

**Minutes of a meeting of the Children's Services
Overview and Scrutiny Committee held on Wednesday,
21 November 2018 in Committee Room 1 - City Hall,
Bradford**

Commenced 4.30 pm
Concluded 8.10 pm

Present – Councillors

CONSERVATIVE	LABOUR	LIBERAL DEMOCRAT
Gibbons Hargreaves	Engel S Khan Mullaney Peart Thirkill	Ward

Voting Co-opted Members:

Sidiq Ali, Parent Governor Representative
Claire Parr, Church Representative (RC)
Joyce Simpson, Church Representative (CE)

Non Voting Co-opted Members:

Tom Bright, Teachers Secondary School Representative

Apologies: Councillor Talat Sajawal and Kerr Kennedy (Voluntary Sector Representative)

Councillor Gibbons in the Chair

24. DISCLOSURES OF INTEREST

- (1) In the interest of transparency all those who had children in school or in post 16 education disclosed an interest.
- (2) In the interest of transparency Councillor Peart disclosed an interest as she worked in a Bradford School.

- (3) Councillor Ward disclosed an interest in Minute 31 as he was on the Management Committee of a Pupil Referral Unit.

Action: City Solicitor

25. MINUTES

Resolved-

That the minutes of the meeting held on 26 September and 10 October 2018 be signed as a correct record (previously circulated).

26. INSPECTION OF REPORTS AND BACKGROUND PAPERS

There were no appeals submitted by the public to review decisions to restrict documents.

27. REFERRALS TO THE OVERVIEW AND SCRUTINY COMMITTEE

No referrals had been received.

28. APPOINTMENT OF VOTING CO-OPTED MEMBER

(Article 6.7.2 of the Constitution)

The Committee was asked to confirm and recommend to Council the appointment of the following voting co-opted representative for the 2018/2019 municipal year:

Mrs Shain Wells – Parent Governor Representative

Resolved-

That the appointment of the following voting co-opted representative for the 2018/19 municipal year be recommended to Council:

Parent Governor Representative: Mrs Shain Wells

Action: City Solicitor

29. RAISING STANDARDS - SUMMARY OF KEY STAGE 4 OUTCOMES AND EXAMPLES OF SUCCESSFUL PRACTICES USED TO IMPROVE STANDARDS ACROSS THE DISTRICT

The Strategic Director, Children's Services submitted **Document "K"** which provided a summary of performance for Key Stage 4 students (16 year olds) attending Bradford's secondary schools.

The report also acknowledged and celebrated some of the successful



strategies used by the Local Authority and schools to raise standards.

Sir Nick Weller, the CEO of the Dixons Academy Chain and David Horn, the CEO of Beckfoot Multi Academy Trust, shared the strategies they were using to raise standards in their schools.

The Head Teacher of Carlton-Bolling attended the meeting and presented information relating to Progress 8 comparison with Neighbouring Urban Local Authorities and Progress 8 performance comparison with statistically similar Local Authorities scores and reported that:

- Bradford had a very contrasting set of results, with a large batch of schools with positive progress 8 (10 schools within top 15% nationally, with their outcomes comparing very favourably against the best performing schools in other West Yorkshire authorities; their strong performance was counter-balanced by a similar number of low performing schools).
- There were two main attainment measures – Attainment 8 which measures a student's average grade across eight subjects. This measure was designed to encourage schools to offer a broad, well-balanced curriculum and progress 8 which aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4 in the same eight subjects as those measured in Attainment 8.
- Basics Measure – percentage of students attaining a grade 5 or above in both English and Maths was 35.8% compared to the national average of 39.9%.
- Bradford's Average Attainment 8 Score was 42.6; National Average Attainment 8 Score was 44.3.
- Percentage of students achieving Basics in Bradford was 35.8%; percentage of students achieving Basics Nationally was 39.9%.
- Both attainment scores were just beneath national averages, which was not surprising as this cohort entered KS3 with below average attainment levels in 2013, and progress overall in 2018 was in line with national averages.

It was reported that in 2018 Bradford's Attainment 8 score increased by 0.2 points to 42.6 resulting in the narrowing of the gap with the national Attainment 8 of 44.3. Bradford had moved up to 8 places in the national ranking table from 143rd position in 2017 to 135th position in 2018 (out of 151 local authorities). The Dixons Chain of Academies was to be commended for the successes achieved this year. Bradford's Progress 8 score of 0.00 remained above the national of -0.08.

Members made the following comments:

- Felt that the report did not have sufficient information ie such as what was behind the results; the report did not include information in relation to SEN, fixed term exclusions, post code of feeder schools, off rolling etc; the figures in the report could not be analysed due to insufficient information.
- Were good practices being undertaken in the Dixons Schools being shared



- with other schools; how can you make every school perform like Dixons?
- Were the Dixons primary Schools high achievers which resulted in high progress 8 results for their secondary schools.
- A number of parents did not understand the admissions process for the Dixons Schools; there were a number of parents that applied for all the Dixons schools but were not allocated any of them and were then allocated a school a few miles away; some children lived very close to a Dixons school but were not allocated it.
- It was good to note all the positivity but felt the statistics were skewed by the Dixons results.
- How long should a secondary school day be? What hours lead to lack of concentration?
- Letting children out of school grounds was a missed opportunity.
- Acknowledged that students were doing well with the regimented approach operated at the Dixons Schools but was that an issue for students when they arrived at University and had to do more independent study and there was less classroom attendance required?
- How much were the Dixons schools involved with children out of school?
- How could all the other schools who were underperforming achieve the same results as Dixons; how could standards across the Bradford schools be raised using the expertise of Dixons to achieve the same success.
- What was being undertaken for children who did not work well in a school environment?

In response to the above queries the Deputy Director Education and Learning reported that the service was working with schools that had additional challenges and vulnerable groups.

In relation to the questions raised by Members the Chief Executive of the Dixons Academy Trust reported that:

- the Dixons Primary Schools were not high achieving, some of the Dixons schools were in the least disadvantaged areas.
- Some of the top performing schools had a high proportion of SEN and Looked After Children.
- Dixons results were higher because the schools focussed on a higher class of qualifications.
- The admissions process for Dixons was undertaken using random allocation which was a fair process; parents are informed to put at least one local school on their application.
- The success of the Dixons schools included the initiatives used by the schools such as rarely excluding children; the school days were longer; the school days were regimented and strict; not every school would be comfortable to follow that model but that was the model used by Dixons schools.



- The school day for the Dixons Secondary schools was from 8am to 4.30pm but not five days a week; additional cultural activities took place after 4.30; which was similar to private schools and was designed around the most vulnerable children.
- Lessons needed to be engaging to ensure pupils were concentrating.
- The Dixons schools did not let children out of school during lunch times; the pupils dined with staff in a more social environment; having a separate sixth form would help in building independent study from year 7 onwards.
- The schools ran parents engagement sessions which were well attended; 100% of parents attended the parents evenings.
- If children were not engaged in lessons the Dixons schools would not achieve the results; younger staff found it easier to adapt to the new systems.
- The Dixons chain ran small high schools in area of high deprivation; needed to avoid building large high schools in inner city areas; smaller schools worked better in areas of high deprivation.

The Deputy Director, Education and Learning reported that a lot of learning could be taken from Dixons and shared with other schools, the multi academy trusts were keen to help raise standards, the service was keen to have those discussions.

The Youth Voice representative attended the meeting and reported that he had been around all the Dixons Schools and found them to be very different to non Dixons schools, he found them to be too regimented which he felt could lead to pupils being disengaged but acknowledged that the schools outcomes were good and that they needed to work with other schools in helping them to make improvements and asked whether Dixons were working with other schools in the area.

The Deputy Director accepted the various challenges faced by a number of schools and emphasised that the service would be looking at the fair access procedures and how they could be improved so that they worked for children, families and schools.

In response to the queries raised by Members the Head Teacher of Carlton-Bolling reported that his school had construction programmes for children who did not want an academic qualification; the school talked to the children about their future ambitions and their qualification needs.



The Chief Executive of the Beckfoot Trust reported on their philosophy of high achievements which was different to Dixons; the Beckfoot Trust were creating schools children loved to attend and where they were respected and an environment where staff felt valued; creating great schools which allowed children to grow and mature; all schools were Bradford schools, not faith based and not independent; wanted all schools to be in the top 20 comprehensive schools; one governing body in all schools, equal support and equal challenge; taking over challenging schools that had failed a generation of children; Beckfoot Upper Heaton was inspected in March and was found to be good in all areas.

The Chair commended the Trusts for the positive work they were undertaking.

Members were informed about the 50 things to do before you are 5 programme which was an initiative launched by St Edmund's Nursery school and Children's Centre supported and promoted by Birth to 19. It focused on the development of Bradford 's younger children's speech, language and communication skills. Each of the 50 things was a fun activity for the child to take part in with her or his carer, ranging from going to the seaside to making a snowperson. Practitioners from St Edmunds verbally shared the progress of this project to date.

The Teaching and Learning Lead of the Long Lee and Ingrow Federation spoke about the Raising Standards in Mathematics Programme in Keighley and reported that she had worked alongside 7 schools in the Keighley area over the last four years in her role as mastery specialist teacher with the National Centre for the Excellence of teaching in Mathematics (NCETM), working closely with the West Yorkshire Maths Hub. Initially the focus was on developing the role of the mathematics leader in other settings, the mode of delivery was through joint teacher research groups, model lessons and team teaching. as well as focussed individual school work.

Resolved-

- (1) That the Committee accepts the report and congratulates those schools showing improvements and looks forward to seeing these translated into improved GCSE results.**
- (2) That the Committee thanks all the contributors for their presentations and welcomes the sharing of good practice taking place.**

30. POST 16 PROVISION UPDATE



Post-16 education and training locally and nationally continued to undergo significant change. The Council with the support, participation and cooperation of a range of key partners led a local review of post-16 provision within the District (concluding in 2016) to ensure that there was a sustainable, high quality offer that delivered the best outcomes for young people no matter where they started. The partnership continued to work to deliver the “joint approach to post-16” focussing on the pattern of delivery of academic provision in the District that was agreed through the Review.

The Strategic Director, Children’s Services submitted **Document “L”** which provided an update on progress with the implementation of the agreed approach and the latest post-16 participation, performance and progression data.

It was reported that significant progress had been made in respect of re-shaping the delivery pattern since the review of the Post 16 Provision:

- Two new post-16 Free Schools had been approved by the DfE for opening in the city centre. Both of these Free Schools were sponsored by Multi-Academy Trusts with a track record of delivering “Outstanding” provision, namely Dixons Academies Trust and New Collaborative Learning Trust (who will open New College Bradford). The two centres would have significant focus on academic courses at Level 3 (A Level or equivalent);
- Three small sixth forms closed at the end of academic year 2017/18 (Queensbury Academy, Appleton Academy, Beckfoot Upper Heaton Academy);
- A further three schools (Carlton Bolling College, Buttershaw Academy, Grange Technology College) have already consulted on sixth form closure; and
- Other sixth forms have already considerably revised their curriculum offer, for example ceasing A Level delivery.

The above changes had to date had no discernible adverse impact on participation. Participation remained strong and although Queensbury, Appleton and Beckfoot Upper Heaton did not recruit Year 12 in 2017/8, this caused no significant variance to the Not in Education, Employment or Training (NEET) rates in their Wards (in fact 2 out of 3 of the Wards’ NEET rates actually improved comparing September 2017 to September 2016 despite those sixth forms not recruiting).

A representative of the Dixons Academies Trust and the New Collaborative Learning Trust attended the meeting and spoke about the number of children the colleges would cater for, qualifications being provided at the new colleges and the entry requirements.

The representative of Youth Voice attended the meeting and spoke about the responses received from the Youth Voice Feedback about Post 16 Provision which was undertaken via social media which had more followers (66%) on instagram now than it did when it was on a private setting.



A summary of what the young people said included:

Q1 Are you in School or College?

A: 33% of the young people said school
67% of the young people said college

Q2 Do you feel you receive enough information about the choices available to you post 16?

A: 33% of the young people said yes
67% of young people said no

Q3 Have you heard about the two new sixth form colleges opening in Bradford?

A: 100% of the young people said they had heard about these colleges

Q4 Would you be interested in going to either of the new colleges?

A: 33% of the young people said they would be interested
67% said they would not be interested

Q5 Are there any barriers preventing you from being able to do your dream job?

A: 75% of the young people said yes
25% of young people said no

Q6 Some examples of barriers suggested by young people were:

A: Poor attendance at school and poor grades
I don't think I'm clever enough
My mental health was stopping me from concentrating and I am not sure who to go to in college (this young person had been supported by access support)

Q7 What could your school/college do to help prepare you for your dream job?

A: There were no responses for this question.

Members commented on the following:

- What subjects would the new colleges offer?
- The Education Policy Partnership in 2000 looked at post 16 education and was pleased that it was finally happening; needed to look at holidays being six equal terms.
- Had transport implications and the movement of young people been looked at; had discussions taken place with transport providers?
- How many post 16 places did Bradford Schools provide and how many will the Post 16 Colleges provide? If all the schools decided not to have a sixth form were there enough places for all the young people and was the Service building for the future?

- The key to a good quality education experience was how well teachers



knew their pupils; how information followed the pupil from the previous school and how the new colleges took responsibility to settle them well and ascertaining whether they had chosen the right subjects while settling into a new regime, how was that managed?

- Quality needed to be sustained; how would relaxing the entry requirement to a course such as engineering work?
- How many subjects were offered at A Level by schools and colleges? Were there any duplication? What about vocational qualifications?
- What happened to schools where students decided to attend one of the new colleges and the schools sixth form numbers dropped below 250?
- Would the decline in modern languages be catered for by the new colleges?

In response to Members query it was reported:

- The subjects offered would be similar to those offered by other Post 16 colleges; every student that applied would be given an interview to ascertain what courses they wished to do; subjects offered were tailored to the local situation and local need such as engineering etc
- Discussions were being held with transport providers.
- The sixth form colleges would provide good quality education; did not envisage whole school closure of sixth forms; schools that offered a sixth form of 250 children were viable; Post 16 Review Group would be looking at sufficiency of places in colleges and schools.
- The post 16 colleges had good employer engagement.
- Every student was given an interview to look at subject choices; when the students enrolled the choices were looked at again and comments on the application form were made to explain what qualifications were needed for the degree they wished to pursue and advice was offered to them; the students were then offered an induction day and could try different subjects and at that point could change the subjects, students had 6 weeks to change the subjects chosen; advice was offered to students all the time.
- Courses had an entry level, if students did not have the appropriate entry requirements they would not be able to enrol onto the course; a lot of time was spent on employability which was integral to teaching; employers came and talked to the students on what was required for a particular job; students were also helped with interview experience.
- There was about 40 A Level subjects taught in sixth forms; 103 subject areas; 30 A Levels would be offered in the new colleges which gave a better option than a small school sixth form; there would be more variety and ranges in science, engineering and humanities, there would be greater choice and suite of education; there was overlap but greater choice under one roof.
- Decision to continue with a sixth form if the numbers dropped below 250 would be for the school and its governors to make.
- The new colleges would cater for schools that were closing their sixth forms and offering a richer sixth form experience.
- Some of the languages offered by the new colleges included French,



Spanish and Urdu but not a lot of students chose to do languages; it was too late to address lack of languages by the time the student reached sixth form.

- A number of colleges offered vocational qualifications and provision was there to meet that need.

Resolved-

- (1) That the Committee thanks contributors for their presentation and wished the new post 16 Free Schools success.**
- (2) That the contents of the report and progress made to date in implementing new arrangements for the delivery of post-16 provision in the District be noted.**
- (3) That the engagement of a broad range of partners from education and business to further develop the post-16 agenda and partnerships in Bradford be welcomed.**

31. PUPIL REFERRAL UNITS

Local Authorities were responsible for arranging suitable full-time education for permanently excluded pupils, and for other pupils who - because of illness or other reasons - would not receive suitable education without such provision. Full-time education for excluded pupils must begin no later than the sixth day of the exclusion. Local Authority maintained provision for this purpose was known as a Pupil Referral Unit.

The Strategic Director, Children's Services submitted **Document "M"** which provided information about the Pupil Referral Units in Bradford.

It was reported that in Bradford and District there were five PRUs:

- Park Primary (in BD5 West Bowling) for pupils in key stage 1 and 2, aged 5-11 years;
- Ellar Carr (in BD10 Thackley) for key stage 3 and 4 pupils aged 11-16 years;
- Central (on two sites one at Jesse Street BD8 Fairweather Green and Aireview BD18 Saltaire) for key stage 3 and 4 pupils aged 11-16 years;
- District (BD4 Bowling) for key stage 3 and 4 pupils aged 11-16 years;
- TRACKS (BD18 Shipley) a key stage 4 provision for young people with social anxiety and social and mental health needs.

In addition there were two hospital schools that provided education for children and young people staying in hospital; these were Education in Hospital Airedale and BRI.

The Deputy Director of Education and Learning reported on the figures for



Permanent and Fixed Term Exclusions to date which were provided at Appendix 1 of the report. She reported that work was ongoing to ensure appropriate provision was in place for children with Education Health Care Plans.

Members were informed that the District Pru was inspected in March 2017 and was found to be inadequate and requiring Special Measures to improve and subsequently given an academy order.

It was reported that since the inspections findings a number of actions had been taken to improve provision and to enable the PRU to be in a position where an academy transfer could be agreed with an appropriate sponsor.

The Interim Head teacher of the District PRU attended the meeting and spoke about the progress made which included:

- Building works had taken place over the summer to make a separate visitor and student entrance, and this had helped to improve safety.
- A number of other improvements had been made not only to on-site safety, but also safeguarding practices the curriculum, teaching and learning and leadership and management.
- Early morning calls and collection continued to work well and was having a significant impact on attendance.
- There was a more intensive focus by all staff on safeguarding students.
- As a result, behaviour had improved and there were reduced incidents of inappropriate and aggressive behaviours and the high levels of anxiety previously displayed by a number of students and attendance had improved.
- He was leading on making improvements to the quality of overall provision and the management committee were holding the leaders and managers to account. The Achievement Officer had made a very positive contribution and this had been clearly acknowledged by the Head Teacher and the management committee
- The PRU was now making good progress towards the removal of Special Measures and had improved considerably since the last Ofsted monitoring visit.
- There was now a crisis room for one to one support.
- There was pastoral management in place.
- The curriculum offered was now more varied.
- Help was given to students to prepare cv's
- Afternoon teas were held with local residents and feedback was received from the local community.
- Parental engagement at parents evenings was 100%; parental aspiration was being raised too.
- There was now a one day vocational offer.
- A Hair and Beauty salon had been built on site.
- Music Technology was a one day option too.
- Systems the PRU had in place were now robust.



- Children were getting value for money for the education being provided.
- The biggest change was the subjects being taught by specialists.
- All students were offered PE, skating, ten pin bowling etc.
- The Children that left were provided welfare visits and offered a summer scheme.
- Early transition to Bradford College provided which helped students to enrol early.
- NEET figure had gone down to 5.34% from 6%.

Members commended the enthusiasm of the Interim Head Teacher of the District PRU and the progress being made.

Members commented on the following:

- Were students with challenging behaviour advised that such behaviour would not be tolerated in employment?
- It was extremely important to provide the right support to children attending PRU's; some children had mental health issues and not just behavioural issues; some children had been to 10 different schools or out of education for a long time.
- Needed to work with schools to stop children being excluded.
- How were PRUs governed?
- When children were placed in PRUs was every effort being made to get the child back into mainstream schooling?
- Had pupil attendance in the District PRU improved in the last 15 weeks?
- Needed further information in relation to PRUs; important funding changes would change the nature of PRUs; permanent and fixed term exclusions; a lot of the children did not live anywhere near a PRU; needed a wider report on PRUs.
- Concerned about children that had been out of school for a length of time.
- Worked with families whose children had been excluded, were mainstream school staff being trained up to address the number of children being excluded.
- Did children who returned to mainstream schooling after being excluded transition into mainstream school appropriately or did they end up back in the PRU? Was their sufficient support provided to these children?

In response to the comments raised by Members it was reported that:

- The PRUs offered the same standard as schools did in supporting the pupil to build resilience into the curriculum.
- A negative picture was painted of PRU's; work of the PRU's was being promoted.
- Parental engagement at parents evenings was 100%; parental aspiration was being raised too.



- It was disappointing to see the number of children being moved from school to school; schools should have confidence to meet the needs of children but sometimes PRU was the right place for some children for short periods; not in the interest to move children to different schools; work was taking place with schools, classroom teachers, SENCO on how best to meet the needs of children with low level behaviour issues.
- PRUs had a governing body and operated similar to schools.
- Needed to look at better support in getting the children back into mainstream schooling; biggest challenge for the child was the stigma of being in a PRU.
- The national attendance of a PRU was 66.1%, the attendance of the District PRU was 74.1%.
- Needed to do multi-agency work to get children back into school.
- Reducing the District PRUs published admission number helped drive the changes forward with more multi-agency work which had a positive impact on young people.
- There were opportunities to improve the process to integrate children back into mainstream schooling.
- The progress of children that were permanently excluded was tracked; if a child was excluded fixed term then the child was the responsibility of the school they were excluded from.

Members commended the work undertaken to make improvements at the District PRU.

Resolved-

- (1) **That the Committee thanks contributors for their informative and passionate presentations.**
- (2) **That an update report on the progress of the District Pupil Referral Unit be presented to the Committee by April 2019.**

Action: Interim Strategic Director Children's Services

32. THE BRADFORD EDUCATION COVENANT

Previous Reference: Minute 35 (2017/18)

The Strategic Director, Children's Services submitted **Document "N"** which provided a summary of the progress of the Education Covenant since the last report in December 2017 with a focus on the continued development of the core offer, youth voice, stakeholder's involvement in determining the priorities for this academic year, school engagement and impact.

In response to a Member's question it was reported that work was undertaken with local universities as well as the universities that came under the Russell Group which was aimed at the brightest students.



It was reported that work was being undertaken to engage more schools into the programme.

Resolved-

- (1) That the progress of the work on the Education Covenant be acknowledged.**
- (2) That the work of community partners in delivering work with Bradford children and young people undertaken as part of the Covenant be commended.**
- (3) That members of the Committee continue to promote the Education Covenant in their networks.**
- (4) That members acknowledge the priorities for this academic year as established through consultation with community partners:**
 - Engaging parents and carers in the Education Covenant and building an offer to support them and their children.**
 - Building a ‘cultural’ covenant that encourages families to engage and take part in the wonderful local cultural offers that we have in the district.**

33. CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE WORK PROGRAMME 2018-19

The report of the Chair of the Children's Services Overview & Scrutiny Committee (**Document "0"**) presented the Committee's Work Programme 2018-19.

Resolved -

That the Work programme 2018-19 continues to be regularly reviewed during the year.

Action: Overview and Scrutiny Lead

Chair

Note: These minutes are subject to approval as a correct record at the next meeting of the Children's Services Overview and Scrutiny Committee.

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

