

Agenda for a meeting of the Children's Services Overview and Scrutiny Committee to be held on Tuesday, 14 March 2017 at 4.30 pm in Committee Room 1 - City Hall, Bradford

Members of the Committee – Councillors

| CONSERVATIVE | LABOUR | LIBERAL DEMOCRAT | INDEPENDENT |
|----------------------|---|------------------|-------------|
| D Smith M Pollard | Engel Mullaney Peart Shaheen Tait | Ward | Sajawal |

Alternates:

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

VOTING CO-OPTED MEMBERS:

Sidiq Ali

Claire Parr

Joyce Simpson

Gull Hussain

Parent Governor Representative

Church Representative (RC)

Church Representative (CE)

Parent Governor Representative

NON VOTING CO-OPTED MEMBERS

Kerr Kennedy

Stephen Pickles

Tom Bright

Tina Wildy

Voluntary Sector Representative

Teachers Primary Schools Representative

Teachers Secondary School Representative

Health Representative

Notes:

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

From:

Parveen Akhtar

City Solicitor

Agenda Contact: Fatima Butt

Phone: 01274 432227

E-Mail: fatima.butt@bradford.gov.uk

To:



A. PROCEDURAL ITEMS

1. ALTERNATE MEMBERS (Standing Order 34)

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

2. DISCLOSURES OF INTEREST

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

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

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

Notes:

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

3. MINUTES

Recommended –

That the minutes of the meeting held on 24 January 2017 be signed as a correct record (previously circulated).

(Fatima Butt – 01274 432227)



4. INSPECTION OF REPORTS AND BACKGROUND PAPERS

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

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

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

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

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

(Fatima Butt - 01274 432227)

5. REFERRALS TO THE OVERVIEW AND SCRUTINY COMMITTEE

The Committee is asked to note any referrals that have been made to this Committee up to and including the date of publication of this agenda.

6. APPOINTMENT OF NON-VOTING CO-OPTED MEMBERS

(Article 6.7.2 of the Constitution)

The Committee is asked to confirm and recommend to Council the appointment of the following non-voting co-opted representatives for the 2016/2017 municipal year:

NON VOTING CO-OPTED MEMBER:

Irene Docherty – Teachers Special School Representative

(Fatima Butt – 01274 432227)

B. OVERVIEW AND SCRUTINY ACTIVITIES

7. UPDATED INFORMATION FOR MEMBERS ON THE WORKLOADS OF CHILDREN'S SOCIAL CARE SERVICES

Previous Reference: Minute 51 (2016/17)

The Strategic Director, Children's Services will submit **Document "AL"** which presents information on the workload of Children's Social Work Teams and updates Members on key pressures on the service. The workload analysis is based on activity up to 31st December 2016.



Earlier reports presented to the Committee have confirmed strong, robust and well managed Social Work Services for Children and Young People in the District. Information within this report therefore examines any changes in workload and demand on resources since that date.

Recommended-

That the Committee consider further reports in the 2017-18 work programme to ensure the continuation of safe workloads and practice into the future given the current financial climate.

(Di Watherston/Cat Moss – 01274 437077)

8. HMRC CHILDREN MISSING EDUCATION DATA SHARING PILOT

The Strategic Director, Children's Services will submit **Document "AM"** which reports that as part of the Local Authorities statutory responsibilities around locating Children who are Missing in Education (CME), the Education Safeguarding Team have entered into a data sharing pilot with HMRC, in order to reduce the number of CME cases the Council holds.

This is the second phase of this pilot; the first took place with Sheffield Local Authority, whereby they located over 40% of their CME using the data sharing agreement.

Recommended-

That the Committee notes the report as an update to the HMRC pilot on matters relating to Children Missing Education.

(Judith Kirk – 01274 431078)

9. EDUCATIONAL STANDARDS 2016 - EARLY YEARS TO KEY STAGE 5

The Strategic Director, Children's Services will submit **Document "AN"** which provides a summary of performance for children and young people attending Bradford Schools at the following key stages:

- Early Years Foundation Stage – 5 year olds
- Key Stage 1 – 7 year olds
- Key Stage 2 – 11 year olds
- Key Stage 4 – 16 year olds
- Key Stage 5 – 18 year olds



Recommended-

- (1) That the revised report on the performance of Bradford's Children and Young People in Key Stage tests and exams for 2016 be received.**
- (2) That further reports be provided to the Committee as the Local Authority receives additional published data from the Department for Education.**

(Judith Kirk – 01274 431078)

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



This page is intentionally left blank

Report of the Strategic Director of Children's Services to the meeting of the Children's Services Overview and Scrutiny Committee to be held on 14Th March 2017

AL

Subject:

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

Summary statement:

The report presents the most recent information on the workload of Children's Social Work Teams and updates Members on key pressures on the service. The workload analysis is based on activity up to 31st December 2016.

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

Report Contact: Di Watherston, HOS(Social Work) **Portfolio: Children's Services**
Cat Moss, Intelligence Officer – Strategic Support.
Phone: (01274) 437077
E-mail: di.watherston@bradford.gov.uk

1 Summary

This report presents information on the workload of Children's Social Work Teams and updates Members on key pressures on the service. The workload analysis is based on activity up to 31st December 2016. Earlier reports presented to committee have confirmed strong, robust and well managed Social Work Services for Children & Young People in the District. Information within this report therefore examines any changes in workload and demand on resources since that date.

2 Background

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

3 Report issues

3.1 Workforce/Workload Issues

- 3.1.1 The first section of this report presents workforce and workload information for care management services. This includes Social Workers and Community Resource Workers in the Multi Agency Screening Team (MASH) , assessment teams, children young people and family teams, specialist teams working with children with complex health and disabilities, teams working with looked after young people and the statutory work of the Leaving Care Team. The workload analysis does not include agency staff except where stated.
- 3.1.2 There are 186 Social Workers (175 full time equivalents) in Children's Social Care directly employed by the Council. This is a reduction since December 2015 when there were 208. The significant change in number of social workers is due the change in how the service is now calculating staffing numbers. This will now be replicated in future reports. There are 44 Community Resource Workers (CRWs) or 40 FTEs.
- 3.1.3 At 31st December 2016 there were 10 agency Social Workers and no agency CRWs being utilised within the social work services. This is a reduction from December 2015 when there were 12 agency SWs and 1 agency CRW.

The length of time agency Social Workers have been in post is as follows:

| |
|--------------------|
| 1 - under 3 months |
| 1 - 4 to 6 months |
| 2 - 7 to 12 months |
| 6 - over 12 months |

- 3.1.3 Bradford has 46% of Social Workers (including agency workers) who are experienced social workers (previously called level 3 social workers) workers with high levels of experience and training. This percentage has dropped slightly over the past year, from 48% in December 2015.
- 3.1.4 The average caseload per full time equivalent (FTE) Social Worker is 16.1 cases, an increase from 12.7 in December 2015. Within the long term Social Work teams this figure rises to 17.6 cases per FTE (compared to 15.4 in December 2015). Social Workers take on a mixed caseload of child protection and children in need work. The average caseload per full time equivalent Community Resource Worker is 12.4 (a decrease from 12.6 at December 2015). The most recent published figures from the DfE (2014-15) showed a national average of 15 cases per FTE social worker and a regional average of 12 cases; the average across our statistical neighbours is 16 cases.
- 3.1.5 48% of looked after children cases are held by an Level experienced social worker. The average number of LAC cases held by each FTE worker is 6.6, rising to 14.5 cases for the dedicated Looked After Children Teams. This is an increase from December 2015 when the average number of cases held was 6.0 (14.1 in the LAC teams).

- 3.1.6 41% of cases where a child has a child protection plan are allocated to an experienced social worker, a figure which has risen from 35% in December 2015. Social Workers in the Children and Family Teams involved with Children with a Child Protection Plan hold on average 6.7 such cases, a similar figure to December 2015 when it was 5.5.
- 3.1.7 52% of public law proceedings cases are allocated to an experienced social worker, the same as in December 2015. The average number of Public Law cases per FTE Social Worker is 2.4, also the same as in December 2015.

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

3.2 Child Protection

- 3.2.1 The overall trend in the numbers of children who are the subject of a child protection plan has been gradually rising over the last year, after a sharp fall between summer 2014 and May 2015; there were 535 at 31st December 2016 compared to 484 in December 2015.
The numbers of children who became the subject of a plan has seen a similar rise over the same period, with 609 plans starting in the year to December 2016 compared to 498 in the year to December 2015.
At the same time, there are falling numbers of children's plans ending, with 543 plans closed in the year to December 2016 compared to 570 in the year to December 2015.
- 3.2.2 The proportions of children subject to plans under each category at 31st December 2016 are: Physical abuse 7%; sexual abuse 8%; emotional abuse 49%; neglect 36%. These proportions are similar to in December 2015. Quality assurance through 'challenge panels' indicates that reasons for a child requiring a child protection plan are accurately and consistently recorded.
- 3.2.3 Relatively there are still fewer children subject to a plan in Bradford than nationally, The current rate of children subject to a child protection plan is 38.2 per 10,000 child population (at 31st December 2016) whereas the most recent published national rate is 43.1 per 10,000 and the regional average is 41.7 per 10,000 (at 31st March 2016).
- 3.2.4 During the year to 31st December 2016, 6.2% of children had become subject to a plan for a second time within 2 years, a deterioration compared to the previous year when it was 4.4%. Ofsted considers the percentage of children becoming subject to a Child Protection Plan for a second or subsequent time to be an important indication of the appropriateness of earlier interventions. A high rate is viewed as indicative of unsatisfactory outcomes to earlier plans.
- 3.2.5 The percentage of Child Protection Plans lasting for 2 years or more has improved over the last year, with 3.4% in the year to 31st December 2016; this compares to 3.7% in the year to 31st December 2015.
- 3.2.6 All children who are subject to a Child Protection Plan have an allocated Social Worker.

(Refer to Appendices 2.1 – 2.4)

3.2.7 As at 31st December 2016 there were 338 children and young people identified as being at risk of child sexual exploitation (CSE).

3.3 Looked After Children

3.3.1 The number of looked after children has seen a sharp rise in the last 12 months. The number of children being looked after is 928 at 31st December 2016 – higher than the figure of 861 in December 2015. This equates to 66 children being looked after per 10,000 child population; this is higher than the national rate of 60 per 10,000 but lower than our statistical neighbour average of 78 per 10,000 (at 31st March 2016) (appendix – 2.5).

3.3.2 Strong permanence arrangements are a contributing factor towards reducing the upward trend of LAC, alongside closely monitored care proceedings cases and discharges of care order. There were 43 adoptions and 37 Special Guardianship Orders (SGOs) in the year to December 2016, compared to 74 adoptions and 41 SGOs in the year to 31st December 2015. This reduction in adoption and SGO's is a National issue following case law. 243 Looked After Children are in Family & Friends foster placements, more than the 200 in December 2015; there are ongoing Allowances being paid to families for 296 children on an SGO who were previously LAC.

3.3.3 The long term stability of Looked After Children has remained steady in the last year. 70.8% of children who had been looked after for two and a half years or more had been in the same placement for at least 2 years (compared to 70.9% the previous year). This is slightly better than the most recently published national average of 68% (March 2015).

3.3.4 All Looked After Children have an allocated worker; most have an experienced Social Worker. Currently 156 cases are allocated to Community Resource Workers, much of which is work with young people preparing for moves into independent living.

3.3.5 The number of children subject to Public Law Care Proceedings cases has risen over the past 12 months. At 31st December 2016 there were 135 cases in Public Law Care Proceedings (there were 131 at 31st December 2015). Public Law Outline (PLO) is applied when a decision is taken by the local authority that parenting cannot be improved within the child's timescale and that the threshold (of significant harm) for care proceedings has been met in principle. In these cases the local authority should determine whether to bring proceedings as quickly as possible or to give parents a further opportunity to make changes necessary to avoid proceedings being initiated.

3.4 Referrals and Assessments

3.4.1 The number of referrals received by Social Care Services has increased to about 520 per month over the last year, compared to about 420 per month for the year before.

3.4.2 The number of assessments being undertaken by Social Workers is also high. About

820 assessments are carried out each month (this includes assessments in the long term teams), indicating a continuing high volume of in depth assessment work being undertaken.

- 3.4.3 The breakdown of Factors of Need associated with assessments carried out in 2014-2015 and 2015-2016 can be found in Appendix 2.7.

3.5 Children in Need

- 3.5.1 The total number of children being included within the CIN census in 2015-16 was 8518, compared to 8362 for the previous 12 months, indicating that an increased number of children are in contact with social care services compared to the previous year. There were 3931 children's cases open as at 31st December 2016.

3.6 The Ofsted Improvement Plan

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

4 Options

There are no options for consideration.

5 Contribution to Corporate Priorities

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

6 Recommendations

That the Committee consider further reports in the 2017-18 work programme to ensure the continuation of safe workloads and practice into the future given the current financial climate.

7 Background Documents

None.

8 Not for Publication Documents

None.

9 Appendices

Appendix 1 – Workload & Caseload Analysis

Appendix 2 – Workload Pressures

Appendix 3 – Departmental Sickness Monitoring

Appendix 4 – Ofsted Inspection 2014 Improvement Plan

Appendix 1:

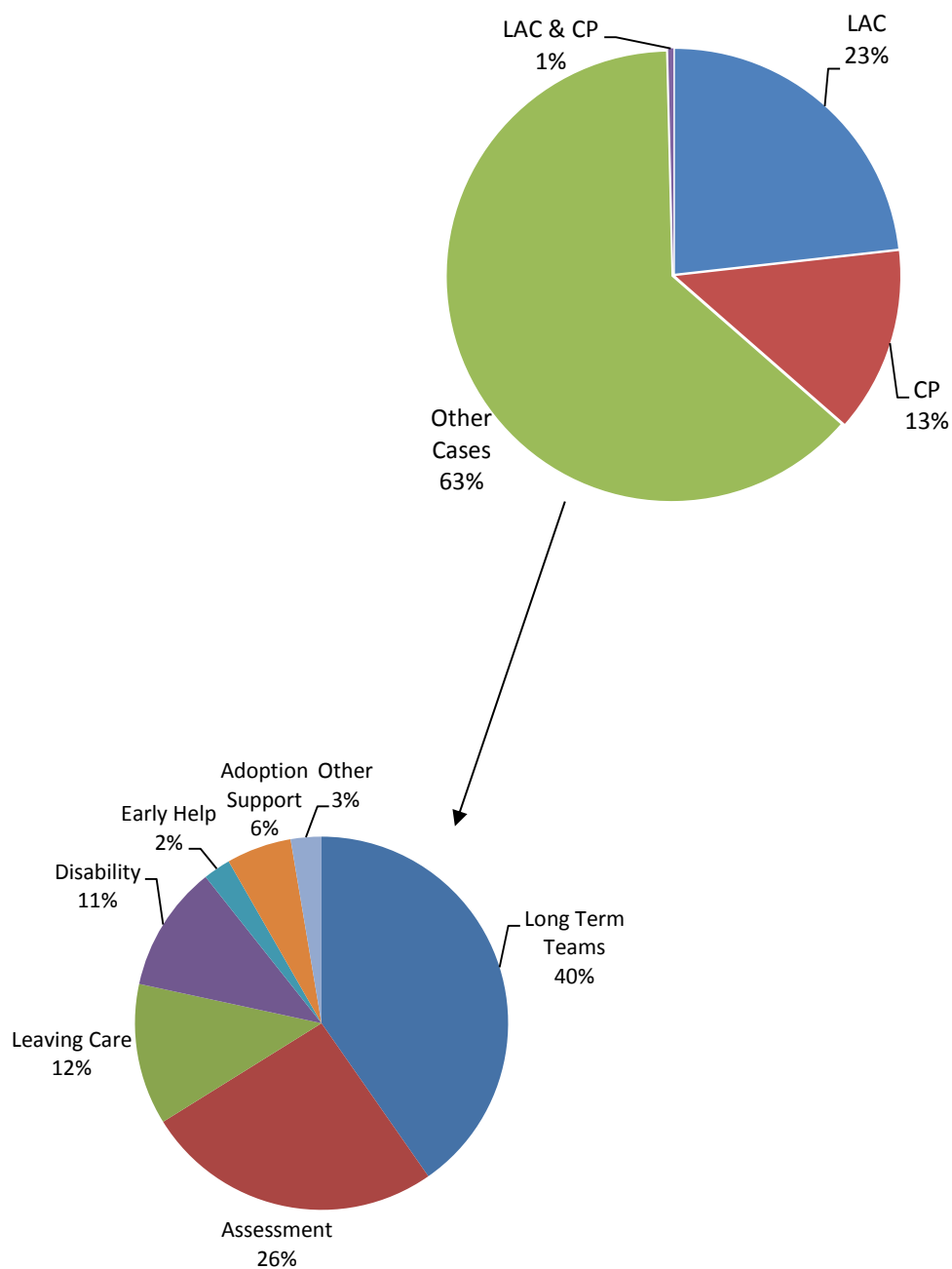
a) Workforce/Workload Analysis

| | | 31st Dec 2015 | 31st Mar 2016 | 30th June 2016 | 30th Sept 2016 | 31st Dec 2016 |
|-------------------------------------|---|-------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|
| Workforce Profile | Total number of directly employed Social Workers in post | 208 193 FTEs | 211 195 FTEs | 190 176 FTEs | 211 199 FTE's | 186 175 FTE's |
| | Total number of directly employed experienced Social Workers | 102 93 FTE's | 102 92 FTE's | 88 79 FTE's | 89 80 FTE's | 81 75 FTE's |
| | Agency Social Workers | 6.2% | 14 (6.7% of all SWs) | 19 (9.7% of all SWs) | 14 (6.6% of all SWs) | 10 (5.4 of all SWs) |
| | Percentage of SWs who are at experienced Social Worker level (including agency) | 48% | 51% | 50% | 44% | 46% |
| | Total number of directly employed Community Resource Workers (CRWs) in post | 52 43 FTE's | 49 44 FTE's | 50 45 FTE's | 54 49 FTE's | 44 40 FTE's |
| | Agency CRWs | 2.3% | 1 (2.3 of all CRWs) | 1 (2.2% of all CRWs) | 1 (2.0% of all CRWs) | None |
| Workload | Average number of cases per FTE Social Worker | 12.7 (15.4 in Long Term Teams) | 12.9 (14.9 in Long Term Teams) | 14.4 (17.1 in Long Term Teams) | 13.8 (16.5 in Long Term Teams) | 16.1 (17.6 in Long Term Teams) |
| | Average number of cases per FTE CRW | 12.6 | 12.0 | 11.8 | 11.5 | 12.4 |
| | Average number of LAC cases (including cases in proceedings) per FTE LAC case holding worker | 6.0 (14.1 for LAC teams) | 5.8 (13.19 for LAC teams) | 6.5 (14.3 for LAC teams) | 6.8 (15.0 for LAC teams) | 6.6 (14.5 for LAC teams) |
| | Average number of CP cases per FTE CP case holding worker. | 5.5 | 5.7 | 6.0 | 6.1 | 6.7 |
| | Average number of cases in Public Law Care Proceedings per FTE PLCP case holding worker. | 2.4 | 2.3 | 2.5 | 2.8 | 2.4 |
| Utilisation of Resources | Percentage of LAC cases allocated to an experienced Social Worker. | 50% (406 cases) | 51% (410 cases) | 50% (411 cases) | 48% (428 cases) | 48% (421 cases) |
| | Percentage of cases where a child has a Child Protection Plan allocated to an experienced Social Worker | 35% (137 cases) | 49% (213 cases) | 56% (227 cases) | 44% (182 cases) | 41% (178 cases) |
| | Percentage of Public Law Proceedings cases allocated to an experienced Social Worker | 52% (68 cases) | 54% (63 cases) | 62% (66 cases) | 46% (73 cases) | 52% (70 cases) |

b) Caseload Analysis

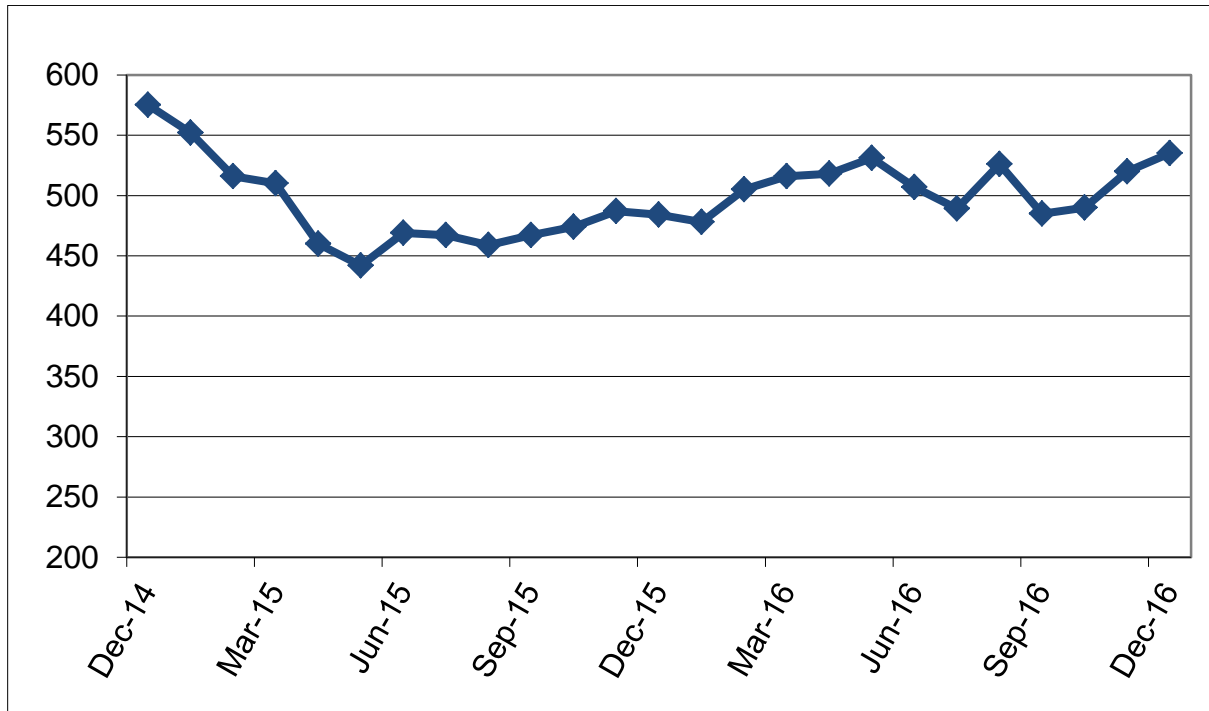
Active cases held by Social Workers and Community Resource Workers working in Care Management Teams at 31st December 2016.

Of the 3931 active cases held by Children's Social Care: 23% were looked after children (913), 13% were children who were the subject of a Child Protection Plan (519) and 63% were other Children in Need, including cases still undergoing assessment. There were an additional 15 children who were Looked After and also the subject of a Child Protection Plan.



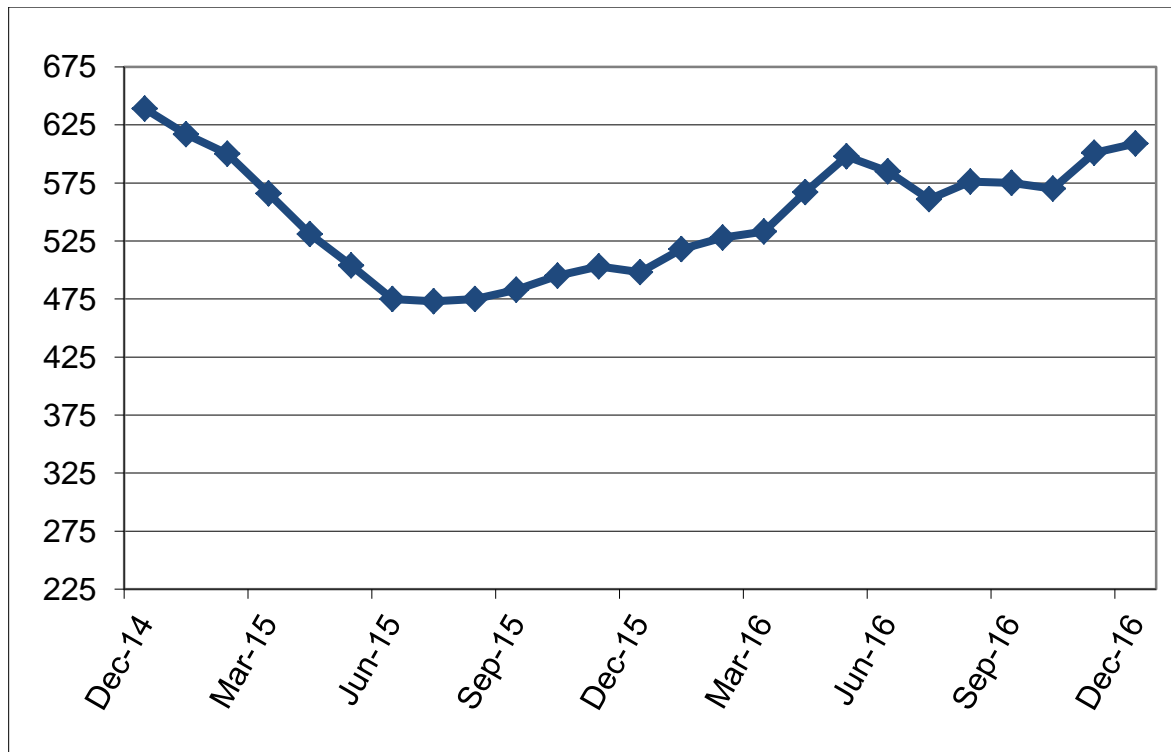
Appendix 2: Workload Pressures

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



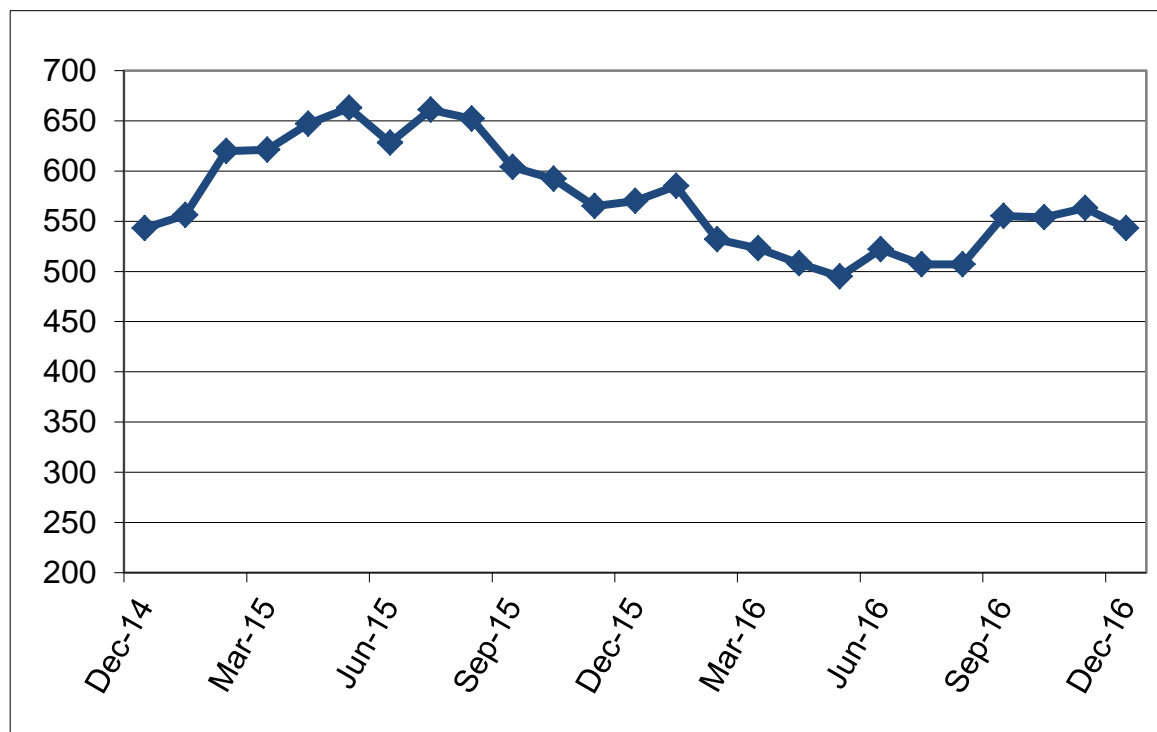
2.1 Total Children subject to a Child Protection Plan

2.2 – Children becoming the subject of a Child Protection Plan (December 2014 to December 2016)



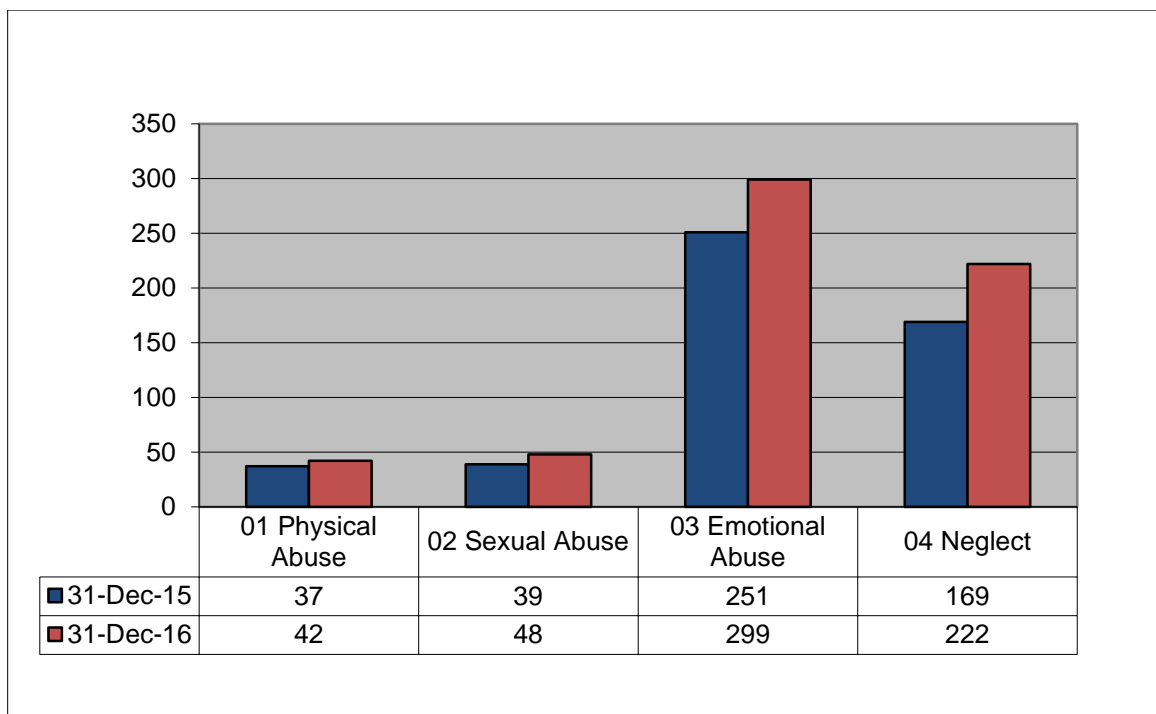
2.2 Children who became the subject of a Child Protection Plan

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



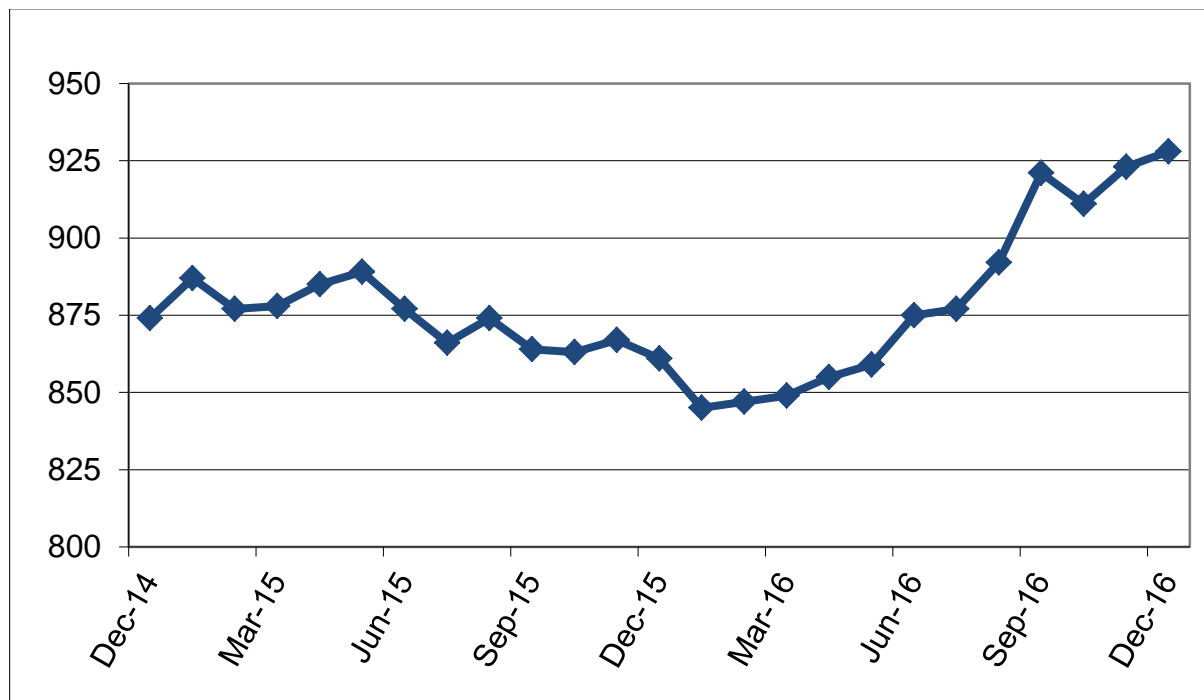
2.3 Children ceasing to be subject to a Child Protection Plan

2.4 – Number of children becoming the subject of a Child Protection Plan in the years ending 31st December 2015 and 2016 by category of abuse



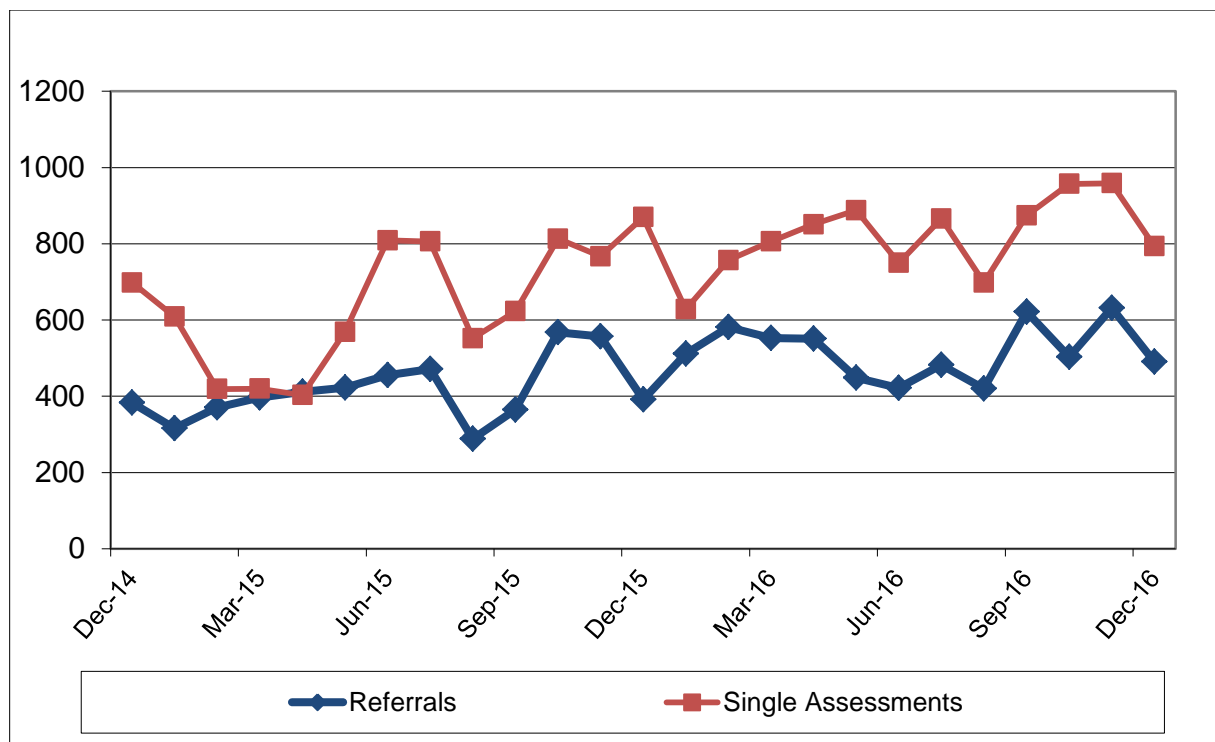
2.4 Children becoming subject to a Child Protection Plan in the year, by category of abuse

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



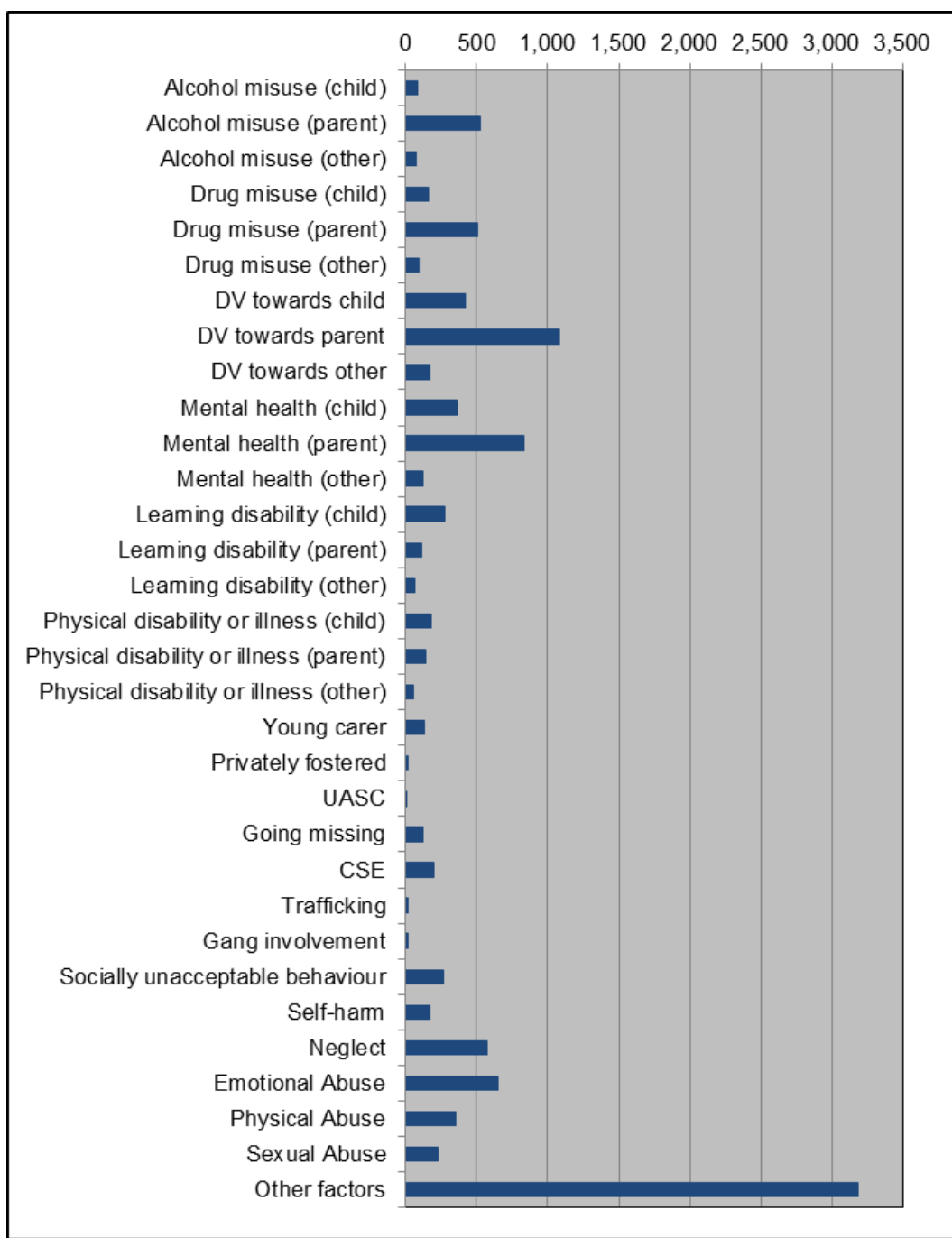
2.5 Number of Looked After Children

2.6 – Referral and Assessment Activity (December 2014 to December 2016)

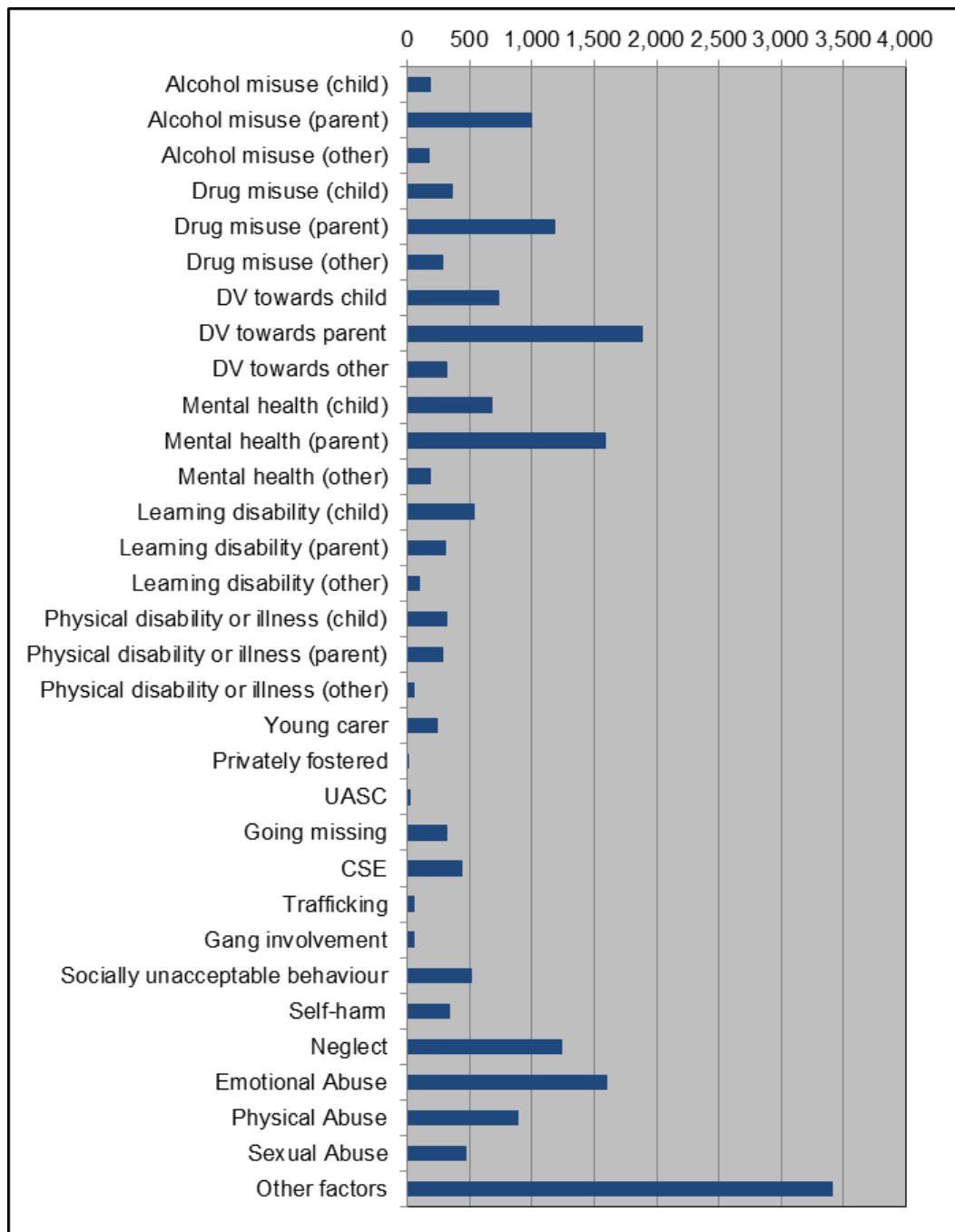


2.6 Numbers of Referrals received and Assessments completed each month

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









2.7 Factors of Need identified at assessment, 2015-16



2.7 Factors of Need identified at assessment, 2015-16

Appendix 3:

3.1 Departmental Sickness Monitoring Report October-December 2016

| Dept/ Service | Section | Sub-Section(s) | Number of staff by end of Dec 2015 | Average Number of Working days lost 1 Oct 2015 - 31 Dec 2015 | Number of staff by end of Dec 2016 | Average Number of Working days lost 1 Oct 2016 - 31 Dec 2016 | Performance compared with previous year Arrow up = improvement Arrow down = decline |
|---|--|--|---|--|---|--|---|
| Children's Specialist Services | | | 859.92 | 5.36 | 751.93 | 5.37 |  |
| | Child Protection | Childrens Safeguarding Administration Reviewing Team | 42.66 | 5.82 | 48.15 | 1.76 |  |
| | Targeted Early Help | Early Help District Early Help Clusters Families First Co- ordination Youth Offending | 213.88 | 2.63 | 171.45 | 6.92 |  |
| | Group Service | | | | | | |
| | Prevention/ Resources | Leaving Care Service Adoption & Fostering Children's Homes LAC and Leaving Care | 557.59 | 6.05 | 390.94 | 4.63 |  |
| | Safeguarding Children's Board | | 4.30 | 8.11 | 3.30 | 1.19 |  |
| | Social Work Services | Disability Team & Family Centres Springfield Management Integrated Assessment Team Rooley Management Keighley Management Childrens Specialist Services | 308.81 | 4.63 | 188.54 | 2.76 |  |

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

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

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

Report of the Strategic Director to the meeting of Children's Services Overview and Scrutiny Committee to be held on 14 March 2017

AM

Subject:

HMRC CME Data Sharing Pilot

Summary statement:

We entered into a pilot with HMRC in January 2017 which involves us sharing details of those children who are missing from education (CME) after we have exhausted our enquiries when trying to find them. HMRC will then check if the family are in receipt of benefits, and if the address they hold is different from the one that we hold, they will share this information with us, to aid in our efforts of locating the children.

Michael Jameson
Strategic Director

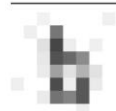
Portfolio:

Education, Employment and Skills

Report Contact:
Judith Kirk - Deputy Director
Phone: (01274) 431078
E-mail: judith.kirk@bradford.gov.uk

Overview & Scrutiny Area:

Children's Services



1. SUMMARY

As part of the LA's statutory responsibilities around locating Children who are Missing in Education (CME), the Education Safeguarding Team have entered onto a data sharing pilot with HMRC, in order to reduce the number of CME cases we hold. This is the second phase of this pilot; the first took place with Sheffield LA, whereby they located over 40% of their CME using the data sharing agreement.

2. BACKGROUND

- 2.1 The statutory responsibility for children missing education is issued under Section 436A of the Education and Inspections Act 1996 and requires all local authorities to make arrangements to enable them to establish (so far as it is possible to do so) the identities of children residing in their area who are not receiving a suitable education. In relation to children, by 'suitable education' we mean efficient full-time education suitable to her/his age, ability and aptitude and to any special educational needs the child may have."
- 2.2 This is the first time that data has been shared with this organisation, and until now we have not been able to obtain address details of families who are in receipt of Child Benefit. The pilot will run from January to June 2017.
- 2.3 We will share details with HMRC of those children who are missing from education (CME) after we have exhausted our enquiries when trying to find them. HMRC will then check if the family are in receipt of benefits, and if the address they hold is different from the one that we hold, they will share these details with us in view of trying to locate the children. They will then write to the family advising they have reason to believe they are no longer living at the address they hold, asking them to get in touch as well as being at risk of losing their benefit payments.
- 2.4 The pilot commenced on 9th January 2017. We have so far sent in two data returns consisting of 15 cases. We have had one return with a possible address in Wolverhampton and one that we were closing as enquires exhausted, as HMRC have identified them as left the country. Data returns are submitted on a weekly basis.

3. OTHER CONSIDERATIONS

- 3.1 HMRC will only share details of those we have identified as CME. If HMRC are aware that more children are in a particular family or household due to them being in receipt of child benefit, then HMRC will not advise us that there are more children in that family. We are still in negotiation with HMRC about them sharing this additional information with us, in order for us to establish any potential 'unknown' children in the district.



4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 There is more information we could share with HMRC in view of supporting them in clamping down on benefit fraud and ultimately saving money. Such as, when families advise schools that they wish to take their children off the school roll due to moving abroad or relocating to other parts of the UK. This happens quite frequently within our South-East Asian communities as well as our Central and Eastern European families. If HMRC had access to this data in real-time, then they could ensure that families weren't claiming various benefits for children or other family members when they are no longer entitled to do so. Therefore reaching a much bigger savings outcome.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 5.1 A Memorandum of Understanding between HMRC Benefits and Credits and the Local Authority was agreed and signed before the pilot commenced.

6. LEGAL APPRAISAL

No issues at this time.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

No issues at this time

7.2 SUSTAINABILITY IMPLICATIONS

No issues at this time

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

No issues at this time

7.4 COMMUNITY SAFETY IMPLICATIONS

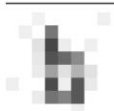
No issues at this time

7.5 HUMAN RIGHTS ACT

No issues at this time

7.6 TRADE UNION

No issues at this time



8. NOT FOR PUBLICATION DOCUMENTS

None

9. OPTIONS

N/A

10. RECOMMENDATIONS

That the Committee notes the report as an update to the HMRC pilot on matters relating to Children Missing Education.

11. APPENDICES

None

12. BACKGROUND DOCUMENTS

[Memorandum of Understanding](#)



Report of the Strategic Director of Children's Services to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 14th March 2017.

AN

Subject: Educational Standards 2016 – Early Years to Key Stage 5

Summary statement:

- Outcomes in Early Years have improved over recent years and at a faster rate than national.
- The percentage of Year 1 pupils achieving the required standard in phonics continued to improve in 2016.
- In 2016, Bradford's Key Stage 1 (KS1) pupils have performed slightly below national in reading, writing and mathematics on the new expected standard performance measures.
- At the end of Key Stage 2 (KS2) in Bradford, pupils' results are below the national averages on the new expected standard for reading, writing and mathematics (RWM) combined and separately.
- Bradford's KS2 pupils made above average progress in writing and maths in 2016 but were below average in reading.
- The number of primary schools below the Floor Standard is 6 (4% of schools). There were 15 schools below the Floor Standard in 2015 and 23 in 2014.
- In 2016, pupils at the end of Key Stage 4 in Bradford achieved an average Attainment 8 score of 45.7, slightly below national. Bradford's Progress 8 score was below average.
- Outcomes at Key Stage 5 in Bradford schools have been maintained in line with last year.

Michael Jameson
Strategic Director

Portfolio:
Education, Employment and Skills

Report Contact: Judith Kirk, Deputy
Director
Education, Employment & Skills
Phone: (01274) 431078
E-mail: judith.kirk@bradford.gov.uk

Overview & Scrutiny Area:
Children's Services

1. SUMMARY

- 1.1 Outcomes in Early Years have improved over recent years and at a faster rate than national.
- 1.2 The percentage of Year 1 pupils achieving the required standard in phonics continued to improve in 2016.
- 1.3 In 2016, Bradford's Key Stage 1 (KS1) pupils have performed slightly below national in reading, writing and mathematics on the new expected standard performance measures.
- 1.4 At the end of Key Stage 2 (KS2) in Bradford, pupils' results are below the national averages on the new expected standard for reading, writing and mathematics (RWM) combined and separately.
- 1.5 Bradford's KS2 pupils made above average progress in writing and maths in 2016 but were below average in reading.
- 1.6 The number of primary schools below the Floor Standard is 6 (4% of schools). There were 15 schools below the Floor Standard in 2015 and 23 in 2014.
- 1.7 In 2016, pupils at the end of Key Stage 4 in Bradford achieved an average Attainment 8 score of 45.7, slightly below national. Bradford's Progress 8 score was below average.
- 1.8 Outcomes at Key Stage 5 in Bradford schools have been maintained in line with last year.

2. BACKGROUND

- 2.1 During the autumn 2016 term, the Department for Education (DfE) published the Primary Performance tables, which details pupils' attainment and achievement at the end of Key Stage 2, and data on attainment for younger pupils in primary schools. In January 2017 the DfE published Secondary and Post 16 Performance tables containing revised data for pupils and students, respectively, at the end of Key Stages 4 and 5. This report provides a summary of performance for children and young people attending Bradford schools at the following key stages:
 - Early Years Foundation Stage – 5 year olds
 - Key Stage 1 – 7 year olds
 - Key Stage 2 – 11 year olds
 - Key Stage 4 – 16 year olds
 - Key Stage 5 – 18 year olds
- 2.2 This year the DfE has made considerable changes to the performance and accountability frameworks for Primary (Key Stage 1 and Key Stage 2), Secondary (Key Stage 4) and Post 16 (Key Stage 5).

- 2.3 Where possible, the outcomes for pupils attending LA maintained schools v. non-LA maintained schools in Bradford have been compared with national results. Regional Schools Commissioners (RSCs) are now responsible to the DfE for outcomes in academies, free schools and university technical colleges (UTC).
- 2.4 Pupils results have been split into particular groups, including a gender, disadvantaged pupils, to enable comparison of the performance of these groups with that seen nationally.

3. OTHER CONSIDERATIONS: REPORT ISSUES

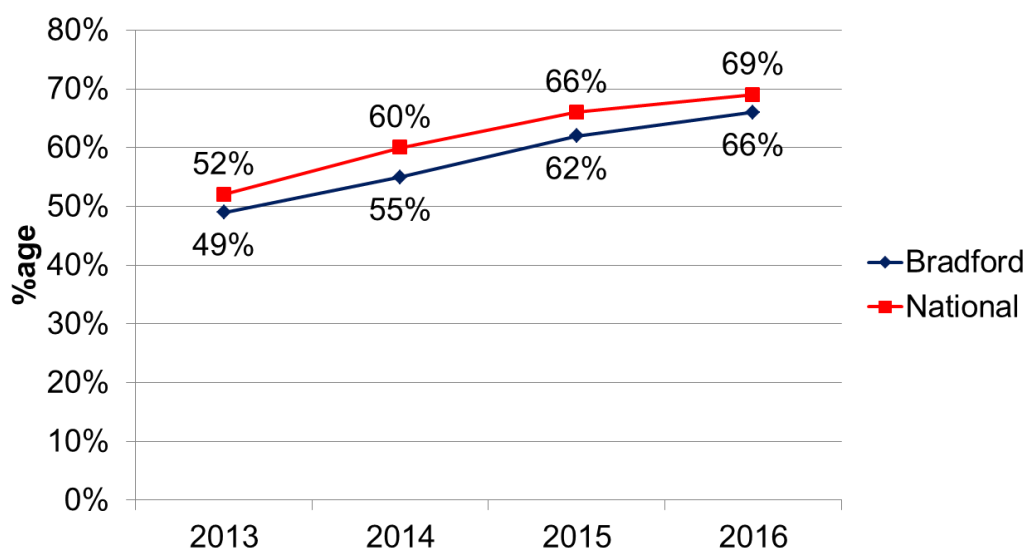
Early Years Foundation Stage (EYFS) Outcomes 2016

Context:

This report is based on the final and validated EYFS data published on 24th November 2016.

Summary:

The rising trend in the percentage of Bradford pupils achieving a Good Level of Development (GLD) has been maintained since the introduction of the new assessment framework for the EYFS in 2013. There has been a 4% increase in 2016, an 11% increase over the last three years and 17% since 2013. The gap to national has closed by 1%, now standing at 3% in 2016.



| % Good Level of Development | 2014 | 2015 | 2016 |
|-----------------------------|------|------|------|
| Bradford | 55 | 62 | 66 |
| National | 60 | 66 | 69 |
| Gap: | -5 | -4 | -3 |

LA Maintained and non-Maintained schools¹ 2014 to 2016

| % GLD | 2014 | 2015 | 2016 |
|--------------------------------|----------|-----------|-----------|
| LA Maintained (Bfd) | 56 (139) | 63 (136) | 67 (133) |
| Non-LA Maintained (Bfd) | 56 (21) | 60 (24) | 64 (27) |
| Gap: LA v Non-LA (Bfd) | 0 | +3 | +3 |

Number of schools of each type in each year in brackets

Pupil characteristics:

Girls continue to achieve better than boys at the end of the Reception year. However, the performance of boys in Bradford has improved over the last three years with a 12% increase in the GLD, over the same period girls' performance improved by 10%.

A higher percentage of children eligible for Free School Meals (FSM) in Bradford achieved a GLD in 2016 compared with national: 57% compared with 54%. In addition, there has been a 14 percentage point (ppt) improvement in their performance since 2014 (+9 ppt nationally). The improvement in performance for pupils eligible for FSM can be mainly attributed to girls; however, a higher percentage of boys achieved a GLD in 2016 compared with national.

Similarly pupils eligible for FSM whose ethnicity is White British outperform similar pupils nationally by 1 ppt in 2016. There has also been a dramatic improvement in the percentage of children who were eligible for the 2 year old Early Education Entitlement: 60% of these pupils achieved a GLD in 2016, compared with 44% in 2014. Over the same time the number of children receiving the Entitlement increased from 472 (6% of the cohort) in 2014 to 774 (10%) in 2015 to 2517 (32%) in 2016.

| % GLD | 2014 | 2015 | 2016 |
|-----------------------|-----------|-----------|-----------|
| Girls Bradford | 64 | 71 | 74 |
| Girls National | 69 | 74 | 77 |
| Gap: | -5 | -3 | -3 |

| % GLD | 2014 | 2015 | 2016 |
|----------------------|-----------|-----------|-----------|
| Boys Bradford | 47 | 53 | 59 |
| Boys National | 52 | 59 | 62 |
| Gap: | -5 | -6 | -3 |

| % GLD | 2014 | 2015 | 2016 |
|---------------------|-----------|-----------|-----------|
| FSM Bradford | 43 | 49 | 57 |
| FSM National | 45 | 51 | 54 |
| Gap: | -2 | -2 | +3 |

¹ LA Maintained schools are all schools under LA responsibility in each of the years; Non-LA Maintained schools are academies and free schools which converted or opened in the previous academic year.

| % GLD | 2014 | 2015 | 2016 |
|---------------------------|-------------|-------------|-------------|
| FSM Girls Bradford | 50 | 61 | 68 |
| FSM Girls National | 53 | 60 | 63 |
| Gap: | -3 | +1 | +5 |

| % GLD | 2014 | 2015 | 2016 |
|--------------------------|-------------|-------------|-------------|
| FSM Boys Bradford | 35 | 39 | 47 |
| FSM Boys National | 36 | 43 | 46 |
| Gap: | -1 | +4 | +1 |

| % GLD | 2014 | 2015 | 2016 |
|-----------------------------------|-------------|-------------|-------------|
| FSM White British Bradford | 42 | 46 | 54 |
| FSM White British National | 43 | 50 | 53 |
| Gap: | -1 | -4 | +1 |

| % GLD – Bradford pupils | 2014 | 2015 | 2016 |
|----------------------------------|-------------|-------------|-------------|
| Rec'd 2 year old Early Ed | 44 | 47 | 60 |
| Not 2 year old Early Ed | 56 | 64 | 69 |
| Gap: | -12 | -14 | -9 |

The DfE also report a supporting measure which is the mean average point score; this is calculated across all 17 Early Learning Goals (ELGs) and takes account of all children's results, not just those who have achieved the GLD. Bradford children scored 33.7 mean average points in 2016 which is an improvement of 0.7 points on 2015 and 2.7 point improvement over three years. The gap with national is closing steadily: the national mean score was 34.5 in 2016 (a gap of 0.8) and 34.3 in 2015 (a gap of 1.3).

Next Steps

- Continue to reduce the gap between the performance of boys and girls and those that are disadvantaged; particularly boys that are eligible for FSM and receive Pupil Premium funding.
- Continue to commission programmes that target the areas of learning where achievement is still too low, i.e. reading; writing; number and shape, space and measures.

Year 1 Phonics outcomes 2016

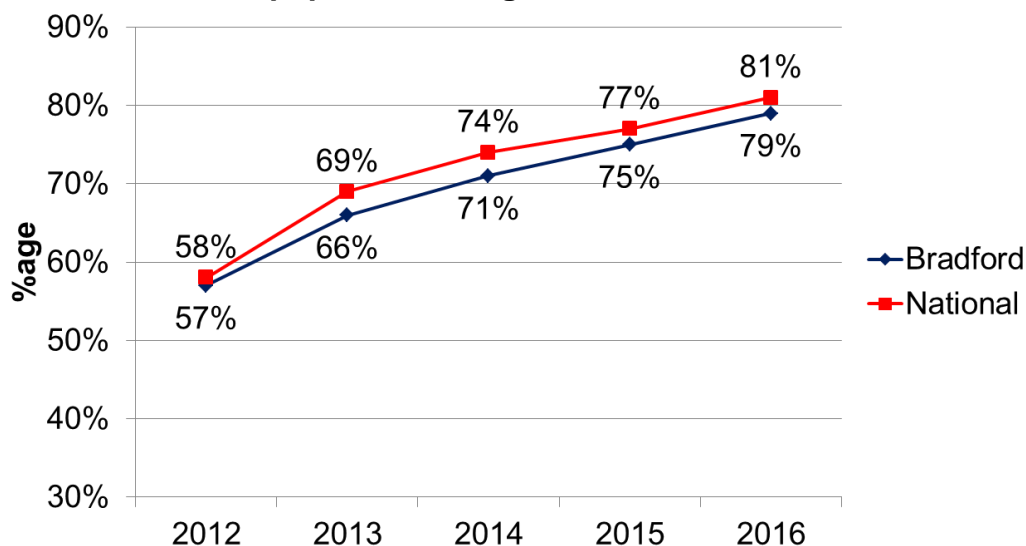
Context:

This report is based on the final and validated Phonics data published on 19th December 2016.

Summary:

More Year 1 pupils achieved the required standard in Phonics in 2016, with a 4% increase in Bradford figures in 2016 on 2015. The gap with national is the same as in 2015.

Chart: % of Year 1 pupils achieving Phonics standard



| Phonics | | 2014 | 2015 | 2016 |
|---|----------|------|------|------|
| Achieving Phonics Standard by the end of Year 1 | Bradford | 71 | 75 | 79 |
| | National | 74 | 77 | 81 |
| Achieving Phonics Standard by the end of Year 2 | Bradford | 86 | 87 | 90 |
| | National | 88 | 90 | 91 |
| Phonics Standard Score (set by DfE) | | 32 | 32 | 32 |

LA Maintained and non-Maintained schools 2014 to 2016²

| % Year 1 Phonics | 2014 | 2015 | 2016 |
|-------------------------|----------|----------|----------|
| LA Maintained (Bfd) | 72 (139) | 75 (136) | 80 (133) |
| Non-LA Maintained (Bfd) | 67 (21) | 72 (24) | 77 (27) |
| Gap: LA v Non-LA (Bfd) | +5 | +3 | +3 |
| LA Maintained (Nat) | 75 | 77 | 81 |
| Non-LA Maintained (Nat) | 75 | 77 | 82 |
| Gap: LA v Non-LA (Nat) | 0 | 0 | -1 |

Number of schools of each type in each year in brackets

Pupil characteristics:

Girls in Bradford do as well as pupils nationally on the Phonics assessment; the performance of boys, however, is consistently below the national average. The performance of disadvantaged pupils (those eligible for free school meals at any point in the previous 6 years, Looked After Children and those adopted from care) is

² LA Maintained schools are all schools under LA responsibility at 31st August 2016; Non-LA Maintained schools are academies and free schools which converted or opened on or before 31st August 2016.

slightly above national, albeit 10 ppt below the national average of 81% for all pupils. Disadvantaged boys and girls in Bradford are slightly above the same group of pupils nationally: the focus for our schools has to be supporting those pupils to do as well as their non-disadvantaged peers.

| % Year 1 Phonics | 2014 | 2015 | 2016 |
|-------------------------|-------------|-------------|-------------|
| Girls Bradford | 75 | 80 | 84 |
| Girls National | 78 | 81 | 84 |
| Gap: | -3 | -1 | 0 |

| % Year 1 Phonics | 2014 | 2015 | 2016 |
|-------------------------|-------------|-------------|-------------|
| Boys Bradford | 67 | 70 | 74 |
| Boys National | 70 | 73 | 77 |
| Gap: | -3 | -3 | -3 |

| % Year 1 Phonics | 2014 | 2015 | 2016 |
|-------------------------------|-------------|-------------|-------------|
| Disadvantaged Bradford | 61 | 66 | 71 |
| Disadvantaged National | 63 | 66 | 70 |
| Gap: | -2 | 0 | +1 |

| % Year 1 Phonics | 2014 | 2015 | 2016 |
|-------------------------------------|-------------|-------------|-------------|
| Disadvantaged Girls Bradford | 66 | 73 | 77 |
| Disadvantaged Girls National | 68 | 71 | 75 |
| Gap: | -2 | +2 | +2 |

| % Year 1 Phonics | 2014 | 2015 | 2016 |
|------------------------------------|-------------|-------------|-------------|
| Disadvantaged Boys Bradford | 57 | 59 | 66 |
| Disadvantaged Boys National | 58 | 61 | 65 |
| Gap: | -1 | -2 | +1 |

Key Stage 1 outcomes 2016

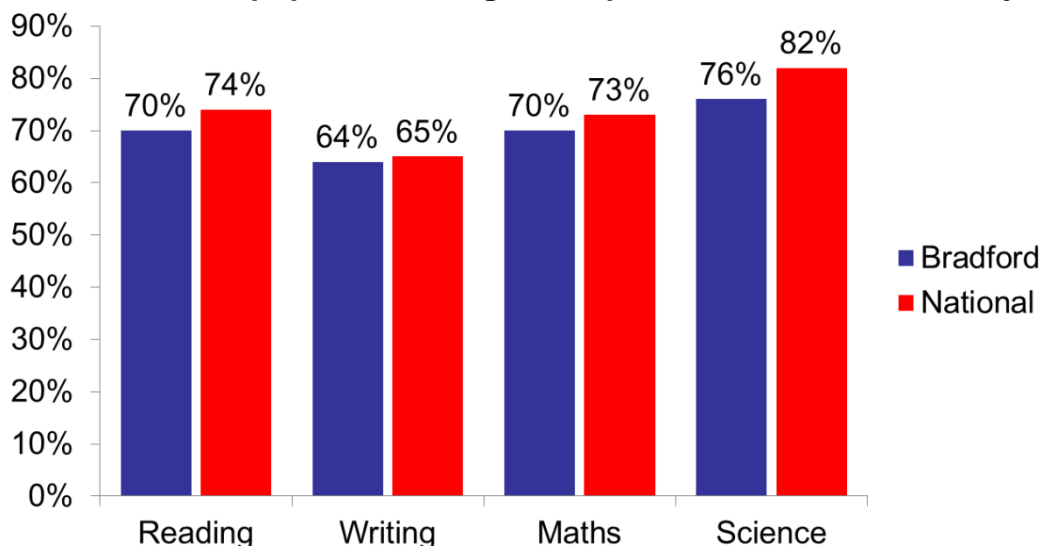
Context:

This report is based on the final and validated KS1 data, published on 29th September 2016.

Summary:

- The chart below shows the achievement of Bradford pupils compared with national figures. The percentage of pupils achieving the expected standard compared with national is slightly lower on all the measures: the gap is smallest in writing (-1%) and RWM (-2%), slightly larger for mathematics (-3%) and largest in reading (-4%).
- There are new performance measures at Key Stage 1: Teacher Assessments (TA) of pupils' achievement now focuses on the proportion of pupils meeting the expected standard across each of the main subjects: reading, writing, mathematics and science. No time series data is available because 2016 results are not directly comparable with previous years.

Chart: % of KS1 pupils achieving the Expected Standard in all subjects



Bradford LA Maintained and non-Maintained schools³

| % Expected Standard | Reading | Writing | Maths |
|------------------------------------|---------|---------|-------|
| LA Maintained (132 schools) | 71 | 64 | 71 |
| Non-LA Maintained (28) | 67 | 64 | 69 |
| Gap: LA v Non-LA (Bfd) | +4 | 0 | +2 |
| LA Maintained (Nat) | 75 | 66 | 73 |
| Non-LA Maintained (Nat) | 74 | 66 | 74 |
| Gap: LA v Non-LA (Nat) | +1 | 0 | -1 |

Pupil characteristics:

The performance gap with national is apparent for both boys and girls at KS1, in both reading and maths boys do not achieve as well as their peers nationally. The gap between Bradford's girls' performance with national is also clear, although not as pronounced as for boys. The challenge for our schools is ensure that children are meeting the Age Related Expectations in years 3 to 6, as these outcomes show that a number will already have a steeper path than some of their peers.

The performance of Disadvantaged pupils is also shown in the tables: overall, Bradford pupils have achieved at a slightly higher rate than Disadvantaged pupils nationally. This is particularly apparent for boys' performance in writing and girls' performance in maths.

³ LA Maintained schools are all schools under LA responsibility at 31st August 2016; Non-LA Maintained schools are academies and free schools which converted or opened on or before 31st August 2016.

| % Expected Standard | Reading | Writing | Maths |
|----------------------------|----------------|----------------|--------------|
| Girls Bradford | 74 | 71 | 72 |
| Girls National | 78 | 73 | 74 |
| Gap: | -4 | -2 | -2 |

| % Expected Standard | Reading | Writing | Maths |
|----------------------------|----------------|----------------|--------------|
| Boys Bradford | 65 | 57 | 69 |
| Boys National | 70 | 59 | 72 |
| Gap: | -5 | -2 | -3 |

| % Expected Standard | Reading | Writing | Maths |
|-------------------------------|----------------|----------------|--------------|
| Disadvantaged Bradford | 62 | 55 | 62 |
| Disadvantaged National | 62 | 53 | 60 |
| Gap: | 0 | +2 | +2 |

| % Expected Standard | Reading | Writing | Maths |
|-------------------------------------|----------------|----------------|--------------|
| Disadvantaged Girls Bradford | 66 | 63 | 66 |
| Disadvantaged Girls National | 68 | 61 | 61 |
| Gap: | -2 | +2 | +5 |

| % Expected Standard | Reading | Writing | Maths |
|------------------------------------|----------------|----------------|--------------|
| Disadvantaged Boys Bradford | 57 | 48 | 61 |
| Disadvantaged Boys National | 57 | 45 | 59 |
| Gap: | 0 | +3 | +2 |

Key Stage 2 outcomes 2016

Context:

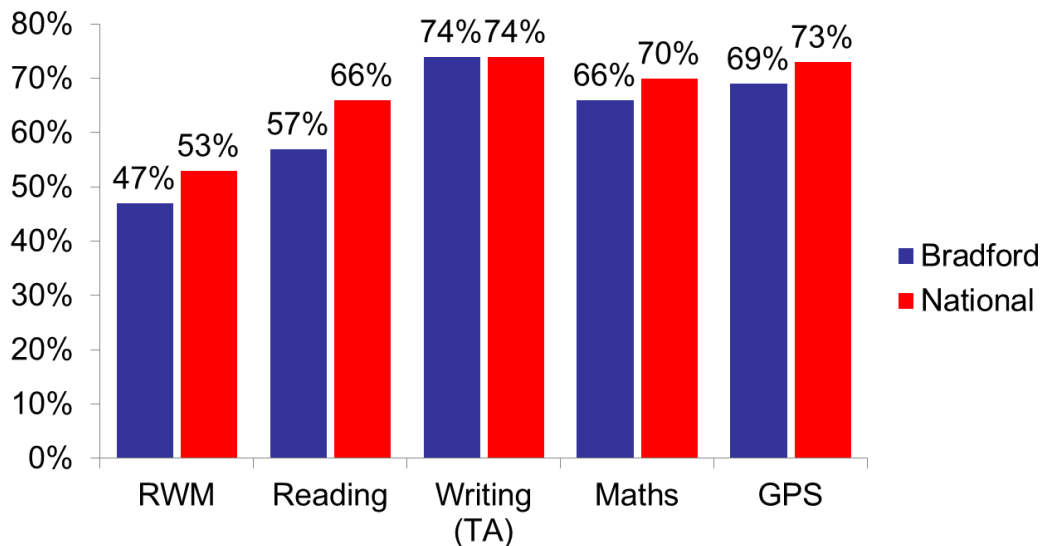
This report is based on final and validated Key Stage 2 published on 15th December 2016.

Summary:

- On the main performance measure, the percentage of pupils meeting the expected standard in reading, writing and mathematics, Bradford pupils achieved 47%, compared with the national average of 53% - a gap of 6 percentage points.
- The largest performance gap (-9%) between Bradford and national is on the percentage of pupils meeting the expected standard on the reading test: 57% of Bradford pupils compared with 66%. Performance on the other tests – mathematics and grammar, punctuation and spelling (GPS) – by Bradford pupils was below national but by a smaller margin: -4% in both.
- However, the percentage of pupils meeting the expected standard in the writing Teacher Assessment the same as national, at 74%.

- The Department for Education's (DfE) published KS2 results show that Bradford's ranks 139th of 152 local authorities on the main RWM expected standard measure. In 2015, Bradford ranked 142nd of 152 LAs on the old Level 4+ measure.
- Bradford's performance is ranked 81st of 152 LAs on the writing TA in 2016, a much higher position than Bradford's ranking in 2015 (140th of 152 LAs). The ranking of Bradford's performance is higher in mathematics at 125th of 152 (137th of 152), but is slightly below for reading: 148th in 2016 (147th in 2015).

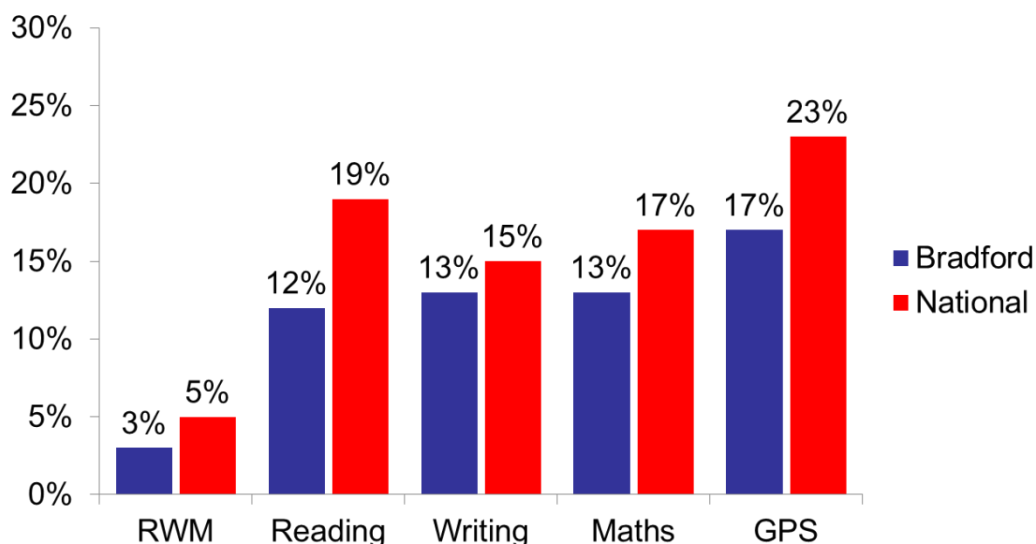
Chart: % of KS2 pupils achieving the Expected Standard in all subjects



Pupils attaining the Higher Standard

The chart below shows the percentage of pupils achieving the higher standard in each of the subjects in 2016. A pupil has achieved a high standard in reading, mathematics or GPS if they attain a scaled score (see below) of 110 or more. For the writing TA, pupils assessed as working at greater depth are high attaining. Pupils who are high attaining in RWM need to have a scaled score of 110 in reading and maths and be working at greater depth in writing.

The chart below shows the performance of Bradford pupils compared with national in terms of higher attainment in each of the main measures. The gaps with national are widest in reading (-7%) and GPS (-6%); the narrowest gaps are in the writing TA and the combined RWM measure (-2%).



Bradford LA Maintained and non-Maintained schools⁴

| % Expected Standard | RWM | Reading | Writing | Maths |
|-----------------------------------|-----|---------|---------|-------|
| LA Maintained (132 schools) (Bfd) | 47 | 58 | 75 | 67 |
| Non-LA Maintained (25) (Bfd) | 39 | 48 | 70 | 60 |
| Gap: LA v Non-LA (Bfd) | +8 | +10 | +5 | +7 |
| LA Maintained* (Nat) | 54 | 67 | 75 | 71 |
| Non-LA Maintained (Nat) | 53 | 65 | 75 | 70 |
| Gap: LA v Non-LA (Nat) | +1 | +2 | 0 | +1 |

*Includes mainstream schools only, both Bradford and national

Scaled Scores

| | Reading | Mathematics | GPS |
|---------------|---------|-------------|-----|
| Bradford | 101 | 102 | 103 |
| National | 103 | 103 | 104 |
| Gap Bfd v Nat | -2 | -1 | -1 |

Pupils' performance on the new reading, mathematics and GPS tests are converted to scaled scores: a scaled score of 100 equates to the expected standard. A score of 100 will always represent the expected standard but the actual 'pass marks' on the tests are likely to change each year. For example, the mark that equated to a score of 100 on the 2016 reading test was 21/50. This is low in comparison to the other subjects: 100 in maths equated to 60/120 and 43/70 in GPS. This gives an indication of the relative difficulty of the tests.

The average scaled score is not 100 because the distribution of scaled scores is not symmetric, e.g. more pupils attained a mark of 21 or more on the reading test than attained 20 or below. Consequently, once the marks have been converted to scaled scores the average is over 100. The scaled scores for Bradford pupils were slightly below national in each of the subjects.

⁴ LA Maintained schools are all schools under LA responsibility at 31st August 2016; Non-LA Maintained schools are academies and free schools which converted or opened on or before 31st August 2016.

Value Added Progress

| | Reading | Writing | Mathematics |
|--|---------|---------|-------------|
| Bradford | -0.7 | +1.0 | +0.3 |
| National Average | 0 | 0 | 0 |
| National Floor Standard Threshold | -5 | -7 | -5 |

The new Valued Added (VA) progress measures show the progress of pupils from Key Stage 1 to Key Stage 2: each pupil has their actual performance compared with their predicted performance, based on their KS1 results. This provides a positive (above average), zero (equal) or negative (below average) VA score: the figures above show the average VA scores for all pupils in the LA for each progress measure. It also shows the new Floor Standard thresholds (see section below).

The table shows that Bradford pupils made better than average progress in writing and mathematics in 2016, with VA scores of +1.0 and +0.3, respectively. The reading VA score of - 0.7 shows that Bradford pupils' progress was below average.

Pupil characteristics:

| % Expected Standard / VA | RWM | Read VA | Write VA | Maths VA |
|--------------------------|-----------|---------|----------|----------|
| Girls Bradford | 50 | -0.5 | 1.8 | -0.5 |
| Girls National | 57 | 0.4 | 0.8 | -0.6 |
| Gap | -7 | | | |

NB In the above table the Value Added (VA) scores show the progress made between KS1 and KS2 by Bradford girls compared with all girls nationally. For example, on the Reading VA measure, girls nationally made above average progress compared with all pupils, i.e. where progress was zero; girls in Bradford made below average progress compared with all pupils nationally, i.e. not just girls. The same applies for writing, i.e. girls made above average progress, and maths, i.e. below average.

| % Expected Standard / VA | RWM | Read VA | Write VA | Maths VA |
|--------------------------|-----------|---------|----------|----------|
| Boys Bradford | 44 | -0.9 | 0.2 | 1.0 |
| Boys National | 50 | -0.3 | -0.8 | 0.6 |
| Gap | -6 | | | |

| % Expected Standard / VA | RWM | Read VA | Write VA | Maths VA |
|-------------------------------|-----------|---------|----------|----------|
| Disadvantaged Bradford | 34 | -1.4 | 0.7 | -0.2 |
| Disadvantaged National | 39 | -0.7 | -0.3 | -0.5 |
| Gap | -5 | | | |

| % Expected Standard / VA | RWM | Read VA | Write VA | Maths VA |
|-------------------------------------|-----------|---------|----------|----------|
| Disadvantaged Girls Bradford | 38 | -1.5 | 1.5 | -1.2 |
| Disadvantaged Girls National | 43 | -0.5 | 0.6 | -1.1 |
| Gap | -5 | | | |

| % Expected Standard / VA | RWM | Read VA | Write VA | Maths VA |
|------------------------------------|-----------|---------|----------|----------|
| Disadvantaged Boys Bradford | 31 | -1.3 | -0.1 | 0.6 |
| Disadvantaged Boys National | 36 | -1.0 | -1.1 | 0.1 |
| Gap | -5 | | | |

The performance of both boys and girls on the main KS2 RWM combined measure is below national, by -6 ppts and -7 ppts, respectively. The performance of both on the reading VA measure is significantly below average, the same is true for girls on the maths VA measure. However, girls' writing VA is significantly better than national, as is boys' maths VA score.

The performance of Disadvantaged pupils in Bradford is the focus for improvement: just over a third of these pupils achieved the RWM expected standard in 2016 (34%), five ppt less than national and nearly 19% less than all pupils nationally. The gap with national is the same for both Disadvantaged girls and boys on the RWM measure. Bradford's Disadvantaged girls performed significantly above average in writing and Bradford's Disadvantaged boys performed significantly above average in maths.

Key Stage 2 Floor Standards

Based on the revised data the number of schools below the Floor Standard in Bradford has fallen from 15 in 2015 to six in 2016: four LA maintained schools and two non-LA maintained. However, it is important to note that DfE has changed the basis for categorising schools below Floor Standard in 2016, as outlined below.

A school is now considered to be below the Floor Standard if less than 65% of pupils achieve the expected standard on the reading, writing and mathematics combined measure and falls below the Value Added progress threshold in **one or more** of the subjects. The threshold for reading is -5, writing is -7 and maths is -5. This is more challenging than in previous years, where schools had to be below the median national average for Expected (2 Levels) Progress in **all three subjects** to be below the Floor Standard (rather than in one or more).

Primary Floor Standards

| | 2014 | 2015 | 2016 |
|-----------------------------------|-------------|-------------|-------------|
| Bradford number of schools | 20 | 15 | 6 |
| Bradford % of schools | 13 | 10 | 4 |
| National % of schools | 6 | 5 | 5 |

Primary schools' Ofsted outcomes 2016/17

There have been 22 Ofsted inspections of nursery and primary schools so far in 2016/17. The two nursery schools sustained their Outstanding judgements. Of the nine primary schools judged as Good, seven had improved from Requires Improvement, one was a sustained Good outcome and the remaining one was newly inspected Free School. Seven schools maintained a Requires Improvement judgement and four schools were judged as requiring Special Measures.

Primary Issues

- The key issues for primary schools in the district were outlined at length in the report presented to CYP Overview & Scrutiny in October 2016 (see 12.1). In addition, the report presented to Full Council on School Improvement in Bradford, also in October 2016, (see 12.2) covers many of the strategies implemented by the service, their impact and the priorities in 2016/17. The service's, schools' and partners' focus is the teaching and learning of reading at all key stages in the primary phase. A number of projects are taking place, including the Reading Pledge, a focus on primary to secondary transition, etc.

Key Stage 4 Outcomes 2016

Summary:

- A new secondary school accountability system at Key Stage 4 (KS4) was introduced in 2016. The 5A*-C including English and Maths 'floor standard' component measure was replaced by Progress 8. Other headline measures include: Attainment 8, the percentage of pupils achieving A*-C in English and maths: the "Basics", the percentage of pupils entering the English Baccalaureate and the percentage of pupils achieving the English Baccalaureate.
- Bradford's performance on the new measures is as follows: Attainment 8 (average grade attained by students) score is 45.7, compared with 48.5 nationally. Bradford's Progress 8 is below average, at -0.15.
- Bradford's percentage of students achieving A*-C in English and maths (Basics) is 52.1%. This represents an improvement of 4.3 percentage points on Bradford's 2015 validated result of 47.8%.
- Bradford's percentage of students achieving the English Baccalaureate is 17.2%. This represents a decrease of 0.1 of a percentage point on Bradford's 2015 validated result of 17.3%.

Attainment 8

Attainment 8 measures a student's average grade across eight subjects, these fit into three groups:

1. English and Maths. These are "double-weighted", i.e. they count twice in the calculation;
2. EBacc. These are the highest scores from GCSEs in the sciences, computer science, geography, history and languages;
3. Open group. Any remaining GCSEs and other approved academic, arts or vocational qualifications.

This new measure is designed to encourage schools to offer pupils the chance to succeed in subjects based on a broad, well-balanced curriculum.

Bradford's Attainment 8 (average grade attained by students) score is 45.7, national is 48.5.

Progress 8

Progress 8 measures a student's progress between Key Stage 2 and Key Stage 4 across eight key subjects (the same ones as in the Attainment 8 calculation). It shows whether students have performed to expectation, based on a value-added measure using Key Stage 2 English and Maths as a baseline.

Bradford's Progress 8 is -0.15. For pupils nationally, the average Progress 8 score is -0.03 (as pupils in special schools are included at KS4 but not at KS2). A score below zero indicates that progress is below average and one above zero indicates above average progress.

Chart: KS4 "Basics" (% attaining A*-C in English and mathematics)

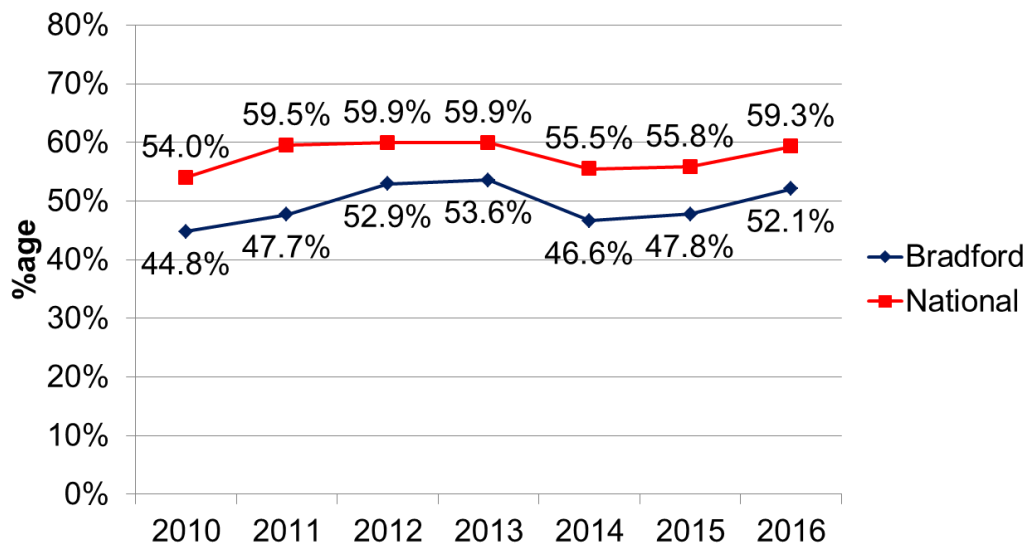
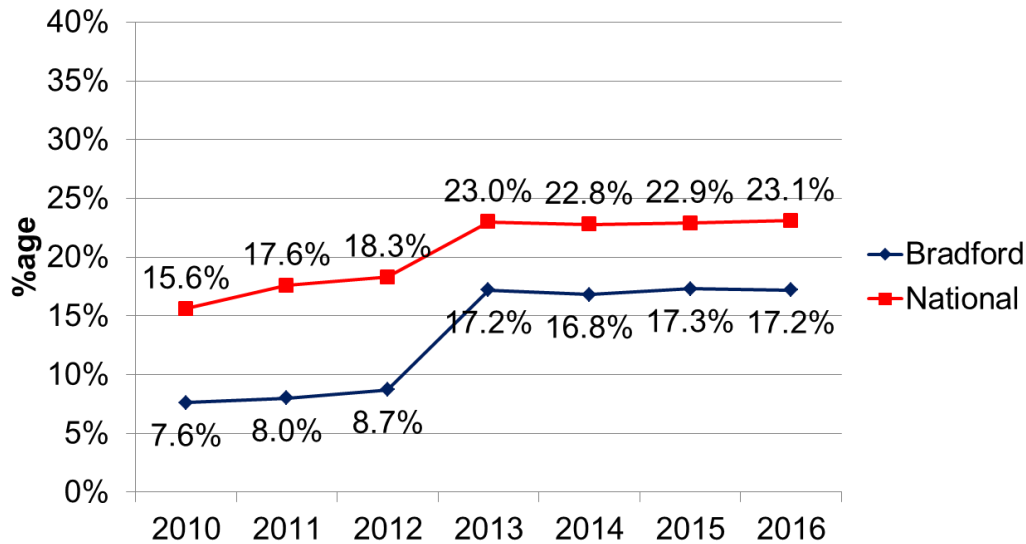


Chart: KS4 English Baccalaureate



Bradford LA Maintained and non-Maintained schools⁵

| | Attainment 8 | Progress 8 | Basics | EBacc |
|--------------------------------|--------------|------------|-------------|-------------|
| LA Maintained (13) | 45.0 | -0.27 | 50.7% | 16.1% |
| Non-LA Maintained (17) | 47.4 | -0.01 | 54.8% | 18.8% |
| Gap: LA v Non-LA | -2.4 | - | -4.1 | -2.7 |
| LA Maintained (Nat) | 49.9 | -0.03 | 62.2% | 23.2% |
| Non-LA Maintained (Nat) | 51.3 | +0.03 | 65.3% | 26.3% |
| Gap: LA v Non-LA (Nat) | -1.4 | - | -3.1 | -3.1 |

Caution should be exercised when comparing results for LA maintained and non-maintained, as one reason for a school converting to an academy could be because they were deemed inadequate by Ofsted.

Pupil characteristics:

Bradford's girls' performance on the main Progress 8 measure was average in 2016; however, boys' performance was below average, resulting in a negative score (-0.15) and Bradford being below average overall.

The performance of Disadvantaged pupils was also below average in 2016, again with boys' score being lower than girls': this means that these pupils are performing significantly worse than their non-Disadvantaged peers.

| Progress 8 | 2015 | 2016 |
|-----------------------|-------------|-------------|
| Girls Bradford | n/a | 0.03 |
| Girls National | 0.11 | 0.11 |

| Progress 8 | 2015 | 2016 |
|----------------------|-------------|-------------|
| Boys Bradford | n/a | -0.33 |
| Boys National | -0.16 | -0.17 |

⁵ LA Maintained schools are all schools under LA responsibility at 31st August 2016; Non-LA Maintained schools are academies and free schools which converted or opened on or before 31st August 2016.

| | | |
|-------------------------------|-------------|-------------|
| Progress 8 | 2015 | 2016 |
| Disadvantaged Bradford | n/a | -0.46 |
| Disadvantaged National | -0.4 | -0.38 |

| | | |
|-------------------------------------|-------------|-------------|
| Progress 8 | 2015 | 2016 |
| Disadvantaged Girls Bradford | n/a | -0.27 |
| Disadvantaged Girls National | n/a | -0.22 |

| | | |
|------------------------------------|-------------|-------------|
| Progress 8 | 2015 | 2016 |
| Disadvantaged Boys Bradford | n/a | -0.65 |
| Disadvantaged Boys National | n/a | -0.53 |

Progress 8: Bradford and Statistical neighbours:

The progress of boys is of concern to a number of our statistical neighbour local authorities, as shown below, where their progress is below, and sometimes significantly below, average. In contrast, girls in nearly all LAs made average or above average progress, as happened in Bradford.

| Local Authority | Progress 8 | Progress 8 girls | Progress 8 boys |
|------------------------|-------------------|-------------------------|------------------------|
| Blackburn with Darwen | +0.11 | +0.30 | -0.08 |
| Bolton | -0.20 | -0.03 | -0.36 |
| Bradford | -0.15 | +0.03 | -0.33 |
| Derby | -0.17 | 0.00 | -0.34 |
| Kirklees | -0.11 | +0.07 | -0.29 |
| Oldham | -0.34 | -0.09 | -0.58 |
| Peterborough | -0.03 | +0.12 | -0.17 |
| Rochdale | -0.08 | +0.07 | -0.22 |
| Sheffield | +0.01 | +0.16 | -0.14 |
| Telford and Wrekin | -0.15 | +0.03 | -0.29 |
| Walsall | -0.24 | -0.08 | -0.39 |
| England | -0.03 | +0.11 | -0.17 |

Secondary schools' Ofsted outcomes 2016/17

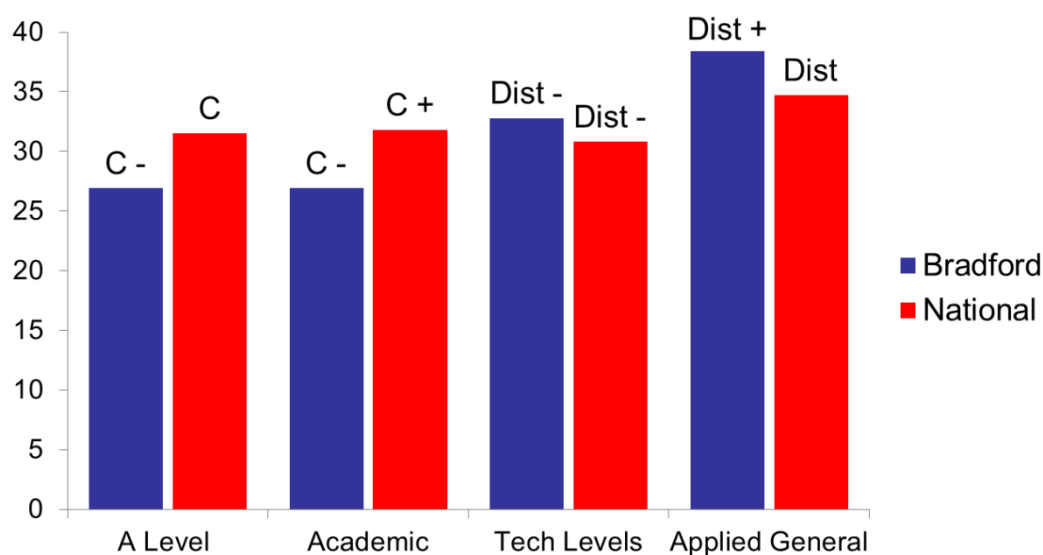
There have been six Ofsted inspections of Bradford's secondary schools so far in 2016/17, including Pupil Referral Units (PRU). Of these, the inspected PRU sustained its Good judgement and one secondary academy achieved an Outstanding judgement (from Requires Improvement). Of the two mainstream schools judged as Good, one had maintained a Good outcome and the other had improved from Requires Improvement. Of the two schools judged as Requires Improvement, one had come out of Special Measures and the other had slipped from a Good judgement at its last inspection.

Key Stage 5 Outcomes 2016

Summary:

- In 2016 the existing Key Stage 5 (KS5) performance tables measures were replaced by a set of five new headline measures: progress, attainment, progress in English and maths (for students without a good GCSE pass in these subjects), retention and destinations. Results will be published relating to four cohorts of students in each school or provider (where applicable): A level, academic, applied general and tech level.
- As a result of the changes to performance table measures and methodology, 2016 data is not directly comparable with previous years.
- The average grade per academic⁶ entry for Bradford is C- in 2016; the average grade is the same for A Levels as the majority of Academic qualifications taken by Bradford students are A or AS Levels. Although A Level reporting uses a new scoring system in 2016, e.g. A* = 60 points, A = 50, etc., Bradford students also attained a grade C- on average in 2015.
- These data show that grades per entry for the two vocational cohorts indicate a good spread of results. Bradford's students attained an average grade of a Distinction+ for the new Applied General qualifications, one of the highest grades achievable, and a Distinction- on Technical Level qualifications: both above national.

Chart: KS5 all measures



Bradford LA Maintained and non-Maintained schools⁷

⁶ Academic qualifications include A Levels, AS Levels plus a small number of DfE-defined academic qualifications, e.g. International Baccalaureate, Extended Project, etc.

⁷ LA Maintained schools are all schools under LA responsibility at 31st August 2016; Non-LA Maintained schools are academies and free schools which converted or opened on or before 31st August 2016.

| | A Levels | Academic | Applied General | Technical Levels |
|--------------------------------|----------|----------|-----------------|------------------|
| LA Maintained (12) | C- | C- | Dist+ | Dist+ |
| LA Maintained (Nat) | C | C | Dist+ | Dist+ |
| Non-LA Maintained (17) | C- | C- | Dist+ | Dist*- |
| Non-LA Maintained (Nat) | C | C | Dist+ | Dist+ |

Caution should be exercised when comparing results for LA maintained and non-maintained, as one reason for a school converting to an academy could be because they were deemed inadequate by Ofsted. This table does not include outcomes for pupils in FE colleges.

Pupil characteristics:

Bradford's male and female students achieved average grades that were slightly below national on the main A Level and academic measures. On the new vocational qualifications, Applied General and Technical Levels, Bradford students either achieved above or line with national.

Data on Disadvantaged pupils are not available at KS5 because Pupil Premium funding is provided to schools up to Year 11 and not in to sixth forms or for colleges.

| KS5 | A Levels | Academic | Applied General | Technical Levels |
|-----------------------|----------|----------|-----------------|------------------|
| Girls Bradford | C- | C- | Dist+ | Dist |
| Girls National | B- | C+ | Dist+ | Dist- |

| KS5 | A Levels | Academic | Applied General | Technical Levels |
|----------------------|----------|----------|-----------------|------------------|
| Boys Bradford | C- | C- | Dist+ | Dist- |
| Boys National | C+ | C | Dist- | Dist- |

Education Improvement Strategic Board (EISB)

The EISB is the strategic group overseeing the raising of raising attainment and accelerating rates of progress for all pupils in Bradford school and colleges. The remit of the group is as follows.

- We undertake a regular analysis of performance data with a focus on closing the attainment gaps.
- We request up-to-date statements of how support and interventions are challenging schools to raise attainment and accelerate progress of all pupils.
- We challenge officers and partners to account for the delivery and impact of programmes.
- We will liaise with the Schools Forum to ensure accountability for the impact of their final decision-making.
- We encourage the celebration and sharing of best practices and successes
- We are mindful of the sensitivity on some information we may receive and will act in a way that promotes the best in Bradford schools.

The membership of the group is:

External Chair
Bradford Chief Executive
Director of Children's Services
Leader of the Council
Portfolio Holder for Education, Skills and Culture
Representative Councillors from the opposition parties
Headteachers from different phases
Others by invitation e.g. HMI, RSC and LA Senior Officers

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 The development of a school led system and the increased number of academies has resulted in a reduction in the local authority teams associated with school improvement.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 5.1 The increased emphasis of the Ofsted inspection framework on safeguarding has added additional pressures to the existing primary school improvement workforce's capacity.

6. LEGAL APPRAISAL

- 6.1 The Local Authority has statutory duties to ensure that efficient education is available to meet the needs of the population of the area; ensure that its education functions are exercised with a view to promoting high standards ensuring fair access to opportunity for education and learning, and promote the fulfilment of learning potential; and secure that the provision of sufficient schools for providing primary and secondary education are available for its area.
- 6.2 Where a school is failing to provide adequate education it can be eligible for intervention by the Local Authority or the Secretary of State under the Education and Inspections Act 2006. A "coasting school" will be eligible for intervention when the new section 60B of the Education and Inspections Act 2006 comes into force. The term "coasting school" will be defined in future regulations. Local Authorities must have regard to the Schools Causing Concern statutory guidance. The guidance details the role of Local Authorities in delivering school improvement for maintained schools and academies. It also includes guidance on "coasting schools". If a school satisfies the definition of being a coasting school, the Regional Schools Commissioners will consider what interventions or actions are necessary to bring about sufficient improvement in those schools.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

Not applicable.

7.2 SUSTAINABILITY IMPLICATIONS

Not applicable.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

Not applicable.

7.4 COMMUNITY SAFETY IMPLICATIONS

Not applicable.

7.5 HUMAN RIGHTS ACT

Not applicable.

7.6 TRADE UNION

Not applicable.

7.7 WARD IMPLICATIONS

Not applicable.

8. NOT FOR PUBLICATION DOCUMENTS

8.1 None

9. OPTIONS

Not applicable.

10. RECOMMENDATIONS

10.1 That the revised report on the performance of Bradford's Children and Young People in Key Stage tests and exams for 2016 be received.

10.2 That further reports be provided to the Committee as the Local Authority receives additional published data from the Department for Education.

11. APPENDICES

11.1 None

12. BACKGROUND DOCUMENTS

12.1 [Educational Standards provisional report](#)

12.2 [Inspection of Bradford local authority's arrangements for supporting school improvement](#)

This page is intentionally left blank