

Agenda for a meeting of the Children's Services Overview and Scrutiny Committee to be held on Tuesday, 15 November 2016 at 4.30 pm in the Ernest Saville Room, 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 / Jill Bell

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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 12 October 2016 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

Any referrals that have been made to this Committee up to and including the date of publication of this agenda will be reported at the meeting.

B. OVERVIEW AND SCRUTINY ACTIVITIES

6. REVIEW OF POST 16 EDUCATION IN BRADFORD

Members are reminded that this Committee at its meeting on 6 September 2016 deferred consideration of this item to a future meeting.

In accordance with the above the Strategic Director, Children's Services will resubmit **Document "K"** which reports that this is a period of significant change for post-16 education and training locally and nationally and the Council with the support, participation and cooperation of a range of key partners has led a local review of post-16 provision within the District to ensure that we have a sustainable, high quality offer that delivers the best outcomes for our young no matter where they start.

Recommended-

- (1) That the Committee note the contents of the report and work with partners to promote and deliver the actions set out in section 9 and specifically 9.1 of Document "K".**



- (2) That the Committee support the Council with the engagement of a broad range of partners from education and business with the development of the post-16 agenda and partnerships in Bradford.**

(Philip Hunter – 01274 439575)

7. UPDATE ON THE DEVELOPMENT AND IMPLEMENTATION OF THE POST OFSTED ACTION PLAN

Members are reminded that this Committee at its meeting held on 6 September deferred consideration of this item to a future meeting.

In accordance with the above the Deputy Director, Education, Employment and Skills will resubmit **Document “L”** which provides an update on the continued delivery of the Post Ofsted Action Plan throughout the academic year 2015/16, and the next steps in revising the plan. Information on the post-Ofsted Action Plan was previously provided to the Children’s Services O&S meeting on 12 January 2016.

Recommended-

That the information provided be considered and noted.

(Judith Kirk – 01274 439255)

8. SCHOOL ADMISSIONS - ANNUAL REPORT

The Strategic Director Children’s Services will submit **Document “V”** which details the annual admissions to schools process, the current position with annual admissions, appeals and in year applications. The report will give an update on the progress the Admissions Team have made with programme of change over the last 12 months and will outline changes for the forthcoming year.

Recommended-

- (1) That the current position with admissions be noted.**
- (2) That the Strategic Director Children’s services be requested to consider that all schools, regardless of status, are compliant with the Code of Practice regarding consultation of their admission policy every seven years and comply with the requirement to send their policy, every year to the Local Authority.**



- (3) That the Strategic Director Children's Services be requested to consider that all schools explore adopting the medical and social priority that the Local Authority has in its own admission policy.**

(Rachel Phillips – 01274 439215)

9. CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE WORK PROGRAMME 2016/17

The Chair of the Committee will submit the Children's Services Overview and Scrutiny Committee Work Programme for 2016/17 (**Document "W"**).

Recommended-

That the 2016/17 Work Programme continues to be regularly reviewed during the year.

(Licia Woodhead – 01274 432119)

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



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Report of the Strategic Director to the meeting of Children's Services Overview and Scrutiny Committee to be held on 6th September 2016.

K

Subject:

Review of Post-16 education in Bradford

Summary statement:

This report outlines the context of the recent review of post-16 education and training that was undertaken in Bradford, and the case for change and next steps for action that emerged from the Review.

Michael Jameson
Strategic Director for Children's
Services
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Portfolio:
Children & Young People's Services
Overview & Scrutiny Area:
Children & Young People's Services



1. SUMMARY

- 1.1 This is a period of significant change for post-16 education and training locally and nationally and the Council with the support, participation and cooperation of a range of key partners has led a local review of post-16 provision within the District to ensure that we have a sustainable, high quality offer that delivers the best outcomes for our young no matter where they start.

2. BACKGROUND

- 2.1 Post-16 education is changing significantly. National reforms are changing the curriculum, the accountability framework, funding and will significantly expand the apprenticeship programme.
- 2.2 The pattern of post-16 delivery in Bradford was inspected by Ofsted in 2015. In their subsequent report on Local Authority arrangements for school improvement in Bradford, questions were raised about the quality and the longer-term financial viability of the offer.
- 2.3 The changes in funding from the introduction of a new 16-19 formula in 2008/09 to equalise rates of funding per learner have seen a significant reduction in levels of funding received by Bradford institutions. Alignment of funding with subsequent policy changes, such as the Wolf Report, and the removal of protections have meant further funding reductions.
- 2.4 Alongside this Adult Skills funding has also been reformed and allocations for Colleges have reduced at a time when many Colleges nationally had capital to loans to repay predicated on income projections based on the old funding arrangements. In response to this the Government announced a programme of national area based reviews of further education (FE) to deliver efficiencies and increase the financial sustainability of the FE sector. West Yorkshire was prioritised in the first tranche of these reviews. It has always been clear that the Council would have a clear role in feeding in the requirements of the District to the Steering Group.
- 2.5 Bradford as a District has shown significant improvement over a sustained period of time in the numbers of our young people participating in education and training. The DfE publishes data based on the November to January average rate of NEET (Not in Education, Employment or Training). For 2015/16 Bradford recorded their best ever performance against this measure, is better than the national rate and in terms of percentage reduction was the 5th most improved Local Authority nationally. These improvements in participation however have not translated into improved outcomes for our young people on a similar scale and indeed unemployment of 19-24 year olds remains above the national average.
- 2.6 In the context of these drivers and pressures, but above all to ensure we can meet the needs of our young people, and deliver the skills needed by the local economy



now and in the future, Bradford Council commissioned a review of post-16 provision across the District. This was undertaken in partnership with schools, colleges, the University of Bradford, West Yorkshire Learning Providers and business. A list of partners is included in the report “A joint approach to post-16 education improvement in Bradford and the need for change” at Appendix 2.

3. OTHER CONSIDERATIONS

- 3.1 The Review outlined a clear case for change that has been accepted by all partners.

Specifically:

Outcomes need to rapidly improve for all young people in all settings.

Overall the outcomes for young people by the age of 19 do not compare well to national and regional figures. Attainment of Level 2 (equivalent to 5 GCSEs at grade A*-C) and Level 3 (equivalent to 2 A Levels) at age 19 are at best stabilising, and at worst declining.

- 3.2 Of those who complete a Level 3 qualification, progression rates into Higher Education (HE) are actually quite positive for the District and in terms of progression to any HE destination Bradford performs better than is the case nationally (52% locally, 48% nationally), although for progressions into the top third of HE institutions, Russell Group and Oxford or Cambridge Bradford is below the national rate. However, the key challenge is that significantly fewer of our young people actually attain Level 3 compared to their peers nationally (50.6% in Bradford, 60.3% nationally).
- 3.3 Despite some recent improvements, our young people’s academic results are below average and they also achieve fewer qualifications than the national average. Fewer of Bradford’s A Level students achieve three A Levels than is the case nationally.
- 3.4 There are also significant differences in performance levels in post-16 education depending on where learners live and their backgrounds. This is not just in the levels of outcomes achieved by young people but also in the quality of learning that young people experience.
- 3.5 This is not to say that there is not good practice in our post-16 settings. Vocational results in schools generally compare favourably to the national picture, the recent White Paper “The Post-16 Skills Plan” (see Background documents) though will introduce significant change to technical provision which could jeopardise that. The District needs post-16 provision that is both ready for these changes and that can rapidly deliver better academic outcomes across the whole of the area.
- 3.6 **Guidance needs to improve.**
All students need to access learning suitable for their needs and clearly understand progression routes from that provision. Data indicates that too many of our young people are making the wrong choices at key transition points. This demonstrates a



clear need for informed and unbiased information, advice and guidance (IAG) in all settings and better transition support.

The development and implementation of the Bradford Pathways programme with its focus on our young people's routes into different sectors of the economy is aligned with, and ahead of, the White Paper and the development of resources to support the programme will underpin guidance and improve our young people's choices and decision making. This will also enable parents and carers to help their children with these transitions and empower them to make better informed decisions about future education, and ultimately employment, prospects.

3.7 **Choice is limited.**

Currently many of our schools' sixth forms are small and the academic and vocational pathways they provide offer a limited choice for young people. The colleges provide mainly vocational programmes but also some significant A Level provision.

The approach is not joined up and as a result is costly, duplicates learning opportunities, does not provide high quality learning experiences and ultimately impacts negatively on outcomes for learners.

There are clear gaps in the range and types of qualifications and programmes at all levels and the A Level offer does not match local economic need. The District needs a comprehensive range of high quality options to be available to all our young people throughout the area; this emphasis on quality and broad curriculum choices must be at the heart of our sixth forms, colleges and other post-16 settings.

3.8 **The current offer is not financially sustainable.**

Population projections show an increase in youth population and there is a pressing need to create additional capacity in secondary school for ages 11-16 years old. This is at a time when the Government is consulting on the future of 11-16 funding and this will mean increasing pressures on school budgets.

Allied to this there are twenty schools which have sixth forms with less than 250 young people. Of these 20 schools, five had between 200 and 250 students, nine had between 100 and 199 students and six had less than 100 young people in their 6th form in May.

Studies demonstrate that sixth forms with less than 250 students can be inefficient. Those schools with small sixth forms face increasing challenges to be able to afford to deliver a viable sixth form offer. Research has also identified an association between the size of a sixth form and its A Level results whereby statistically larger sixth forms will perform better than smaller ones.

In order to achieve financial sustainability, schools may consider greater specialisation post-16 and thus to focus on a narrower range of subjects and indeed this may also have a positive impact on outcomes. However whilst this may achieve financial efficiency it by definition limits the range of subjects on offer and choice



available to students in the immediate and longer term reducing the range of career pathways available to them.

3.9 A list of schools with less than 250 students in the May 2016 census is at Appendix 3. It should not be assumed that all of these are financially inefficient.

3.10 Subsequent to the Review a steering group drawing on representation from schools, colleges, the University of Bradford, West Yorkshire Learning Providers, business and Chaired by the Council has worked collaboratively to develop a recommended framework for improvement as set out in Section 9. However the Council acknowledges that this is the first step and that we need a broader debate engaging education and business leaders from across the District.

4. FINANCIAL & RESOURCE APPRAISAL

4.1 There are no financial and resource implications arising out of this report.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

5.1 There are no significant risks to the Council arising out of the recommendations in this report.

6. LEGAL APPRAISAL

6.1 There are no legal issues arising out of this report.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

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

7.2 SUSTAINABILITY IMPLICATIONS

Improved outcomes and skills levels will improve the range and quality of opportunities available to our young people in the labour market, and their ability to contribute to society and their communities.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

The contents of this report do not directly impact Council's own and the wider District's carbon footprint and emissions from other greenhouse gasses.

7.4 COMMUNITY SAFETY IMPLICATIONS

There are no direct Community Safety implications arising out of this report.



7.5 HUMAN RIGHTS ACT

There are no Human Rights Act implications arising out of this report.

7.6 TRADE UNION

There are no Trades Union implications for the Council arising out of this report.

7.7 WARD IMPLICATIONS

As a result of the recommendations there may be Wards that currently have a sixth form that do not in the future, however it is not possible at this point to state which Wards this would apply to.

8. NOT FOR PUBLICATION DOCUMENTS

8.1 None.

9. OPTIONS

The Council and its partners will together to deliver against the four key priority areas set out at 9.1 to 9.4:

9.1 Delivering Sustainable, High Quality Post-16 Provision

The key actions and considerations in this area are:

- *rationalising sixth forms across the District*; The Council believes that a school sixth form with fewer than 250 young people is unviable. For those schools not part of a multi-academy trust this may be achieved through closure of their sixth form or by delivering a post-16 offer in collaboration with a partner school or college.
- *collaboration based on geographical factors, communities of interest or provider strengths*; Schools and colleges must work together to broaden their curriculum offer and realise economies of scale.
- *collaboration within multi-academy trusts (MATs)*; The Council would like to see MATs reviewing and considering the future of their sixth form provision strategically across the whole trust, with a view to combining their provision into a single sixth form centre or to stop offering sixth form provision.
- *the development of new sixth form colleges and post-16 free schools*; This needs to be done through a coordinated approach that considers geographical factors to ensure equality of access for all our young people and avoids unhelpful competition impacting on financial security. The Council want to see the development of four new sixth form colleges that offer a wide range of high quality academic pathways, with two located within the city centre and two located in the north of the District.



The Council wants to ensure that all post-16 settings in the District give our young people the best possible post-16 learning experience. To meet the needs of our young people and local economy, our post-16 institutions must deliver high quality teaching and learning, in the best facilities available and with clear links, through the Bradford Pathways programme, to progressions into either the labour market or Higher Education. The ethos of these settings must be to deliver a better quality experience that equips our young people for the very best opportunities available to them in later life.

- developing a financial modelling tool to enable sixth forms to stress-test what they offer.

9.2 Championing and Supporting Better Leadership

The key actions and considerations in this area are to:

- Develop geographical partnerships to develop and share expertise.
- Set up peer-to-peer support for teachers and leaders.
- Intervene where leadership lacks the skills or capacity to improve.
- Provide robust data on performance to highlight good and outstanding practice.
- Provide robust data on what our local economy needs now and in the future.

9.3 Promote Networks and Partnerships that can Raise Standards

The key actions and considerations in this area are to:

- Signpost and broker relationships.
- Support collective approaches that tackle underachievement.
- Work with schools and colleges to direct resources to where they are needed.
- Bring schools and colleges together to work to raise aspiration.
- Work with schools and colleges and intervene at an early stage to tackle areas of concern.

9.4 Continue to Focus on 16-19 Outcomes at all Levels

The key actions and considerations in this area are to:

- Develop a post-16 action plan to improve standards.
- Develop a post-16 partnership to focus on improving educational standards and



outcomes.

- Develop an effective transition process between Year 11 and all post-16 destinations.
- Make certain independent information, advice and guidance (IAG) is available to all our young people and families to inform their decision making.
- Champion the view that vocational and academic choices have equal value
- Implement Bradford Pathways so that young people have access to a learning pathway that gives them a rich and balanced curriculum linked to their career goals.
- Promote teaching which aims to shift performance for all students.

10. RECOMMENDATIONS

10.1 Recommended:

- That the Committee note the contents of the report and work with partners to promote and deliver the actions set out in section 9 and specifically 9.1.
- That the Committee support the Council with the engagement of a broad range of partners from education and business with the development of the post-16 agenda and partnerships in Bradford.

11. APPENDICES

11.1 Appendix 1 – Post-16 education and training in Bradford and the need for change.

11.2 Appendix 2 – A joint approach to post-16 education improvement in Bradford and the need for change.

11.3 Appendix 3 – Bradford School Sixth Forms with less than 250 Students.

12. BACKGROUND DOCUMENTS

12.1 Post-16 Skills Plan White Paper

12.2 Wolf Report

12.3 Area Based Reviews of FE

12.4 Key Stage 5 Destinations Data





Post-16 education and training in Bradford and the need for change



Foreword from Cllr Susan Hinchcliffe and Michael Jameson

At the heart of our Education Covenant for Bradford District is the belief that strong schools, colleges and other post-16 settings are essential if we are to have strong communities, economic growth and a healthy society.

This is a really important time for the future of post-16 education and training in the Bradford District. In spite of the hard work and commitment of all involved in 16-19 teaching, the need to accelerate improvements in both the quality and choice for learners is accepted by all.

We know there are some excellent examples of post 16 education in the district, but the world of work is changing and we want to make sure that all our young people have access to a wide range of high standard A level and technical vocational qualifications. We must provide excellent learning pathways so young people can progress into employment and further and higher education.

We know that what is on offer for young people now has not delivered enough improvement in Bradford's learning levels right across the board. We must take this opportunity to re-organise our current post-16 offer so that it delivers excellence and is financially sustainable.

In 2015, the Council led a review of post-16 education and training. We carried out the review jointly with schools, colleges and industry so we could set a direction to make sure that the post-16 learning young people receive is relevant to today's and tomorrow's job market.



This document has been produced by Bradford Council to outline the case for change in how we deliver post-16 education in Bradford, but more importantly it describes the Council's view on the future options for post-16 education as a response to the review.

Our role as leaders for Bradford Council is to champion the needs of young people, families, schools and colleges. We now have a clear plan on how we will work with our partners to drive this change so that young people in our District have access to the best post-16 education we can offer.

A handwritten signature in blue ink that reads "Susan Hinchcliffe".

Cllr Susan Hinchcliffe
Leader of Bradford Council

A handwritten signature in blue ink that reads "Michael Jameson".

Michael Jameson
Strategic Director of Children's Services

Reviewing post-16 education

Post-16 education is changing: National reforms are changing the curriculum, how post-16 education is funded and will significantly expand the apprenticeship programme. Alongside this, the organisation of education is more diverse with the growth of multi-academy trusts and the introduction of free schools, university technical colleges and institutes of technology.

The way that post-16 education is offered in Bradford, both its quality and its financial viability, was criticised in Ofsted's 2015 report on school improvement in Bradford. In addition, the Government is reviewing the financial viability of colleges in West Yorkshire as part of a national programme.

To make sure we can meet the needs of our young people, and deliver the skills needed by the local economy now and in the future, Bradford Council led a review of post-16 provision across the District.

The review was undertaken in partnership with schools, colleges, the University of Bradford, West Yorkshire Learning Providers and the Workforce Development Advisory Committee.

While the role of the Council is changing as all secondary schools move toward academy status, it has an important role to play as a champion of young people, parents, carers and families, and educational excellence. The review was an important first step to accelerate the improvements needed across the District.

We view the Council's champion role as crucial to making sure that change has a direct and positive impact on learners and their families. Championing is about local leadership; influencing and creating a common purpose; and challenging providers to deliver excellence and provide support.

The case for change is clear

The post-16 review found that the current way we deliver post-16 education in Bradford needs to change. It needs to do this rapidly to meet the future needs and demands of its learners, communities and employers, and to make sure that it is sustainable in a period of reducing public funding.

An important strand of Bradford's economic regeneration focuses on skills development to maximise employment opportunities. To support this objective post-16 education needs to offer learning and training that is fully aligned to, and shaped by, the needs of local employers and growth sectors in the local economy.

The review found that:

- **Outcomes need to rapidly improve for all young people in all settings.**

Overall the outcomes for young people by the age of 19 do not compare well to national and regional figures. Level 2 (equivalent to 5 GCSEs at grade A*-C) and Level 3 (equivalent to 2 A Levels) performance at age 19 can be described at best as stabilising, and at worst as declining.

Our young people's results are below average and they also achieve fewer qualifications than the national average. Fewer of Bradford's A Level students achieve three A Levels than is the case nationally.

There are also significant differences in performance levels in post-16 education depending on where learners live and their backgrounds. This is not just in the levels of outcomes achieved by young people but also because of the range of course options available and in the quality of learning that young people experience.

- **Young people need to be better supported when choosing what they want to do.**

All students need to access learning suitable for their needs and for which clear progression routes are

understood. Data shows that too many of our young people are making the wrong choices at key transition points. This shows there is a clear need for informed and unbiased information, advice and guidance (IAG) in all settings and better transition support.

- **The current choice for students is limited.**

Currently many of our schools' sixth forms are small and the academic and vocational pathways they provide offer a limited choice for young people. The colleges provide mainly vocational programmes but also some significant A Level provision.

The approach is not joined up and as a result is costly, duplicates learning opportunities, does not provide high quality learning experiences and ultimately impacts negatively on outcomes for learners.

There are clear gaps in the range and types of qualifications and programmes at all levels and the A Level offer does not match local economic need.

- **The current offer is not financially sustainable.**

Population projections show an increase in youth population and there is a pressing need to create additional capacity in secondary school for ages 11-16 years old. This is at a time when the Government is consulting on the future of 11-16 funding and this will mean increasing pressures on school budgets.

Allied to this there are 18 schools which have sixth forms with less than 250 young people. Studies demonstrate that sixth forms with less than 250 students can be inefficient. Those schools with small sixth forms face increasing challenges to be able to afford to deliver a viable sixth form offer. Research has also identified an association between the size of a sixth form and its A Level results; which may explain in part why many of our smaller sixth forms have poor results.



Future priority areas for action and change

The Council has four key priority areas for action and change and we will work with our partners to:

1. Deliver sustainable post-16 provision

We will do this by:

a. Developing sustainable 16–19 education across the District.

We will work with schools, particularly those with school sixth forms with fewer than 250 young people, to develop viable solutions for offering high quality 16-19 education. This may involve collaboration with a partner school or college

b. Collaborating based on geographical factors, communities of interest or provider strengths.

Schools and colleges must work together to broaden their curriculum offer and deliver economies of scale.

c. Collaborating within multi-academy trusts (MAT).

We would like to see MATs reviewing and considering the future of their sixth form provision strategically

across the whole trust, with a view to combining their provision into a single sixth form centre or to stop offering sixth form provision.

d. The development of new sixth form colleges and post-16 free schools.

This needs to be done through a coordinated approach that considers geographical factors to ensure equality of access for all our young people and avoids unhelpful competition impacting on financial security. We want to see the development of four new sixth form colleges that offer a wide range of high quality academic pathways, with two located within the city centre and two located in the north of the District.

e. Develop a financial modelling tool to enable sixth forms to stress-test what they offer.

2. Champion and support better leadership

To do this we will:

- a. Develop geographical partnerships to develop and share expertise
- b. Set up peer-to-peer support for teachers and leaders

- c. Intervene where leadership lacks the skills or capacity to improve
- d. Provide robust data on performance to highlight good and outstanding practice
- e. Provide robust data on what our local economy needs now and in the future.

3. Promote networks and partnerships that can raise standards

To do this we will:

- a. Signpost and broker relationships
- b. Support collective approaches that tackle underachievement
- c. Work with schools and colleges to direct

- resources to where they are needed
- d. Bring schools and colleges together to work to raise aspiration
- e. Work with schools and colleges and intervene at an early stage to tackle areas of concern.

4. Continue to focus on 16-19 outcomes at all levels

To do this we will:

- a. Develop a post-16 action plan to improve standards
- b. Develop a post-16 partnership to focus on improving educational standards and outcomes
- c. Develop an effective transition process between Year 11 and all post-16 destinations
- d. Make certain independent information, advice and guidance (IAG) is available to all our young people

- and families to inform their decision making
- e. Champion the view that vocational and academic choices have equal value
- f. Implement Bradford Pathways so that young people have access to a learning pathway that gives them a rich and balanced curriculum linked to their career goals
- g. Promote teaching which aims to shift performance for all students.

The wording in this publication can be made available in other formats such as large print and Braille. Please call 01274 433582.



A joint approach to post-16 education improvement in Bradford and the need for change



Bradford Council's position on post-16 education improvement

Foreword from
Cllr Susan Hinchcliffe and
Michael Jameson



This is a really important time for the future of post-16 education and training in the Bradford District. In spite of the hard work and commitment of all involved in 16-19 teaching, the need to accelerate improvements in both the quality and choice for learners is accepted by all. This report sets out a new approach outlining how we can work together to set a direction that drives up post-16 education standards and extends choice for young people.

At the heart of this must be our collective desire to work together to provide the best possible start for our young people by delivering education that inspires them to fulfil their potential.

Bradford Council want to make sure that all our young people have access to a wide range of high standard A level and technical vocational qualifications. The Council view is that collectively we must provide excellent learning pathways so young people can progress into employment and further and higher education.

Our approach must reflect the New Deal reforms that are taking place to build Bradford as a place where everyone is able to maintain stable employment, earn a family-supporting wage, enjoy a good quality of life, and contribute to their local community. It must also take account of the challenges presented by a changing national context.

The Council commissioned review of post-16 education was the start of this new approach. It enabled partners to consider together the direction we need to take. Headteachers, principals of further education, businesses, and the local authority have been able to consider ways to improve education standards together, in a spirit of genuine openness and partnership.

As a local education and business community, we all agreed on the content of the Review. Bradford Council knows that this is only the first staging post in

a wider debate that must now engage both education and business leaders across the District.

We welcome the recommended framework for collaboration that employs sector-led education improvement, a shift towards a Careers Pathway model, and deeper education-industry partnerships. This is important because it means that our local education will be directly linked to employers' talent needs.

The move towards a more autonomous education system means that the role of the Council has changed to one of enabling, brokering and challenging. For an enabling environment to be effective we, the Council, need to take a clear view on what we consider to be in the best interests of Bradford.

We, the Council, also see our role as championing the needs of young people, families, schools and colleges. There are some important decisions that need to be made if Bradford is to deliver the post-16 education that young people need and the Council and its partners cannot shy away from making them.

The current pattern of schools' sixth form provision is not sufficient to realise our collective ambitions. Evidence suggests that in its current form it is not financially sustainable and offers a limited curriculum for our young people. Moving forward the Council wants to see a reduction in the number of school sixth forms and the development of a small number of large school sixth colleges. The Council view is that these need to be located in areas of demographic demand: in Bradford city centre, in the Shipley/Keighley area, and in the north of the District, how this happens is down to our partners.

Alongside this, the Department for Education and Department for Business Innovation and Skills are undertaking a 'West Yorkshire Area Based Review of Further Education' as part of a national programme which will, "...move towards fewer, often larger, more

resilient and efficient providers". Our local approach and the Area Based Review must align to ensure that the young people of Bradford have access to a coherent offer of high quality academic and vocational pathways.

This report is driven by the overriding common purpose to enable every young person to achieve their best regardless of where they start. Bradford Council believes that this demands a transformational approach to raise educational standards and the way we work together. That means every stakeholder has an important role to play.



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Leader of Bradford Council



Michael Jameson
Strategic Director of Children's Services



Acknowledgements

This report has been produced under the governance of the post-16 review steering group. The group is made up of the following members.

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1.1 One District working together for our young people

The improvement of post-16 education standards and achievement is critical to ensuring that all of our young people in Bradford are able to achieve their potential and take advantage of the higher education, career and life opportunities on our doorstep and beyond. This report delivered under the governance of the post-16 review steering group outlines a new approach. It is an outcome of a detailed review of our post-16 education landscape. It has enabled us to consider the future of post-16 education improvement in Bradford from a fresh perspective. Senior leaders from schools, colleges, independent learning providers, the voluntary and community sector, the Council, Bradford University, and business have all had the opportunity to evaluate how we can best raise post-16 education standards together, in a spirit of genuine openness and collaboration.

Over the course of the review, we have closely examined the evidence, considered the different ways forwards and developed clear options for change for how best to work together to improve outcomes for our young people as an education and business community.



Through the course of the review our discussions about how to ensure post-education improvement have been thorough and robust. We have identified that there is a common purpose that unites us as an education and business community: to contribute and support our young people to achieve much more throughout their education, careers, and life.

Whilst the Council took the lead in commissioning the Review, it was produced and agreed by partners working across the post-16 sector. The role of Bradford Council in a collaborative post-16 education approach was also examined. The steering group is clear that the primary responsibility of post-16 education improvement rests with providers. But the Council has a key leadership role in developing effective partnership working, building relationships, sharing knowledge, facilitating peer learning, and upholding accountability. Indeed, we all share a common purpose.

As an education and business community, we have much more to do and we are developing a clear action plan with appropriate outcomes, timescales and measurements to achieve this. This report sets out the collaborative approach we want to take towards post-16 education improvement.

1.2 Our starting point

Over the course of the Review a shared story has been developed among our local education and business community about the current education and employment outcomes for Bradford's young people. The starting point is quite simple: the education and employment outcomes for our young people are not yet good enough. From our Review, it is clear that our young people understand the value of remaining in education and training up to the age of 18. Whilst our young people are remaining in education in greater numbers than ever before, their educational attainment is below the level of their national and international peers. This then is our starting point; the challenge is how we work together to deliver our common purpose.

As an education and business community we have achieved a lot and have a strong partnership ethos to build from. Yet we recognise that we still have much more to harness the strong collaborative spirit to deliver rapid improvement, and a high quality and sustainable post-16 education offer to our young people.

Overall results in our colleges, schools, and other post-16 setting are significantly below national performance levels at both level 2 and level 3. On average our young people take longer to achieve their qualifications, achieve at a lower level, and hold fewer qualifications than elsewhere in the country. And in our colleges, schools, and other post-16 settings, students from poorer backgrounds achieve less than their peers from more affluent homes.

To ensure that in the future all our young people have the best possible start to life the review emphasised the need to reinvigorate and reshape the current pattern and organisation of post-16 provision. Currently, the majority of post-16 providers in Bradford are not rated as good or outstanding, and whilst we have seen improvement in some post-16 settings others have fallen into difficulties. One of the peculiarities of the pattern of post-16 provision in Bradford is the high number of small school sixth forms. Typically, across the county, smaller institutions have poorer outcomes for post-16 and under the current funding arrangements it is difficult to see how small sixth forms can be sustained financially. Realistically financial viability for these settings can only be achieved by offering a limited range of courses in areas that traditionally attract high volumes. This approach can only serve to limit the opportunities for our young people in terms of the coherency of their post-16 programme of study and their transition to the labour market and/or higher education.

The post-16 education landscape is complex and the new reality is that post-16 providers are autonomous and responsible for their own planning, development and improvement. Taken together this context raises questions about how stakeholders from across the post-16 landscape can come together and best organise the current system to deliver rapid

improvement in educational standards, provide an offer to young people with path to employment, and meet the needs of local businesses.

This context sets our clear challenge to develop an approach that delivers long-term and sustainable improvement in post-16 educational standards which will enable every young person in Bradford to achieve more, regardless of their background or where they live. To this end, part of the solution is to make changes to the existing school sixth form organisation, moving to fewer and larger sixth form providers. This can be achieved in a number of ways that this may come about whether individual schools decide to close their sixth forms, groups of schools may decide to collaborate and consolidate their sixth forms through a multi academy trust, or a new schools sixth form centre or college may be developed. Whilst we recognise the autonomy of individual providers, we believe that outcomes can be better improved and more sustainable with mediating arrangements which offer both accountability and co-ordination. In other words, any proposals for new provision needs to be undertaken in a considered and planned way to understand and ensure that it adds value both individually and collectively to our current pattern of post-16 provision.

In the time available for the review it was not possible to address in detail every aspect of the question of how to make a step change in the improvement of post-16 education standards. Consequently, we have focused on those areas that were felt to be most important to create a culture and infrastructure for collaboration in Bradford, which has the power to transform post-16 education and ensure that every young person achieves to their full potential. We are clear on our starting point, and this is an important first step on a journey to build a high quality and sustainable post-16 system.



1.3 Our vision for post-16 education – working together to deliver quality and choice

Vision

A sustainable, responsive and co-ordinated post-16 education system that provides a high quality and broad range of pathways, that evolves based on evidence and best practice, which achieves successful outcomes for our young people, employers, and local community.

Our mission

To liberate the talents and ingenuity of all of our young people.



Principles

Our underlying principles are:

- **Common Purpose.** Our collaboration is founded on a compelling common purpose: To ensure our young people achieve all that they are capable of throughout their education, career, and life.
- **Rigour.** Effective collaborative working must involve evaluation and challenge. We will strive collectively to deliver this.
- **Transformative.** Our overall approach to collaboration must be transformative for every young person, for every school, college and private training provider, and across the whole post-16 education and training system.
- **Sustainable.** The collaborative approach must seek sustainable solutions for the District that optimise current and planned estates, facilities and investment.
- **Evidence-driven.** We must focus on excellence through continuous improvement, innovation and risk management with on-going monitoring, measuring, evaluation and public reporting with clear lines of accountability
- **Outcome-based.** Outcomes and performance must deliver our common purpose.

Objectives

We will work together to:

- **Deliver the right opportunities and experiences for every young person.**
Ensure all young people access pathways that offer them the right opportunities and experiences for personal fulfilment. Support young people with transition between settings to enable a continuous high quality education experience and drive up post-16 education standards.
- **Create a shared culture of professional development, innovation and transformation.**
Sharing know-how and excellent practice to create opportunities for professional learning. Transform education settings into dynamic, exciting places to work and study.
- **Build an environment of trust for effective challenge and support.**
Support reciprocal collaboration with the aim of supporting improvements to young people's education and training. Honesty and openness underpin this approach.
- **Put the right skills in the right place.**
Respect the professional skills of staff and leaders of those staff to make sure the best people transform the learning experience and outcomes for young people.



2.1 A sector-led improvement approach

We believe every post-16 education and training provider in Bradford should be an active member of the post-16 education improvement collaboration.

An effective collaborative approach to post-16 education improvement may take many forms. It is important that there is a coordinated approach. More organic collaborations through local school to school support or Multi Academy Trusts are powerful but not every provider across the system enjoys the benefits of being part of an effective collaboration. We need to put in place a partnership that empowers alliances to grow stronger and transform performance.

We believe that there must be a more formal mechanism to connect intelligence and insights gathered from different improvement activities with strategic decision making at a District level. To achieve this we will develop a sector-led post-16 education partnership which brings together local leaders of education and business.

This partnership will be a catalyst for change and ensure the principle of a sector-led approach is applied to the whole system, locating the post-16 education agenda within wider partnership arrangements. Critically it will build coherence into the collective approach to education improvement, post-16 organisation and sustainability.

It is not intended that the partnership become a separate legal entity or a Council committee, it would instead be an autonomous organisation accountable to the whole education and business communities of Bradford. As such the partnership is the natural body to inherit the work of the review and implement this plan. It will continue to champion a spirit of collaboration and keep alive our collective moral purpose.

The potential functions of the partnership include:

- Building capacity in the system for innovation in post-16 education, embracing and generating opportunities for peer support
- Monitoring progress in achieving our collective ambitions for our young people and our common purpose
- Approval of strategic plans for post-16 education improvement

It is important to stress that this model is the starting

point only. The partnership must be dynamic and as concepts of collaboration mature, develop, and become more sophisticated roles within the system must change.

2.2 Bradford Pathways: local pathways to global opportunity

Overall, we want to equip our young people to compete with the best across the UK and beyond. We want to set their ambition as global citizens of the future, confident and with skills they need to look beyond Bradford to seize opportunity wherever that may be.

We need to offer our young people a range of high quality pathways through post-16 education including apprenticeship, academic and technical routes. Young people need to make informed decisions on how their learning choices connect to lifelong learning, the world of work and their career ambitions, and they need to have access to personalised programmes of study that support them to realise their ambitions.



It is our belief that the post-16 education system would be greatly strengthened if pathways to all major occupations are clearly outlined from the beginning of Key Stage 4 so young people and their families are able to clearly see how their decisions on their learning options and other extended learning experiences that would best position them for entry for their chosen field. Young people would not be locked into one career at an early age rather Bradford Pathways would expand their horizons and the knowledge of the range of opportunities available to them. Furthermore, it will better engage and support young people to achieve much more in their education, careers, and lives.

Bradford Pathways will be the new system-wide framework that aligns education and training with specific progression opportunities for a broad range of major occupations and work. Through all partners working together to re-orient their provision to enabling lifelong education and career progression young people will better prepared to make successful transition into adult life. This effort will include re-imagining sector-focused bridge programmes, skills training, job-relevant curricula, and work-based learning opportunities and credentials. (See Appendix A Shipley College Centre of Excellence case study.)

2.3 An expanded role for employers

Our effort to provide a more effective network of pathways for our young people will require an expanded role of business and other employers. Local business leaders certainly understand the need to improve our post-16 education and have worked with us to this end over the past few years. But the pathways model we envision will require them to become deeply engaged in multiple ways at an earlier stage. In helping to set standards and design programmes, in advising young people, and most importantly providing greatly expanded opportunities



for work-related learning. Employers are full partners in our common purpose to prepare young people to achieve.

Our goal is from the beginning of secondary school all students have access to this system of employer involvement and assistance. This will include career counselling, job shadowing and opportunities to work on projects or problems designed by industry. From Key Stage 4 it will include programmes of study designed in collaboration with business leaders in our priority economic sectors through Industrial Centres of Excellence, see case study above. The ICEs are active collaborations between business and education that specify and give the knowledge and experience that young people need to work in that sector. We envisage that Bradford Pathways create a much tighter link between a student's programme of study and their career ambitions. It enlists the employer as a partner in both training students, and encouraging them to succeed and progress in their studies.

2.4 A new social compact for our young people

Developing a system that provides every young person with high quality pathways will require that we all take a collective moral purpose we assume for the education and training of our young people. Whilst educators will still obviously play a central role, to meet our common purpose will also require major contributions from parents, employers, the Council, and young people themselves.

To this end the Education Covenant (see Appendix B) articulates our new social compact with Bradford's young people. This clearly spells out what the Council, educators, employers, parents, communities, and government will do to provide pathways, and how they will support young people as they navigate them. And it clarifies what we expect from young people.

In broad terms, the Education Covenant's overarching goal is that by the time they reach adulthood, every young person will be equipped with the education and experience he or she needs to lead a successful life as an adult.

The challenge to meet our common purpose will require an enormous expansion of our existing efforts. We must rethink and reform the roles that employers and the public sector play in youth development, and we must create a new collaborative culture that works together to encourage and enables young people to achieve. It may seem daunting. Yet few other efforts have more potential to help Bradford realise its true promise in the 21st century.

To achieve our vision and objectives for the post-16 education system the table below sets out the immediate next steps and areas of activity to put in place the foundations we need to make a step change in post-16 education standards and attainment.

Aspect	Description	Comments
<p>Strand 1: Completion of post-16 review process</p>	<p>Further work needs to be completed as part of the review process –</p> <ol style="list-style-type: none"> i. Post-16 mapping ii. Data analysis iii. Learner consultation 	<p>Strong message from stakeholders that mapping of post 16 provision needs to be implemented (and findings shared) in order to provide a district wide perspective on opportunities for young people (mapping should include current thinking on future plans for post-16 provision and strengths/weaknesses of the existing offer). Mapping should be initiated as part of the review process but be delivered in collaboration with providers. Mapping should draw on pre-existing centrally held information so as to minimise the burden on individual providers. Mapping of provision should be assessed to establish how effectively it meets the needs of the local economy.</p> <p>Further work on data analysis is also recommended (see 4.2), although the review group should identify priority lines of enquiry . There is suggestion that consultation with learners (and possibly parents) should form part of the review. Both qualitative and quantitative work with learners through individual providers and/or Prospects could be considered.</p>
<p>Strand 2: Development of post-16 strategic and operational action plan to improve standards</p>	<p>Once further work undertaken a post-16 strategic action and operational plan with a focus on improving post-16 standards should be developed in collaboration with stakeholders.</p>	<p>Strategic action and operational plan with clear measurements, timescales and lines of accountability needs to be in place to drive change forward and to assist in monitoring of progress. There needs to be agreement as to how stakeholders are engaged in this process. A vision for post-16 provision should be developed to underpin the agreed action plan. The vision should build upon the New Deal for Bradford but provide a clear direction of travel. Needs absolute focus on education improvement particularly on Level 3 outcomes.</p>
<p>Strand 3: Development of structures for post-16 partnership working and sharing of effective practices</p>	<p>3.1 Recreate, extend or adapt the Bradford Partnership and sector-led education improvement model to work across the post-16 sector.</p>	<p>The partnership should be inclusive and should ensure representation from the voluntary and community sector, charitable and commercial providers, FE, school, IAG contractor (s), work based learning providers. Particular thought should be given to the engagement of the MATs. A key role of the partnership is to support the implementation of the post-16 strategic action plan. Other opportunities exist for the partnership to focus on:</p> <ul style="list-style-type: none"> ● Development of post-16 education improvement plan(s) ● Sharing of specialist post-16 teaching resource

Aspect	Description	Comments
	<p>3.2 Develop an effective KS4-KS5 transition process.</p>	<ul style="list-style-type: none"> ● Collaborative IAG provision, (including further development of Bradford Pathways) ● Sharing of specialist teaching facilities ● Sharing of good practice on collaborative provision across the District ● Joint work on English and maths Level 2 attainment ● Further developing partnerships between schools, FE and HE to engage learners in HE outreach/aspiration-raising activities ● Developing an effective transition process (detailed below) <p>There is demand from stakeholders for an improved transition process, particularly (but not exclusively) to support sharing of information in relation to English and maths skills/attainment. Suggestion that an electronic system is already in place and this should be reviewed/reinstated. Clear plan needs to be in place to inform providers of its use and purpose.</p>
<p>Strand 4: Ensuring capacity to deliver improvements and financial viability/sustainability</p>	<p>4.1 Develop a financial modelling tool to enable sixth forms to stress test their provision.</p> <p>4.2 Use of financial modelling to inform decisions on sustainability of provision.</p> <p>4.3 Assess the scope and viability of collaborative delivery and models and disseminate learning to stakeholders.</p> <p>4.4 Full audit of sixth form and colleges future plans for post-16 provision disseminated to stakeholders across Bradford.</p> <p>4.5 Negotiate changes in post-16 provision for academic year 2017-18.</p>	<p>Building on work already started to model financial viability and to ensure the tool and any associated guidance are disseminated to all sixth form heads and governing bodies.</p> <p>Providers should be encouraged to stress test their provision prior to the post-16 mapping process (detailed in strand 1). Any decisions/ current thinking as a result of financial modelling to feed into mapping process.</p> <p>To support providers to develop collaborative delivery arrangements work should take place to examine the effectiveness of local, regional and national models. Examples of transferable practice to be shared. Examples to be considered include ICEs, Truro College, Ruth Gorse Academy Trust and Trafford College.</p> <p>We anticipate that clarifying the future plans of all providers will be an on-going process, kick started with the initial dissemination of the financial modelling tool and the mapping of provision. We suggest a full audit should be in place and extensively disseminated before the end of the academic year at the latest.</p> <p>The local authority needs continued communication with providers where change in post-16 provision is recommended or anticipated. In particular, detailed dialogue should take place between the local authority and school sixth forms where quality is low and there where sustainability issues have been identified. A clear understanding of likely provision in 2017-18 needs to be in place by the start of next academic year.</p>

Aspect	Description	Comments
Strand 5: Gathering and sharing of intelligence	Develop central intelligence business cycle, sets and products.	<p>Improved data analysis is crucial for taking a more evidence driven approach to planning of post-16 provision both at institutional and district wide level. There is clear demand from stakeholders for improved access to data analysis and for opportunities to discuss data and agree the implications for the post-16 sector. The local authority have identified the following issues for consideration:</p> <ul style="list-style-type: none"> ● Monthly, quarterly and annual cycle of reports and communication ● Quality ● Demographic ● Labour market information ● Destinations ● Participation <p>We would strongly recommend including data on apprenticeship vacancies and trends in unfilled opportunities.</p>
Strand 6: Increasing effectiveness of CEIAG in supporting post-16 choices	<p>6.1 Develop post-16 provision directory in collaboration with Prospects</p> <p>6.2 Central procurement of effective IAG provision</p> <p>6.3 Maximising potential of Bradford Pathways approach by identifying opportunities for implementation in the post-16 sector</p> <p>6.4 Establish district wide 'think tank' to identify practical steps to improve the take up of Apprenticeship opportunities in Bradford.</p>	<p>Clear message from providers that reinstating/ updating existing database of provision would be of value to ensuring access to information about breadth of opportunities on offer. Consideration needs to be given to the process for updating, maintaining and promoting the database.</p> <p>Need to agree the scope of provision to be commissioned for September 2016 onwards. The re-commissioned service must reflect findings from the post-16 review.</p> <p>Bradford Pathways is currently an untested model but one which has generated a good deal of support since the initial launch in November 2015. Review of the five year implementation plan to identify opportunities for further alignment to needs of post-16 learners would appear appropriate.</p> <p>Work of Apprenticeship Hub and individual providers acknowledged but more work to be done to ensure apprenticeships are a viable opportunity for the young people of Bradford. A chance now exists to examine the current state of play in Bradford and ensure a post-16 strategic action plan is adequately focused on the work based learning sector.</p>
Strand 7: Monitoring of progress	Ensure milestones and outputs identified in the strategic action plan are met.	<p>The local authority should retain oversight of the post-16 strategic plan. A clear process and timetable for how progress is reviewed needs to be agreed. Thought should be given to how progress can be communicated and celebrated and how poor performance can be challenged.</p>

Centre of Excellence for Business case study

Former Creative Media student Nicola, explains how Shipley College was the perfect fit for her journey towards university...

“Sixth form wasn’t for me, I didn’t feel independent, and I didn’t feel like I was taken seriously. I was really unsure as to what I wanted to do when I left. I looked into just getting a full time job straight away or getting an apprenticeship but I knew deep down that it wasn’t what I wanted to do. The posters and billboards dotted around my area really caught my eye, they were advertising Shipley College. I looked into all of the courses that were available and my first impressions of the College were that it was a small, inviting environment offering lots of exciting opportunities. I wasn’t wrong!

When I first started my course I realised immediately how approachable and encouraging all of the staff and students were. I was also treated like an adult, which I loved. Creative Media Level 3 was the course I had enrolled on and straight after my induction to the course, I knew it was the course for me. I really enjoyed learning about all the different software that was available and just being part of the College in general.

There were many opportunities I was encouraged to take part in at College. I had the chance to write for the College newspaper, have my picture in the full-time course guide, be involved in different projects with the College’s Centre of Excellence for Business and do a presentation in front of over one hundred people in a single day! These opportunities really helped to improve my confidence and have given me a wide range of skills and experience, which are great for my CV.

I would recommend Shipley College to anyone who wants to take part in an exciting, opportunity-packed, educational experience, but also because it is the smallest (General FE) college in the country – you are really made to feel part of a community.

I’ll be starting my degree in Journalism at Leeds Beckett University next week and it’s thanks to Shipley College that I’ve reached my goal. I can honestly say I am going to miss College a lot. Sounds silly, but I’m actually glad things didn’t work out for me at sixth form because otherwise I wouldn’t have discovered such an amazing College to study at. As I’m sure you can probably tell, I’ll never forget the time I’ve had here.”



Proud student Nicola passes her course with flying colours

A good school and a great start for all our children: The Bradford Education Covenant

We believe that every child in the Bradford District should have the chance to realise their full potential and that working together with determination, purpose and ambition we can achieve this.

Improving educational achievement and making sure all children can go to a good school are among the biggest and most important challenges we all face in the Bradford District. Providing young people with the right skills and knowledge within an excellent school system is crucial to their future success and wellbeing and that of the district.

In the past, improvement in education hasn't gone far enough, fast enough. We know we've got to do better, there are no excuses. We need urgent and sustained action to drive up education results.

Things have to change and together we all have to take responsibility to improve educational achievement in our district and give all our children a great start in life. The changes we need can't happen unless we all, public services, schools, parents, business and communities, work together.

We have to make sure that children are ready for school and ready to learn, to accelerate the rate of improvement in achievement and to ensure that young people leave school ready for work and life.

Achieving those outcomes is a joint responsibility with everyone involved having their part to play.

So we are setting out what the Council can offer but we are also asking families, schools, business and employers, the Government and young people themselves to work together with us to do all they can to create the best chance of success for all our children and young people.

The proposed Bradford Education Covenant will outline the action the Council will take along with what it is asking of others to ensure our young people get the best possible start in life.



The Bradford Education Covenant

What the Council will offer

Keeping schools and education as a top priority
Improving schools and educational attainment, so that all our children are able to achieve their potential, will stay at the top of our priorities. We will support all Councillors to be effective champions of children, parents and learning and work with schools and parents to develop a vision for education as we pursue our ambition of making all our schools good by 2018.

Driving school improvement

The Council will work to put schools themselves at the heart of driving improvement. We will challenge schools and governing bodies and hold them to account for their performance, taking rapid and robust action where there are issues that may be preventing a school from making progress, whatever type of school it may be.

Promoting learning from the very best

We already have some outstanding school leaders and teachers. We will work even harder with schools to identify, celebrate, promote and share best practice and support them to assist each other to accelerate improvement.

Attracting, retaining and developing the best school leaders and teachers

We will invest resources in attracting, retaining and developing the best school leaders, teachers and classroom assistants. We've already set aside £660,000 to do this. Part of this commitment will involve promoting Bradford District as an attractive career choice for the best teachers and school leaders. Government policy is to increase the numbers of Academies so we will be proactive in seeking out high quality academy sponsors to attract to the district.

Providing school places by working together with government

The Council will work with the Government to ensure the district gets the money it needs to provide enough school places and keep schools well equipped. We've invested £700,000 to match the Government's money for extra school places but we need more money and more places.

Helping to make sure children are ready for school

Support will be there for families and children through the 'early years' helping to make sure children are ready for school and can do their very best at school from day one.

Supporting children and young people to be ready for work and life

Working closely with the business community, the University and colleges, the Council will provide real opportunities for skill development and jobs when young people leave school. We'll continue, in partnership, to deliver the innovative Industrial Centres of Excellence, each covering a different economic sector, linking schools to employers' needs and we'll support business to get the right young person, with the right skills through our Apprenticeships Hub.

Raising aspirations through cultural opportunities

Providing chances for students to benefit from enriched cultural learning by maximising the District's unique local learning opportunities and facilities - for example, with the National Media Museum and City of Film. This will provide inspiration to our young people and stimulate creativity.



Bradford Council's Education Ask

Parents

- Access a nursery place – 15 hours a week is free and it can make a big difference to your child's development
- Involve yourself in your child's education, encourage and celebrate their learning
- Make learning fun at home, read, count and play every day with your young child
- Make sure your child is at school on time, attends regularly and doesn't take unauthorised absence
- Support your child to get their homework in on time
- Support your child to get involved in out of school activities

Parents need to do this because their involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.

Children and young people

- Make the most of opportunities for learning at school and at home
- Take responsibility for your own education, build your skills, ask questions, take notes in class and get your work in on time, discover your talents – it's your life, your future, your choice

Children and young people need to do this because motivated and responsible pupils have a better chance of achieving success.

Schools

- Put yourselves at the heart of driving school improvement, working together in partnership, recognising that all types of school are part of a wider education system and need to share solutions and ideas to raise education attainment
- Be active in the district's networks of schools, assist each other each other to challenge and address failure and support the lowest performing schools to learn from the highest performers
- Share resources and expertise to invest in teaching, learning and facilities
- Take timely and robust action to deal with performance, governance, attendance and any other issues in your school to provide the very best education experience and outcomes for your pupils

- Support students to identify future careers opportunities

All our schools need to do this to help us achieve our shared ambition of making sure every school is 'Good' by 2018.

Business and employers

- Support and become involved with an Industrial Centre of Excellence or Bradford Pathways
- Encourage your employees to volunteer for the reading in schools project and to offer mentoring for young people at school
- Provide meaningful work placements to your local schools and be an active partner in educating young people about potential careers
- Provide apprenticeships for local young people

Businesses need to do this because good education and good skills mean greater growth. In engineering alone the UK needs 1.82 million workers with relevant skills by 2022.

Communities

- Everyone in every community and neighbourhood to play their part in making a positive contribution to the growth, development and wellbeing of young people
- Get involved, for example as a volunteer reader

We need our communities to do this because everyone shares in the social and economic benefits of improving education and everyone can play a part in helping to achieve it.

Government

- Provide the funding for the district to have enough places for all our children
- Provide funding and support to help increase education achievement in the district, for example invest in a local programme to drive rapid and sustainable improvements
- Support us to attract outstanding teachers, leaders and, in line with Government policy, Academy chains to the district
- Trust local education partners and devolve more powers to local authorities to tackle failing schools and hold academies to account

We need the government to do this because we have one of the fastest growing populations of young people in the country and will need extra places equivalent to two new secondary schools by 2018.

The wording in this publication can be made available in other formats such as large print and Braille. Please call 01274 433582.

Appendix 3 – Bradford school sixth forms with less than 250 students

Appleton Academy
Beckfoot Upper Heaton
Bradford Girls' Grammar School
Bradford Studio School
Buttershaw Business & Enterprise College
Dixons Allerton Academy
Feversham College
Grange Technology College
Hanson School
Immanuel C of E College
Laisterdyke Leadership Academy
Oakbank School
Oasis Academy Lister Park
Parkside School
Queensbury School
Samuel Lister Academy
The Holy Family Catholic School
Thornton Grammar School
Titus Salt School
University Academy Keighley



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Report of the Deputy Director, Education, Employment and Skills to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 6 September 2016

L

Subject:

Update on the development and implementation of the post-Ofsted Action Plan

Summary statement:

Bradford Council's Local Authority's arrangements for school improvement were inspected by Ofsted between 15 and 19 June 2015. Following the publication of the report, in the form of a letter, on 21 August, an action plan was developed to address the issues raised in the report. The plan was submitted to Ofsted on 28 September and a response was received on 26 October. This led to some minor revisions to the final plan.

This report provides an update on the continued delivery of the action plan throughout the academic year 2015/16, and the next steps in revising the plan. Information on the post-Ofsted Action Plan was previously provided to the Children's Services O&S meeting on 12 January 2016.

Michael Jameson
Strategic Director Children's Services

Portfolio:
Education Employment & Skills

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Overview & Scrutiny Area:
Children's Services



Summary

- 1.1 Bradford Council's Local Authority's arrangements for school improvement were inspected by Ofsted between 15 and 19 June 2015. Following the publication of the report, in the form of a letter, on 21 August, an action plan was developed to address the issues raised in the report. The plan was submitted to Ofsted on 28 September and a response was received on 26 October. This led to some minor revisions to the final plan.
- 1.2 This report provides an update on the continued delivery of the action plan throughout the academic year 2015/16, and the next steps in revising the plan. . Information on the post-Ofsted Action Plan was previously provided to the Children's Services O&S meeting on 12 January 2016.

2. Background

- 2.1 The Local Authority's arrangements for school improvement were inspected by Ofsted between 15 and 19 June 2015. A letter from the HMI (Her Majesty's Inspector), that led the inspection, was published on 21 August. This letter included a detailed report on the outcomes of the inspection.
- 2.2 The development of an action plan began immediately after the inspection, based on initial verbal feedback. The completed plan was submitted to Ofsted on 28 September and a response was received from Nick Hudson, Ofsted's Regional Director, on 26 October.
- 2.3 The evaluation was largely positive. There was a request for a few minor improvements that were quickly actioned, and the final version of the plan was approved.
- 2.4 **Structure of the plan**

The overall objective of the action plan came from a quote from the inspection report – to “accelerate the work begun to raise pupils’ achievement and attendance at all levels”. This Local Authority School Improvement (LASI) Action Plan continues as the single plan that is delivering the improvements that Bradford needs. It has replaced all other school improvement plans that were previously used.
- 2.5 The plan is split into nine key themes or projects. These themes respond to the main areas of improvement that were required as an outcome of the inspection. Each project has an aim and a series of tasks; each task has a performance indicator or outcome which will deliver the project aim. The nine themes/projects:
 1. School Improvement Strategy
 2. LA Intervention in Schools
 3. School Improvement Governance Arrangements
 4. School Performance Risk Assessment
 5. Use of Performance and Management Information
 6. Quality of School Leadership & School-to-School Support
 7. LA Staff Performance
 8. Value for Money of Post 16 provision



9. Baseline and Comparator Work

2.4 The progress of the plan has been tracked through a Progress Monitor and a Key Performance Indicator (KPI) Monitor

- Progress Monitor: This requires each reporting officer to RAG (red / amber / green) the progress of each activity on a regular basis. The RAGs have been defined to ensure there is a focus on each task having a positive impact rather than just being implemented.

Red	Implementation commenced - No impact.
Amber	Implementation has taken place but impact is limited.
Green	Implemented and positive impact evidenced / KPI Met.

- KPI Monitor: This consists of 26 measurable performance indicators that are tracked and updated as new data becomes available. A baseline has been provided and the figures are referenced to national averages and the average of Bradford's ten statistical neighbours (Blackburn with Darwen, Bolton, Derby, Kirklees, Oldham, Peterborough, Rochdale, Sheffield, Telford and Wrekin, Walsall).

2.5 **Implementation and monitoring of the LASI Action Plan**

The action plan strongly supports sector-led school improvement whereby key stakeholders have a shared vision for improving educational outcomes and all partners (schools, their partnerships, teaching school alliances (TSA), multi-academy trusts (MATs), dioceses and the LA) are engaged in delivering the required improvements, guided by the plan. The Regional Schools Commissioner (RSC), Ofsted and the Department for Education (DfE) attended the EISB meeting in autumn 2015 and pledged their support to Bradford to deliver this plan.

2.6 With the changing educational landscape there are now more schools which have become academies and these schools report directly to the Department for Education (DfE) and no longer to the Local Authority. At present there are 157 primary schools of which 27 are academies, 30 secondary schools of which 18 are academies, 8 Special Schools of which 2 are Academies and 4 all through schools of which 4 are Academies . The LA works closely with the DfE and the RSC on the standards agenda linked to all schools.

2.7 The LASI Action Plan tracks 73 tasks. A summary of the progress of tasks during 2015/16 is given below as a profile of the RAG ratings.

	Sep 2015	Dec 2015	Jul 2016
No Action To Date	3	3	1
Red - Implementation commenced - No impact	51	29	3
Amber - Implementation has taken place but impact is limited	18	38	58
Green - Implemented and positive impact evidenced / KPI Met	1	3	11
TOTAL	73	73	73



The RAG ratings are strongly focused on impact. So whilst the majority of tasks have been implemented or are being implemented, it is taking time to demonstrate sustainable impact. Just one task has not yet been actioned because it requires preparation of a report to evaluate the effectiveness and impact of the reconstituted EISB (Education Improvement Strategic Board) and the BEICB (Bradford Education Improvement Commissioning Board) during the autumn term 2016.

2.8 Monitoring the implementation of the plan and outcomes achieved

Throughout 2015/16 the Education Improvement Strategy Board (EISB) has received reports on the monitoring and progress of the LASI Action Plan. They have been particularly interested in,

- Changes in the Key Performance Indicators (KPIs)
- Progress against KPI targets
- Areas where improved progress is being made
- Additional resources provided
- Additional work undertaken in response to EISB concerns
- Areas of concern and mitigating action
- Areas where advice and support from the EISB is required

2.9 Summary of the LASI Action Plan's actions and progress

This is shown in Appendix A.

3. OTHER CONSIDERATIONS

3.1 Next Steps

As the post-Ofsted action plan comes to the end of its first year there is now a need for a new Education, Employment and Skills development plan to be developed by the new Strategic Lead Officers. This plan will need to take account of the rapidly changing education landscape including academisation and the changing role of the LA. The amalgamation of all education services under one deputy director affords the opportunity to develop a more co-ordinated strategy where the leaner LA services can play their full role in school place planning, providing a focus on vulnerable children and being the 'champion' for better outcomes for all children and young people.

3.2 In preparation for this new plan, managers from all the services within Education, Employment and Skills have met and have agreed to:

- the signing off of completed tasks
- redefine the high impact activities so that all services can contribute to them
- refresh the individual performance indicators and outcomes for the activities
- revisit the timescales and deadlines.

A timescale for this rewrite is still to be agreed.

4. FINANCIAL & RESOURCE APPRAISAL

4.1 The LASI Action Plan and its implementation is funded through the core funding available to strategic partners and through funding made available by the Bradford Education Improvement Commissioning Board (BEICB). Following a request of the



EISB (Education Improvement Strategic Board) any additional funding provided to support the delivery of tasks is now recorded on each project plan.

5. LEGAL APPRAISAL

5.1 None.

6. NOT FOR PUBLICATION DOCUMENTS

6.1 None.

7. OPTIONS

7.1 Not applicable.

8. RECOMMENDATIONS

8.1 Committee Members are requested to consider and note the information provided.

9. APPENDICES

9.1 Appendix A: Summary of the LASI Action Plan

10. BACKGROUND DOCUMENTS

10.1 Bradford Local Authority School Improvement Inspection Report - <http://reports.ofsted.gov.uk/local-authorities/bradford>



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APPENDIX A

Summary of the Bradford Local Authority Post-Ofsted Action Plan

The plan is split into 9 key themes and is summarised below:

Key Theme	What Ofsted said	What we are doing about this
1. School Improvement Strategy 2015 to 2018	Finalise the draft Strategy and implement it	A strategy has been finalised and agreed. It has been implemented. The next stage is to assess the impact of our strategy to inform future planning into 2016/17.
2. Local authority intervention in underperforming schools	Increase the speed and level of intervention in failing schools. Create and maintain effective strategies and partnerships	A new risk register and the categorisation of all Bradford schools have been completed and are regularly updated. This has been shared with partners who are working closely with the LA. We are ensuring that interventions in underperforming schools are more timely. Interventions in Academies are undertaken by the DfE.
3. Governance arrangements for School Improvement across the Bradford District	Increase the pace of school improvement. Be more effective in commissioning of support services. Make better use of performance and management information.	We have set up the Education Improvement Strategy Board (EISB) to oversee improvements, and a Commissioning Board to monitor performance data and target additional resources. We have developed a comprehensive set of targets and milestones to check our progress against. Analysis of data is a priority and as well as using this to target under-performing schools, we are learning from our most successful schools
4. School performance risk assessments and the monitoring, challenge, intervention and support of schools	Improve educational attainment in all schools. Improve school attendance and reduce unauthorised absence. Increase the proportion of good and outstanding schools	We are embedding the new risk assessment so we know how successful our schools are. The risk assessment considers school performance data and other information about schools and looks at whether this is good enough. We are sharing widely the school strategies that have been proven to improve pupils' attendance. We are improving the identification of pupils who are underachieving. Academy work relating to this area is undertaken by the DfE.
5. Use of performance and management information	Use performance and management information to challenge all sectors.	We are reviewing our extensive body of educational data so that we can produce reports to better meet the needs of schools and partners. This will allow us to better use data to make strategic decisions
6. Quality of school leadership and school-to-school improvement support	Improve the effectiveness of school leadership and school-to-school support. Reduce the number of children attending schools which are not 'good'. Strengthen school governance.	We have partnered our good and outstanding school headteachers with each of Bradford's schools causing concern. LA officers are monitoring and quality assuring the improvement work in our schools. We've asked the teaching school alliances to recruit more national leaders to work with our schools and we're looking at alternative leadership arrangements for our schools. We've commissioned a review of the LA's governor support service and are now using the findings to look at how we can help improve school governance.
7. Local authority staff performance	Hold those working with schools to account for their performance. Be increasingly robust in quality assurance of work. Ensure consistently high standards for the notes of achievement officers.	We are ensuring that the work of all school-facing school improvement staff is clearly planned, targeted and notes of visits are evaluative and focused on the impact of their actions. We are also holding partners to account for their improvement work in schools. Senior LA officers are quality assuring 'school improvement' activities to ensure positive impact on pupils' outcomes is being seen.
8. 'Value for money' of Post 16 provision	Review the 'Value for money' of post 16 provision. Improve post 16 attainment. Clarify the local authority role in improving 6th Form provision	We are reviewing the post 16 provision across the Bradford District – this is aimed to improve student participation and their educational standards. We commit to taking forward the recommendations of the review and agreeing a set of aspirational targets for our post 16 learners. We will ensure that support and challenge for post 16 provision is fully integrated into Bradford's 'school improvement' offer.

APPENDIX A

Key Theme	What Ofsted said	What we are doing about this
9. Base-lining & Comparator work	Make sure Bradford's planning is aspirational by seeking comparisons with high performing local authorities	We are comparing our outcomes to national averages, our statistical neighbours and high performing local authorities. We are maintaining a regular and constructive professional dialogue with external agencies to ensure that priorities are tackled rigorously and systematically.

July 2016

Report of the Strategic Director Children's Services to the meeting of Children's Services Overview & Scrutiny Committee to be held on 15th November 2016.

V

Subject: School Admissions

Summary statement:

The report details the annual admissions to schools process, the current position with annual admissions, appeals and in year applications. The report will give an update on the progress the Team have made with programme of change over the last 12 months and will outline changes of the forthcoming year.

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Overview & Scrutiny Area:
Children's Services



1. SUMMARY

- 1.1 The report details the annual admissions to schools process, the current position with annual admissions, appeals and in year applications. The report will give an update on the progress the Team have made with programme of change over the last 12 months and will outline changes of the forthcoming year.

2. BACKGROUND

- 2.1 The Admissions Team's work is based on the School Admissions Code 2014, the School Standard and Framework Act 1998 and underpinning legislation. All local authorities have a scheme which co-ordinates admission arrangements for all primary and secondary schools within their area for annual cycle admissions. Both Primary and Secondary annual cycle admissions (Reception and Yr7) have a national closing date (to receive applications) and a national offer day (where parents are informed of their allocated school place), introduced in the revised Admissions Code in February 2012. For Secondary, the National Closing date is 31st October with National Offer Day on 1st March. For Primary, National Closing date is 15th January and National Offer Day is 16th April.
- 2.2 A previous Admissions Code introduced the statutory requirement for Local Authorities to co-ordinate In Year admissions in September 2010 but this was withdrawn in September 2013, although local authorities could continue to do so if schools wished this to be the case. An In Year admission request is when a parent seeks a school place at any time throughout the year other than those dealt with by the Annual Cycle, known as the 'normal round'. This can be for a variety of reasons including a family: new to Bradford or the UK; moving house within the City; or, is unhappy with the current school. The School Admissions Code allows parents to make applications for any reason and at any time.

Bradford City Council has continued to co-ordinate In Year Admissions for all community schools, voluntary controlled schools and some of the voluntary aided schools and academies. We do not co-ordinate for Idle CE Primary School, Shipley CE Primary School or any Catholic school. The introduction of In Year co-ordination had a positive impact for the Local Authority. Knowing who is applying for school places and whether or not they start school had vastly improved the In Year process for parents as they can be advised which schools have places and be offered alternative schools. It has enabled the Local Authority to have a much better database enabling the Team to ensure children are admitted to school and to identify Children Missing Education.

- 2.3 In the Government's White Paper 2016 'Education, Excellence, Everywhere' ensuring every child has a school place is a key priority. The Government intend to look at the current Code of Practice and make processes clearer and simpler for parents. The DFE will consult on re-introducing the statutory duty to co-ordinate In Year admissions; and will discuss with the sector the feasibility of requiring the local authorities to handle the administration of the independent appeals function. The Local Authorities role will be to act as the champions of parents and families,



supporting parents in navigating the system.

3. Data

3.1 Primary School Admissions for September 2016

	% as at National Offer Day	No. of applications	% as at 8 th Sept 2016	No. of applications
No. of applications received		7775		8134
1 st pref allocations	88.63	6891	88.80	7223
2 nd pref allocations	6.15	478	6.38	519
3 rd pref allocations	1.85	144	1.95	159
4 th pref allocations	0.77	60	0.64	52
5 th pref allocations	0.45	35	0.41	33
Allocated against preference	2.15	167	1.82	148

3.1.1 Whilst some parents receive allocation against preference even though they live in a 'priority area' other reasons include parents only using one preference; preferencing one school five times; multiple preferences for school that use fair banding and random allocation; preferences for schools whose priority area they do not live in; parent who do not preference their local school or the school in whose 'Priority Area' they reside. Whilst some schools in the district have increased their capacity which has eased pressure in these areas, there are still pressures in other areas. Although projected data is showing a decrease in the number of children starting school there are specific areas that require additional capacity, therefore three primary consultations are currently being consulted upon to increase the capacity within three primary schools in KS2.

3.1.2 There was less pressure in primary allocations this year with the exception of Queensbury where 4 students could not be offered a Queensbury school and were offered a school in BD7 (Great Horton/Lidget Green)

3.2 Secondary School Admissions September 2016

	% as at National Offer Day	No. of applications	% as at 8 th September 2016	No. of applications
No. of applications received		7475		7581
1st pref allocations	72.50	5419	75.54	5727
2nd pref allocations	11.61	868	11.48	870
3rd pref allocations	5.03	376	4.72	358
4th pref allocations	3.04	227	2.80	212
5th pref allocations	1.44	108	1.69	128
Allocated against preference	6.38	477	3.77	286



- 3.2.1 There has been pressure on school places in various areas of the City this year and several schools agreed to admit above their Published Admissions Number (PAN) including Beckfoot Upper Heaton (+4) Belle Vue Girls School (+ 18) Carlton Bolling (29) and Oasis Academy Lister Park (+33). Historically, not all the children allocated will take up the places as some gain places at other schools through the waiting list and through the appeals process.

Pressure has remained in the BD2(Eccleshill), BD3 (Bradford Moor), BD5(West Bowling), BD7 (Great Horton) and BD18 (Shipley) areas.

3.3 In Year Admissions

- 3.3.1 Unlike the allocations process for Yr7 and reception, In Year admission applications are dealt with on a case by case basis, as they are received. The Team take into consideration the availability of school places, particularly where there are multiple applications for one family. They liaise with schools to ensure we have updated pupil numbers in each year group and to establish when pupils have been admitted. It is expected that children are admitted to their new school within 20 school days from receiving the application. However it is important to ensure the move meets the needs of the child so an actual start date is often negotiated with the new school. A child should not be without a school place and wherever possible parents are urged to maintain the child's current school place until they can start at the new school.
- 3.3.2 Over 6,500 in year applications were received for the academic year 2015/16 and whilst this fluctuates termly on average approximately 26 applications are received every day. Parents are advised that we aim to allocate a school within 20 school days; however this target is dependent on the numbers of school places available, the number of applications received and where the Team is within the Annual Cycle timetable. Between 18th July and 5th October the Admission Team received 1,594 applications that required processing. Some of these children already had a school place on Census day (6th October). The next peak is between November and July when there is an increase in the pressure on staff to manage their workload of In Year applications that need to be dealt with on a daily basis. Many In Year applications are complex and require negotiation with headteachers to admit pupil through the Fair Access Protocol (see 3.4), especially in Primary schools which takes significant officer time, as does the creation of the Fair Access lists for the secondary schools to consider.
- 3.3.3 Whilst there has been an increase in PAN in schools across the Authority in Reception some of these increases are still moving through schools and there is still significant pressure in primary schools in BD2/3,4,7 (Eccleshill, Bradford Moor, Tong, Great Horton) BD10 (Idle/Thackley), BD12 (Wyke) and BD14 (Clayton) in various year groups in both KS1 and KS2. This increases the time taken to find a school place within a reasonable distance.



3.3.4 The split of In Year applications received between secondary and primary has continued to be around 30/70 of the total every academic year since 2010. Below is a table showing, where captured the reasons given by parents for requesting a school transfer:-

Reasons for In Year Applications	No. received	Percentage of Total %
New to Bradford	950	14.6
Returning to Bradford	455	7.0
Difficulty getting to school	526	8.2
Extended Leave	268	4.1
House Move within Bradford	1303	20.0
New to UK	938	14.4
Rec/Y7 after annual allocation round	845	13.0
Issues with School	693	10.7
Leaving Private Education	152	2.3
Leaving Bradford (applying to another LA)	17	0.3
Faith Reasons	5	0.1
Inappropriate provision	86	1.3
Siblings	151	2.3
Social Reasons	79	1.2
Withdrawn from School	35	0.5
Total	6503	100.00%

3.4 Fair Access Protocol

3.4.1 Admissions work through the Fair Access Protocol (FAP), with the Protocol being used more and more when an offer of a reasonable school place cannot be made due to a lack of places. The aim of the protocol continues to be to find school places for our most vulnerable families, as quickly as possible. All schools are required to take their 'fair share' of students through the protocol. These figures in the table below do not include secondary pupils who present behavioural problems as these are admitted to schools through the Behaviour and Achievement Collaborative (BACs).



This table shows the number of FAP cases placed from Sept 2015 to July 2016

Type of School	Number of children admitted		
	Primary	Secondary	All through
Community	219	33	0
Voluntary controlled	31	0	0
Voluntary Aided	27	11	0
Foundation	25	115	0
Academy	34	191	74
Free School	1	13	9
Total	337	363	83
Grand Total	783		

3.4.2 Recently there has been a consultation on the revised Fair Access Protocol (FAP) which will be introduced after October half term for both primary and secondary schools

3.5 Independent Appeals

3.5.1 There has been a continued decrease in the number of appeals heard for primary and secondary allocations. There were a number of appeals heard in September and October, due to parents adding additional preferences or applying late. As parents have a right to appeal for any school they have been refused, we still continue to hear appeals for families even when they have been allocated one of their preferred preferences.

By the end of the summer term we will have scheduled and heard over 130 days of appeals; however we heard over 200 less appeals. There are mixed reasons for this. Firstly there were more Reception age primary parents receiving a school that they preferred but there were also a lot of appeals lodged over the Summer holidays for late or changed preferences which meant that these appeals will be accounted for in the following academic year. Due to increased movement on the waiting lists not all of the 130 days were full days of appeal hearings.

The figures below show appeals lodged as of 31st July 2016.

Phase	Upheld	Refused	Withdrawn	2nd Appeals Request Refused	Still to Hear/Waiting for Result	Total Lodged
Primary Schools	42	173	88	1	84	388
Secondary Schools	92	321	94	6	71	584
In-Year Transfers	139	421	132	0	40	732
TOTAL	273	915	314	7	195	1704



3.6 Forecasting number of school places required

3.6.1 Primary School Places

The pressure on primary school reception places in Bradford LA increased over a period of 7 years. Data provided by the Health Authority (2015) which is used in the production of the primary school pupil forecast, shows the numbers who potentially could require places in reception increased by over 1,000:

2015	2014	2013	2012	2011	2010	2009
8782	8625	8540	8275	7309	8041	7741

The pressure on places was met due to the number of additional places provided by the Authority. Since 2010 there has been an increase in the published admission number (PAN) and capacity at 50 primary schools to meet the demand for places. From September 2016 there has been an increase in the PAN (total 45) and capacity (total 315) at 2 additional primary schools.

The PAN at Parklands Primary school has increased from 30 to 60. Hothfield Junior School has closed and Aireview Infant has become a Primary school on two sites, increasing from 75 to 90. This was effective from September 2016. Neither of these changes required additional buildings and any remodelling will be funded from Section 106 and Basic Need funding.

There are on-going conversations for four more primary schools to increase their PAN but these conversations are in the very early stages.

The Health Authority data for 2016 is currently being analysed however, last year's figures showed that the number of children aged 3 and below, living in the District, appeared to be reducing. So a further expansion was not required, however we are aware there continues to be issues within certain areas:

As at 2015

Aged 3	Aged 2	Aged 1	Aged 0
8,382	8,288	8,131	8,123

The figures from the Health Authority do not take into account the movement in and out of Bradford and therefore it can be difficult to build in additional capacity for areas with high mobility. This can also be true of areas with high levels of house building as it is difficult to predict how many children, and in which year groups, will move into the housing and when.

3.6.2 Secondary School Places

Due to some spare capacity in parts of the District and new schools, the demand for year 7 places for pupils entering into secondary education has been met. There were sufficient places for all children across the District but there were also areas



where there was either a lack of places for local children or a surplus of vacancies. However, the majority of parents who were 'allocated against preference' did receive an offer of a school within a 'reasonable' distance.

Cohort numbers have also increased from previous years due to new arrivals in the District that may not have formally been registered with the Health Authority making the cohort larger than the Health Authority data.

The analysis of future years is that additional places or schools will be required over the next few years and to this end a series of meetings with Headteachers and Chair of Governors of secondary schools have been on-going to discuss this issue and to consider actions and/or proposals to ensure that all pupils can be allocated a place at a school in future years.

There are several schools that have already agreed to expand either voluntarily or through discussion with the Local Authority for 2016 and 2017:

Ilkley Grammar – 25 places
Carlton Bolling – 30 places
Bradford Girls Grammar – 16 places
One In A Million – 3 places
Parkside – 30 places
Appleton – 15 places (temporary for 2017)

The following schools are currently consulting on further expansion that may also require Basic Needs funding:-

Ilkley Grammar (consultation for expansion of PAN to 300 for September 2018)
Immanuel (consultation to increase PAN to 300 for September 2018)
Appleton (consultation to increase PAN to 180 permanently for September 2018)

In addition, there have been free school applications made and these will have an impact on school places in the future.

3.7 School Admissions Policies

3.7.1 All school admissions policies, irrespective of the schools status, must be returned to the Local Authority by 1st May 2017 and if the Local Authority wishes to make an objection to the policy it must be made to the Schools Adjudicator by 30th June 2017. We are also obliged to inform the Schools Adjudicator of any school policies that have not been returned. It is not uncommon for schools not to send their policy to the Local Authority but this has increased for the 2017/18 admission policies process and we will continue to raise awareness with schools as we move forward to the 2018/19 academic year.

3.7.2 In addition whilst the Local Authority has included social or medical reasons in its admission criteria for those applications that require specific schools, many schools do not include this criteria or it is not clear in which order of priority it will be



considered. It is our duty to encourage schools to give priority to the most vulnerable families and to ensure the schools policies are compliant with the Admissions Code 2014 and we continue to liaise with schools regarding their admissions policies.

- 3.7.3 There are now a number of schools that incorporate fair banding and random allocation in their admissions policies. It is important that parents understand when preferencing these schools that there is no guarantee that their child will be given a place when random allocation is used. Parents **must** complete a Supplementary Information Form and sit the Fair Banding assessment. If parents do not follow these steps their applications will only be considered after everybody who has and as the schools receive hundreds of applications they are unlikely to qualify for a place. The fair banding process is designed to ensure the school has a genuine mix of ability across the school, the children take a test and the results are then divided into ability bands. Where random allocation is then used as the admission criteria, children are then randomly allocated a place within each band.

Update on the Admissions Team

- 3.7.4 The Admission Team have introduced an IT Project which has several strands to be introduced over the forthcoming academic year and beyond. The aim is to streamline processes, make the Team less paper reliant and facilitate additional on-line facilities for parents who find it easier and quicker to use IT to request a school place or appeal.

In a bid to raise our on-line applications for secondary places we have not sent the primary schools any paper forms. Instead schools have been asked to sign up to the online system to enable parents to apply through the primary school, if they have been unable to use the online system themselves. Staff are also available to attend schools to assist parents to apply on-line.

The Council Contact Centre is looking at accommodating some of the Team's phone calls that do not require specialist advice, to help the Team focus on building additional capacity.

Communications have been reviewed and Fact Sheets written for Councillors to help advice parents on processes. Letters to Headteachers have also been reviewed.

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 The Admissions Team are totally funded by Dedicated Schools Grant. The introduction of the Government's new funding formulae may have implications for the Team. The introduction of the National Funding Formulae has now been delayed until 2018-19 and the impact is yet to be ascertained.



5. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 5.1 There are currently no known significant risks arising out of the implementation of the proposed recommendations.

6. LEGAL APPRAISAL

- 6.1 There are no known legal issues arising out of the implementation of the proposed recommendations.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

There is no impact on equality and diversity from the recommendations of this report.

8. NOT FOR PUBLICATION DOCUMENTS

None

9. OPTIONS

None

10. RECOMMENDATIONS

- That the Committee notes the current position with Admissions.
- That the Strategic Director Children's services be requested to consider that all schools, regardless of status, are compliant with the Code of Practice regarding consultation of their admission policy every seven years and comply with the requirement to send their policy, every year to the Local Authority.
- That the Strategic Director Children's Services be requested to consider that all schools explore adopting the medical and social priority that the Local Authority has in its own admission policy.

11. APPENDICES

None

12. BACKGROUND DOCUMENTS

None



Report of the Chair of Children's Services Overview and Scrutiny Committee to the meeting of the Committee to be held on Tuesday 15 November 2016.

W

Subject:

Subject: Children's Services Overview and Scrutiny Committee Work Programme 2016-17

Summary statement:

This report presents the Committee's Work Programme 2016-17

Cllr Dale Smith
Chair – Children's Services O&S Committee

Portfolio:
Education, Employment and Skills
Health & Wellbeing

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1. SUMMARY

1.1 This report presents the Committee's Work Programme 2016-17.

2. BACKGROUND

2.1 Each Overview and Scrutiny Committee is required by the Constitution of the Council to prepare a work programme (Part 3E – Overview and Scrutiny Procedure Rules, Para 1.1).

3. REPORT ISSUES

3.1 **Appendix 1** of this report presents the Work Programme 2016-17.

3.2 Work planning cycle

Best practice published by the Centre for Public Scrutiny suggests that 'work programming should be a continuous process'. It is important to regularly review work programmes so that important or urgent issues that come up during the year are able to be scrutinised. In addition, at a time of limited resources, it should also be possible to remove projects which have become less relevant or timely. For this reason, it is proposed that the Committee's work programme be regularly reviewed by Members throughout the municipal year.

4. FINANCIAL & RESOURCE APPRAISAL

None

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

None

6. LEGAL APPRAISAL

None

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

None

7.2 SUSTAINABILITY IMPLICATIONS

None

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

None

7.4 COMMUNITY SAFETY IMPLICATIONS

None

7.5 HUMAN RIGHTS ACT

None

7.6 TRADE UNION

None



7.7 WARD IMPLICATIONS

None

8. NOT FOR PUBLICATION DOCUMENTS

None

9. RECOMMENDATIONS

9.1 That the Work Programme 2016-17 continues to be regularly reviewed during the year.

10. APPENDICES

10.1 Appendix 1 – Children’s Services Overview and Scrutiny Committee Work Programme 2016-17



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Democratic Services - Overview and Scrutiny

Childrens Services O&S Committee

Scrutiny Lead: Licia Woodhead tel - 43 2119

Work Programme 2016/17

Description

Report

Agenda

Wednesday, 7th December 2016 at City Hall, Bradford.

Chair's briefing 21/11/2016. Secretariat deadline 24/11/2016.

- 1) The development and publication of Bradford's local offer.
- 2) Workloads of Children's Social Care
- 3) Children Missing from Home and Care
- 4) Children's Services O&S Committee Work Programme

The Committee will receive an update report on the local offer.

Judith Kirk

The Committee will receive a report on the workloads of Children's Social Care Services including the results of the latest staff survey.

Jim Hopkinson

The Committee will receive a report detailing numbers of children missing from home and care and work being undertaken to address this.

Jim Hopkinson

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

Licia Woodhead

Tuesday, 24th January 2017 at City Hall, Bradford.

Chair's briefing 09/01/2017. Secretariat deadline 12/01/2017.

- 1) Annual Safeguarding report
- 2) Recruitment and Retention of Teachers
- 3) Schools Forum Update
- 4) Children's Services Budget considerations
- 5) Children's Services O&S Committee Work Programme

The Committee will receive the Annual Safeguarding report

Jenny Cryer

The Committee will receive an update report which includes figures for Special Educational Needs Schools and Pupil Referral Units.

Judith Kirk / Sarah Rawsley

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

Andrew Redding

The Committee will consider details of the Children's Services budget submissions.

Michael Jameson

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

Licia Woodhead

Tuesday, 14th February 2017 at City Hall, Bradford.

Chair's briefing 30/01/2017. Secretariat deadline 02/02/2017.

- 1) Better Start Bradford
- 2) Child Sexual Exploitation
- 3) Children's Centres

The Committee will receive a progress report on the work of the Better Start Programme.

Michaela Howell / Shirley Brierley

The Committee will receive a further report on work being undertaken to combat Child Sexual Exploitation.

Jenny Cryer

The Committee will receive a progress report on the Children's Centres clusters.

Judith Kirk

Childrens Services O&S Committee

Scrutiny Lead: Licia Woodhead tel - 43 2119

Work Programme 2016/17

Description

Report

Agenda

Tuesday, 14th February 2017 at City Hall, Bradford.

Chair's briefing 30/01/2017. Secretariat deadline 02/02/2017.

- 4) Children's Services O&S Committee Work Programme

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

Licia Woodhead

Tuesday, 14th March 2017 at City Hall, Bradford.

Chair's briefing 27/02/2017. Secretariat deadline 02/03/2017.

- 1) Workloads of Children's Social Care

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

Jim Hopkinson

- 2) Education Standards Report

The Committee will receive a report on the validated results data.

Judith Kirk

- 3) Education Improvement Board

The Committee will receive a report on the work of the Education Improvement Board

Judith Kirk

Tuesday, 11th April 2017 at City Hall, Bradford.

Chair's briefing 27/03/2017. Secretariat deadline 30/03/2017.

- 1) Youth Offer
- 2) Capital allocations and school expansion programme 2017-18
- 3) Schools Forum Update

The Committee will receive a progress report on the Youth Offer.

Ian Day / Heather Wilson

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

Ian Smart

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

Andrew Redding