staff members from 10 different schools attended.	A number of schools very interested in booking training modules.

Future Bookings:

Name of School	Date	Support booked
Minster Primary School	21.6.16	Full training for two modules
Walton Primary School	4.7.16	Informal conversation with Sadie, as school was closed for the open morning
How Primary School	To be confirmed	Sadie to go into school to help them set up the phases. Definitely interested in using our support.
Matthews	To be confirmed	They definitely want our help but are waiting for decisions on next year before they know what they want specifically and who.

Future Plans:

- Contact the schools who came to the Open Morning in the Autumn Term to see if we can tailor our support to meet their specific needs.
- Close support work to start with Rainbow and St Matthews. Both schools plan to use Bowling Park's support extensively in the new academic year.
- Host another Open Morning in Autumn Term to promote services and support.
- Continue to develop menu of support available to schools.
- Continue to promote support and services throughout next academic year.



Horton Grange Primary School

New to English Hub

Supporting new arrivals and their families.

Our School Journey

What we have learned.

Where we are now.

Our future journey.

How can we support other learning environments and practitioners?

Support with new arrivals.

Supporting families.

Intervention and class based learning.

Contact Details

Horton Grange Primary School

Spencer Road

Bradford

BD7 2EU

Tel: 01274 573287

Email:

lynda.salthouse@hortongrange.bradford.sch.uk



New to English Centre of Good Practice

City of Bradford MDC

www.bradford.gov.uk



THE SOUTHFIELD GRANGE TRUST

Our NTE Hub team



Tetiana Sprowell - Leader of New to English

Support and development focus:

Teaching and Learning



Sadie Williams - SLE for Safe guarding and Child protection

Support and development focus:

Child Protection for Roma Communities



Julius Budo - Roma Pastoral Support Officer

Support and development focus:

Employing adults from new communities, working with parents, developing out of hours activities



Nasmin Din - Community Development Manager

Support and development focus:

Working with parents, developing out of hours activities



Michal Paulukiewicz - Roma Parental Support Officer

Support and development focus:

Self ascription, working with parents, developing out of hours activities



Sally Wike - Assistant Headteacher Pastoral

Support and development focus:

NTE strategy, behaviour, attendance and support

Update so far...

Launch of NTE Hub – February 2016

Developed a programme of support:

- 1) Admissions process and self-ascription
- 2) Working with parents
- 3) Teaching and learning
- 4) Behaviour (anti-bullying and inclusion)
- 5) Employing adults from new communities
- 6) Developing out-of-hours activities
- 7) Child Protection for Roma communities

Expanded staff capacity to deliver outreach work

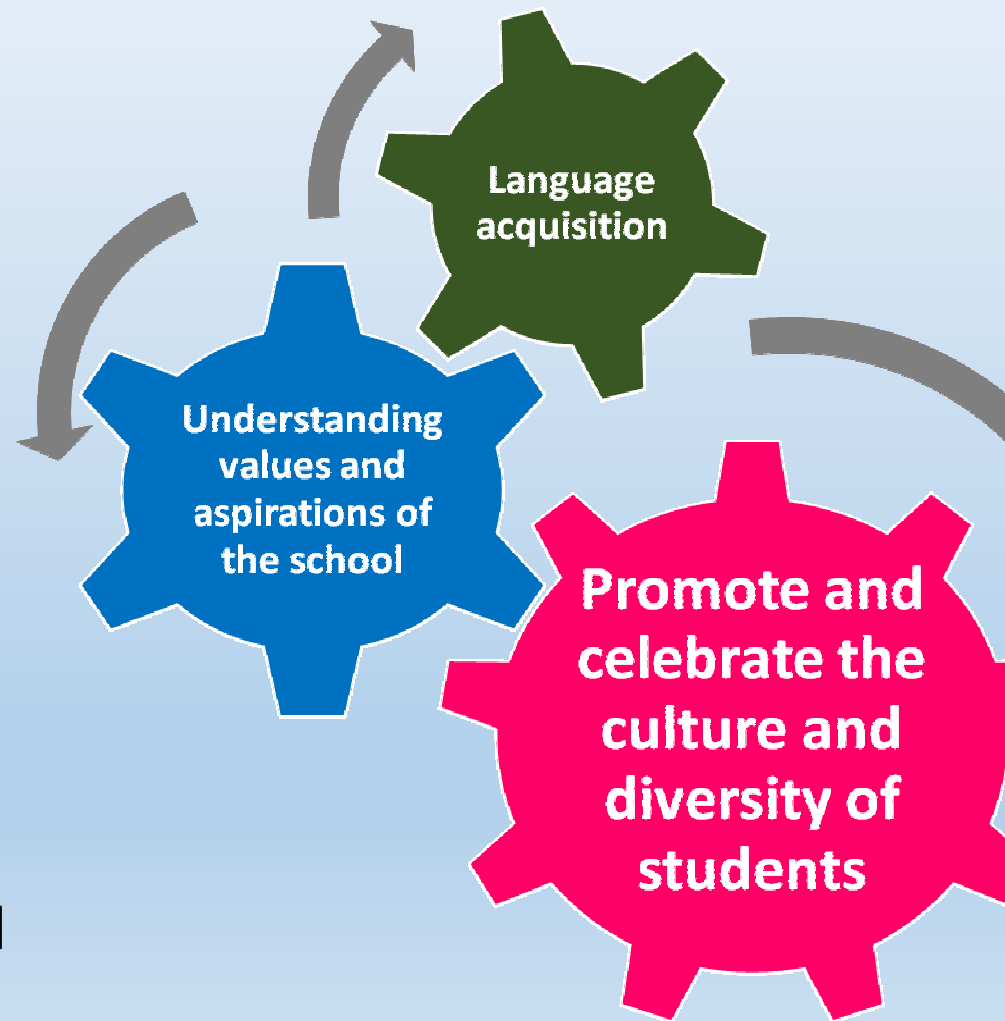


ur Approach

2 different home languages spoken
ross the Campus.

Supporting students and their families to **access**
and understand the values and
aspirations of our school is key to the
access and wellbeing of students who are new to
the UK.

we promote and celebrate the culture
and diversity of our students and are enriched
by their being part of our community.



Celebrating culture and diversity

New to English at Southfield Grange

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**Promote and
celebrate the
culture and
diversity of
students**

Understanding the values and aspirations of the school



- Building trust in communities
- Working with parents
- Out of hours activities
- Support for families

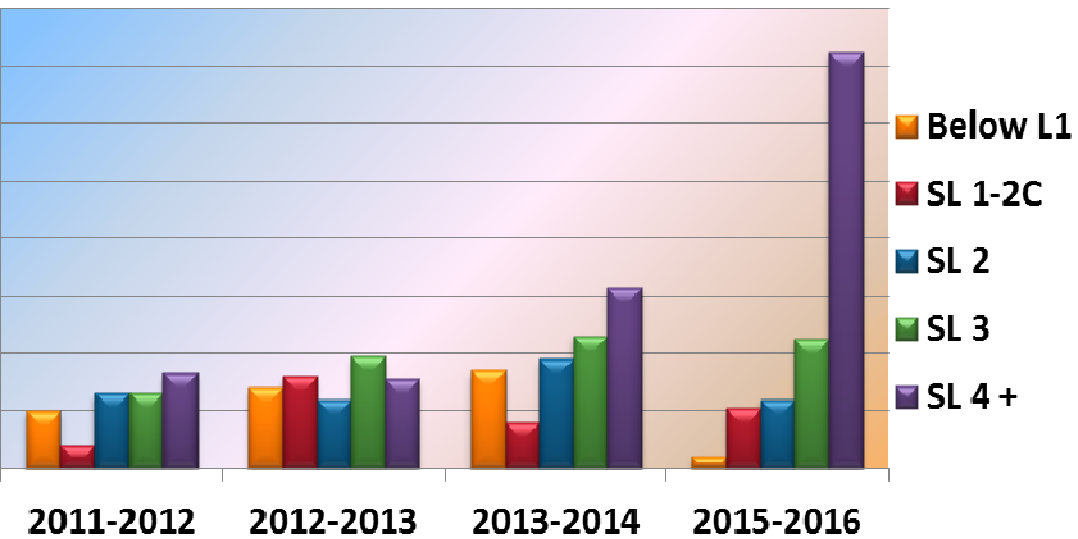
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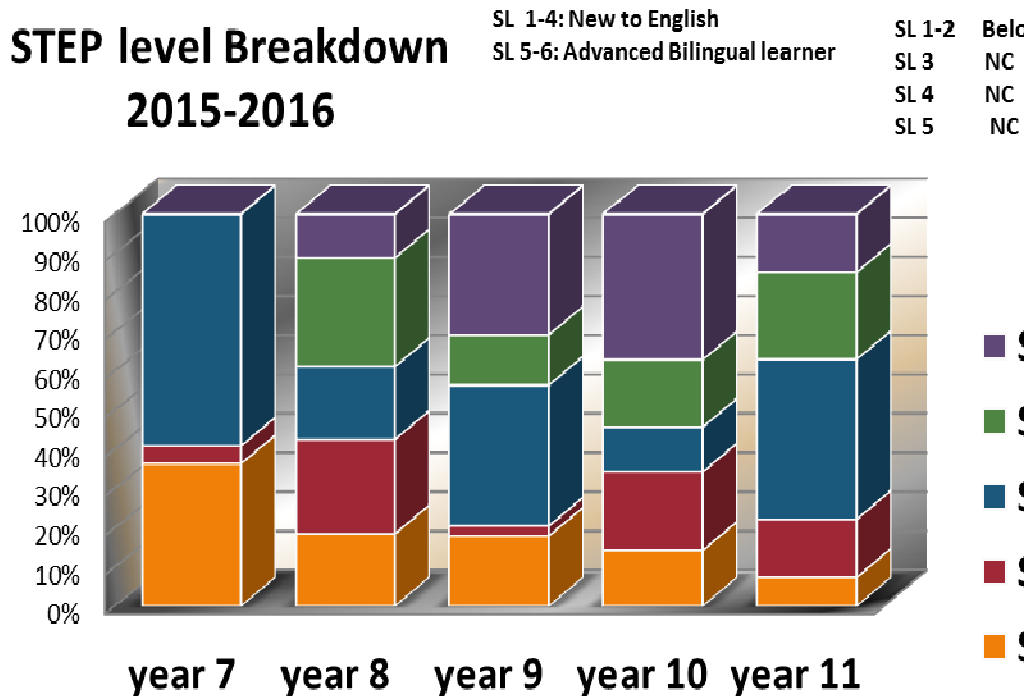
Language acquisition



Data indicating the changing dynamics of progress in Step Levels



STEP level Breakdown 2015-2016



Outreach work



BUTTERSHAW
BUSINESS & ENTERPRISE COLLEGE



Bradford Academy



Key messages for school leaders

- Anticipate for the future – **STAFFING STRUCTURES**
- Build capacity to deliver quality teaching and learning for this group of students - **recruitment**
- Promote and embrace culture and diversity –
 - *understanding Roma culture*
 - *developing out of hours activities*
- Ascription process – **early impact**

SCHOOLS FORUM AGENDA ITEM

For Action

For Information

Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

To update Schools Forum members on the Schools Financial Value Standard for 2016.

Date (s) of any Previous Discussion at the Forum

Julv 2015

Background / Context

The Schools Financial Value Standard (SFVS) was introduced by the Department for Education (DfE) to assist maintained schools in managing their finances and to give assurance that schools have secure financial management in place. It consists of 25 questions and on an annual basis the Governing Body of every maintained school must formally discuss each question with their senior staff and complete the self assessment, identifying remedial action and a timescale for completion where appropriate. The standard was updated this year with the addition of two further questions concerning the pay decisions of staff and the Headteacher. All maintained schools, excluding those falling within listed exceptions were required to complete and submit a return by 31 March 2016, which for most schools was their fifth year of submission.

Details of the Item for Consideration

Summary of the Position as at 31 March 2016 and Summary of the Analysis of Returns

As at 31 March 2016 SFVS self assessments had been completed by 158 of the Council's 170 schools. The returns received for 2016 show an overall improvement in the standard of completion of the returns and the quality of action plans. The number of late returns has also decreased, giving assurance that more schools are engaging with the SFVS process and complying with its requirements. To date there are three schools yet to provide a return which is an improvement on the position last year. The number of returns provided by the required deadline has increased slightly to 93% in 2016 from 92% in 2015, giving continued assurance that more schools are engaging with the SFVS process and complying with its requirements.

Overall Level of Compliance with SFVS Questions

In 2016 53% of the total 158 schools providing a return gave a 'Yes' response to every question indicating that they fully complied with the standard. This shows an improving trend in full compliance from 2015 when 51% of returns gave a 'Yes' response to all questions.

Approach to the analysis of returns received

The approach of analysing returns changed in 2015 and is now based on a sample of a third of returns (58 out of a possible 170 returns) as opposed to a check of all returns as in previous years. The returns that were selected for analysis were representative of the types of schools providing a return. This sample will be adjusted annually on a rolling basis to ensure that coverage of all schools will be achieved over three years.

Standard of Completion

During the analysis each self assessment return was graded either 'good', 'average' or 'poor'. This grading is subjective, however a comparison of the standard of completion between years highlighted that there had been an overall improvement in the standard of returns, which is indicative of schools becoming more familiar with the requirements of SFVS and the impact of the training taking effect.

Summary of Action Plan Findings

Of the 58 schools which were sampled 19 schools (33%) were required to produce an Action Plan to identify remedial actions to ensure compliance with all SFVS requirements. The analysis of the Action Plans considered whether they demonstrated SMART principles: specific, measurable, achievable, realistic and timely. It was pleasing to note that 13 (68%) of the sample did demonstrate SMART principles.

SFVS requires that all action points are addressed prior to the next submission of the SFVS return. Therefore, consideration was given to whether returns showed evidence of action points from the 2015 return being addressed. It was pleasing to note that, where applicable, the majority of action points had been addressed.

Analysis of the impact of full school audits on SFVS

Of the 58 returns which were analysed, three had been subject to a full school audit programme during 2015/16 out of a possible eight full school audits which were completed during 2015/16. During the analysis, consideration was given as to whether the recommendations raised in the audit report that related to SFVS, had been addressed prior to submission. The results of this analysis showed positive results and all recommendations relating to SFVS requirements had been addressed.

Analysis of the impact of SFVS training

Following the success of the Internal Audit SFVS training which was offered to schools in February 2015 the training was offered again in November 2015, this time with a focus on engaging with Governors. The aim of the training was to equip Governing Bodies with the skills needed to produce a good quality SFVS return. From the analysis of returns it was pleasing that improvement was evident in the returns provided by schools that had attended the SFVS training.

As reported last year the SFVS training has replaced the specific SFVS audits with the intention of achieving a wider coverage of schools to demonstrate efficiency and effectiveness in the deployment of audit resources. This approach has been successful with 68 schools (40%) being represented at the training, coverage which would be difficult to achieve through the traditional SFVS audit process.

Internal Audit has allocated time in the 2016/17 audit plan for further SFVS training and will monitor the number of schools becoming exempt from SFVS due to having an academy order in place to ensure that any training offered is commensurate with need.

ACTION TAKEN TO MEET LOCAL AUTHORITY OBLIGATIONS FOR SFVS DURING 2015/16

- **Confirmation that SFVS returns are used to inform the programme of financial assessment and audit**
- **A system of audit is in place to give adequate assurance over the standard of financial management and the regularity and propriety of spending within schools**
- **The requirement to make the Governing Body, management committee and the LA aware of any major discrepancies in judgements when carrying out an audit and ensure that all actions have been addressed before an SFVS review takes place**

The risk model used to prioritise schools for inclusion in the 2015/16 audit plan includes non submission of SFVS as one of a number of risk factors via the inclusion of the Light Touch Financial Monitoring bandings.

The audit testing programme for schools requires auditors to review a school's SFVS return as part of the planning process prior to an audit and compare the schools self assessment judgements to their findings during the audit. The auditor then makes an assessment on the level of correlation that can be identified between the SFVS assessment and the audit findings and advises the school to review their responses to specific questions where necessary. This position is highlighted to the school, Chair of Governors and authority recipients in the ensuing audit report.

Audit recommendations that are linked to the SFVS have been tracked as part of the audit follow up process, thus ensuring that schools are taking necessary action on all recommendations to improve their control environment and financial management practices in a timely manner.

Conclusion

The results of the full school audits and SFVS analysis suggest that the level of audit coverage of schools is appropriate. The system of audit in place for the year was sufficient to give the Chief Finance Officer adequate assurance over the standards of financial management and the regularity and propriety of spending within schools.

Consequently the SFVS submission for 2016 was signed off by the Director of Finance on the 26 May 2016 and submitted to the Department for Education on this date.

Implications for the Dedicated Schools Grant (DSG) (if any)

None

Recommendations

That the information in this report be noted.

List of Supporting Appendices / Papers (where applicable)

None

Contact Officer (name, telephone number and email address)

Julie Cousins – Assistant Audit Manager
01274 432791
julie.cousins@bradford.gov.uk

SCHOOLS FORUM AGENDA ITEM

For Action

For Information

Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

To provide the Forum with a summary of the number of maintained schools in each category, within the “Financial Classification of Schools”, for the 2016/17 Academic Year.

Date (s) of any Previous Discussion at the Forum

The Financial Classification of Schools was last presented to the Schools Forum on 8 July 2015.

Background / Context

One of the items in the Council’s Action Plan, following an Audit Commission report in 2004, which was critical of the level of deficits and surpluses in Bradford’s schools, was to agree with schools criteria for identifying schools in greatest need of financial support and to commence a programme of annual detailed budget discussions with these schools. The Classification is calculated on an academic year basis, and is updated each year. The Financial Classification system was established in July 2006. The Classification is an alpha-numeric system with Categories A (highest level of support) B, C and D (lowest levels of support). A school is placed into a category, based mostly on the information taken from its approved 3 year budgets and outturn from the previous financial year.

Details of the Item for Consideration

This information is presented to the Schools Forum in the context of the discussions that are taking place on the liabilities that may crystallise with a school’s conversion to academy status and what action is taken to prevent deficit budgets. The table below shows the initial calculation of number of schools in each category in the 2016/17 Academic Year Financial Classification. This assumes that the planned conversions of maintained schools to academy take place.

	Category A	Category B	Category C	Category D
Nursery	2	3	1	1
Primary	10	7	47	70
Secondary	3	2	4	3
Special	1	1	0	4
PRUs	0	2	1	4
Total	16	15	53	82

Category A: School in deficit, recently in deficit or vulnerable to deficit, closing / opening schools (highest level of support)

Category B: Schools with excess surplus balances / trigger the forecasting accuracy criteria

Category C: Schools forecasting deficits or vulnerability to deficit in 2nd or 3rd year budgets

Category D: Normal level of support

The table below shows the change in the number of schools in each category from the 2015/16 Academic Year Financial Classification (on an equivalent basis i.e. removing schools that have converted to academy).

	Category A	Category B	Category C	Category D
Nursery	+ 2	+ 3	same	- 5
Primary	+ 5	- 4	+ 10	- 7
Secondary	- 2	+ 2	- 2	+ 2
Special	same	same	- 2	+ 2
PRUs	- 1	same	+ 1	same
Total	+ 4	+ 1	+ 7	- 8

Implications for the Dedicated Schools Grant (DSG) (if any)

None

How does this item support the achievement of the District's Education Priorities

This is an item for information. It is important for Forum members to be aware of the support framework for maintained schools. The information in this paper provides more detail of one of the ways in which the Authority supports and challenges maintained schools.

Recommendations

The Forum is asked to consider and to note the information provided in this paper.

List of Supporting Appendices / Papers (where applicable)

None

Contact Officer (name, telephone number and email address)

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