

Agenda for a meeting of the Children's Services Overview and Scrutiny Committee to be held on Wednesday, 21 November 2018 at 4.30 pm in Committee Room 1 - City Hall, Bradford

Members of the Committee – Councillors

CONSERVATIVE	LABOUR	LIBERAL DEMOCRAT	BRADFORD INDEPENDENT GROUP
Gibbons M Pollard	Engel Arshad Hussain S Khan Mullaney Peart	Ward	Sajawal

Alternates:

CONSERVATIVE	LABOUR	LIBERAL DEMOCRAT	BRADFORD INDEPENDENT GROUP
Hargreaves Senior	Bacon Firth Mir Thirkill Wood	Humphreys	

VOTING CO-OPTED MEMBERS:

Sidiq Ali
Claire Parr
Joyce Simpson

Parent Governor Representative
Church Representative (RC)
Church Representative (CE)

NON VOTING CO-OPTED MEMBERS

Kerr Kennedy
Tom Bright
Irene Docherty

Voluntary Sector Representative
Teachers Secondary School Representative
Teachers Special School 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
Phone: 01274 432227/434580
E-Mail: fatima.butt@bradford.gov.uk / jill.bell@bradford.gov.uk

To:

A. PROCEDURAL ITEMS

1. ALTERNATE MEMBERS (Standing Order 34)

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

2. DISCLOSURES OF INTEREST

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

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

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

Notes:

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

3. MINUTES

Recommended –

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

(Fatima Butt/Jill Bell – 01274 432227/4580)

4. INSPECTION OF REPORTS AND BACKGROUND PAPERS

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

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

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

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

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

(Fatima Butt - 01274 432227)

5. REFERRALS TO THE OVERVIEW AND SCRUTINY COMMITTEE

The Committee is asked to note any referrals and decide how it wishes to proceed, for example by incorporating the item into the work programme, requesting that it be subject to more detailed examination, or refer it to an appropriate Working Group/Committee.

6. APPOINTMENT OF VOTING CO-OPTED MEMBER

(Article 6.7.2 of the Constitution)

The Committee is 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

(Fatima Butt - 01274 432227)

B. OVERVIEW AND SCRUTINY ACTIVITIES

7. 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 will submit **Document "K"** which provides a summary of performance for Key Stage 4 students (16 year olds) attending Bradford's secondary schools.

The report also acknowledges and celebrates some of the successful strategies used by the Local Authority and schools to raise standards.

Recommended-

That the report be noted.

(Mariam Haque – 01274 431078)

8. POST 16 PROVISION UPDATE

Post-16 education and training locally and nationally continues 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 start. The partnership continues 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 will submit **Document “L”** which provides an update on progress with the implementation of the agreed approach and the latest post-16 participation, performance and progression data.

Recommended-

- (1) 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.**
- (2) 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.**

(Matt Findull – 01274 439572)

9. PUPIL REFERRAL UNITS

Local Authorities are 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 is known as a Pupil Referral Unit.

The Strategic Director, Children’s Services will submit **Document “M”** which provides information about the Pupil Referral Units in Bradford.

Recommended-

That an update report on the progress of the District Pupil Referral Unit be presented to the Committee by April 2019.

(Mariam Haque – 01274 439255)

10. THE BRADFORD EDUCATION COVENANT

Previous Reference: Minute 35 (2017/18)

The Strategic Director, Children's Services will submit **Document "N"** which provides 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.

Recommended-

- (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.**

(Jenny Cryer – 01274 432438)

11. 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 "O"**) presents the Committee's Work Programme 2018-19.

Recommended -

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

(Licia Woodhead – 01274 432119)



Report of the Strategic Director of Children's Services to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 21st November 2018

K

Subject:

Raising Standards – summary of Key Stage 4 outcomes and examples of successful practices used to improve standards across the district

Summary statement:

This report outlines the 2018 Key Stage 4 provisional outcomes for Bradford secondary schools.

The report also highlights examples of successful strategies used to raise standards from early years to end of Key Stage 4.

Michael Jameson
Strategic Director

Portfolio:
Education, Employment and Skills

Report Contact:
Marium Haque, Assistant Director
Education & Learning
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Overview & Scrutiny Area:
Children's Services

1. Summary

- 1.1 Bradford's Attainment 8 score of 42.6% has improved slightly but remains below the national average of 44.3%
- 1.2 Bradford's Progress 8 score of 0.00 remains above the national average of -0.08 indicating that pupils in Bradford are making progress similar to that of sixteen year olds nationally.
- 1.3 The case studies celebrate the positive impact some of the strategies, used by some schools, are having on standards in their schools.

2. BACKGROUND

- 2.1 This report provides a summary of performance for Key Stage 4 students (16 year olds) attending Bradford's secondary schools.
- 2.2 The report also acknowledges and celebrates some of the successful strategies used by the LA and schools to raise standards

3. OTHER CONSIDERATIONS: REPORT ISSUES

3.1 *Key Stage 4 Outcomes*

Attainment 8 measures a student's average grade across eight subjects. This measure is designed to encourage schools to offer a broad, well-balanced curriculum. The eight subjects fit into three groups:

- English and maths. These are double-weighted, which means they count twice.
- English Baccalaureate (Ebacc). These are the highest scores from the sciences, computer science, geography, history and languages.
- Open group. Any remaining GCSEs and other approved academic, arts or vocational qualifications.

Progress 8 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.

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 has moved up 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 is to be commended for the successes achieved this year.

- Dixons Trinity Academy's Attainment 8 score of 63.2 places it in the top 200 schools in the country out of 3513 schools nationally
- Dixons Kings Academy's score of 57.4 places it in the top 300 schools
- Ilkley Grammar and Bradford Girls' Grammar are in the top 350 schools
- Dixons City Academy is in the top 500 schools

Bradford's Progress 8 score of 0.00 remains above the national of -0.08. At least of half of our secondary schools delivered a positive Progress 8 score with the Dixons

Chain of Academies score ranging from 1.57 to 0.44. This has resulted in:

- Dixons Trinity, with a Progress 8 score of 1.57, being the 3rd best performing school in the country for Progress 8
- Dixons Kings Progress 8 score of 1.04 is jointly ranked with 3 other schools as 39th best performing school
- The Bradford schools jointly ranked in the top 300 best performing schools in the country include Dixons City (0.77), Belle Vue Girls (0.63) and Bradford Girls' Grammar (0.61).
- Carlton Bolling College (0.45), Dixons Allerton (0.44) and Ilkley Grammar (0.44) are in the top 500 schools for Progress 8.

Bradford's percentage of students achieving grade 5 or above in English and maths (Basics) is 35.8% which is an increase of 0.7 percentage points from 2017 (35.1%). The National figure is 39.9% which is an increase of 0.3 percentage points from 2017 (39.6). This means Bradford is the joint 61st most improved local authority nationally and ranks Bradford in joint 136th position out of 151 local authorities. In 2017 Bradford ranked in 131st position out of 151 authorities.

Bradford's percentage of students achieving grade 4 or above in English and maths (Basics) is 56.2% which is an increase of 0.1 percentage points from 2017 (56.1%). The National figure is 59.1% which is the same as 2017 (59.1%). This means Bradford is the joint 70th most improved local authority nationally and ranks Bradford in 138th position out of 151 local authorities. In 2017 Bradford ranked in 139th position out of 151 authorities.

3.2 ***Celebrating good practice***

50 things to do before you are 5

This is an initiative launched by St Edmund's Nursery school and Children's Centre supported and promoted by Birth to 19. It focuses on the development of Bradford's younger children's speech, language and communication skills. Each of the 50 things is 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 will verbally share the progress of this project to date.

Raising standards in Mathematics in Keighley

Rebecca Holland, the Teaching and Learning lead of the Long Lee and Ingrow Federation, has 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. Rebecca led CPD for staff in other settings; held open classrooms at her own school and supported staff in their own schools to develop teaching and learning in mathematics. The project optimised the opportunity for school improvement in this area of the curriculum. The outcome of this work has been reflected in an improvement in the quality of teaching and learning in mathematics in the schools involved (judged by school's SLT and improved student outcomes). Subject leaders, Rebecca has worked with, have been empowered to become more dynamic and strategic in their own leadership roles thus improving their

impact across their whole school community, one of them is now a NCETM specialist, another is a deputy head and one is now an assistant head. Rebecca will share the progress of this initiative at the meeting.

Successful secondary strategies

Sir Nick Weller, the CEO of the Dixons Academy Chain and Simon Wade, the Headteacher of Beckfoot Upper Heaton, will share the strategies they have used to raise standards in their schools.

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 Some of the successful strategies would benefit from some form of financial support in order to allow a more formal dissemination of the best practice across the district.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 5.1 Changes in school leadership including governance sometimes results in some schools not always taking up the offer of support.

6. LEGAL APPRAISAL

- 6.1 The Local Authority has statutory duties to ensure that efficient education is available to meet the needs of the population of the area; ensure that its education functions are exercised with a view to promoting high standards ensuring fair access to opportunity for education and learning, and promote the fulfilment of learning potential; and secure that the provision of sufficient schools for providing primary and secondary education are available for its area.
- 6.2 Where a school is failing to provide adequate education it can be eligible for intervention by the Local Authority or the Secretary of State under the Education and Inspections Act 2006. A school placed in an Ofsted category will receive the notification for conversion to a sponsored academy. Local Authorities must have regard to the Schools Causing Concern statutory guidance. The guidance details the role of Local Authorities in delivering school improvement for maintained schools and academies and its powers of intervention in schools causing concerns.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

Not applicable.

7.2 SUSTAINABILITY IMPLICATIONS

Not applicable.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

Not applicable.

7.4 COMMUNITY SAFETY IMPLICATIONS

Not applicable.

7.5 HUMAN RIGHTS ACT

Not applicable.

7.6 TRADE UNION

Not applicable.

7.7 WARD IMPLICATIONS

Not applicable

7.8 IMPLICATIONS FOR CORPORATE PARENTING

Not applicable

7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT

Not applicable.

8. NOT FOR PUBLICATION DOCUMENTS

8.1 None.

9. OPTIONS

9.1 Not applicable.

10. RECOMMENDATIONS

10.1 That Overview and Scrutiny Committee note the report.

11. APPENDICES

11.1 None.

12. BACKGROUND DOCUMENTS

12.1 None.

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Report of the Strategic Director Children's Services to the meeting of Children's Services Overview and Scrutiny Committee to be held on 21st November 2018

L

Subject:

Post 16 provision update

Summary statement:

This report provides an update on arrangements for post-16 provision in the District and progress with the implementation of the post-16 review and the agreed vision of an outstanding provision offer and improved outcomes.

Michael Jameson
Strategic Director of Children's Services

Portfolio:

Education, Employment and Skills

Report Contact: Matt Findull
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E-mail: matt.findull@bradford.gov.uk

Overview & Scrutiny Area:

Children's Services

1. SUMMARY

- 1.1 Post-16 education and training locally and nationally continues 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 we have a sustainable, high quality offer that delivers the best outcomes for our young no matter where they start. The partnership continues 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.
- 1.2 This report provides an update on progress with the implementation of the agreed approach and the latest post-16 participation, performance and progression data.
- 1.3 The response to the review, “A joint approach to post-16 education improvement in Bradford and the need for change” is included in the Appendices

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 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.
- 2.3 Under the current iteration of the 16-19 funding formula introduced in 2013-14, a single basic funding rate per full-time student (currently £4,000 for 16 and 17 year olds) is intended to fund a study programme of around 600 guided learning hours whether they are studying academic or vocational qualifications. It is expected that a study programme that should include:
 - substantial academic or applied and technical qualifications;
 - non-qualification activity, in particular there is an expectation that the young person will have some form of work experience; and
 - the study of English and maths where they do not hold a GCSE 9-4 (new grading) or A*-C (legacy grading) in these subjects.
- 2.4 Concurrent to this there has been significant reform to Apprenticeships, with the introduction of the Apprenticeship Levy and processes related to that; the progressive, ongoing phasing out of frameworks which are being replaced by the new Apprenticeship standards; and the associated creation of the Institute for Apprenticeships to oversee quality and advise government on funding.
- 2.5 The changes to Apprenticeships are within the context of major reforms to the technical education system first set out in the Post-16 Skills Plan and refined since. Occupations with shared training requirements will be grouped together into 15

technical education routes and new level 3 classroom-based technical study programmes – T Levels which will be equivalent to 3 A Levels – will be created for each pathway.

- 2.6 Clearly this does not happen outwith the context of the broader education and skills funding and policy landscape. The overwhelming majority of our 16-19 year olds access post-16 provision either in schools or colleges. Each of these institutions, in addition to what is happening post-16, will also be contending with other qualification, accountability, curriculum and funding reform across other provision they deliver. For example, Adult Skills funding has been reformed and allocations to Colleges reduced as a result. At the same time schools are managing the impact of reform on their 11-16 allocations all of which is happening alongside the changes to post-16.
- 2.7 Despite these challenges 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. However despite some progress we are yet to see significant improvement in academic outcomes across the District.
- 2.8 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, partners continue to collaborate to reshape the 16-19 academic offer across the District.

3. OTHER CONSIDERATIONS

- 3.1 The Review outlined a clear case for change that was accepted by all partners. Specifically this was based on the need to improve outcomes, the breadth and relevance of the curriculum offer, financial sustainability, and the quality of guidance.
- 3.2 One of the peculiarities of Bradford that the review highlighted was that the pattern of post-16 provision, specifically the high number of small school sixth forms. At that point all the publicly funded secondary schools in the District had, or planned to open, a sixth form.
- 3.3 Typically, across the country, smaller institutions have poorer outcomes for post-16 and changes to funding represented a significant challenge to smaller sixth forms, especially in the context of reform to pre-16 funding. It was difficult to see how those small sixth forms could realistically be sustained financially moving forward. Financial viability for these settings could only be achieved by offering a limited range of courses in areas that traditionally attract high volumes. This approach would clearly serve to limit the opportunities for our young people in terms of the coherency of their post-16 study programme and their subsequent transition to the labour market and/or higher education.
- 3.4 Therefore it was determined that we would work collaboratively to see a reduction in the number of school sixth forms and the development of a small number of large sixth form colleges/Free Schools.

3.5 Progress to date

Significant progress has been made in respect of re-shaping the delivery pattern since the review:

- Two new post-16 Free Schools have been approved by the DfE for opening in the city centre. Both of these Free Schools are 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 will 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.

In line with the joint approach the Council will continue to support partners with reviewing their offer to ensure provision across the District is viable, meets the breadth of student and business demand, and above all of high quality.

3.6 Participation in education and training post-16

The above changes have to date had no discernible adverse impact on participation. Participation remains 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).

In June Bradford’s 16-17 NEET rate was lower than the national rate, lower than the average rate of our statistical neighbours and lower than the rate in each of the West Yorkshire Local Authorities, as shown below:

National & Regional Context for NEET and Not Known June 2018

	Age 16/17 NEET	Age 16/17 Not Known	Age 16/17 NEET + Not Known
Bradford	2.9%	2.5%	5.5%
Statistical Neighbours' average	3.9%	2.3%	6.2%
Other West Yorkshire neighbours (Kirklees is within SN average):			
Calderdale	3.9%	1.7%	5.6%
Leeds	3.2%	2.6%	5.9%
Wakefield	3.7%	2.4%	6.1%
England	3.0%	3.1%	6.0%

The nature of young people's participation in education and training across Bradford is currently distributed as follows:

	Academic Age 16		Academic Age 17		Total	
Cohort Total (Excluding Custody)	6907		6918		13825	
16 & 17 Participating through:	6383	92.4%	6056	92.4%	12439	92.4%
A. Full Time Education. Of which:	5803	84.0%	5133	84.0%	10936	84.0%
School Sixth Form	3329	48.2%	2712	48.2%	6041	48.2%
Further Education	2471	35.8%	2402	35.8%	4873	35.8%
Higher Education	0	0.0%	5	0.0%	5	0.0%
Custody with FE - age 16/17	2	0.0%	7	0.0%	9	0.0%
B. Employment. Of which:	374	5.4%	769	5.4%	1143	5.4%
Apprenticeship	334	4.8%	580	4.8%	914	4.8%
Employment with study	37	0.5%	183	0.5%	220	0.5%
Self Employment with study	0	0.0%	0	0.0%	0	0.0%
Working not for reward with study	3	0.0%	6	0.0%	9	0.0%
C. Non-Employed Training. Of which:	206	3.0%	154	3.0%	360	3.0%
ESFA & ESF funded Training	147	2.1%	108	2.1%	255	2.1%
Other training provision	21	0.3%	16	0.3%	37	0.3%
Traineeships	38	0.6%	27	0.6%	65	0.6%

These proportions are broadly similar to national destinations data, however progressions to Apprenticeships are marginally higher across the country at 6%.

3.7 Quality of provision

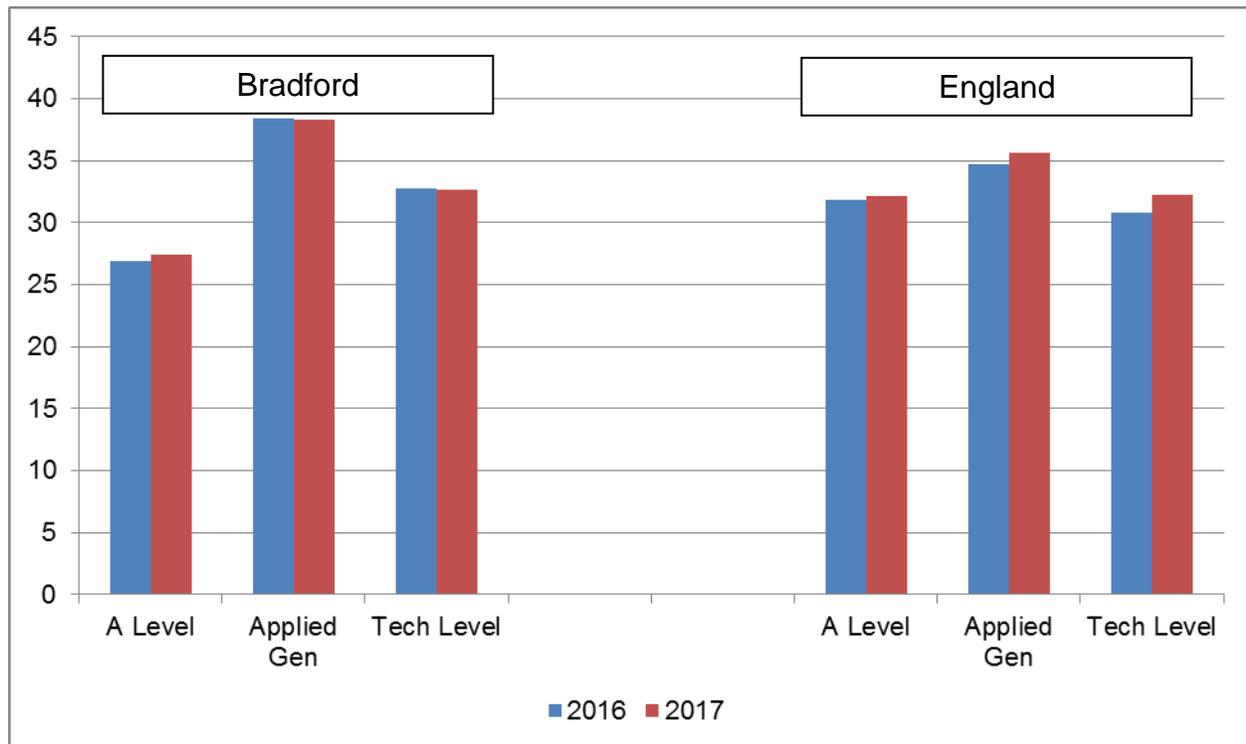
Given the various changes and conversions, the proportion of places in "Good" or "Outstanding" sixth forms is now close to three quarters (74% - as at end of September 2018).

In terms of the colleges with a significant presence in the District, Leeds City College (including Keighley College) and Shipley College are both "Good" and Bradford College "Requires Improvement". The Council's ambition is that all sixth form provision is rated as "Good" or "Outstanding" by 2020.

3.8 Outcomes and attainment

Bradford has started to marginally reduce the gap to national on A Level performance in recent years, although clearly it is anticipated though that the full benefit of this approach on A Level results will not start to be realised until the first Free School cohorts complete in 2021 (on the assumption the new offer will commence from Sept 2019).

Applied General and Technical provisions 16-18 have remained consistently strong compared to national averages. The points per entry validated data from 2017 by provision type was as follows:



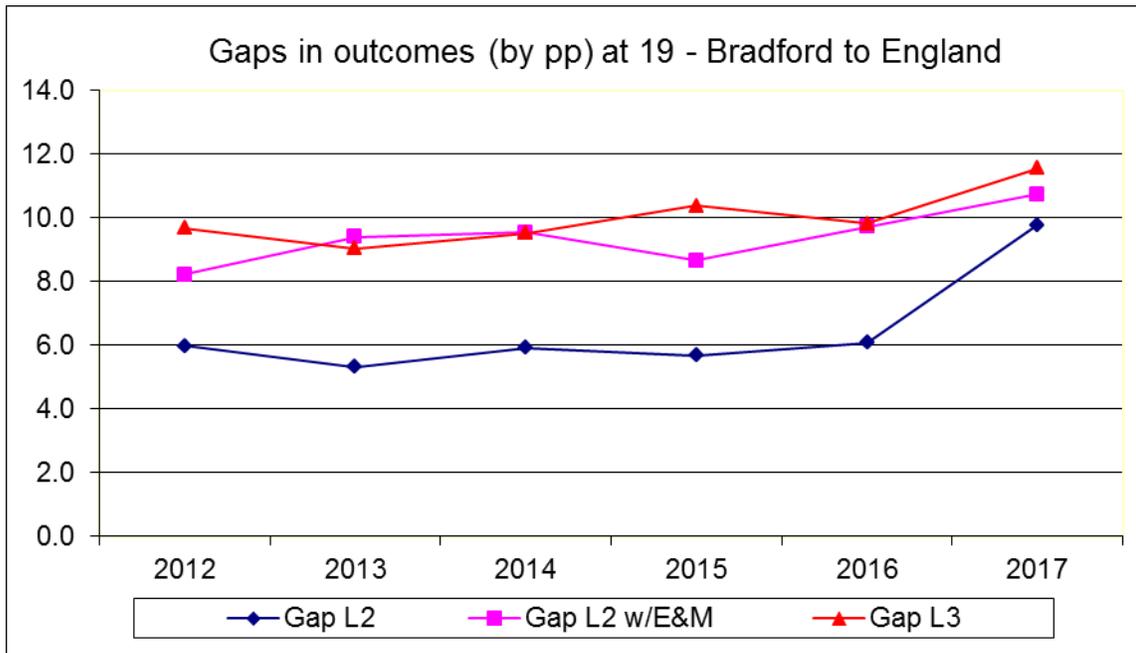
The provisional data for 2018 indicates that the average fine grade per A Level entry for Bradford District schools has improved to C from C- whilst the national grade has remained unchanged at C+. Although Bradford is ranked 121st of 150 LAs based on the provisional data (136th in 2017) it was the 27th most improved LA in 2018. The revised results will be published by the DfE in the Statistical First Release in January 2019.

Post-16 qualifications have undergone significant reform in recent years with the aim of A Levels, Applied General and Tech Level qualifications all becoming more rigorous with greater focus on assessment at the end of qualification rather than coursework. This is likely impact adversely on Applied General and Tech Level performance locally.

Although the outcomes for those completing Level 3 have shown improvement, we still do not have sufficient of our young people attaining Level 3 by age 19. We have not significantly closed the gap performance to national over time as demonstrated in the next table.

The latest data pertains to the cohort who sat GCSEs in 2014. As would be expected the drop in performance in Bradford that year following reforms to Key Stage 4 has tracked through to age 19. Consequently the gap in each of the published measures on attainment rates at 19 (Level 2, Level 2 with English and Maths, and Level 3) increased in 2017.

Data suggests Level 3 volumes are slightly increased at age 18 this year indicating that an improvement in the rate at age 19 is likely following the dip in performance this year.



Data suggests Level 3 volumes are slightly increased at age 18 this year indicating that an improvement in the rate at age 19 is likely following the dip in performance this year.

3.9 Progression

Progression rates for those do complete a Level 3 are on the whole positive and 77% enter a sustained education destination. As is indicated below, we have a greater rate of progression into any HE destination than is the case nationally for those completing a Level 3. This is not mirrored, however, by the progression rate into either Russell Group institutions or into Oxford and Cambridge destinations.

Percentage of Level 3 completers into Higher Education destinations:

	Higher Education Institutions	Oxford and Cambridge	Russell Group (incl. Oxford / Cambridge)	All other Higher Education Institutions
England	60%	1%	17%	34
Bradford	67%	-	13%	52

To note: the Bradford figure for Oxford and Cambridge was greater than 0, but less than 0.5% so was not published

However it must be emphasised that this data is only based on Level 3 completers and so in this instance the Bradford figure is based on only 2,430 young people out of a total possible cohort of almost 6,000.

This data also indicates that fewer young people progress into employment at the end of a Level 3 (11% in Bradford as opposed to 19% nationally) and more young people from Bradford fail to sustain their destination (8% compared to 6% nationally).

The challenge with progression into sustained employment is also reflected in the youth unemployment figures for 18-24 year olds. The national youth claimant rate is 3% compared to Bradford which has a 4.1% claimant rate for 18-24 year olds compared 2.8% for the working age population in Bradford. This is also the fourth highest youth claimant rate in Leeds City Region (data ranked by rate):

Local authority/district	Number of claimants aged 18-24	Rate of claimants aged 18-24 (%)
York	330	1.1
Leeds	2,185	2.1
Craven	75	2.2
Selby	125	2.2
Harrogate	245	2.9
Wakefield	840	3.3
Bradford	1,925	4.1
Kirklees	1,665	4.2
Calderdale	800	5.1
Barnsley	1,035	5.3
Yorkshire and the Humber		3.4
Great Britain		3.0

However the trend data is more positive; this is 120 fewer claimants than the previous month and 90 fewer claimants since at this time in 2017.

4. FINANCIAL & RESOURCE APPRAISAL

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

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

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

6. LEGAL APPRAISAL

There are no legal issues arising out of this report.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

The approach is predicated on all of our young people having the opportunity to access high quality post-16 education and training regardless of background or protected characteristics.

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

Clearly as the pattern of post-16 changes there will be Wards that do not have schools with sixth forms as they did previously, however as is set out in the report all young people will have access to appropriate post-16 provision.

7.8 IMPLICATIONS FOR CORPORATE PARENTING

No direct implications for corporate parenting arising from the report

7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESSMENT

No data protection or information security matters arising from the report.

8. NOT FOR PUBLICATION DOCUMENTS

None.

9. OPTIONS

None.

10. RECOMMENDATIONS

- (1) That the Committee notes the contents of the report and progress made to date in implementing new arrangements for the delivery of post-16 provision in the District.**
- (2) That the Committee welcomes the engagement of a broad range of partners from education and business to further develop the post-16 agenda and partnerships in Bradford.**

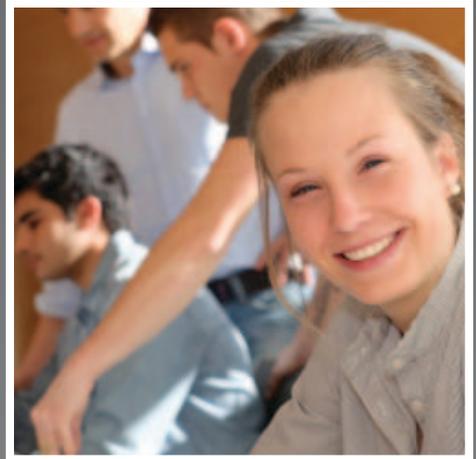
11. APPENDICES

Appendix 1 – [Post-16 education and training in Bradford and the need for change](#)

Appendix 2 – [A joint approach to post-16 education improvement in Bradford and the need for change](#)

12. BACKGROUND DOCUMENTS

[Post-16 skills plan](#)



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.

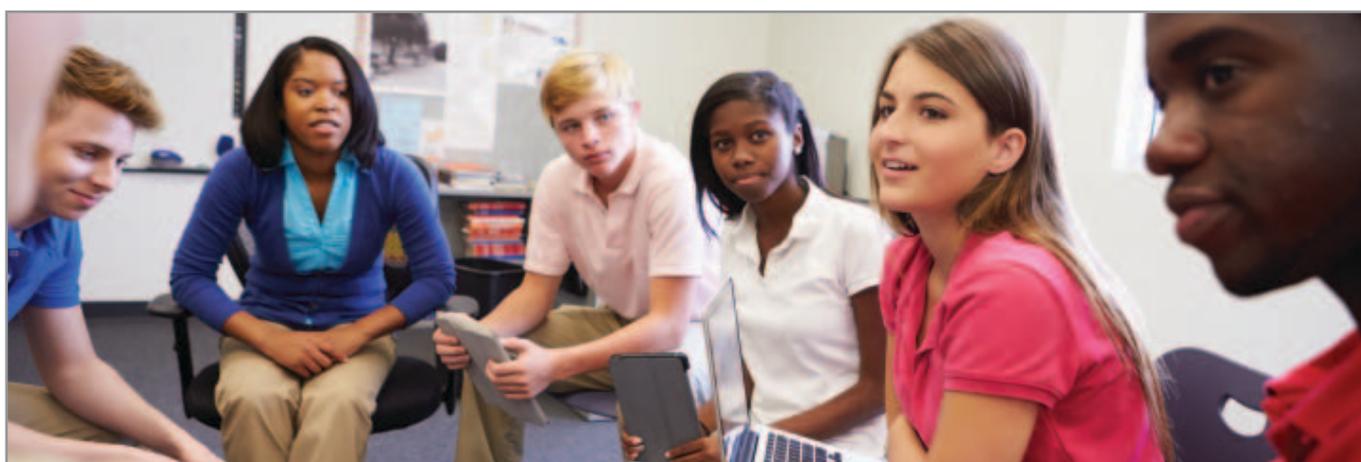
The approach is not joined up and as a result is costly, duplicates learning opportunities, does not provide high quality learning experiences and ultimately impacts negatively on outcomes for learners.

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.



Cllr Susan Hinchcliffe
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.

Cllr Susan Hinchcliffe

Leader of Bradford Council and Chair of the West Yorkshire Review of Further Education steering group

Michael Jameson

Bradford Council's Strategic Director of Children's Services and Chair of the Post-16 Review steering group

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Andy Welsh

Chief Executive Officer, Bradford College

Don Brearley

Chief Executive, West Yorkshire Learning Providers

Frank Clayton

Chair, Workforce Development Advisory Committee

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Director of Operations, Bradford Diocesan Academies Trust

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Pro-Vice Chancellor for Learning, Teaching and Quality, University of Bradford

Adrian Kneeshaw

Headteacher, Carlton Bolling College

Andy Taylor

Headteacher, Parkside School

Liz Hart

Headteacher, Queensbury School

Helen Williams

Headteacher, Ilkley Grammar School

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

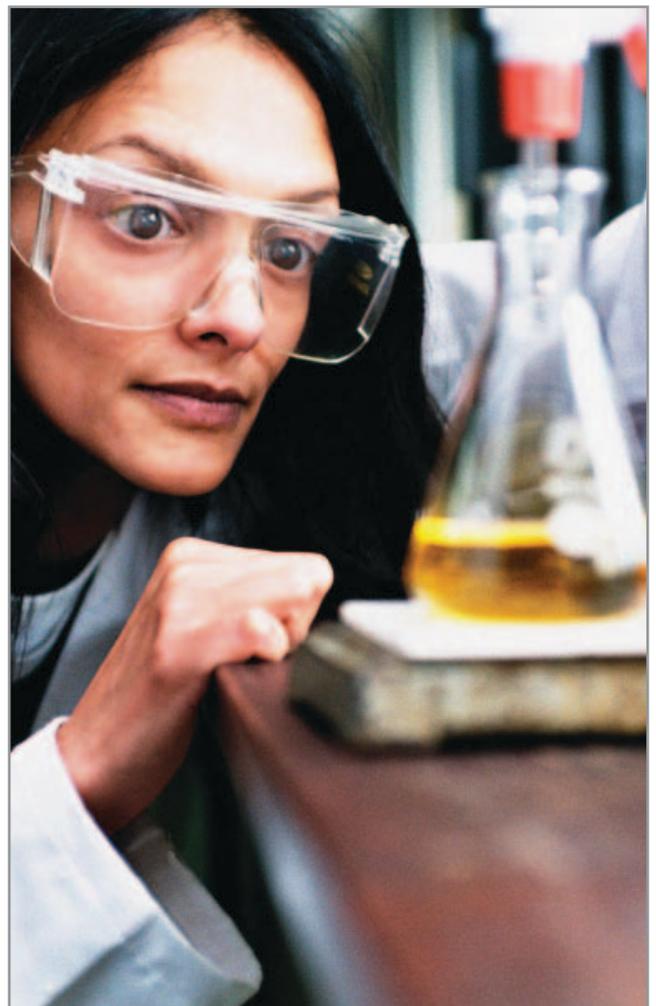
It is important to stress that this model is the starting

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

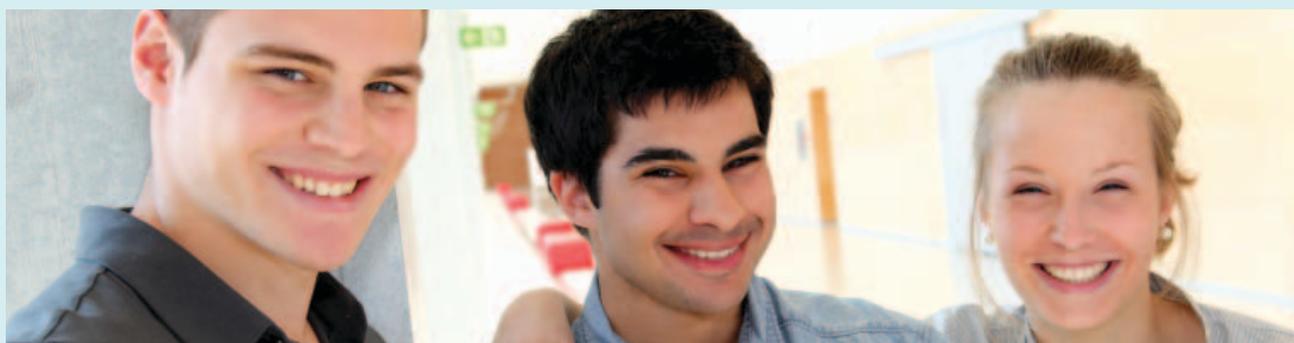
Support will be there for families and children through the 'early years' helping to make sure children are ready for school and can do their very best at school from day one.

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.



Report of the Strategic Director Children's Services to the meeting of Children's Services Overview and Scrutiny be held on 21 November 2018

M

Subject: Pupil Referral Units

Summary statement:

Local Authorities are 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 is known as a Pupil Referral Unit. Local Authorities have to establish management committees to run PRUs and they have a delegated budget.

Funding arrangements for PRUs are in line with the regulations for school finance and they receive base funding per place and a top-up from the local authority based on services provided to meet the needs of the individual pupil*.

In Bradford and district there are 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 are two hospital schools that provide education for children and young people staying in hospital; these are Education in Hospital Airedale and BRI.

*Alternative Provision Statutory Guidance January 2013

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Portfolio:

**Education , Employment and Skills
Overview & Scrutiny Area:**

Children's Services

1. SUMMARY

This report is for information about the Pupil Referral Units in Bradford and in particular District PRU which was placed into Special Measures in March 2017. Admissions to the PRUs are not through the schools admissions process; the Local Authority must make provision for those pupils who are permanently excluded – and in Bradford this is in our PRUs. There are also places in our PRUs which are commissioned from the Behaviour and Attendance Collaboratives (BACs) which were established in 2007, and there can be individual referrals made to the PRUs from schools. There are three secondary BACs – South, Central and the Three Valleys, who meet weekly to discuss how they can manage and meet the needs of young people who are at a high risk of exclusion. This can be through managed moves to other schools, both maintained and academies or where there may have been a number of previous unsuccessful interventions or managed moves this could be a referral to a PRU. For TRACKs PRU referrals are made through CAMHs (Child and Adolescent Mental Health services) as this is a unit for young people with social anxiety and mental health needs.

*TRACKS – Trust, Respect, Achievement, Confidence, Knowledge, Success

District PRU was originally set up in 2008 as a ‘Virtual school/provision’ commissioning places for young people who could not access mainstream provision and for those who were permanently excluded. In September 2014 it opened at a fixed site on Anerley Street and was funded for up to 160 places.

2. BACKGROUND - DISTRICT PRU

- 2.1 District PRU – as a ‘virtual provision’ commissioned places from over 20 different providers and on multiple sites including Independent schools and other Alternative Providers such as Bradford College, Keighley College, Leeds City College as well as JAMES, Prism, Ummid and All Star Entertainment.
- 2.2 It was previously inspected in January 2013 and was judged to be good overall and in all areas.
- 2.3 In March 2017 it was inspected and found to be inadequate and requiring Special Measures to improve and subsequently given an academy order.
- 2.4 An Ofsted monitoring visit took place in November 2017 as they were concerned about safeguarding at the unit and safeguarding was judged to be ineffective and insufficient progress had been made since the inspection in March 2017.
- 2.5 Since the Ofsted inspection and this monitoring of District PRU there have been a number of further reports and audits, some commissioned by the Management Committee and LA, and undertaken by LA officers, which continued to raise serious concerns about safeguarding, behaviour, attendance, teaching and learning and leadership and management.
- 2.6 A number of actions have been taken to improve provision and to enable the PRU to be in a position where an academy transfer can be agreed with an appropriate

- sponsor; the LA meet very regularly with the DfE about the District PRU. We are expecting an announcement about an academy sponsor very shortly.
- 2.7 From September 2018 District PRU will deliver provision for Year 10 and Year 11 students - up to 80 places at Anerley Street which includes 25 places at Keighley College as these partnership arrangements have been effective.
- 2.8 There have been changes to the Management Committee, since October 2017, with a new chair, an experienced Bradford Secondary School Headteacher. They have challenged the leadership of the PRU, commissioned external consultancy support to mentor leaders, commissioned a safeguarding review, and sought to clarify the finances of the PRU and budgetary controls.
- 2.9 As a result of a joint LA Safeguarding scrutiny visit February 2018 and the Safeguarding review of March 2018, the LA wrote formally in early June 2018, using the School Staffing Regulations 2009/2680 to the management committee of the District PRU to ask them to take urgent action to tackle the leadership and management concerns.
- 2.10 As a result of this, the management committee have taken a number of actions to make rapid improvements to the leadership and management of the PRU.
- 2.11 An LA Scrutiny committee was set up on 12 June 2018 to hold the leaders of the PRU and the management committee and the LA to account, for making rapid improvements to the provision; this meets regularly.
- 2.12 In addition a number of SLAs have been set up with Ofsted registered, independent schools that deliver alternative provision. These schools are subject to Ofsted inspection, so are suitable to purchase Alternative Provision places for young people.
- 2.13 The LA is able to commission up to 50 places from the independent providers for 2018/19. The current numbers agreed with providers' total 36, there is agreement that they would be able to increase numbers if required. This will be reviewed on an on-going basis throughout the year so numbers may increase with individual providers.
- 2.14 The places will be funded from the High Needs Block at a cost of up to £500,000 (£10,000 per place) to the local authority. The rate of £10,000 place funding is set nationally by the DfE and is the standard cost for alternative provision. The providers will also receive top-up funding from the home school of a young person who requires a place.
- 2.15 District PRU, therefore, will no longer be providing and commissioning 160 places.
- 2.16 There is currently an acting interim Headteacher in place, who was previously the Assistant Headteacher and SENCo, and the Management Committee have also secured some additional leadership support through a consultant.
- 2.17 An experienced Achievement Officer has been allocated to the PRU from the LA School Improvement Services who gives regular support and challenge to leaders

in the PRU and they have had support from an Inclusion Officer.

- 2.18 Building works have taken place over the summer to make a separate visitor and student entrance, and this has helped to improve safety.
- 2.19 A number of other improvements have been made not only to on-site safety, but also safeguarding practices the curriculum, teaching and learning and leadership and management.
- 2.20 Early morning calls and collection continues to work well and is having a significant impact on attendance.
- 2.21 There is a more intensive focus by all staff on safeguarding students.
- 2.22 As a result, behaviour has improved and there are reduced incidents of inappropriate and aggressive behaviours and the high levels of anxiety previously displayed by a number of students and attendance has improved.
- 2.23 The acting Headteacher is leading on making improvements to the quality of overall provision and the management committee are holding the leaders and managers to account. The Achievement Officer has made a very positive contribution and this has been clearly acknowledged by the Headteacher and the management committee
- 2.24 The LA scrutiny committee, as result of the evidence presented to it, has judged that the PRU is now making good progress towards the removal of Special Measures and has improved considerably since the last Ofsted monitoring visit.

3. OTHER CONSIDERATIONS

None

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 Bradford Council received £65.88m High Needs Block (HNB) funding within our Dedicated Schools Grant (DSG) allocation in 2018/19. Bradford Council currently funds places at the PRUs from this HNB allocation at £10,000 a place. This includes:
 - 50 places at Bradford Central PRU, of which 10 places are assigned for support for pupils permanently excluded (where the Council will also pay the Pupil-Led Need top-up above the cost of the place).
 - Up to 160 places in total across Bradford District PRU (80 places) and independent Ofsted registered alternative providers. There are some transitional arrangements in place with regard to the funding of Pupil-Led Need top up (the cost above the place-cost) at Bradford District PRU. In light of the pressures on the High Needs Block we are reviewing future funding arrangements with schools.

4.2 The Council expects to continue to consolidate the changes that were made in 2018/19 in the funding of alternative provision, namely, the cessation of the funding from the High Needs Block of the top-up element for non-EHCP placements in PRUs. The Council will continue to work with schools, in particular the primary phase, to develop local agreements regarding the movement of funding following permanent exclusion. The Council will also wish to review with the Schools Forum, on an on-going basis, the HNB's commitment to place-funding for non-EHCP provision at the PRUs.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

Not applicable – this report is for information only

6. LEGAL APPRAISAL

No legal issues arising.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

Not applicable – this report is for information only

7.2 SUSTAINABILITY IMPLICATIONS

Not applicable

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

Not applicable

7.4 COMMUNITY SAFETY IMPLICATIONS

Not applicable

7.5 HUMAN RIGHTS ACT

Not applicable

7.6 TRADE UNION

Not applicable

7.7 WARD IMPLICATIONS

For information for ward members regarding the location of the PRUs in their wards.

7.8 IMPLICATIONS FOR CORPORATE PARENTING

The Local Authority would always challenge any school which permanently excludes a Looked After Child.

7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT

Not applicable

8. NOT FOR PUBLICATION DOCUMENTS

None

9. OPTIONS

This report is for information only

10. RECOMMENDATIONS

That an update report on the progress of District PRU be presented to the Committee by April 2019.

11. APPENDICES

Appendix 1 – numbers of fixed term and permanently excluded children and young people.

12. BACKGROUND DOCUMENTS

None



Appendix 1

Permanent and Fixed Term Exclusion Data

Mainstream and Special School Exclusion Data								
Fixed term exclusions	17/18				18/19 (up to 29/10/18)			
	No. of Exclusions	No. of Pupils	No. of Days Lost	Average days lost per pupil	No. of Exclusions	No. of Pupils	No. of Days Lost	Average days lost per pupil
Primary	724	344	1,297.00	4	120	76	200.00	3
Secondary	3,166	1,741	7,017.50	4	422	341	893.00	3
All Through	291	170	488.00	3	27	24	65.00	3
Special	17	15	57.50	4	2	2	4.00	2
Grand Totals	4,198	2,270	8,860.00	4	571.00	443.00	1,162.00	3
Permanent exclusions	17/18				18/19 (up to 29/10/18)		Comparative data Sept- 29 Oct 17/18	
Primary	6				1		1	
Secondary	24				6		8	
Grand Totals	30				7		9	

Pupil Referral Units – Cohort Data 2018/19 and pupils currently permanently excluded or had a previous permanent exclusion.

Park Primary PRU	Current No. of Pupils on Roll	SEN (EHCP)	Primary Panel with SEN	Previously had a permanent exclusion
56 places	51	40	11	7

Central PRU	Current No. of Pupils on Roll	SEN EHCP or awaiting Plan	Current Permanent Excluded pupils	BAC Prevention Places
50 places	52	6	18	28



Ellar Carr PRU	Current No. of Pupils on Roll	SEN (EHCP)	SEN support	Previously had a permanent exclusion
75 places	70	66	4	4

District PRU	Current No. of Pupils on Roll	SEN (EHCP)	Previously had a permanent exclusion	BACs prevention places
80 places	56	6	9	50

(Information as of 30.10.18)



Report of the Director of Children's Services to the Overview and Scrutiny Committee to be held on 21st November 2018.

N

Subject:

The Bradford Education Covenant

Summary statement:

This report provides 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.

Michael Jameson
Strategic Director

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Portfolio:
Education, Employment and Skills

Overview & Scrutiny Area:
Children's Services

1. SUMMARY

This report provides 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.

The Education Covenant is making clear progress supporting our children and young people at all phases of education with opportunities that will support them in raising the attainment levels and aspirations in children, young people and families. It has become a key conduit to promote the greater involvement of our community partners in the lives of young people, though providing brokerage with learning partners.

2. BACKGROUND

At its heart the Education Covenant is a community promise that we will work together, with the collective goal to ensure that we ensure Children and Young People have successful lives and transition into adulthood.

The successes of the Education Covenant have been achieved by building strong relationships with a range of community partners, developing joint ideas with them and enabling them to grow and develop then access and support Education by providing a brokerage service. The activity has grown across the range of partners including businesses, community organisations and individuals, resulting in a wide range of programmes which in themselves now have their own identity i.e. The Bradford Community Champions.

Since the last report, the work of the Education Covenant has continued to solidify the relationships of current partners and provision, as well as broker new resources, programmes and initiatives for the benefit of our young people delivered through a wide range of settings including schools and community organisations.

We have just launched the new education covenant prospectus for this academic year following the great success of the 17/18 version. The 18/19 prospectus offers schools 63 free activities from 52 different organisations, across all key stages, seeing an increase of 37 organisations offering their support and harnessing even more opportunities for children and young people. The prospectus forms a vehicle to leverage learning provision into schools and align such provision with the overall careers and technical education framework Bradford Pathways.

The core programmes aligned to the Education Covenant continue to grow and develop:

- The Industrial Centres of Excellence is continuing to grow, this year we are planning that we will have over 15,000 young people supported through the partnership, up from 3000 in 17/18.
- The Inspiring Bradford Programme that took place in October 2017, acted as a catalyst to inspire primary schools to embed careers education into the curriculum now resulting in a £200k investment from the Opportunity Area funding to support between 70 - 80 primary schools in the most deprived wards, over the next two years with aspiration days, along with 2 networking events each academic year to

be delivered to enable head teachers and senior leadership teams to build a network of supportive business leaders, professionals and Further and Higher Education contacts who will support the delivery of careers encounters integrated into curricula.

- Bradford Pathways – Dixons Research School are developing curriculum guidance document that will offer practical advice and ideas to support embedding essential skills into the curriculum at each age and stage of a pupils learning.
- In total 17/ 18 we had 4699 businesses that actively supported students at school, college and the university through work experience, site visits, industry visits, internships and other work based learning placements.
- Young people accessed 4693 community visits last academic year and 410 so far this academic year i.e. visits to the Science and Media Museum, St Ives Park and many other.

2.1 Public Relations (PR)

The Education Covenant twitter account and Stay Connected e-newsletter, along with press releases are proving a great success in communicating good news stories coming out of the Education Covenant, helping to attract even more support from partners.

- The Twitter account has 931 Followers and Following 4182 with 769 tweets.
- Stay Connected has 4402 people subscribed.
- The Education PR Campaign plan has been put in place.

2.2 The Education Covenant Review

On the 18th June 2018 we hosted the 'Building the Covenant' event which celebrated the great work the covenant has achieved so far and the ways that community partners are supporting our children and young people. 56 people from different organisations attended to consider next steps for the Covenant. There was representation from schools and colleges, businesses and the voluntary sector and key people from the public sector.

The aim of the day was to move the covenant forward and to discuss how key stakeholders could get more involved strategically and what delivery would look like. The day was also really beneficial in shaping our next year's focus and priorities. As one of the senior leaders expressed 'the Education Covenant is 'a promise that cannot be broken'.

Following the discussions at the event the priorities for the Education Covenant for the next academic year (2018/19) will be:

- 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.
- Continue to grow the core Education Covenant offer and reissue the Covenant prospectus this September.

The conversation at the event was captured pictorially:

2.3 Cultural Covenant (including youth voice)

2.3.1 The 25 x 25

The development of the cultural covenant has progressed and the 25 x 25 framework has gone out for consultation with children, young people and families. The 25 x 25 has the aspiration that all Bradford's young people will have 25 cultural experiences by the age of 25.

The consultations took place at:

- Bradford Festival which brings a vibrant, colourful and multicultural programme of the very best international, British and local theatre, art, music and dance right into the heart of Bradford – 837 members of the public were consulted ranging from birth to 92yrs old.
- The Dragon Boat Festival - 178 young people aged 11-18 were consulted
- 3 Primary Schools – speaking to children and parents.

This consultation has been important to capture the voice of young people and to inform the development of the framework. The 25 x 25 is being developed by the Local Cultural Education Partnership in partnership with the Education Covenant.

2.3.2 Outstanding Culture for Children and Young People – Public Forum for Education.

On September 27th the public forum for education shared the results of the youth voice survey along with showing evidence that children who participate or experience cultural education (arts, drama, dance, music) learn more effectively.

Speakers from Feversham Primary Academy including musical entertainment by the children and Riddlesden St Mary's Primary talked about how cultural experiences transformed their schools. Christian Bunting, Teaching School Director at St Edmunds Nursery School and Children's Centre talked about the Early Years Cultural Offer.

Evidence was presented by Feversham Primary Academy at the Forum showing the basis and impact of their approach, details are given in Appendix A.

2.4 School Engagement

67 primary schools out of 155 have been engaged with the Education Covenant over the last academic year. Following the great success of the Inspiring Bradford Launch Event some schools are now dedicating a day or a week to developing career and enterprise activities, local businesses and companies have been engaged to come into schools and support career activities and awareness of different occupations. See Appendix B for a case study at Shirley Manor Primary school.

The 33 mainstream Secondary Schools and all four local colleges are engaged with the Bradford Pathways framework and are benefitting from the links made with community partners through the Education Covenant brokerage service. Examples are shown in Appendix B.

2.5 STEM (Science, Technology, Engineering and Maths)

STEM learning continues to be an integral part of the engagement with schools and is heavily supported by our community partners. The good practice from across the core areas of work was recently shared with Australian Educators who came to learn from the underpinning teaching and learning practices used through the approach we have. Examples were given of the experiential and project based learning in relation to STEM. Examples of this work are shown in Appendix B.

2.6 Queens College Schools Liaison Officer - Widening participation

In 2017 the role of Bradford Schools Liaison Officer was established. This enabled a person to be based in the city itself and offer consistent, intense support which cannot be achieved where the liaison officer is based in Cambridge. The Bradford schools Liaison officer started in September 2017 and is based in Bradford Council in the Pathways team.

The Schools Liaison Officer engaged with 26 Secondary schools in the 2017/18 year, with activities offered both in Bradford and Cambridge, including residential trips.

Feedback has been positive from students and teachers, in particular student surveys found:

- 89% felt more knowledgeable about universities in general
- 100% felt more knowledgeable about Oxford and Cambridge
- 48% more likely to consider applying to a Russell Group university
- 63% more likely to consider applying to Oxford or Cambridge

More detail and a full list of engagement can be found in Appendix C.

3. OTHER CONSIDERATIONS

The Education Covenant is part of the wider work on community-based development activities through Business engagement, Inclusive Growth, People Can and the Opportunity Area.

4. FINANCIAL & RESOURCE APPRAISAL

The Education Covenant continues to be primarily funded through the implementation fund.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

No significant risks.

6. LEGAL APPRAISAL

No legal issues.

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

There are no Ward or area implications, the Education Covenant works on behalf of all children and young people in Bradford and the District.

7.8 IMPLICATIONS FOR CORPORATE PARENTING

No direct implications for corporate parenting arising from the report.

7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT

No data protection or information security matters arising from the report.

8. NOT FOR PUBLICATION DOCUMENTS

None

9. OPTIONS

None

10. RECOMMENDATIONS

- That the Committee acknowledges the progress of the work.
- That the Committee commend the work of community partners in delivering work with

Bradford children and young people undertaken as part of the Covenant

- That members of the Committee continue to promote the Education Covenant in their networks.
- 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.

11. APPENDICES

Appendix A – Extract of evidence presented by Feversham Primary Academy at the Public Forum for Education showing the basis and impact of their approach.

Appendix B – Examples of activities in schools and community partner support.

Appendix C - Queens College Cambridge – Widening Participation.

12. BACKGROUND DOCUMENTS

None

APPENDIX A

Extract of evidence presented by Feversham Primary Academy at the Public Forum for Education showing the basis and impact of their approach.

Stand-out points of 21st century research

Children studying music retain 17% more of what they hear in class and develop better memory systems.

People who study music are more adaptable to change

Children learn language better through song

Children perform better in all kinds of cognitive tasks with classical music playing in the background. This is more pronounced when studying music.

Music study grows the brain, creating higher executive function, and improves problem solving abilities.

Singing releases endorphins, serotonin and dopamine

IQ can increase by up to 7.5 percent.

Children with a range of special educational needs, including ADD, Autistic Spectrum Disorders, Dyslexia, Behavioural conditions and mental health issues, see a huge benefit

The most profound benefits happen to those who begin music study before the age of 7 and study it practically.

Impact of embedding music into the curriculum at Feversham Primary Academy and the positive influence of this:

- 2011 Special measures - 3.2 percentage points behind the national average in English and 2.4 points behind the national average in maths
- This year 74% of pupils achieved the expected standard in reading, writing and maths, against a national average of 53%.
- We are 7.1 points above the average for reading and 3.4 above for writing
- We are 6.5 above the national average for maths.
- Our results for disadvantaged pupils are well above average.
- Attendance improved from 92% to 98%
- 98% speak English as a second language at home
- We are now in the top 1% for pupil progress.
- Nominated for TES Primary School of the Year 2018.

Continued positive influence:

- We have appeared on The One Show, Radio 5 Live.
- Global attention and enquiries – hundreds of visitors.
- We have advised OFSTED's research team and the BBC.

- We will play a big part in the Music Commission’s proposals for the 2020 National Education Plan.
- We are pushing for CPD for existing music coordinators and PGCE primary music specialist qualifications for new music coordinators.

Music

Josh Halliday
Tue 3 Oct 2017 07:00 BST

[f](#) [t](#) [e](#) [...](#)

[232,967](#) [64](#)

How to improve the school results: not extra maths but music, loads of it

A Bradford primary school wants the world to know its newfound Sats success is down to giving all children up to six hours of music a week



Research Background

- Evidence suggests that musical learning can promote **structural and functional changes** in the brain (e.g. Tervaniemi, 2009; Moore et al., 2014)
- Evidence suggests that **music and language** are processed in similar, as well as distinct regions of the brain (e.g. Patel, 2010, Koelsch, 2012)
- Evidence suggests that joint music-making can have a positive impact on **social skills and feelings of well-being** (e.g. Kirschner & Tomasello, 2010, MacDonald et al., 2012)

Music and Dyslexia

Children with dyslexia can have difficulties with rhythm production tasks as well as with language skills (e.g. Thomson & Goswami, 2008)

Performance on rhythm production tasks is linked with performance on phonological, reading and spelling tasks (e.g. Flaugnacco et al., 2014)

A recent MAP study found that 15 weeks of classroom-based rhythm games with children with dyslexia significantly improved their phonological and literacy skills (Moore, Branigan & Overy, in prep)

APPENDIX B

Examples of community partner engagement and activities in schools.

Primary Schools

67 primary schools have been engaged with the Education Covenant over the last academic year. Following the great success of the Inspiring Bradford Launch Event some schools are now dedicating a day or a week to developing career and enterprise activities, local businesses and companies have been engaged to come into schools and support career activities and awareness of different occupations.

- Barkerend Academy
- Bankfoot Primary
- Ben Rhydding Primary
- Bowling Park Primary & Nursery
- Blakehill Primary
- Byron Primary
- Clayton Village Primary
- Carrwood Primary
- Cavendish Primary
- Cullingworth Village Primary
- Dixons Marchbank Primary
- Denholme Primary
- Eastwood Community School
- Priestthorpe Primary
- Farfield Primary
- Fagley Primary
- Farnham Primary
- Frizinghall Primary
- Fearneville Primary
- Girlington Primary
- Grove House Primary
- High Crag Primary Leadership Academy
- Holycroft Primary
- Home Farm Primary
- Hollingwood Primary
- Holybrook Primary
- Ingrow Primary
- Howarth Primary
- Keelham Primary
- Killinghall Primary
- Lapage Primary & Nursery
- Leytop Primary & Nursery
- Lees Primary
- Long Lee Primary
- Low Ash Primary
- Merlin Top Primary Academy
- Oakworth Primary & Nursery

- Oxenhope CE Primary
- Parkland Primary
- Parkwood Primary
- Peel Park Primary
- Poplars Farm Primary
- Beckfoot Priestthorpe Primary & Nursery
- Reevy Hill Primary
- Riddlesdon St Mary's CE Primary
- Shirley Manor Primary Academy
- Keighley St Andrews C of E Primary
- St Stephens C of E Primary
- St Marys & St Peters Catholic Primary
- St Pauls C of E Primary
- St Matthews C of E Primary & Nursery
- Swain House Primary
- Thackley Primary
- Thornbury Primary Leadership Academy
- Thornton Primary
- Thorpe Primary
- Westminster C of E Primary
- West Bourne Primary
- Wibsey Primary
- Wilsden Primary
- Green Lane Primary
- Brackenhill Primary
- Stocks Lane Primary
- Beckfoot Heaton Primary Academy
- Heaton St Barnabus Primary
- Lister Primary
- Dixons Manningham Primary

CASE STUDY:

Shirley Manor Primary School

Shirley Manor have developed careers activity into their curriculum and call their aspiration day “Future Me”, which include classroom discussions exploring different careers, what skills you would need, if you need to go to college or university. Other activities at the school include creating visuals of what their dream job might be.

Since engaging with the Education Covenant through the Bradford Pathways framework, they have had a number of employers engaged and a software company who allowed access via the internet to a career programme that helped young people to identify jobs matched to their skills, likes and dislikes.

To kick off their “Future Me” day, one of the Bradford Community Champions spoke to all the children, setting the scene but also talking about the importance of learning and in particular Maths and English. Volunteers; a chief magistrate, photographer, marine biologist, sports coach, poet (inspirational speaker), construction engineer, an

archaeologist and the Police. The Lord Mayor also provided an opportunity for a pupil to be a mini mayor dressed in ceremonial robes, which students had to apply for.

A Quote from the Head

“On the 20th March 2018 Shirley Manor Primary Academy held its first Future Me day. The aim of the day was to raise aspirations and discover what our children’s hopes and dreams for the future are. We had a variety of visitors from a wide range of professions ranging from a Hairdresser to a Marine Biologist. We also wanted the children to make connections between the subjects they liked to the careers they could have in the future. This was done using a career software package where the children discovered the types of jobs they may enjoy. For example a Jockey, GP, Farrier, Diplomat to name but a few.

The children particularly enjoyed listening and quizzing our visitors as they went into classes. The children are still talking about it now and we are looking forward to building on this next year”.

(Heather Lacey - Head Teacher)



Secondary and Post 16 Engagement

33 Secondary Schools and all four local colleges are engaged

- Appleton Academy Beckfoot (Bingley)
- Beckfoot Oakbank
- Beckfoot Thornton
- Belle Vue Girls' School
- Bingley Grammar School
- Bradford Academy
- Bradford Forster Academy
- Bradford Boys Grammer
- Bradford Girls Grammer
- Buttershaw BEC
- Carlton Bolling College
- Dixons City Academy

- Dixons McMillan Academy
- Feversham College
- Forsters Academy
- Grange Technology College
- Hanson Academy
- Hazelbeck
- Ilkley
- Immanuel College
- Laisterdyke Business and Enterprise College
- Oastlers School
- One In A Million
- Parkside School
- Queensbury High
- St Bede's and St Joseph's Catholic College
- The Holy Family Catholic School
- The Samuel Lister Academy
- Thornton (Beckfoot)
- Titus Salt
- Tong Academy
- UAK

- Bradford College
- Shipley college
- Keighley college
- Craven College

We continue to work with other Partners who have aligned themselves to the Bradford Pathways Framework such as:

- School Governors One Stop Shop - 14 Schools both Primary and Secondary
- National Literacy Trust -11 Secondary Schools
- Ahead Partnership - 12 Secondary Schools
- Dame Kelly Trust - 6 Secondary Schools
- NCOP - Titus Salt School and Tong to place some outreach workers.
- ASK Apprenticeships - 14 schools to talk about apprenticeship opportunities
- Social Mobility Foundation - 5 Schools
- Provident Social Mobility Business Partnership - 10 Schools came forward for their Social Mobility project - 3 were chosen
- Apprenticeship Finder - 3 Schools
- Forget Me Not - 1 School
- Women in Engineering - 1 School
- Shape4all Oxford Project - 4 Schools
- Army Youth Outreach Team - 2 Schools
- Ernst and Young Foundation - 6 Schools - 12 young people
- NHS-Nursing Ambassador Events 18-19 Academic Year - 10 Schools

CASE STUDY

Parkside School - Aspire to be programme

A piece of work looking at year 7 to year 13 embedding a comprehensive CEIAG plan which included working with community partners.

Parkside are taking a lead on embedding the Bradford Pathways Framework as this Academic Year they will be doing the following:

- All faculties - a planned visit to a local business at least once per year
- Head of Faculty to link topics they teach to employers to see if there are opportunities within the curriculum that they could support
- All faculties to facilitate at least one meaningful encounter with an employer for each year group, this may be team teaching, guest speaker, and visit to a work place. This has to be built into the curriculum and made explicit.
- All faculties have to be explicit in their Schemes of Learning as to when 'Employability Skills' will be taught i.e. public speaking in English, problem solving in Maths
- All faculties to consider how to incorporate subject related career activities i.e. enterprise

Other examples of activities in Secondary Schools:

Tong School - 3 day CEIAG activity which included:

- Day 1 - Visits to colleges, Universities
- Day 2 - 8 employers came in and did employability sessions with year 10
- Day 3 - Careers fair for all year groups

Hanson School

- Careers day has grown every year - 20 businesses and providers attended the Careers day
- 10 interactive workshops for year 12

Working Groups with community partners:

The Keighley and Shipley Apprenticeship Hub

- 7 schools and all the four colleges which are Bradford, Shipley, Keighley and Craven College sit on the apprenticeship hub as well as the LEP and other key organisations
- Share good practice
- Invite external partners in to talk about apprenticeships

Widening Participation Group

- A collaborative working group looking at opportunities for post 16 engagement and widening participation. Partner's Include-NCOP/NCS, Bradford College/University/LEP/Bradford Pathways

- Working with both Aspire I Gen and the LEP the role of the Careers Live Network is to engage collaboratively and strategically to contribute to the CEIAG outcomes for pupils in the area with reference to the Gatsby Benchmarks. Following feedback from schools so far, it is anticipated that each meeting would focus on one or two of the Gatsby Benchmarks in more detail.
- To provide regular updates, promote and share best practice around CEIAG
- To identify areas where collaboration benefits the wider members of the group through task & finish groups
- To contribute intelligence to the Careers Live Network that supports its aims and purpose
- Members act as Ambassadors for CEIAG within their own schools:
- Disseminating relevant information to colleagues and contacts
- Supporting the group in its work
- Ensuring linkages with relevant activities
- promoting the benefits of CEIAG

One Nation One Briton OBON

- The Education Covenant supports OBON with recruitment of schools to celebrate values, intolerance, and fairness in society, respect which all links into the Essential Skills in the BP framework.

Gatsby Benchmark and Toolkit

- With the LEP we are working with every school to ensure we are supporting them with the Benchmarks and the toolkit and how this aligns itself to the Bradford Pathways Framework.

Examples of STEM Activity:

Schools often have their own strategies for developing and promoting STEM subjects or may engage external organisations to support them. Through the Education Covenant and its partners a number of schools projects have been supported:

- The F1 transition project is currently being hosted and in effect piloted by Hanson school. Hanson school initially started to invite its primary feeder schools to participate in the project. Hanson approached Bradford Pathways to help engage the schools and had a launch event to promote the project. Eventually we invited more partners such as the representative for STEM at Bradford College and Bradford University. As a result Bradford University were able to offer some financial support that allowed primary schools to participate without incurring the cost of materials.
- Hanson's "Team Entity" won best pit display and 3rd place at the regional heat at the York STEM Centre. They qualified and competed at the national final at Silverstone and won best team pit display, best sponsorship and marketing awards and placed 6th out of 15 in the country for a development class. Two other teams "Atoms racing" won best pit display at the regional heats for entry class, and

“Encryption” won future stars award at the regional heats. The hope for the next academic year is that we will engage many more primary’s with the support of the STEM Network helping to identify which schools are in most need of support in STEM which may be identified through the data we have available relating to deprivation and the science self-assessments primary’s complete.

- Lego League is hosted by Bradford University and involves primary schools in the district and regionally. The STEM Centre on campus organise the schools attending and provide the hospitality and necessary support for the day. Schools participating have a task to complete before attending which is assessed at the venue whilst competing against all the school teams. The learning outcomes for participating are STEM related and help to break down some of stereo-types and diversity issues often associated with this sector.
- The Bradford STEM Network meets regularly to map the collective STEM provision in order to better promote and support Bradford and the surrounding District. This work stream is linked into the STEM Champion Cllr Tait with a STEM calendar of events.

APPENDIX C

Queens College Cambridge – Widening Participation - 2017/2018 Review

Origins of Bradford/Queens' College link

The University of Cambridge has a long history of widening participation activity to encourage high ability students from under represented areas to consider applying to highly selective universities. In 2000 the Area Links Scheme was established across the university. This matched each of the 31 undergraduate colleges with areas across the country. The aim of the scheme was for each college to have areas that are their primary focus for widening participation activities, and each area to have a first point of contact at the university in order to create strong and consistent partnerships. The area link for Bradford is Queens' College.

Bradford Schools Liaison Officer

In 2017 the role of Bradford Schools Liaison Officer was established. This enabled a person to be based in the city itself and offer consistent, intense support which can not be achieved where the liaison officer is based in Cambridge. The Bradford schools Liaison officer started in September 2017 and is based in Bradford Council in the Pathways team.

Activities of the schools liaison officer

The majority of activity can be categorised as follows:

- Year 12 & 13
- Lower School
- Programme

There are other miscellaneous activities included in the provision of the Liaison officer. These include supporting schools led activities such as careers fairs and options evenings, teacher CPD and engaging with other companies in the widening participation sector such as the Brilliant Club.

Year 12 and 13

These are obviously significant years for future attendance at HE and as such form a large part of the liaison work undertaken. In autumn term year 12 students can participate in a workshop on introducing Oxford and Cambridge universities including addressing misconceptions about the institutions such as their high financial cost. It also gives information on important activities students can engage in to make a strong application to Oxford and Cambridge or other highly selective universities. These are *super curricular* activities which show subject interest and their personal commitment and are key factors admissions tutors look for

At the end of the academic year personal statement workshops are offered to support the application process including preparing for the mandatory early October 15 deadline. There is also the opportunity to attend the University of Cambridge open day.

For any applicants to Oxford and Cambridge an interview workshop is offered at the beginning of autumn term in year 13. This explains the interview process, answers common concerns such as attire and gives advice on the best way to prepare.

Lower School

This consists of engagement with years 7, 8, 9, 10 and 11 although the most common years involved are year 9 upwards.

Presentations and workshops are given to this group which introduce Russell Group universities as well as Oxford and Cambridge. They are often designed to raise aspiration and emphasise how the choices they have yet to make such as GCSE or A Level options could influence which university they can attend. Often a personal story is used, emphasising the similar background of the liaison officer or previous school alumni who did go to study at these universities.

School Engagement

This is the list of all schools that have had at least one interaction with Queens' College in the 2017/18 year

- Beckfoot Oakbank School
- Beckfoot School
- Beckfoot Upper Heaton School
- Belle Vue Girls' School
- Bingley Grammar School
- Bradford Academy
- Bradford Girls' Grammar School
- Buttershaw Business and Enterprise College
- Carlton Bolling College
- Dixons Allerton Academy
- Dixons City Academy
- Dixons Cottingley Academy
- Dixons Kings Academy
- Dixons McMillan Academy
- Dixons Trinity Academy
- Feversham College
- Ilkley Grammar School
- Immanuel College
- Laisterdyke Business and Enterprise College
- Parkside School
- Queensbury School
- St Bede's and St Joseph's Catholic College
- The Holy Family Catholic School
- Titus Salt School

- Tong High School
- University Academy Keighley

Activity Breakdown

VISITS to Cambridge

Students 71

Teachers 7

Parents

This includes two residential trips for schools as well as the city wide opportunity to attend the University of Cambridge open day.

VISITS in Bradford

Students 686

Teachers 60

Parents 14

The number of students interacted with is a minimum figure, it involves estimating how many students for example to count for a school careers fair where they all have the possibility to engage but some may not.

Composition of visits includes:

- 3 Careers Fairs
- 10 Year 12 workshops introducing Oxford and Cambridge
- 10 Interview workshops for Oxford and Cambridge applicants (4 of which for schools with a single applicant)
- 6 Personal Statement workshops
- 5 Programme sessions
- The rest includes talks for younger year groups, miscellaneous student events and also supporting teachers in CPD regarding application support for Oxford and Cambridge.

Queens' College Progressive Programme

As well as creating the Bradford based liaison role Queens' College was keen to establish a programme of activities that could be offered for students across the city.

Modelled on UK wide outreach programme good practice, as well as extensive research with Bradford schools themselves, the Queens' College Progressive Programme was created and launched 2018.

Target Schools

The programme was designed for an initial cohort of 6 schools with 10 highly able students from each year group. This amounts to a yearly engagement of 240 students.

To select the cohort, data analysis was conducted to find schools which fit the University of Cambridge's widening participation targets for POLAR and OAC classifications. The six schools in the cohort are:

- Beckfoot Oakbank School
- Buttershaw Business and Enterprise College
- Carlton Bolling College
- Dixons Allerton Academy
- Queensbury School
- University Academy Keighley

Programme Logistics

The programme works with students in year 9 who progress through the programme until they leave in year 11. They will be supported across the city in years 12 and 13

The activities for each year group take place for two cohorts of 30 pupils as follows

Cohort A	Cohort B
Beckfoot Oakbank School	Buttershaw Business and Enterprise college
Carlton Bolling School	Dixons Allerton Academy
Queensbury School	University Academy Keighley

The cohorts remain the same throughout the programme to encourage connection with the pupils from other schools

The majority of activities are Bradford based taking place at the National science and Media Museum but there are activities at Queens' College

Programme Activities

Year 9 – Learn about students

In year 9 there are two sessions designed to introduce the programme and follow on into the activities in year 10

Session 1 – Introduction to highly selective universities

Session 2 – Introduction to Oxford and Cambridge

Year 10

Year 10 activities follow on from the year 9 year of “learning” by “being” a student and each session pupils apply one of the skills key to studying at university

Session 1 – Finance

Session 2 – Academic Taster Session

Session 3 – Research skills with independent summer project

Year 11

Session 1- Queens’ College Visit

Development is ongoing for a year 11 summer residential at Queens’ College

Programme feedback

The programme has 12 sessions throughout the year and in this opening year, 5 sessions have been run.

Feedback has been positive from students and teachers in particular student surveys found:

- *89% felt more knowledgeable about universities in general*
- *100% felt more knowledgeable about Oxford and Cambridge*
- *48% more likely to consider applying to a Russell Group university*
- *63% more likely to consider applying to Oxford or Cambridge*

2017/2018 had engagement from 5 of the 6 target schools although one school, Beckfoot Oakbank, had activities on site rather than externally due to their site move. 2018/2019 should see the whole cohort of 6 schools involved for the first time

Data notices have now been confirmed to capture data which will monitor the effectiveness of this programme using a national analysis programme HEAT

Other engagement

A dialogue was initiated with the library and there has been consultation about the implementation of a teen focused reading challenge to mirror the national Reading Challenge for 7-11s. Work is on going

Partnership has been formed with the National Science and Media Museum who support the programme sessions

2018/2019 Role aims:

- Increase engagement with schools and target schools who have newly engaged such as Parkside School

- Continue work on the reading challenge with the library service to encourage the positive benefits gained by reading
- Aim to formalise the year 12 and 13 provision of the programme with the opening of New College Bradford

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Report of the Chair of the Children's Services Overview and Scrutiny Committee to the meeting to be held on Wednesday 21 November 2018

O

Subject:

Children's Services Overview and Scrutiny Committee Work Programme 2018-19

Summary statement:

This report presents the Committee's Work Programme 2018-19

Cllr Mike Gibbons
Chair – Children's Services O&S
Committee

Report Contact:
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Portfolio:

**Children and Families
Healthy People and Places**

Overview & Scrutiny Area:

Children's Services

1. SUMMARY

1.1 This report presents the Committee's Work Programme 2018-19.

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. OTHER CONSIDERATIONS

3.1 **Appendix 1** of this report presents the Work Programme for 2018-19.

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

7.8 IMPLICATIONS FOR CORPORATE PARENTING

None

7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT

None

8. NOT FOR PUBLICATION DOCUMENTS

None

9. OPTIONS

None

10. RECOMMENDATIONS

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

11. APPENDICES

11.1 Appendix 1 – Children’s Services Overview and Scrutiny Committee Work Programme 2018-19

12. BACKGROUND DOCUMENTS

None

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Democratic Services - Overview and Scrutiny

Childrens Services O&S Committee

Scrutiny Lead: Licia Woodhead tel - 43 2119

Work Programme 2018/19

Description

Report

Agenda

Wednesday, 12th December 2018 at City Hall, Bradford.

Chair's briefing 27/11/2018. Report deadline 29/11/2018.

- 1) Schools Forum
- 2) Ofsted report on LACS
- 3) Workloads of Children's Social Care Services
- 4) Children Missing from Home and Care
- 5) Children Missing from Education
- 6) Children's Services O&S Work Programme

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

Andrew Redding

The Committee will consider the Ofsted inspection report on the Looked After Children's service

Michael Jameson

The Committee will receive a report on the work of Children's Social Care Services, including information on national and statistical neighbour comparison figures. This item will also include feedback from the Task and Finish Working Group on retention of Social Workers.

Jim Hopkinson / Task and Finish Working Group

That the Multi-Agency Strategy to safeguard children who go missing, be supported, and reported to the Committee on a yearly basis.

Jim Hopkinson

The Committee will receive a report on children missing education, including information on unregistered schools and home schooling.

Alina Tai

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

Licia Woodhead

Wednesday, 23rd January 2019 at City Hall, Bradford.

Chair's briefing 07/01/2019. Report deadline 10/01/2019.

- 1) Schools Forum
- 2) School Travel Service
- 3) Bpositive Pathways
- 4) Budget Proposals
- 5) Children's Services O&S Work Programme

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

Andrew Redding

The Committee will receive a report on the new structure of the School Travel Service.

Jenny Cryer

The Committee will receive a report on the Bpositive pathways programme with details of the cost savings realised.

The Committee will receive a report on the budget proposals for the Department of Children's Services.

Michael Jameson

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

Licia Woodhead

Childrens Services O&S Committee

Scrutiny Lead: Licia Woodhead tel - 43 2119

Work Programme 2018/19

Description

Report

Agenda

Tuesday, 5th February 2019 at City Hall, Bradford.

Chair's briefing 21/01/2019. Report deadline 24/01/2019.

- 1) Young People's Mental Health issues

Wednesday, 13th February 2019 at City Hall, Bradford.

Chair's briefing 29/01/2019. Report deadline 31/01/2019.

- 1) Youth Voice
- 2) Young Carers
- 3) Local Cultural Education Partnership
- 4) Children's Services Performance Outturn report
- 5) Children's Services O&S Work Programme

The Committee will receive an update in respect of the work of Youth Voice.

Heather Wilson

The Committee will receive a report on Young Carers to include details of progress made with GPs developing methods of identifying and referring young carers.

Jim Hopkinson

The Committee will receive a report on what the cultural offer for young people could look like.

Jim Hopkinson

The Committee will receive a report on performance against the Key Performance Indicators for the the service.

Michael Jameson / Philip Witcherley

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

Licia Woodhead

Wednesday, 20th March 2019 at City Hall, Bradford.

Chair's briefing 04/03/2019. Report deadline 07/03/2019.

- 1) Schools Forum
- 2) Workloads of Children's Social Care Services
- 3) Bradford Safeguarding Children Board - Annual report
- 4) Neglect
- 5) Children's Services O&S Work Programme

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

Andrew Redding

The Committee will receive a report on the work of Children's Social Care Services, including information on national and statistical neighbour comparison figures.

Jim Hopkinson

The Committee will receive the Annual Safeguarding report That Document "AJ" be noted and a further update on the progress of the response to neglect be presented to the Committee in 12 months time

Jenny Cryer
Jenny Cryer

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

Licia Woodhead

Childrens Services O&S Committee

Scrutiny Lead: Licia Woodhead tel - 43 2119

Work Programme 2018/19

Description

The Committee will receive a report on the progress of the Fostering Service.

The Committee will receive a report on a number of key areas related to school organisation in the Bradford District.

The Committee will receive a report detailing the outcomes of resolutions made during the 2018-19 municipal year.

Report

Jim Hopkinson

Ian Smart

Licia Woodhead

Agenda

Wednesday, 10th April 2019 at City Hall, Bradford.

Chair's briefing 26/03/2019. Report deadline 28/03/2019.

- 1) Progress of the Fostering Service
- 2) School Expansion Programme, Education Capital Funding, and Academy Conversions
- 3) Children's Services O&S Resolution Tracking

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