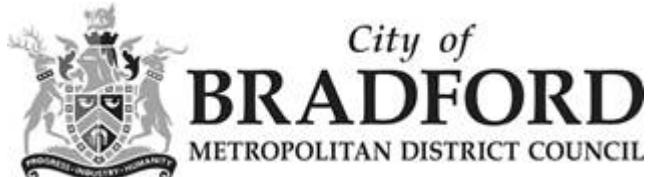


# Public Document Pack



## **Agenda for a meeting of the Children's Services Overview and Scrutiny Committee to be held on Wednesday, 15 January 2020 at 4.30 pm in Committee Room 1 - City Hall, Bradford**

**Members of the Committee – Councillors**

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

**Alternates:**

LABOUR	CONSERVATIVE	LIBERAL DEMOCRAT AND INDEPENDENT GROUP	BRADFORD INDEPENDENT GROUP
Choudhry Firth Jamil H Khan Wood	K Green Goodall	Humphreys	Khadim Hussain

**VOTING CO-OPTED MEMBERS:**

Claire Parr	Church Representative (RC)
Joyce Simpson	Church Representative (CE)
Kathrine Haskett	Parent
Fauzia Raza	Parent

**NON VOTING CO-OPTED MEMBERS**

Kerr Kennedy	Voluntary Sector Representative
Tom Bright	Teachers Secondary 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: Jill Bell  
Phone: 01274 434580  
E-Mail: 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 9 October 2019 be signed as a correct record (previously circulated).**

(Mustansir Butt – 01274 432574)

#### **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.

(Mustansir Butt - 01274 432574)

#### **5. REFERRALS TO THE OVERVIEW AND SCRUTINY COMMITTEE**

To consider referrals have been made to this Committee up to and including the date of publication of this agenda.

The Committee is asked to note the 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.

### **B. OVERVIEW AND SCRUTINY ACTIVITIES**

#### **6. PROGRESS UPDATE FOLLOWING OFSTED INSPECTION OF LOCAL AUTHORITIES CHILDREN'S SERVICES (ILACS) - OFSTED MONITORING VISIT PREPARATION, PROGRESS AND CONTINUED CHALLENGE**

1 - 54

The report of the Strategic Director Children's Services (**Document "K"**) will provide the Committee with a progress update in respect of improvements identified within the Ofsted Improvement Plan, namely:

1. Ofsted October 2019 monitoring visit outcome, progress and continued challenge.
2. Programme approach, planning and identified projects in Phase One for innovation and improvement.

**Recommended -**

**That this Committee notes the contents of Document "K".**

(Irfan Alam – 01274432904)

## **7. EDUCATIONAL STANDARDS 2019 - EARLY YEARS TO KEY STAGE 5 - PROVISIONAL REPORT**

55 - 68

The Strategic Director, Children's Services will submit **Document "L"** which outlines and provides updates on some of the key outcomes for Bradford schools from the 2019 national tests and teacher assessments for the following key stages:

- Early Years Foundation Stage – 5 year olds (Revised Results: 17<sup>th</sup> October)
- Phonics & Key Stage 1 – 7 year olds (Final Results: 26<sup>th</sup> September)
- Key Stage 2 – 11 year olds (Final Results: 13<sup>th</sup> December)
- Key Stage 4 – 16 year olds (Final Results: 31<sup>st</sup> January 2020)
- Key Stage 5 – 18 Year olds (Final results: 31<sup>st</sup> January 2020)

### **Recommended-**

- (1) **That the report (Document "L") on the performance of Bradford's Children and Young People in Key Stage tests for 2019 be noted.**
- (2) **That Members continue to encourage families in their wards to become more actively engaged with their children's learning, attendance, health and well being in order to further improve their children's learning capacity and resilience.**

(Marium Haque – 01274 431078)

## **8. BRADFORD OPPORTUNITY AREA**

69 - 156

Since the publication of the delivery plan in January 2018, the Bradford Opportunity Area has been delivering on £12m worth of DfE investment through a range of programmes and activities to help improve social mobility for young people across the Bradford district. It first reported to Children's Services Overview & Scrutiny Committee in February 2018 to discuss plans and again updated the Committee in September 2018. The report of the Strategic Director of Children's Services (**Document "M"**) includes details of how the programme of activity is being monitored and evaluated and confirms activity which is being delivered as part of our third year of delivery.

### **Recommended -**

**That the programme progress be noted for information and the use of the Social Mobility Dashboard be endorsed to support the work of Area Committees.**

(Kathryn Loftus -01274 434590)

<b>9.</b>	<b>ALTERNATIVE SCHOOL PROVISION SCRUTINY REVIEW - DRAFT TERMS OF REFERENCE</b>	157 - 164
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The report of the Chair of the Children's Services Overview and Scrutiny Committee (**Document "N"**) presents the DRAFT Terms of Reference for the Alternative School Provision Scrutiny Review.

**Recommended -**

**That the Committee adopts the DRAFT Terms of Reference contained in Document "N".**

(Mustansir Butt – 01274 432574)

<b>10.</b>	<b>CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE - WORK PROGRAMME 2019/20</b>	165 - 176
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The report of the Chair of the Children's Services Overview and Scrutiny Committee (**Document "O"**) includes the Children's Services Overview and Scrutiny Committee work programme for 2019/20.

**Recommended -**

- (1) That members consider and comment on the areas of work included in the work programme.**
- (2) That members consider any detailed scrutiny reviews that they may wish to conduct.**

(Mustansir Butt 01274 432574)

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## Report of the Strategic Director Children's Services to the meeting of the Children's Services Overview & Scrutiny Committee to be held 15 January 2020

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**Subject:** K

**Progress update following the Ofsted Inspection of Local Authorities Children's Services (ILACS) – Ofsted monitoring visit preparation, progress and continued challenge**

### **Summary statement:**

To provide the Committee with a progress update in respect of improvements identified within the Ofsted Improvement Plan, namely:

1. Ofsted October 2019 monitoring visit outcome, progress and continued challenge.
  2. Programme approach, planning and identified projects in Phase One for innovation and improvement.
- 

Mark Douglas  
Strategic Director Children's Services

**Portfolio:**  
Children and Families

### **Report Contact:**

Irfan Alam  
[irfan.alam@bradford.gov.uk](mailto:irfan.alam@bradford.gov.uk)  
01274 432904

### **Overview & Scrutiny Area:**

Children's Services

## 1. SUMMARY

1.1 Bradford's third Ofsted Monitoring Visit took place on the 16 and 17 October 2019.

The focus of the visit was:

- 1.1.2 Children who are subject of a child protection plan, those subject to the Public Law Outline (PLO) process and children who are at the edge of care. The inspection team consisted of Jan Edwards, Her Majesty's Inspector and Lisa Summers Her Majesty's Inspector with Parveen Hussain shadowing the process.
- 1.1.3 The outcome of the latest Ofsted monitoring visit which took place in October has now been published on the Ofsted website. [You can read the full letter here](#) or you can copy and paste this link <https://reports.ofsted.gov.uk/provider/44/80449>
- 1.1.4 The letter indicates that Children's Services are making progress in some areas, but with many areas that still need improvement. A key outcome Ofsted found was that changes have not happened quickly enough.
- 1.1.5 The letter recognises that the service has a new leadership team in post, it is developing a new staffing structure to help improve management oversight and align Social Care teams to work more closely with Early Help teams, and that the service is actively recruiting more staff to ease capacity concerns.
- 1.1.6 The letter also acknowledges that there are still significant challenges that Children's Services need to overcome. In particular, there needs to be consistent improvement in the quality of assessments together with management oversight on the quality of practice. Inspectors also noted social work capacity difficulties and issues with some partners not engaging in key child protection meetings.
- 1.1.7 Inspectors were noted that: "*Social Workers in Bradford are motivated to help children and families improve their circumstances. This is a result of their engagement in the improvement plan and their shared understanding of the vision for children's social care.*" And that: "...*children at the edge of care are being effectively supported to remain safely at home.*"
- 1.1.8 The letter also highlights two other areas that are improving: social work caseloads are reducing because of additional capacity; and the oversight of court pre-proceedings has improved reducing the drift and delay that children had previously experienced. This hard work is recognised and shows the difference that this work and the teams involved are making to children's lives. It shows that improvement is being made in what we do to make the changes that Ofsted require.
- 1.1.9 The next monitoring visit is scheduled for the end of February 2020 and will focus on Permanence and Disabled Children's Services. The service is preparing for this visit, but recognises that this area of focus will prove challenging given the scope of Permanence and Disabled Children's Services.

## **2 Programme approach to improvement through defined projects**

- The programme approach provides a framework to ensure effective management and assurance of the Children's Innovation and Improvement Programme
- The Programme Team has been established to support and challenge through shared experience, advice and guidance for project delivery - '*sit within approach not alongside*'
- This team ensure projects have clearly defined, scoped with a current state analysis; are evidence based, have clear plans, monitoring and reporting systems & effective processes to track and manage risks and benefits/outcomes - '*Theory of change model*' plus

### **2.1 Programmes**

- Prevention and Early Help
- Social Work Practice
- Workforce
- Looked After Children / Leaving Care

#### **2.1.1 Phase one projects:**

##### Prevention and Early Help:

- Establishing and implementing effective Governance and Performance arrangements for Prevention and Early Help for children and families (in context of all age developments).
- Develop and improve the quality and effectiveness of Local Authority Parenting Programmes and Family Support.
- Promotion of Early Help and effective engagement of partners in the role of Lead Practitioner responding to multiple and complex needs.
- Phased approach for the further development of one front door; including Information; Advice and Guidance for Parents and Practitioners to support lower level needs. Work to improve the quality and timely collection of information from partners for the statutory process for SEND.
- Improve the integration of the 0 to 19 Health service in Family Hubs and promoting what Family Hubs are and offer.
- Improving the impact and sustainability of Families First (Troubled Families).

##### Social Work Practice:

- Developing and embedding practice standards for working with children and families known to Children Social Care - (Systemic improvement within Children in Need, Child Protection and Looked After & Leaving Care practice and processes.)
- Redefining our practice approach and model.
- Improve the functionality and use of case management systems to support effective practice.

### Workforce:

- Workforce Recruitment, Retention and Performance.
- Workforce Development Strategy for Children's Social Care, including Youth Offending Service.

### Looked After Children / Leaving Care:

- Sufficiency for Children in Care – Care needs and cost analysis.
- Bradford Accommodation for Children in Care.
- Sustainability of B Positive Pathway and Mockingbird Projects.

## **2.2 In Summary and Next Steps**

- 2.2.1 Programme governance, leadership and programme structure for Phase 1 (Oct 19 to March 20) in place.
- 2.2.2 Recruitment of Programme team completed end of Nov 2019 aligned to project work to drive the work programme and support colleagues and partners engagement.
- 2.2.3 Arrangements are in place to monitor project progress and to evidence outcomes at project closure.
- 2.2.4 Phase one projects agreed with work scoped and work stream identification underway.
- 2.2.5 Agree and mobilise the project resource requirements, specific to the projects.
- 2.2.6 The overall journey is planned in 3 phases:
  - Phase 1 October 2019 to March 2020 – Foundations of practice.
  - Phase 2 April to September 2020 – Enhancing the service/s.
  - Phase 3 October 2020 to September 2021 - Business as Usual.

## **3. OTHER CONSIDERATIONS**

None.

## **4. FINANCIAL & RESOURCE APPRAISAL**

There are no financial issues beyond the additional social work resources that have already been secured to assist in the improvement journey. Any additional support required will be picked up and supported via the Enablers Programme.

## **5. RISK MANAGEMENT AND GOVERNANCE ISSUES**

Risks in relation to improvement are being picked up and managed through the Improvement Programme governance framework.

## **6. LEGAL APPRAISAL**

Not applicable.

## **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**

The Ofsted judgement affects all wards.

### **7.8 IMPLICATIONS FOR CORPORATE PARENTING**

All improvements across Children's Services will strengthen the council's ability to discharge its Corporate Parenting responsibilities.

### **7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESSMENT**

None; the Ofsted report and Notice of Improvement are in the public domain.

## **8. NOT FOR PUBLICATION DOCUMENTS**

None.

## **9. OPTIONS**

Not applicable.

**10. RECOMMENDATIONS**

That this Committee notes the contents of this report.

**11. APPENDICES**

1. Ofsted Monitoring Visit Letter.
2. Vital Signs report.

**12. BACKGROUND DOCUMENTS**

None.

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[www.gov.uk/ofsted](http://www.gov.uk/ofsted)

18 December 2019

Mark Douglas  
City of Bradford Metropolitan District Council  
1st Floor, Margaret McMillan Tower  
Princes Way  
Bradford  
BD1 1NN

Dear Mark

### **Monitoring visit of Bradford children's services**

This letter summarises the findings of the monitoring visit to Bradford children's services on 16 October 2019. The visit was the third monitoring visit since the local authority was judged inadequate in September 2018. The inspectors were Jan Edwards, Her Majesty's Inspector, and Lisa Summers, Her Majesty's Inspector.

The local authority is making progress in improving services for children in need of help and protection in some discrete areas of practice, but the pace of change has been too slow.

#### **Areas covered by the visit**

During this visit, inspectors reviewed the progress made in services for children in need of help and protection, with a particular focus on children subject to a child protection plan, children subject to pre-proceedings and children on the edge of care.

A range of evidence was considered during the visit, including electronic case records, performance management information, case file audits and other information provided by senior managers. In addition, we spoke to a range of staff, including managers, social workers and other practitioners.

#### **Overview**

Since the last monitoring visit, a new permanent director of children's services (DCS) has taken up post. In addition, a newly recruited deputy director with experience of improvement work is due to take up post in November. Since coming into post in July 2019, the DCS has appropriately taken the time to understand the scale of the improvement required, and is embarking on a restructure of the service. It is planned that this restructure will reduce the number of transition points for children

and families, increase managerial oversight and place children's social work teams in local communities alongside early help provision.

The local authority has particular challenges in significant areas of practice. There are significant deficits in the quality of practice in assessments, children's plans, manager oversight and supervision quality at all operational levels. Further issues remain in the resilience and capacity of the workforce and in partners' contribution to keeping children safe and improving their experience and progress.

Politicians and leaders now have a better understanding of the scale of the improvements required to improve children's circumstances. They have committed considerable finances to increasing workforce capacity and to supporting a restructure of social care and early help. As a result, the DCS is now confident that the right foundations are in place for the local authority to sustain the rate of progress and support continued improvement.

There has been improvement in the timeliness of child protection conferences, in reducing the numbers of children who have experienced delay while in pre-proceedings, and in reducing most social work caseloads. Further changes have been made to the visiting frequency for children and supervision practice standards, and in developing the quality assurance framework. A new threshold document has been developed to support professionals to make appropriate referrals. Positively, children on the edge of care are being effectively supported to remain safely at home. This practice was in its early stages at the time of the last inspection.

## **Findings and evaluation of progress**

There are some discrete areas of strength, some areas where improvement is occurring, and some areas where we considered that progress has not met the expectations and ambitions of the local authority.

Senior managers and leaders recognise that there is considerably more work to do to improve the quality of practice for children in need of help and protection. The significant instability of the workforce at all levels has hindered the pace of change, and, to date, this has been too slow. A continuing risk to improvement is the lack of resilience in the workforce. This is evidenced by a recent deterioration in performance over the summer, when social workers were on leave. Senior leaders recognise that workforce instability brings with it several risks, including inconsistency in the quality of practice. Consequently, the recruitment and retention of staff are appropriately priorities for improvement. This includes securing a financial commitment to retain agency social work staff for the next 18 months in order to provide much-needed stability. The local authority is actively engaged in relevant initiatives to support social work recruitment, retention and staff development.

Following the inspection in September 2018, the local authority was too slow to secure permanent leadership arrangements. This had a detrimental impact on the ability to achieve any meaningful improvement or to positively impact on children's

experiences. The overly bureaucratic processes reported in the last monitoring visit are now being addressed through embedding human resources in children's social care in order to support a more seamless recruitment process reducing unnecessary delay.

Social workers in Bradford are motivated to help children and families improve their circumstances. This is as a result of their engagement in the improvement plan and their shared understanding of the vision for children's social care. There is some effective social work practice, which is improving the experience and progress for some children. However, many children are experiencing delay in receiving an initial protective response and in having their needs identified and met. Too many changes in social worker means discontinuity for children, and this is impacting on the timely progression of their plans. There are delays for children in being able to access timely support and interventions, particularly for Child and Adolescent Mental Health Services (CAMHS), domestic abuse services, and intensive family support. When senior managers have become involved to resolve issues of delay in accessing services, these actions have been effective.

Assessment reports and casework, in some cases, are overly optimistic and lack professional curiosity in testing out parental self-reporting. This has resulted, in these cases, in premature case closure before work has been completed or change has been tested. It also means that, for a small number of children, risk was not fully understood or managed. In these cases, there has been insufficient management oversight and critical challenge.

Social work caseloads are reducing due to additional capacity being provided in localities where demand is greatest. This is enabling social workers to visit children more frequently. However, most records of visits lack evidence of a clear purpose and the quality of the recording is inconsistent, particularly in relation to the voice of the child.

Conference minutes do not provide a clear and accountable record of the information shared. As a result, it is difficult to understand what the priority actions are to address immediate risks. Children's care planning and the quality of child protection plans are not sufficiently robust. Plans are overly descriptive and many lack clarity about the support to be offered to achieve change, the focus, and the timescales for the change to be achieved. Most are adult focused without clearly identifying what is needed to improve in children's lives.

Key professionals do not always attend critical meetings, including conferences and some core groups. This is particularly the case for health services. This means that there are missed opportunities to maximise a wider professional network to support safety planning and reduce risk. The local authority and the safeguarding partners have plans in place to address this. Inspectors saw some effective multi-agency working that provided targeted intervention to keep children safe.

Since the last inspection, senior managers' oversight of work in pre-proceedings has significantly improved through more effective tracking and monitoring. This is

successfully reducing the drift and delay that children had previously experienced, with the average time in pre-proceedings being three months. Where there are delays, these are understood, and some delays are deliberate, particularly when new assessments are needed to determine whether families can be removed from the public law outline. The letters before proceedings have improved. These are now personalised and more succinctly outline the local authority's concerns, as well as the actions needed to be made by families to ensure that their children's circumstances improve. Senior managers recognise that there is more work to do to ensure that the quality of work is consistently good.

When children are at risk of coming into care, the 'B Positive' pathway team effectively supports children to remain safely at home. It also supports children who are in care to return home to their families. The multidisciplinary staff team is trained in a recognised risk methodology and attachment models. The team is working successfully with children with the most complex and challenging needs in order to understand their risks and vulnerabilities and to support parents to manage differently. The team members' specialisms contribute to a holistic understanding of the child. These specialisms include psychology, speech and language, occupational therapy, education, residential outreach workers and police, and provide insights into issues that have previously not been understood. The team has worked with complex issues of child sexual and criminal exploitation, and has successfully diverted children from gang activity. The team is highly regarded by social workers, who have benefited from their knowledge and expertise in intensively supporting children and their families and in helping them to think differently.

There is improved management oversight, but management challenge is not sufficiently robust. In some cases, drift and delay remain for children. Supervision of staff is now taking place, but it is not always regular, and it is not supporting staff well enough to improve their practice or helping to drive forward plans for children. A programme of back-to-basics training has been introduced for all social work staff, who report how useful it has been in establishing standards of practice. This is too early in its development to show impact for children.

Senior managers have recently implemented an improved performance dataset, which is enabling frontline managers to address compliance with key performance indicators. Since the last monitoring visit, the quality assurance framework has been developed to better support an understanding of practice. The recently developed approach of collaborative auditing between managers and social workers is supporting a more accurate system of assurance, but it is in its early stages and is not fully embedded. Audits have shown that there is more to do to improve the quality of social work practice in relation to assessment, plans, management footprint and the voice of the child. These are identified by the local authority in its self-evaluation, which provides an accurate understanding of its areas for improvement.

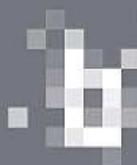
I am copying this letter to the Department for Education. This letter will be published on the Ofsted website.

Yours sincerely

Jan Edwards  
**Her Majesty's Inspector**

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**children  
AT THE heart OF  
all we do**



**BRADFORD**  
working in partnership



**Bradford Children's Improvement Board  
Vital Signs report  
November 2019**



*City of*  
**BRADFORD**  
METROPOLITAN DISTRICT COUNCIL

# Purpose of Vital Signs Report



## 01: Why

The Vital Signs report has been created to help all members of the Improvement Board understand and interpret the key trends in children's social care performance. It is hoped that this will help support a culture of challenge and support to assist Bradford through the improvement journey following OFSTED.



## 02. What

A report including a number of overall measures or 'Vital Signs' that are key indicators for the health of the Children's Social Care service. To assist non-specialist members of the board, a description of why each individual measure is important is included.



## 03. How

We have used the most up to date information possible from the children's social care systems, HR data and forecasts in order to provide a rounded assessment of recent trends. This report has also been discussed with the Children's Services department to understand what we are doing to address any issues identified by this assessment. To account for monthly volatility in social care data and allow a rounded, long term picture, this report focuses on long term trends.



# Vital Signs

## Section 1: Demand

# 1. Children's Social Care Contacts

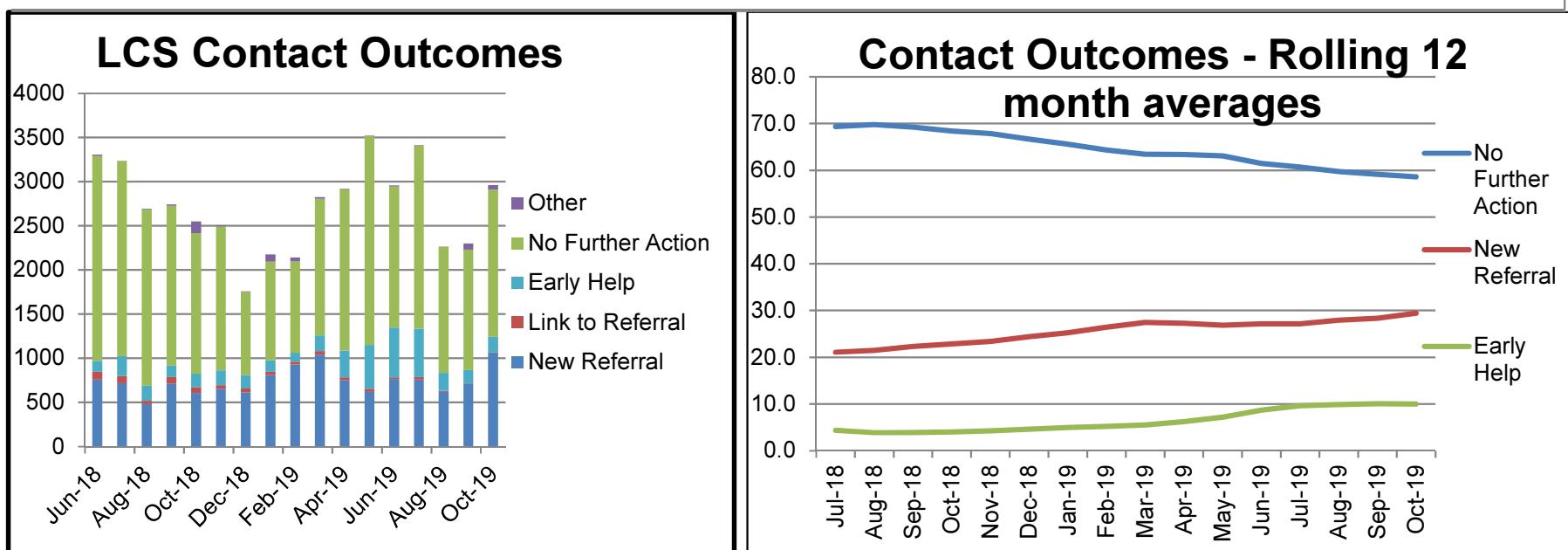
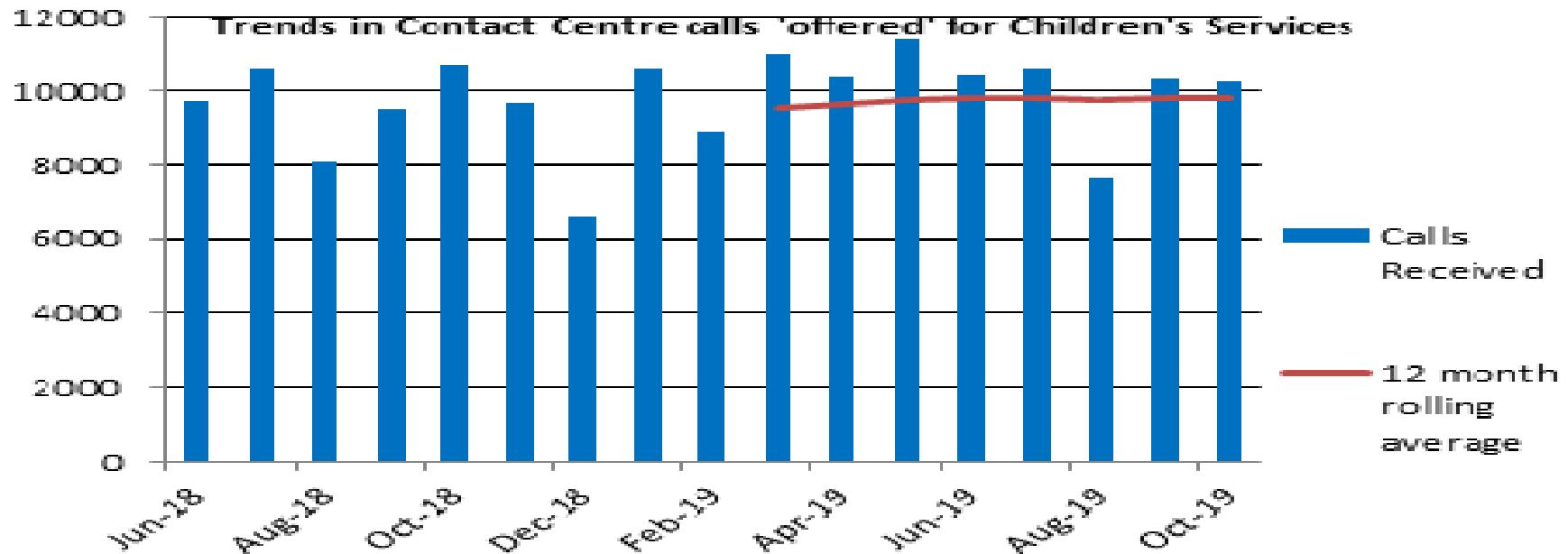
## Why is this important?

- An effective service should be working with partners to limit the number of contacts that do not lead to a referral to ensure that demand is managed and dealt with appropriately.

## What is our current trend and what are we doing about it?

- The number of calls to the contact centre fell to below 8,000 in August, it is typical for a fall in contacts during the school summer holidays. However, in both September and October, the number of contacts returned to the average trend at slightly above 10,000.
- The proportion of contacts resulting in Early Help has increased over the past 12 months (rolling 12 month average) from 4.5% to 10%.
- The proportion of cases resulting in No Further Action has steadily decreased over the last year and continues to do so. Alongside this, there has been a corresponding rise in referrals and Early Help support.
- Work is continuing with partners as to what constitutes an appropriate contact and to ensure that these progress through the system in order to achieve the best outcomes for children.

# 1. Children's Social Care Contact



## 2. Children's Social Care Referrals

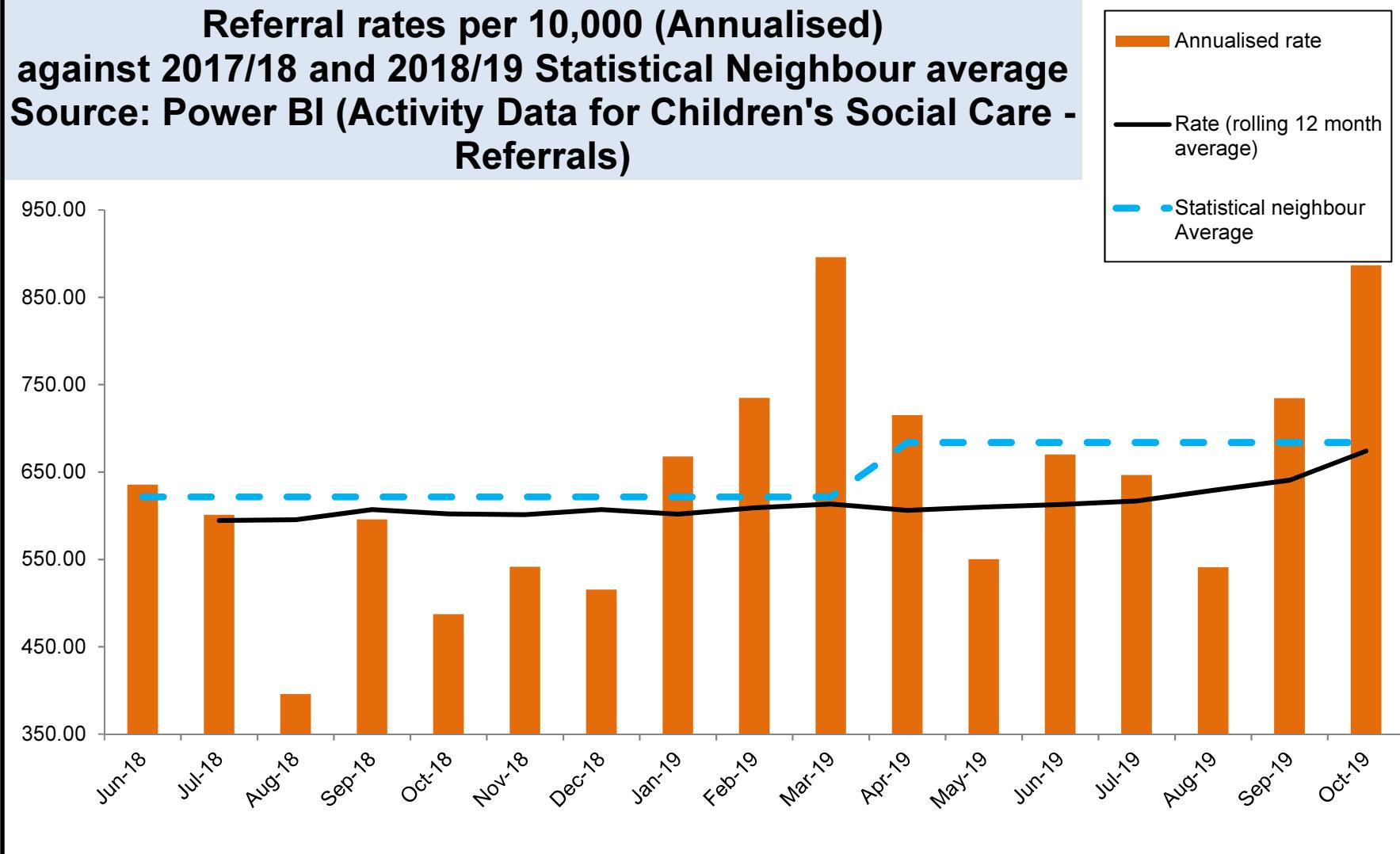
### Why is this important?

An effective service works across all partners to make sure that the right contacts come through the front door and contact centre that result in a referral.

### What is the current trend and what are we doing about this?

- October 2019 data shows a spike in referral rates, rates were almost as high as March 2019 and nearly double that October 2018.
- The rolling 12 month average of referrals per 10,000 has increased by 13% over the period October 2018 to October 2019
- Statistical neighbour average data for 2018/19 is now available and our current (rolling 12 month average) rate is in line with this.
- By comparison with its statistical neighbours, Bradford has, in the last four years, had a low rate of referrals. We anticipate ending this year with a rate of referrals in the normal range against statistical neighbours.
- To this extent a referral rate close to the group average is more indicative of organisational health than a low rate.
- The monthly rate has been highly volatile, doubling between August 2018 and March 2019 with another peak in October 2019, this is being monitored carefully by the service.
- We have reviewed and changed the operation of the Integrated Front Door supported by a new Continuum of Need developed with partners. In addition, we have introduced social work decision making within the council's contact centre which has improved the quality of the referrals and the timeliness in which we have been able to deal with them appropriately through children's social care, early help, provision of advice or sign post to more appropriate services.

## 2. Children's Social Care Referrals



City of  
**BRADFORD**  
METROPOLITAN DISTRICT COUNCIL

### **3. Rate of Children Subject to a Child Protection Plan**

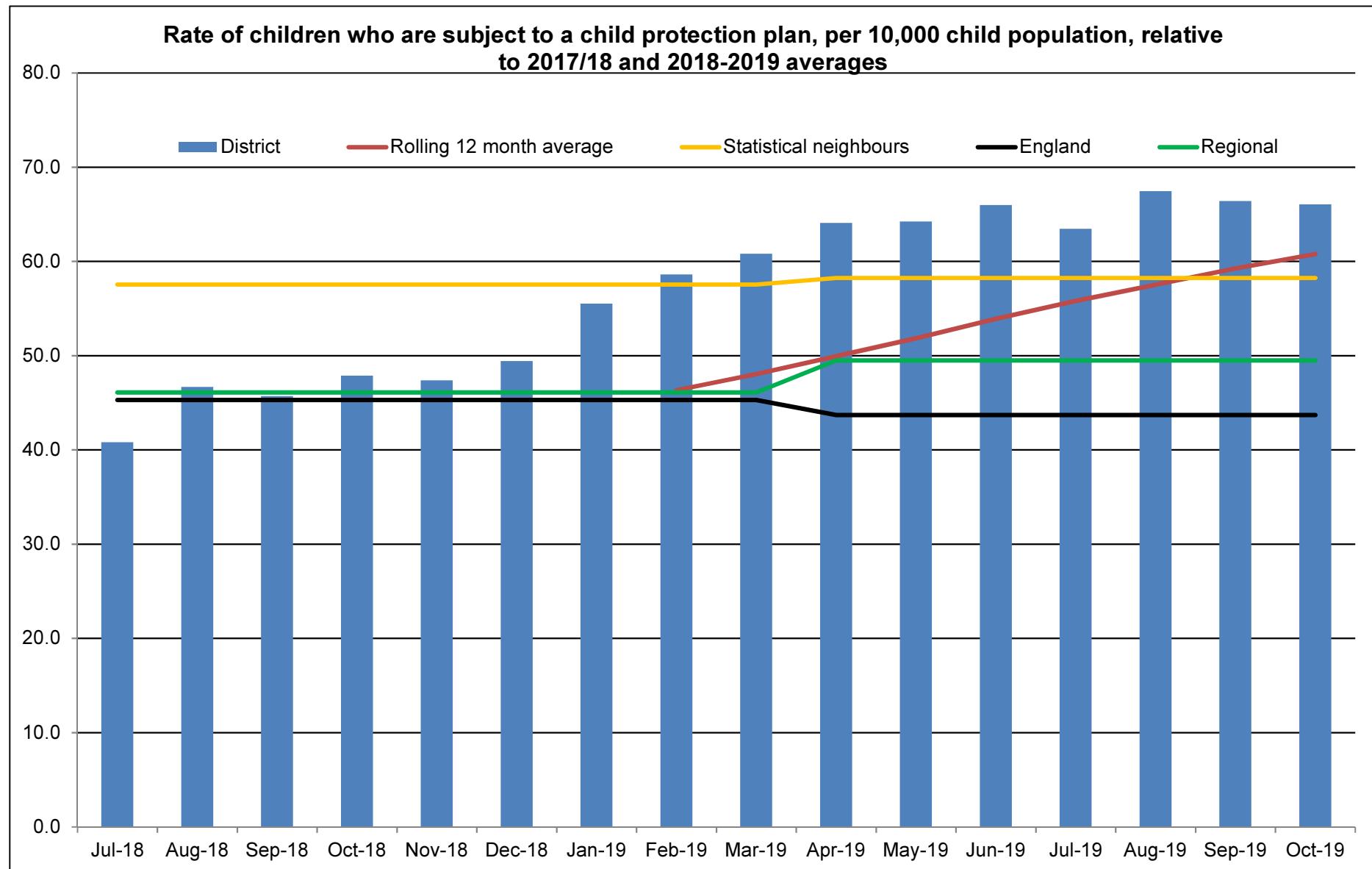
#### **Why is this important?**

- This is a key measure which can be compared with statistical neighbours.
- The length of time a child is subject to a Child Protection Plan is important because the longer a child remains subject to a Child Protection Plan the child's lived experience has not improved. Additionally, there is an increased risk of drift and delay in care planning for a child who remains subject to a Child Protection plan for a prolonged period of time.

#### **What is the current trend and what are we doing about this?**

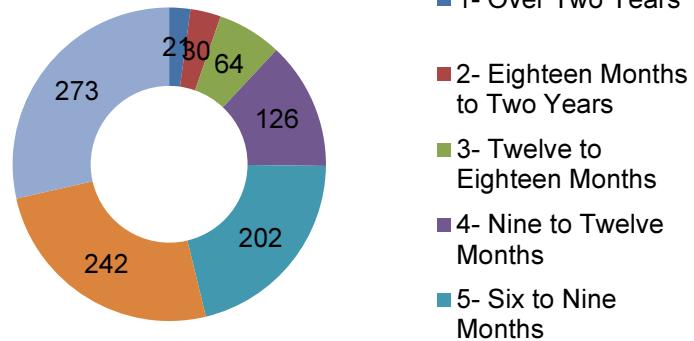
- The rate of children subject to a Child Protection Plan has stabilised to around 65 per 10,000 children.
- Earlier this year, there was a focussed piece of work to review a number of children who had been subject to a Child Protection Plan for 12 months or more. This work has led to a reduction in the average length of time children have been subject to a Child Protection Plan.
- We recognise that we need to get better at supporting families more effectively during the child protection process. Going forward, a locality Head of Service and the Safeguarding Head of Service will undertake a review of any child who approaches 9 months of being subject to a Child Protection Plan.
- .

## 3a. Rate of Children Subject to a Child Protection Plan

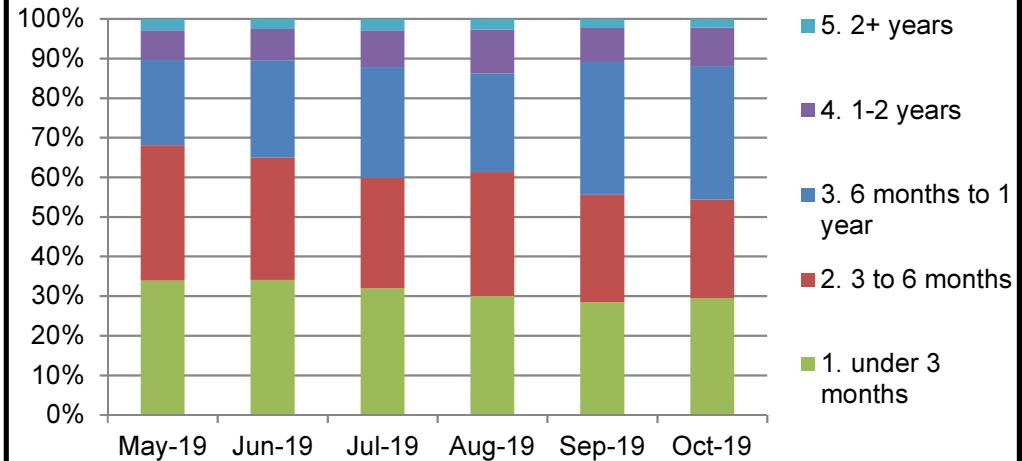


# 3b Length of time on Child Protection Plans

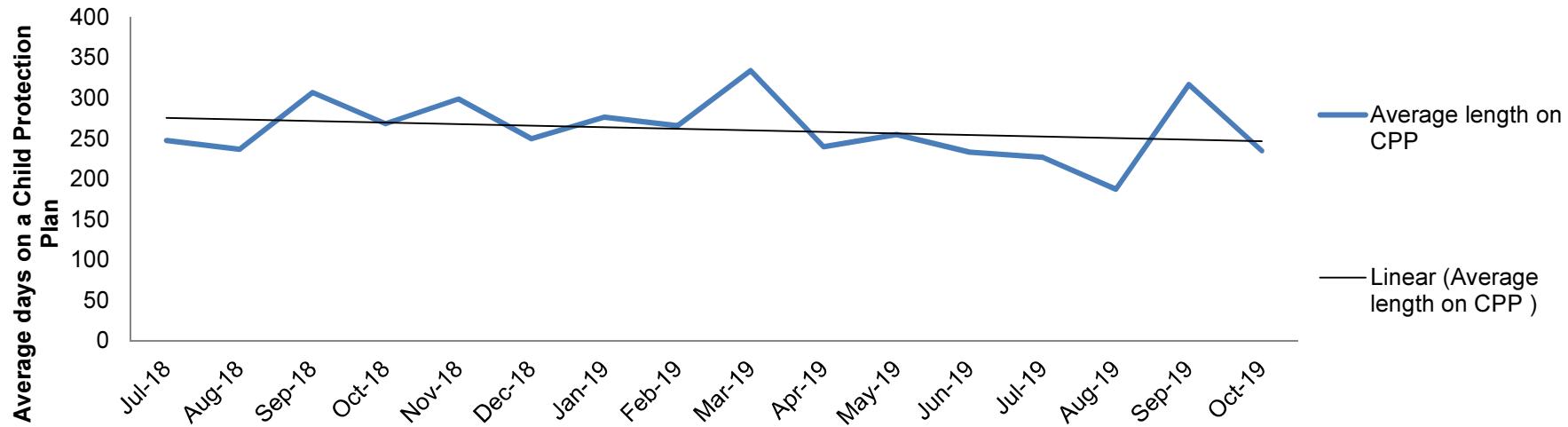
**Current CPP by length of time on plan**



**Length of CP Plans over time**



**Average length on CPP (based on completed cases)**



## 4. Trend and forecast numbers of looked after children

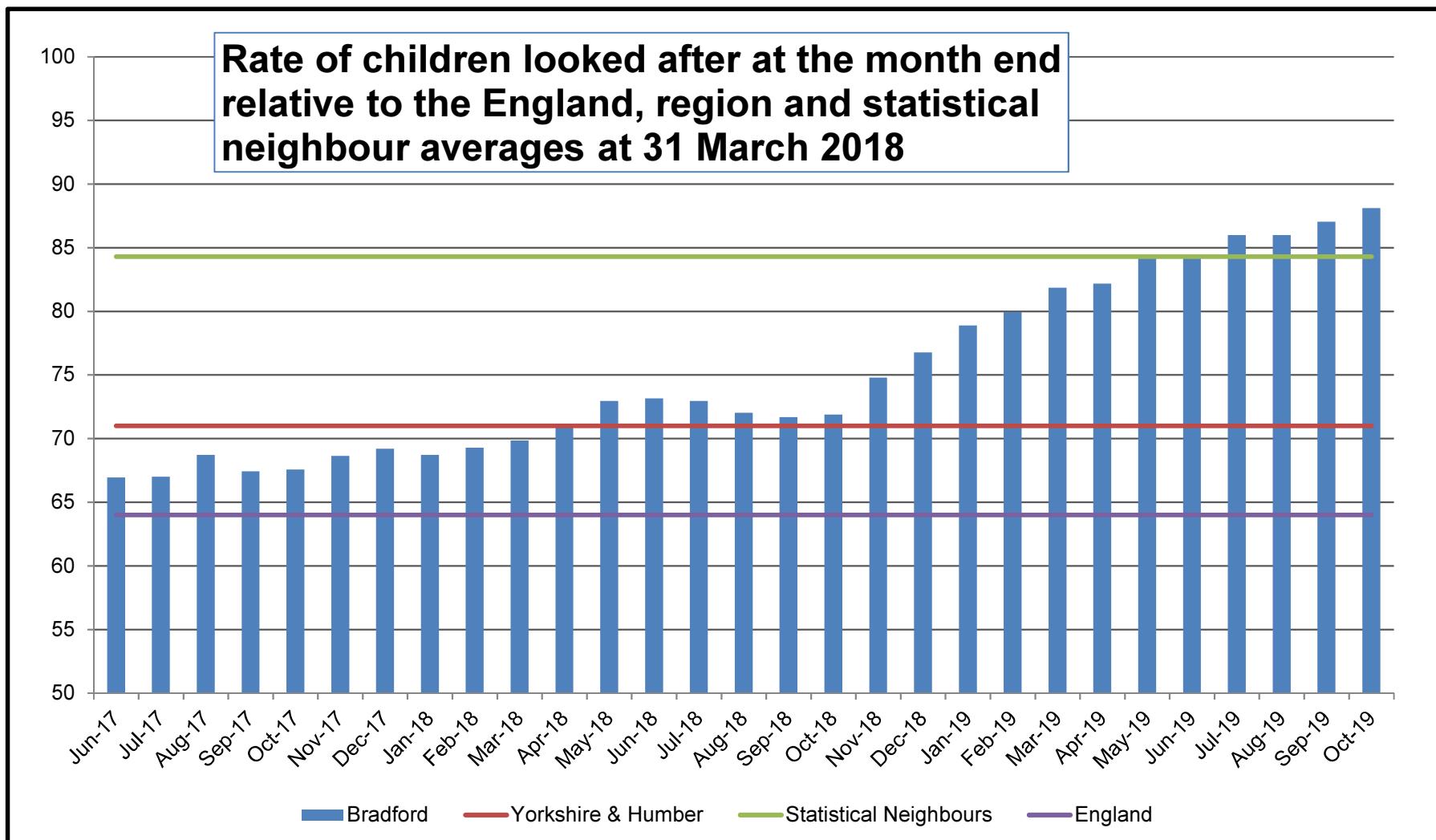
### Why is this important?

- Local authorities that provide children's services are bound by a 'sufficiency duty', which is to provide, as far as is practicable, sufficient accommodation within the area that meets the needs of looked after children from the area.
- A good handle on the increase in number and nature of looked after children allows us to plan to deal with future service demand efficiently and effectively.

### What is the current trend and what are we doing about it?

- Like many other places in the country, Bradford has seen a rise in numbers of looked after children over the last three years.
- The number of children looked after at the end of October 2019 was 1,251.
- The numbers of looked after children in Bradford, whilst high against the national and Yorkshire and Humber average is in line with the levels seen for authorities with similar characteristics in March 2018 (our statistical neighbours).

## 4. Trends in Looked after Children numbers and comparison with other authorities





# Vital Signs

## Section 2: Timeliness

## 5. % visits completed on time

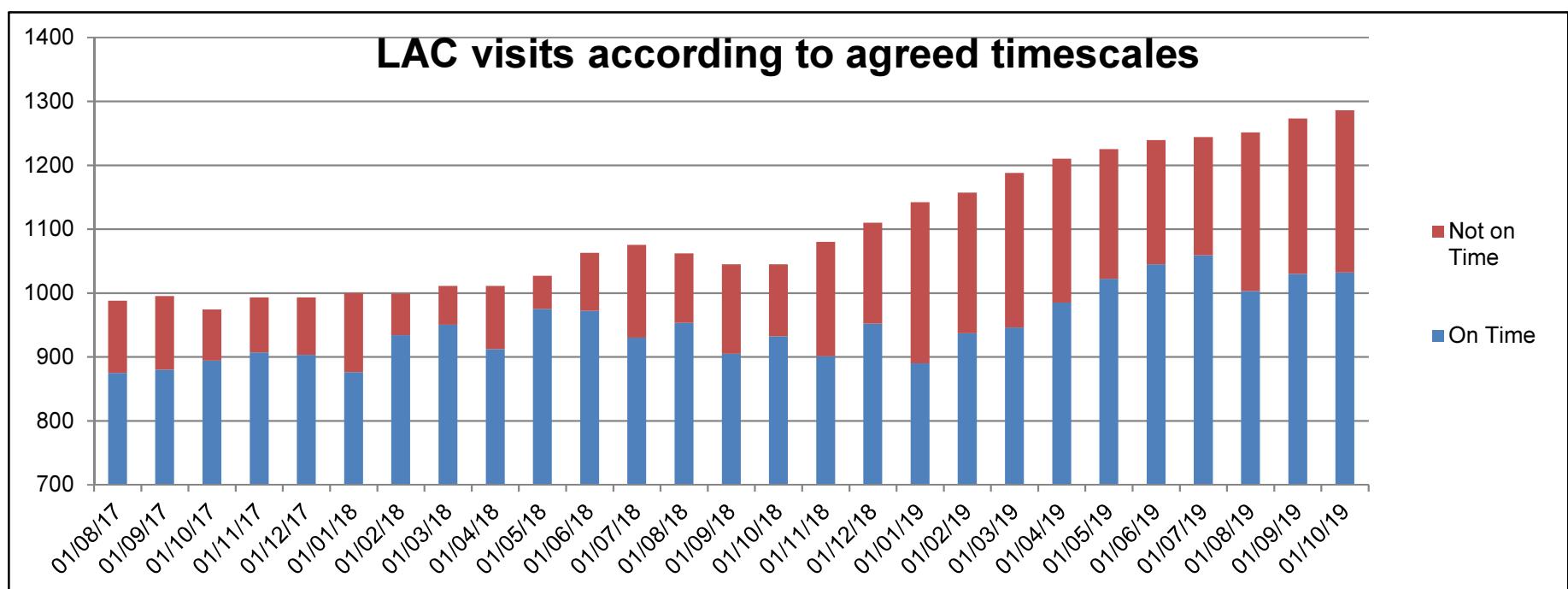
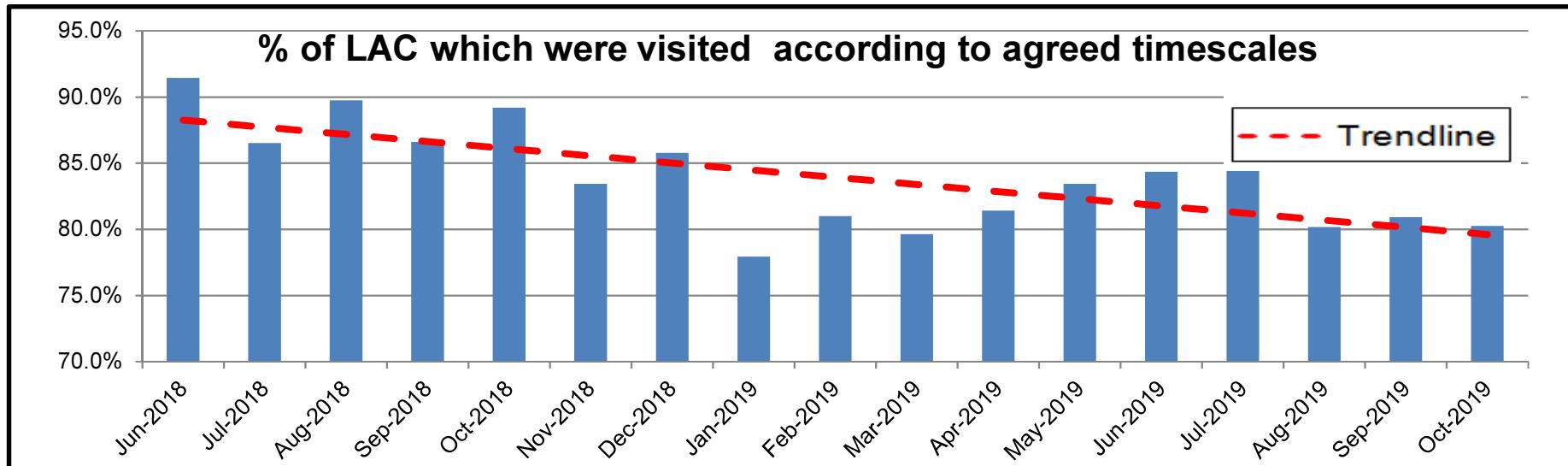
### Why is this important?

- For the safety of children and to ensure that they are having the right experience with appropriate outcomes, timely visits in line with our statutory requirement and Bradford's Practice Standards are essential.
- Looked after Children in stable long term placements are visited every 12 weeks, with visits every 4 weeks expected for the rest of the Looked After Children population.
- Child Protection cases are expected to be visited every 4 weeks. A new Practice Standard is being introduced to ensure that children are seen every 10 days or more frequently if this is required as part of their plan.

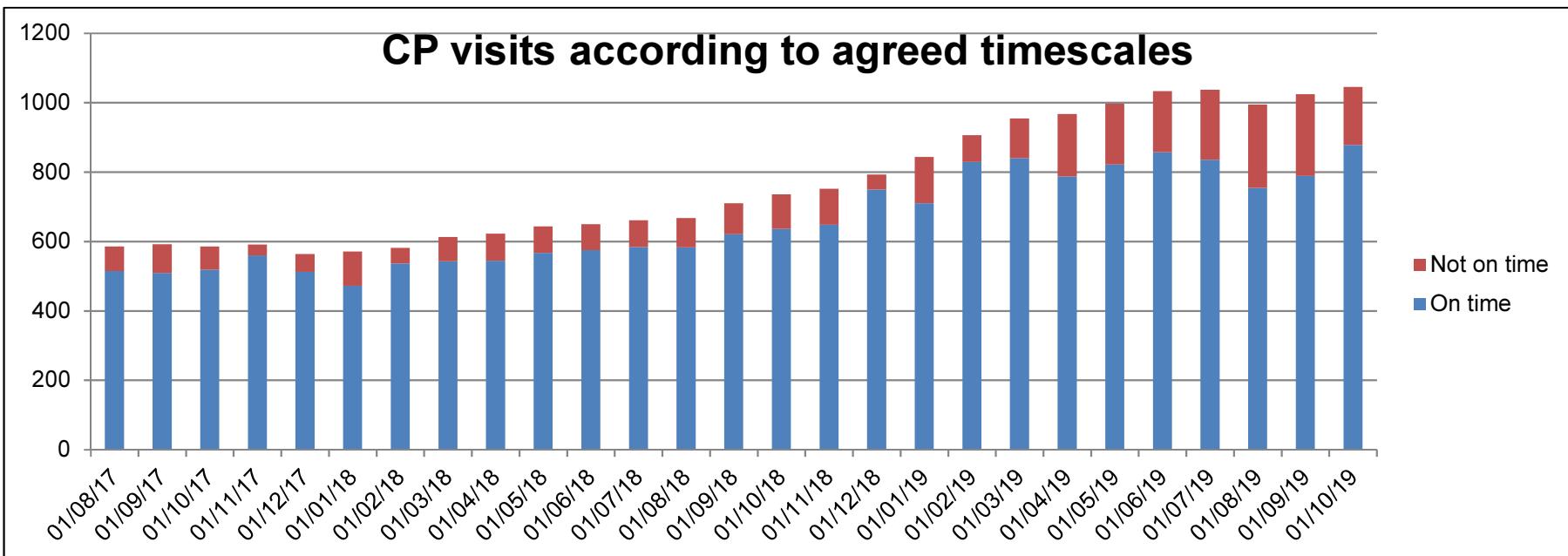
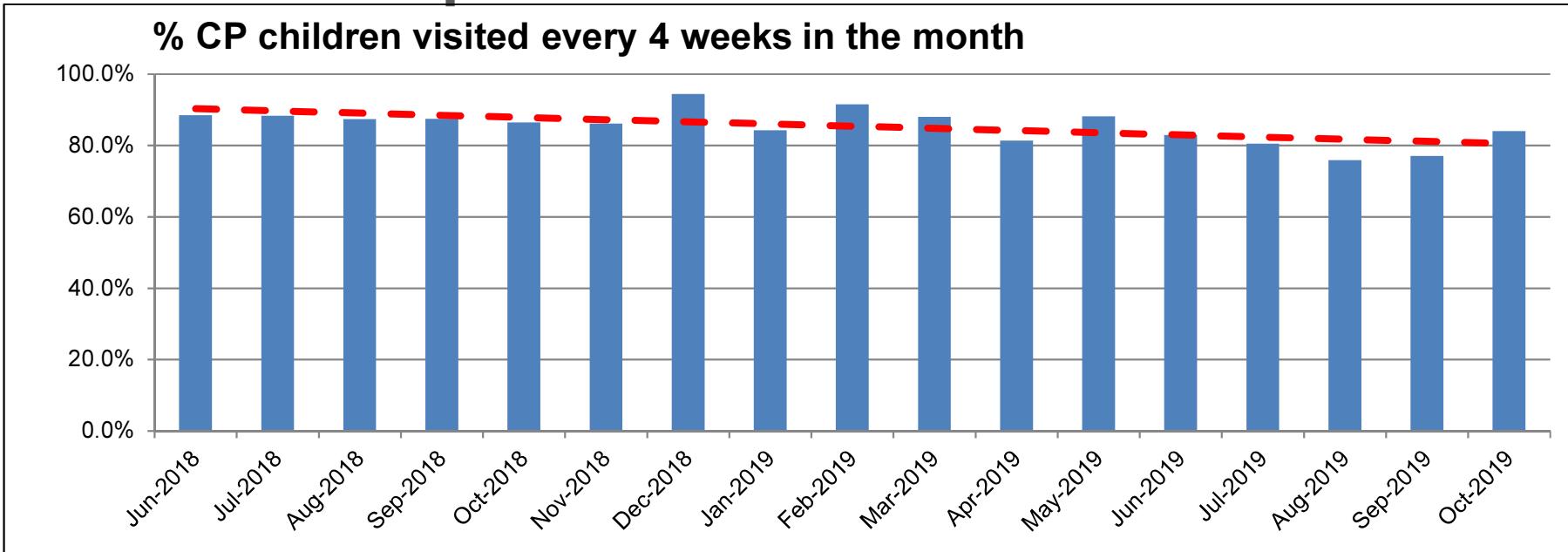
### What is the current trend and what are we doing about this?

- The proportion of visits on time, for both LAC and CP cases, has fluctuated over the past 12 months.
- The volume of Looked After Children visits on time has increased but not as fast as the demand.
- Bradford introduced more stretching targets on Child Protection visit timeliness as part of the Improvement work (from 28 days to 10 days) in order to increase their focus on timeliness.
- The volume of Child Protection visits has also increased but the introduction of the new Practice Standards for Child Protection visits has an initial drop in both volume and proportion.
- Bi-weekly data is now available for the service to monitor visits that are overdue and upcoming. Service Managers are now clearly sighted on this as an issue.

## 5. % visits completed on time



## 5. % visits completed on time



## 6. % of contacts with a decision in one working day

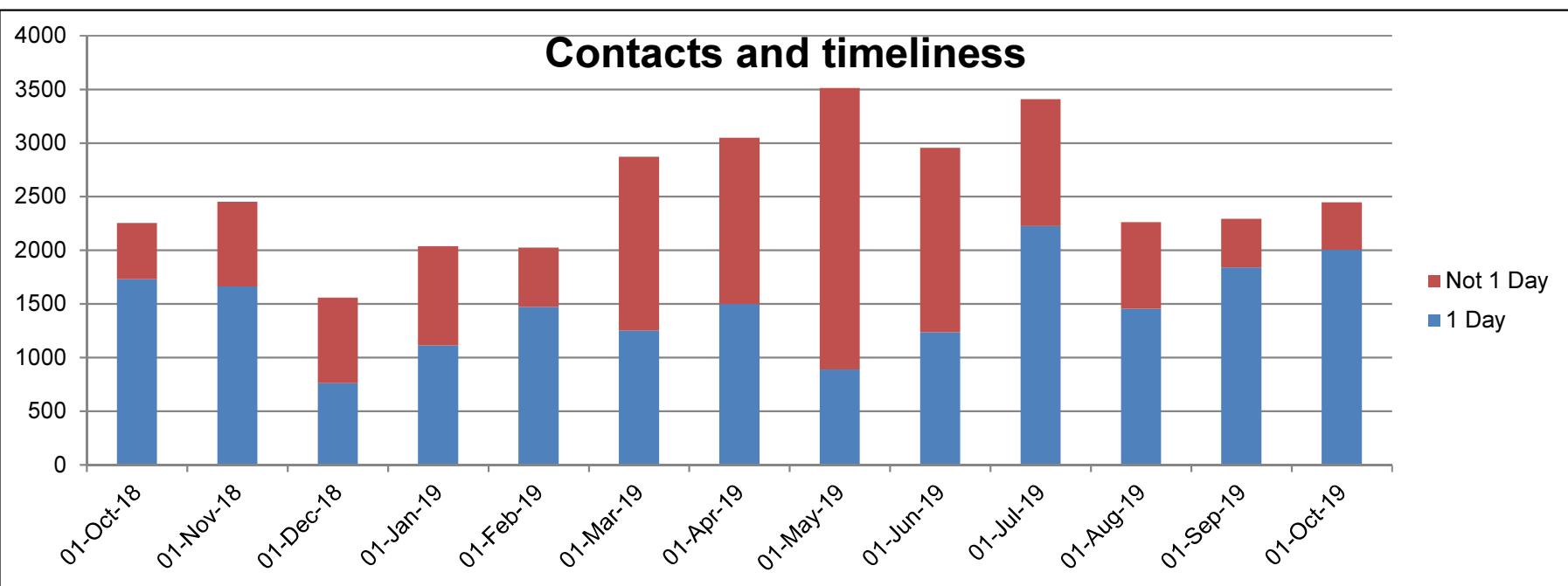
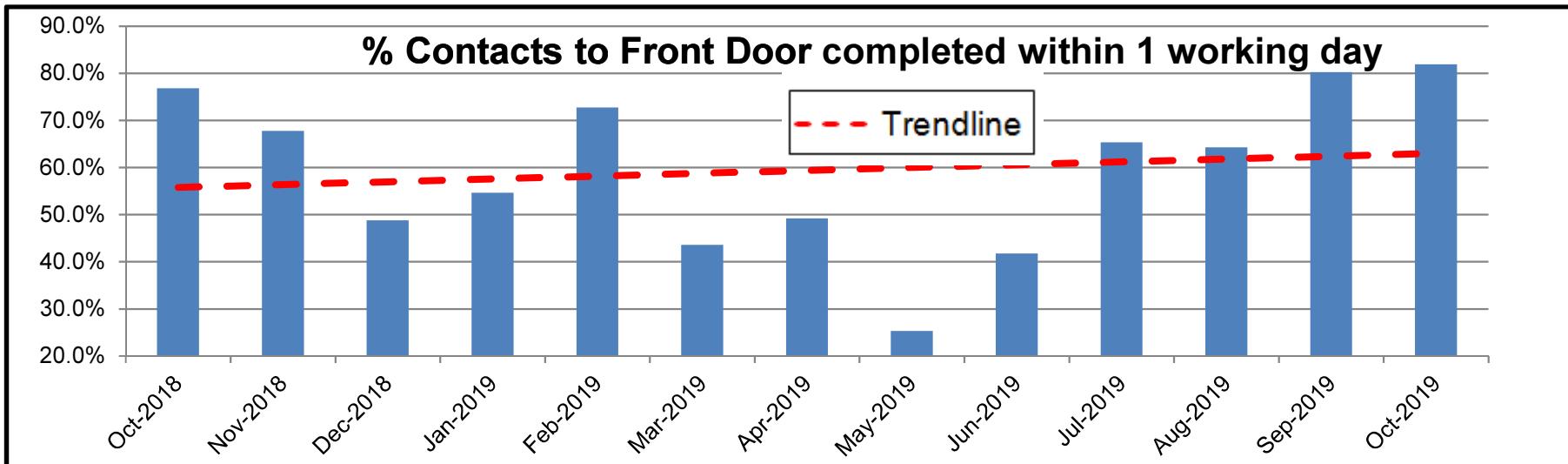
### Why is this important?

It is important that contacts received by the front door are dealt with quickly and efficiently. This ensures that children at risk are identified and safeguarded.

### What is the current trend and what are we doing about this?

- Additional management oversight at the Front Door has meant that the percentage of contacts with a decision made in one working day has improved from the position in May where this was a challenge.
- October 2019 was the best month for performance for the percentage of contacts with a decision in one working day since the OFSTED judgement last year.

## 6. % of contacts with a decision in one working day



# 7. % of single assessments completed within 45 days

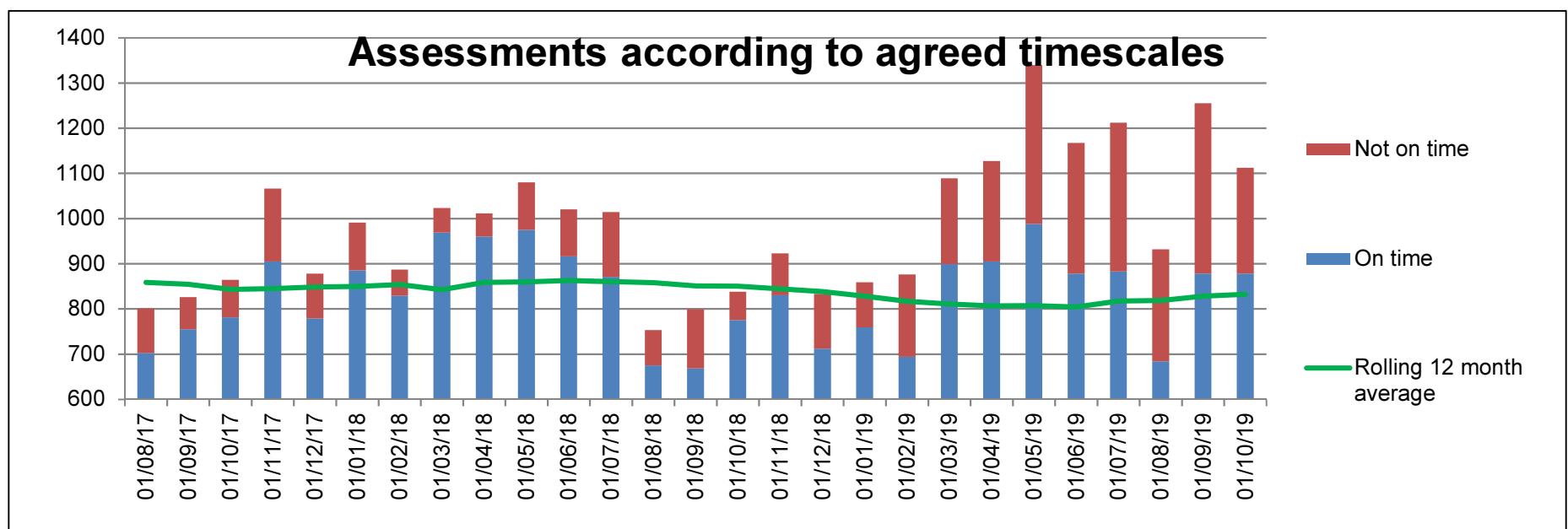
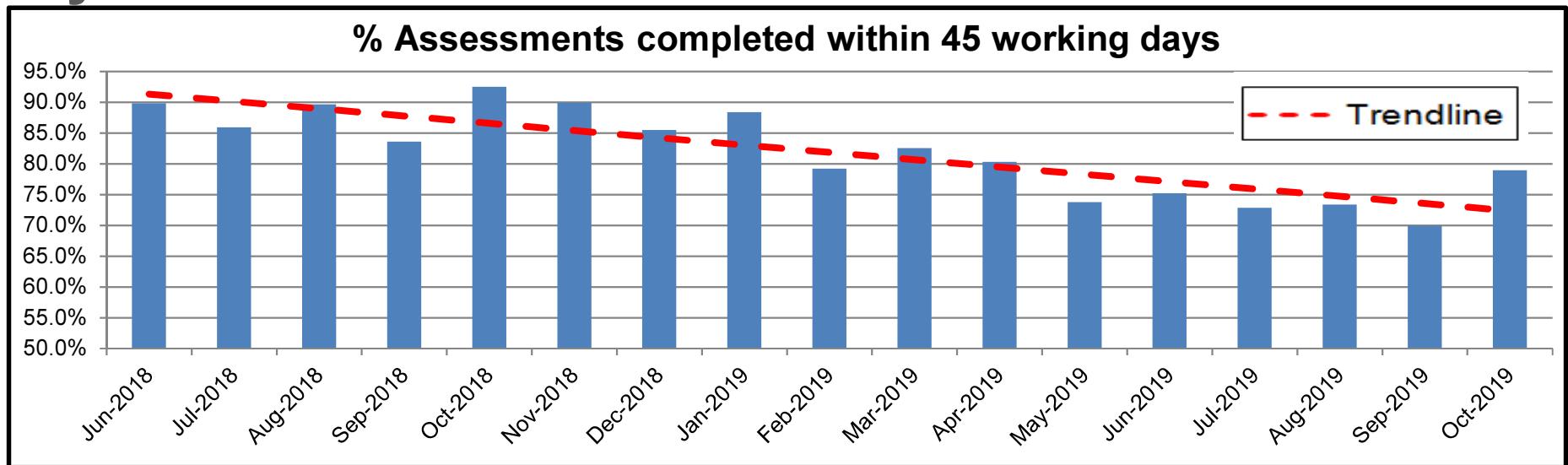
## Why is this important?

- A Single Assessment is an in-depth assessment which addresses the central or most important aspects of the needs of a child and the capacity of his or her parents or carers to respond appropriately to these needs within the wider family and community context.
- While the Single Assessment is led by Children's Services, it will invariably involve other agencies or independent professionals, who will provide information they hold about the child or parents, contribute specialist knowledge and/or give advice/undertake specialist assessments.

## What is the current trend and what are we doing about this?

- Whilst the most recent monthly figures for this measure suggests an improvement, there has been an overall decline in performance for this indicator over the last twelve months. Some of the contributing factors for this are:
  - Staff turnover.
  - The availability of other professionals in the summer period.
  - More effective management oversight at sign-off resulting in some assessments being returned.
  - There was a higher volume of assessments to complete in September and October compared to the previous year. A larger overall number of these were completed on time.
- To further support social workers manage the increase in demand, we have realigned the project teams to increase capacity within the West and South of the city, where demand is the highest.
- There was a higher volume of assessments to complete in September and October compared to the previous year, also a larger overall number of were completed on time.

## 7. % of single assessments completed within 45 days



## 8. % of Initial Child Protection Conferences within time

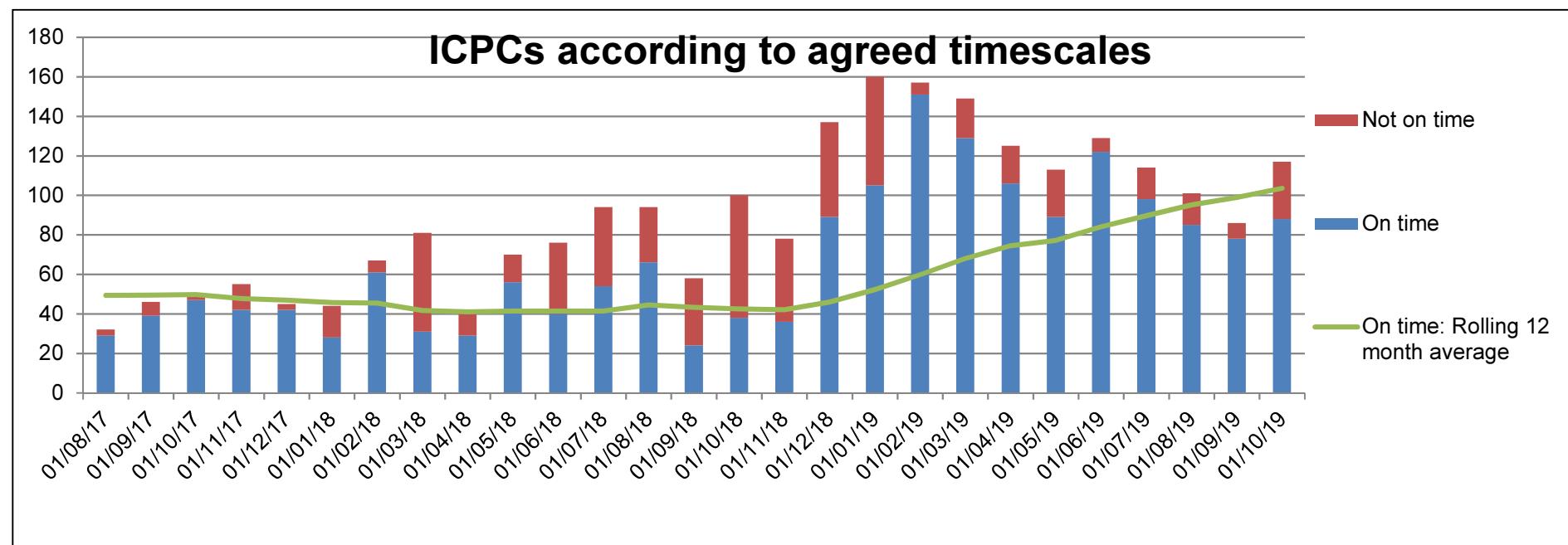
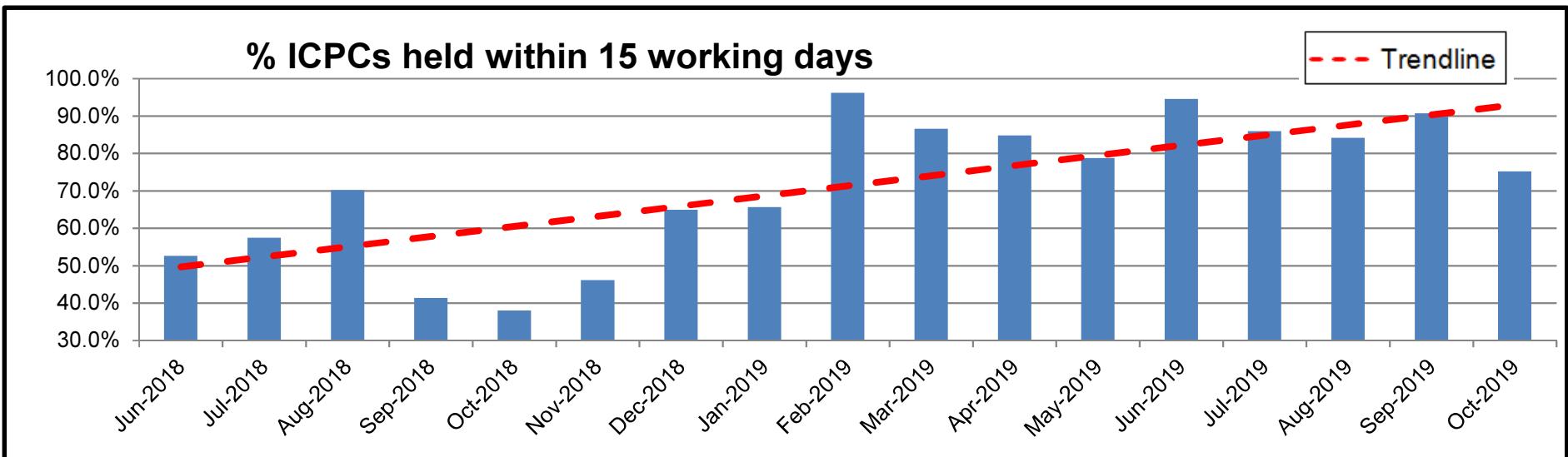
### Why is this important?

Children who are required to go to a Child Protection Conference are potentially highly vulnerable. The process from Section 47 enquiries to Initial Child Protection Conference is how the determination is made on whether a child is at risk of significant harm and therefore needs to be made subject to a Child Protection Plan. It is key to children's safety that this process is completed in a timely way.

### What are we doing about this?

- Overall, the percentage of Initial Child Protection Conferences held on time has risen over the past 12 months.
- There has, however, been a drop in performance in October.
- There have been 68 requests for ICPCs in October 2019; highest request this financial year.
- The level of demand for Child Protection Conferences varies from month on month. For example, there has been a spike in referrals for an initial conference in October, with 68 requests being made which is the highest monthly number this financial year.
- The attendance of key agencies during the school half term impacted on timeliness.

## 8. % of Initial Child Protection Conferences within time





# Vital Signs

## Section 3:

## Social Care

## Management

# 9. Average Caseload

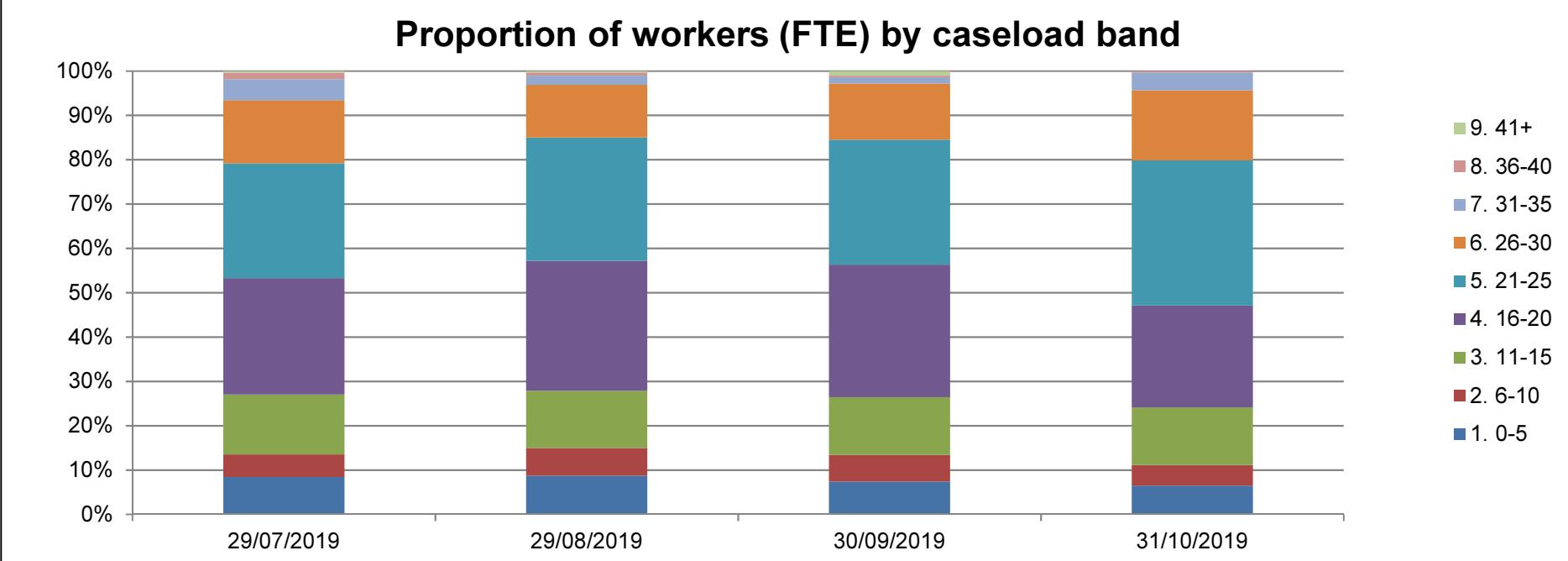
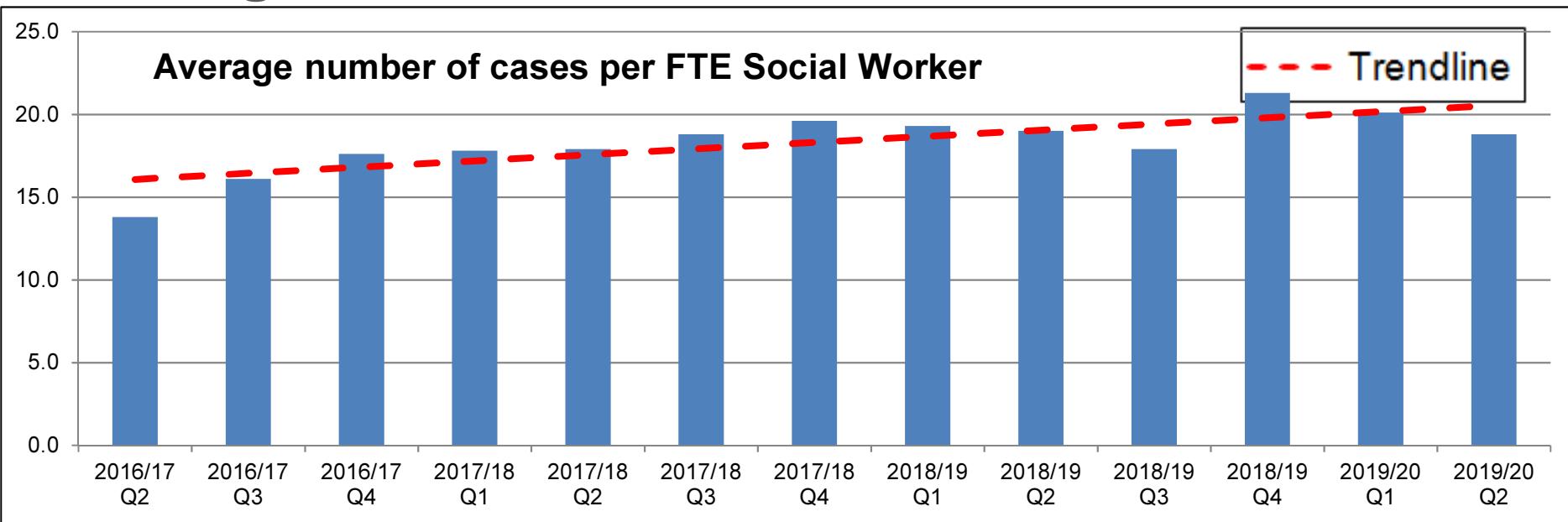
## Why is this important?

This is important as a higher number of cases per social worker can limit their ability to provide an effective service.

## What is the current trend and what are we doing about this?

- Whilst the trend over the past 12 months has been an increase in case load per social worker, this is in line with the trends in numbers of looked after children outlined in the forecasting section of this report.
- The service now has access to bi-weekly data on caseloads which shows the number of workers who have above 26 and below 10 cases..
- The proportion of workers who have lower numbers of cases (0-10) has dropped from 15% at the end of August 2019 to 11% at the end of October 2019.

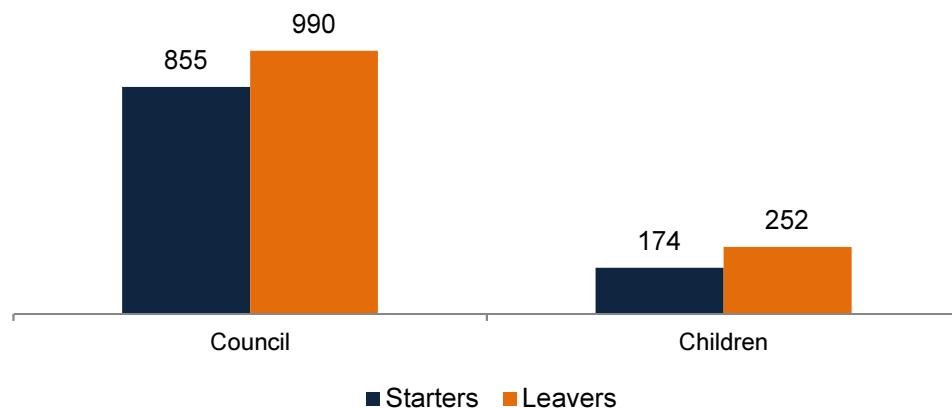
## 9. Average Caseload



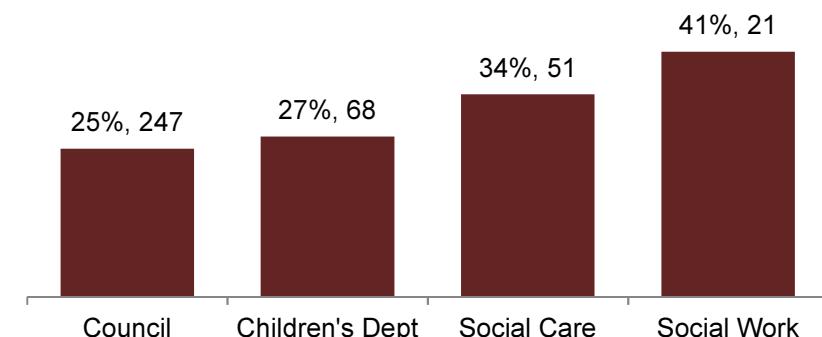
# 10. Recruitment Activity, Children's Starters and Leavers

*October 2018 to September 2019: Authority-wide New Starters = 855 of which  
174 in Children's Services*

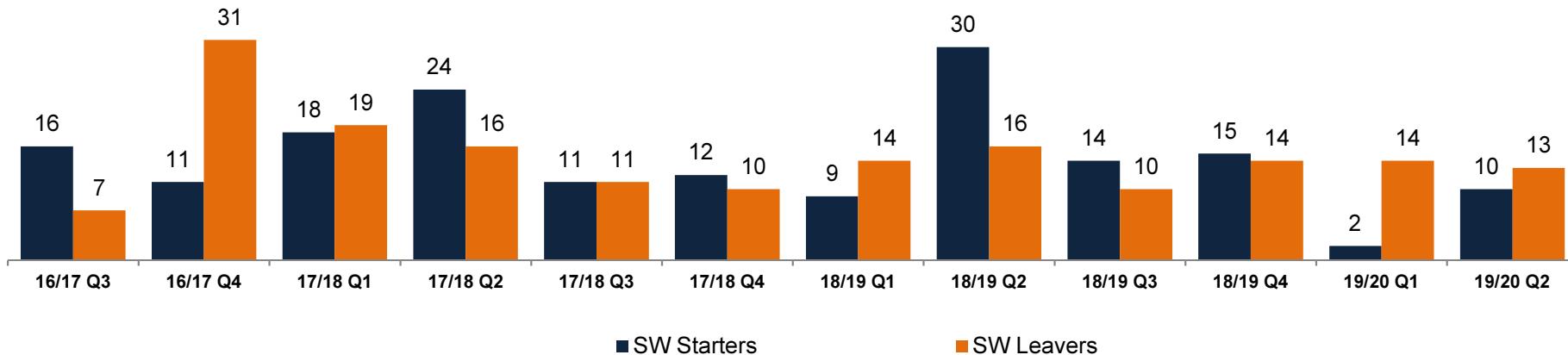
**Starters & Leavers Oct 18 - Sept 19**



**Leavers Under 2 Years Service Oct18-Sep19**

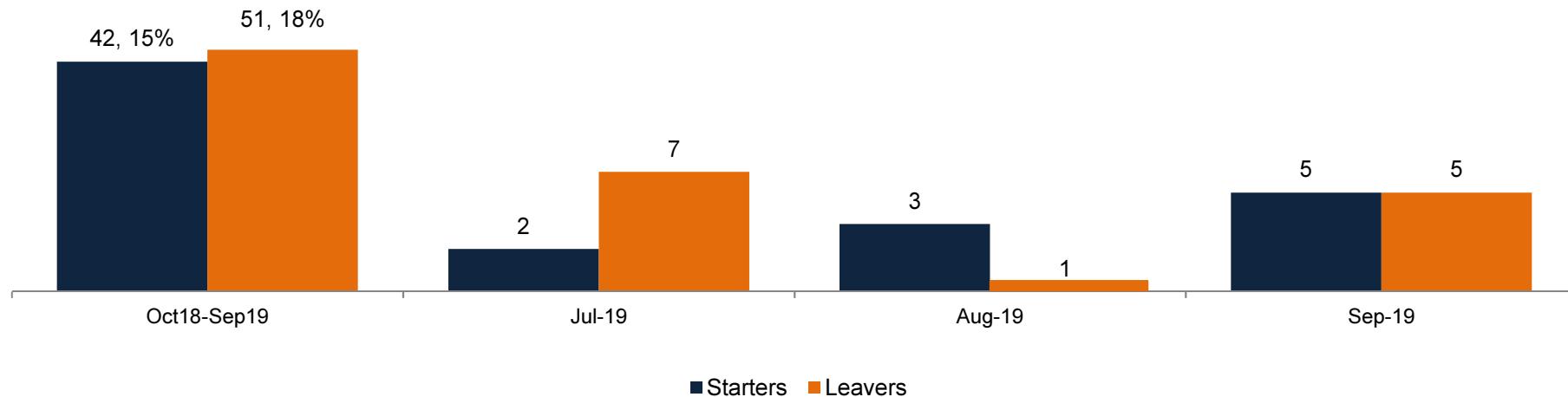


**Social Worker Starters & Leavers by Quarter**



## 10. Recruitment Activity, Children's Starters and Leavers

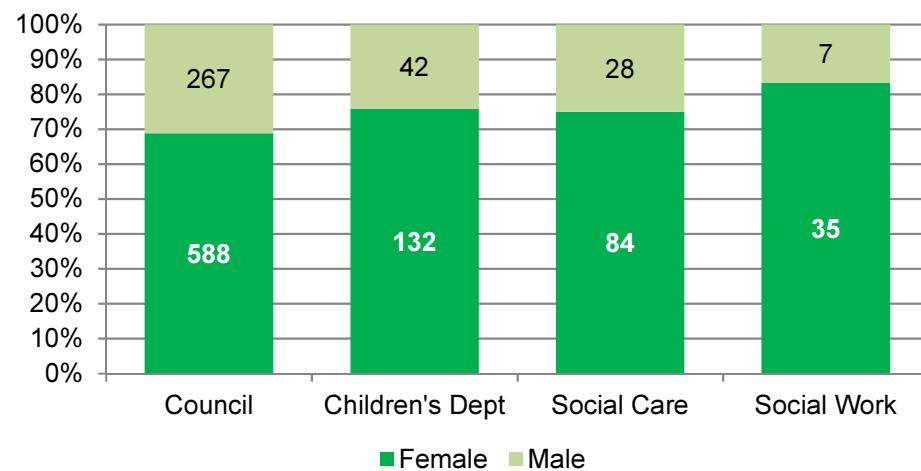
**Social Worker Starters & Leavers**



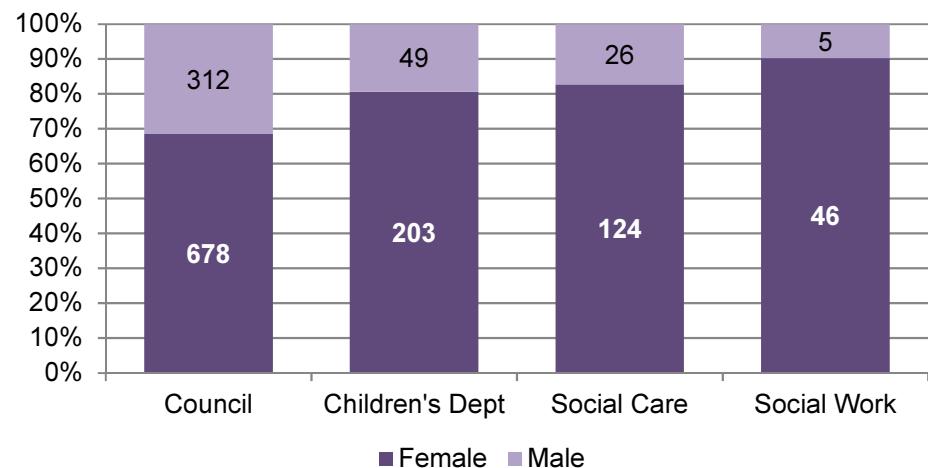
**Service/Team Manager Starters & Leavers**



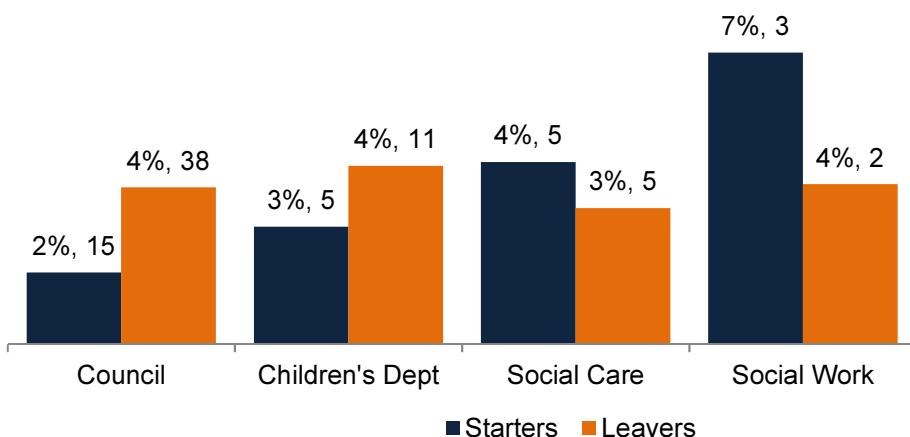
## Gender of Starters Oct 18 to Sept 19



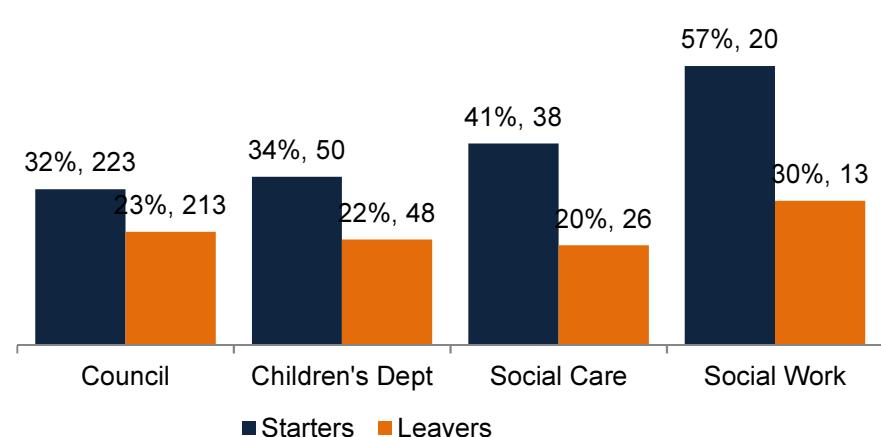
## Gender of Leavers Oct 18 to Sept 19



## Disabled Starters & Leavers Oct 18 to Sept 19



## BME Starters & Leavers Oct 18 to Sept 19



*City of*  
**BRADFORD**  
METROPOLITAN DISTRICT COUNCIL

# 10. Recruitment activity, Starters and Leavers

## **Commitment:**

- Investment in Childrens Social Care Workforce to increase capacity, reduce average caseloads to a target of 25 cases per experience Social Worker, 18 cases for ASYE continuing focus on achieving this.
- Need to stabilise the workforce by reviewing pay & conditions and reducing the reliance on agency workers across frontline Social Work teams.

## **Current position and what we are doing to achieve the above:**

- Dedicated recruitment campaign launched to encourage suitably qualified & experienced workers
- Campaign using various Social Media methods. Bradford Council Careers page to redesigned so that roles within Childrens Services to be more visible & high profile.
- Rolling recruitment process for Social Workers & Team Managers positions. No closing dates so applicants can apply at any time.
- Interviews to be held on a fortnightly basis with quick outcomes and rapid start dates.
- New process above commenced 2 weeks ago and has generated 9 applications to date with the panel currently undertaking shortlisting process.
- Looking to recruit a dedicated HR resource to support with the recruitment activity over the peak period to the end of this financial year.
- Regrade for Team Managers for Front line Social Work Teams to attract experienced workers

## **Current Activity;**

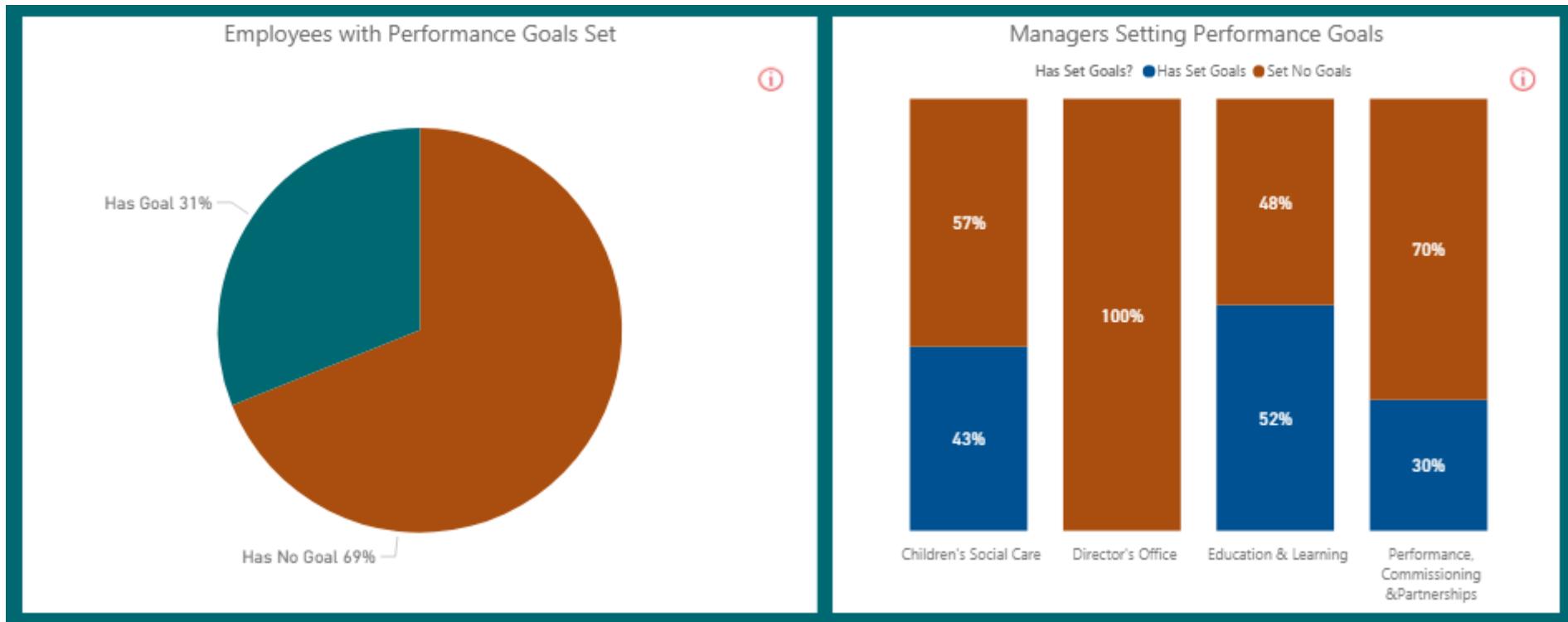
- SW remuneration uplift implemented in June. Appeals dates for Fostering Social Workers to be held in November 2019
- Restructure of Childrens Social Care anticipated conclusion of consultation process will towards the end of November.
- Deputy Director Children's Social Care – Successful candidate commenced in post on the 11 November 2019.
- Head of Service – New posts (currently 5 vacancies) – 6 candidates have been shortlisted; interviews will be held on the 9<sup>th</sup> and 10<sup>th</sup> December.
- Service Manager (Fostering) – interviews were held on 5 November 2019 and a candidate appointed to the role.
- Team Managers – currently on identified suitable candidate undertaking checks with further interviews taking place on the 15 November 2019 – advert remains open as part of rolling recruitment process.
- Experienced Social Workers – currently 4 candidates going through appointment checks – a further 3 candidates to be interviewed shortly.
- Social Workers (Fostering) – 2 successful candidates going through recruitment checks, 1 vacancy remains to be re-advertised.
- ASYE Social Workers – 30 candidates were to be interviewed week commencing 11 November 2019.
- Over the next 3 months expect 9 current ASYE Social Workers to complete their ASYE programme and progress to level 2 as Social Workers.
- Regrade for Registered Managers of Childrens Homes to be implemented to support with the recruitment drive to fill current vacancies .

# Social Work Agency Staff

Service Area	Actual Agency FTEs as at 31/10/2019	Actual Agency FTEs as at 31/08/2019	Change
<b>Head of Service</b>	2.0	0.0	+2.0
<b>Service Managers</b>	5.0	4.0	+1.0
<b>Team Managers</b>	15.0	11.0	+4.0
<b>Practise Supervisors</b>	1.0	1.0	0.0
<b>Social Workers</b>	66.0	56.0	+10.0
<b>Auditors</b>	1.0	1.0	0.0
<b>SW Agency by Roles</b>	90.0	73.0	+17.0

# 11. Workforce Performance

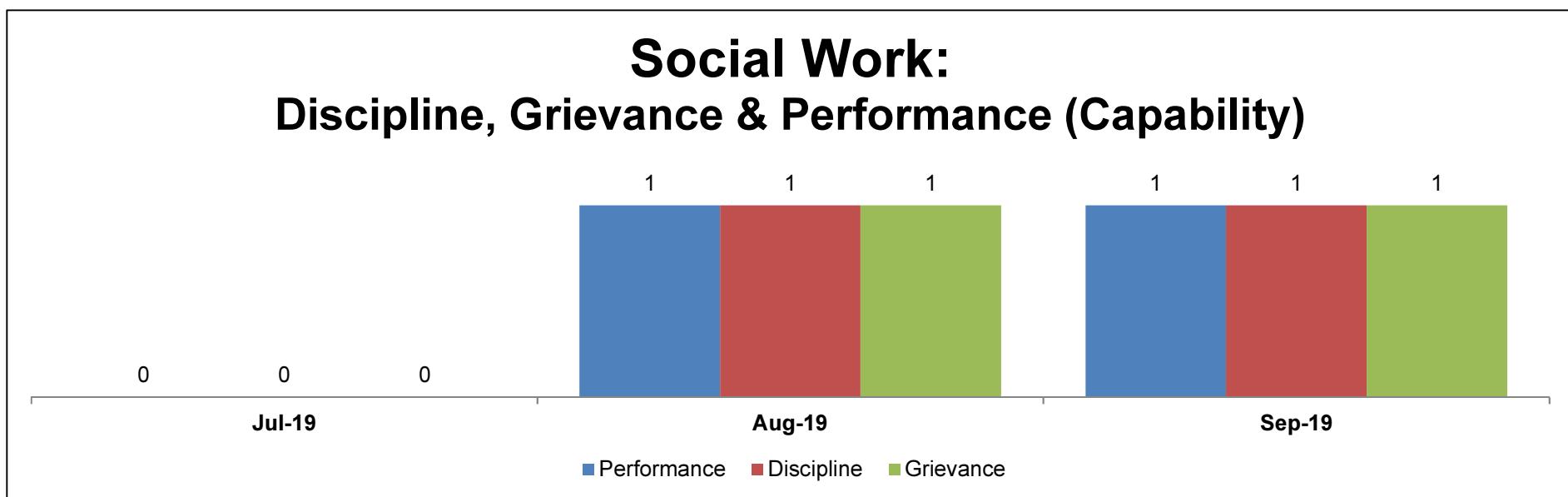
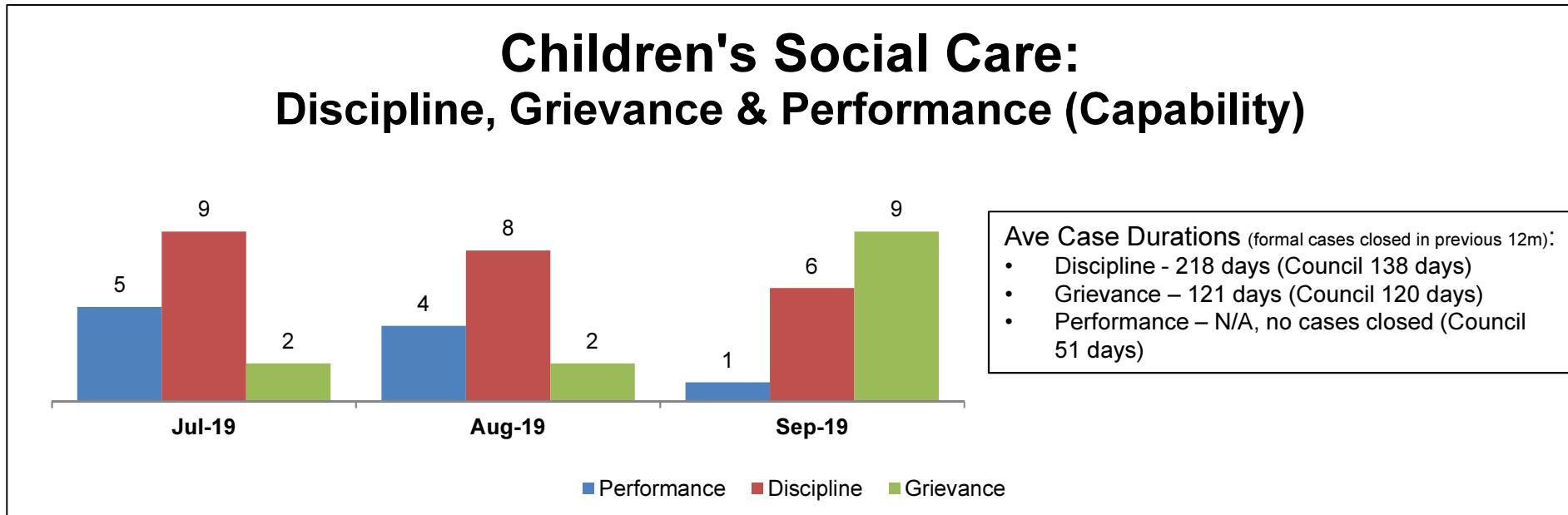
## Childrens Managers & Staff using Evolve to Record Performance Goals/Objectives



Annual performance cycle from 1 April – 31 March (introduced in 2019).  
Objectives to be agreed and recorded by 30 June 2019.

Council KPI is 90% of staff have received a positive performance review and have a development plan in place by 2020.

# 11. Workforce Performance



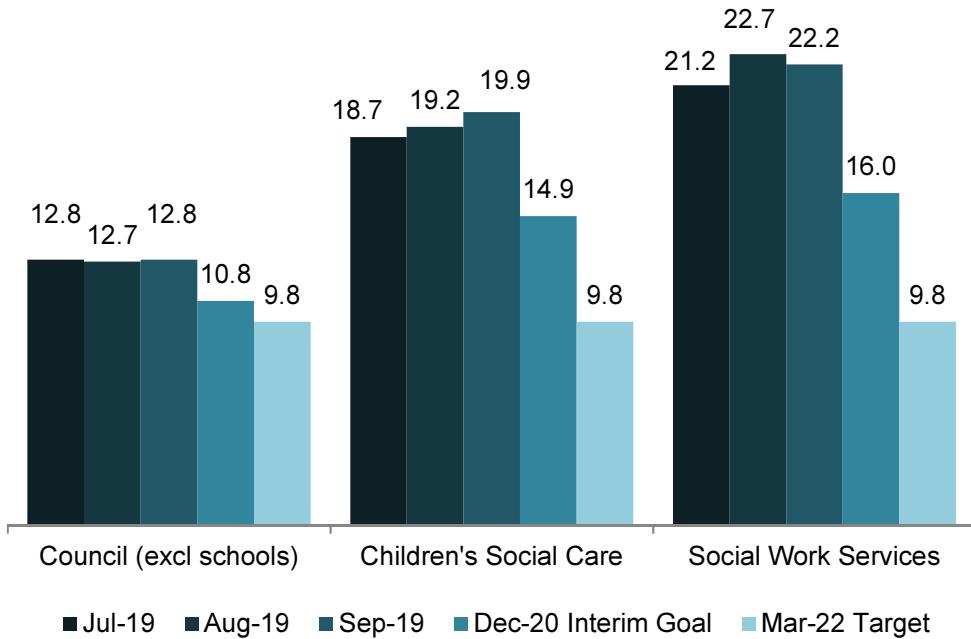
# 11. Workforce Performance

- Continuing dedicated & focused work with managers to increase the number of managers and employees using the Evolve system in line with corporate targets.
- This is being achieved by offering Evolve Performance Sessions for managers which is a 2 hours session delivered jointly with a HR Business Partner & Workforce Development Team Leader.
- This session includes a demonstration on how the system is a tool to support management of staff including objective setting, monitoring staff performance and assessment of the Bradford Behaviours.
- This is linked to real situations, with open and honest discussions around barriers and how to overcome them highlighting the importance and long term benefits of effective performance management.
- 13 sessions delivered to date with a total of 68 attendees.
- 6 further sessions to be delivered during November and December which should capture the remaining 65 managers yet to participate.
- Use of the system by managers to monitor team performance has increased from 15.1% in July to 31.2% in October with anticipated to rise following the further planned sessions.
- Next steps; to continue monitoring use of evolve system and quality of performance objectives set. To follow up with managers who have not yet set objectives or assessed Bradford Behaviours for their teams and continue to provide targeted support where needed.
- Further performance sessions planned between January to March 2020 with further workshops to support annual appraisal completion between February to April 2020.

# 12. Sickness Rates

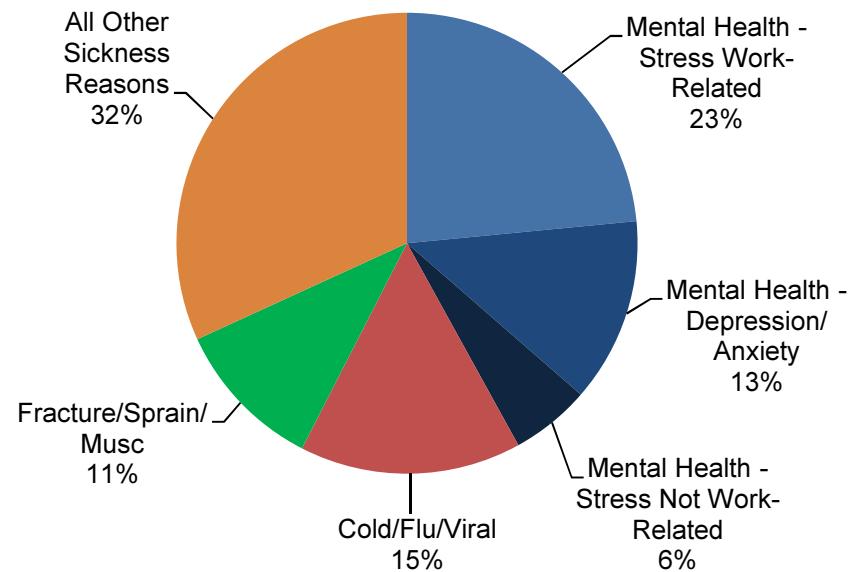
Page 47

**Sickness Absence (BV12\*)**  
(rolling 12 months)



[\*FTE days lost to sickness per FTE employee over a 12 month period]

**Top 3 Sickness Reasons**  
Social Work Services, rolling 12 months to 1 Oct 2019



## 12. Sickness

- Continuing work being undertaken to support managers across children's services to successful record and manage sickness absence management processes.
- Addressing under reporting where there has been turnover of agency managers which as led to sickness absence to be updated retrospectively.
- Providing dedicated HR support to those managers requiring additional assistance with their sickness cases.
- Focus on long term sickness case with a number of those now being brought to a conclusion either by return to work or exiting the organisation
- Continuing to work with managers where employees are hitting the corporate triggers to address short term sickness absence and ensure employees are managed in line with the short term sickness absence process.
- Monitoring & addressing potential cases where facing case closure with HRplus due to failed contact to ensure these are actively managed by allocating new manager. This is due to agency turnover. These are now visible to us.
- Expectation of peak between October – December 2019 due to retrospective recording, but should show a downward trend from January 2020.
- Continuing support from Employee Health & Wellbeing to ensure effective professional medical advice & intervention. The HOS are working with the interim deputy director of children's social care on wider wellness approaches.





# Vital Signs

## Section 4:

# Effectiveness

# 13. Improved life chances

Care leavers in education, employment or training															Trend	Bradford Target	Statistical Neighbour Average
Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19					
53.7%	55.8%	55.8%	57.9%	58.3%	60.2%	61.3%	61.8%	62.6%	58.9%	58.4%	48.1%	48.2%			65.0%	-	

Percentage of Care Leavers aged 16-21 living in suitable accommodation															Trend	Bradford Target	Statistical Neighbour Average
Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19					
87.0%	87.0%	86.7%	84.7%	82.9%	84.9%	86.1%	86.4%	85.0%	84.8%	84.8%	83.3%	79.8%			87.0%	-	

# 14. Improved health and wellbeing

Percentage of Looked after Children who had their teeth checked by a dentist (children who have been LAC for 12 months) in the year															Bradford Target	Statistical Neighbour Average
Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Trend			
93.6%	93.1%	94.8%	95.3%	95.0%	94.6%	94.8%	93.3%	91.9%	92.4%	91.8%	90.4%	88.0%		92.0%	-	

Percentage of school age Looked After Children who have an up to date PEP															Bradford Target	Statistical Neighbour Average
Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Trend			
90.3%	92.2%	93.2%	96.1%	95.9%	94.5%	94.1%	91.9%	91.1%	86.4%	86.8%	83.4%	80.2%		95.0%	-	

# 14a. Improved placement, practice and assessment

Percentage of Child Protection (CP) Plans lasting two years or more, in the year															<b>Trend</b>	<b>Bradford Target</b>	<b>Statistical Neighbour Average</b>
Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19					
3.5%	4.0%	3.6%	3.5%	3.4%	3.6%	3.5%	3.4%	3.1%	3.3%	3.2%	2.8%	2.8%			3.5%	2.9%	

Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time in the year															<b>Trend</b>	<b>Bradford Target</b>	<b>Statistical Neighbour Average</b>
Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19					
					17.6%	17.6%	17.9%	17.6%	16.3%	16.4%	16.1%	15.1%			14.0%	19.7%	

Percentage of Looked after Children who had an annual health assessment (children who have been LAC for 12 months) in the year															<b>Trend</b>	<b>Bradford Target</b>	<b>Statistical Neighbour Average</b>
Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19					
93.9%	93.8%	92.1%	91.3%	92.9%	92.3%	93.2%	92.6%	91.9%	90.8%	90.4%	89.9%	84.4%			92.0%	-	

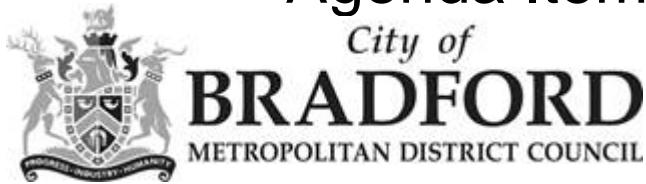
# 14b. Improved placement, practice and assessment

Percentage of children's homes assessed as good or better															Trend	Bradford Target	Statistical Neighbour Average
Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19					
81.8%	81.8%	72.7%	63.6%	63.6%	63.6%	63.6%	63.6%	54.5%	54.5%	54.5%	45.5%	63.6%		100.0%	-		

Number of episodes of Looked after Children going missing during the month															Trend	Bradford Target	Statistical Neighbour Average
Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19					
82	101	99	99	110	147	164	129	146	122	67	68	120		-	-		

Percentage of children looked after with three or more placements during the previous year															Trend	Bradford Target	Statistical Neighbour Average
Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19					
14.15%	13.69%	13.89%	13.43%	12.81%	12.51%	10.97%	11.19%	10.77%	10.83%	11.47%	11.73%	12.23%		9.0%	8.5%		

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## Report of the Strategic Director of Children's Services to the meeting of Children's Services Overview and Scrutiny to be held on Wednesday 15th January 2020

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**Subject: Educational Standards 2019 – Early Years to Key Stage 5 –  
Provisional Report**

### **Summary statement:**

This report outlines and updates some of the key outcomes for Bradford schools from the 2019 national tests and teacher assessments for the following key stages:

- Early Years Foundation Stage – 5 year olds (Revised Results: 17<sup>th</sup> October)
- Phonics & Key Stage 1 – 7 year olds (Final Results: 26<sup>th</sup> September)
- Key Stage 2 – 11 year olds (Final Results: 13<sup>th</sup> December)
- Key Stage 4 – 16 year olds (Final Results: 31<sup>st</sup> January 2020)
- Key Stage 5 – 18 Year olds (Final results: 31<sup>st</sup> January 2020)

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Mark Douglas  
Strategic Director

**Portfolio: Education, Employment and Skills**

Report Contact: Marium Haque, Deputy  
Director  
Phone: (01274) 431078  
E-mail: [Marium.haque@bradford.gov.uk](mailto:Marium.haque@bradford.gov.uk)

**Overview & Scrutiny Area:  
Children's Services**

## 1. SUMMARY

- 1.3 The improvements in primary phase attainment this year have reduced performance gaps that existed against the national averages at the end of key stage 1 and key stage 2. Improvements in the proportion of pupils achieving the expected standard at Key Stage 1 are particularly notable.
- 2.3 However, gaps in the test results between various groups within the primary phase persist. The performance gaps between disadvantaged pupils and non-disadvantaged pupils have widened or have remained the same. Disadvantaged boys have some of the lowest levels of performance at Key Stage 1 and 2 out of all pupil characteristic groupings.
- 3.3 Provisional Key Stage 4 outturns indicate a general downturn in performance since 2016 for Attainment 8, and a decline in performance for Basics compared to 2018.
- 4.3 Provisional information about Key Stage 5 outcomes also indicate decline.

## 2. BACKGROUND

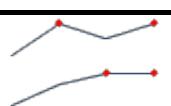
The outcome data for the 2018/19 academic year are as follows:

### 2.1 Early Years Foundation Stage (EYFS) Outcomes

Table 1 details the performance trend for Good Level of Development (GLD) and gap to national over the last four years.

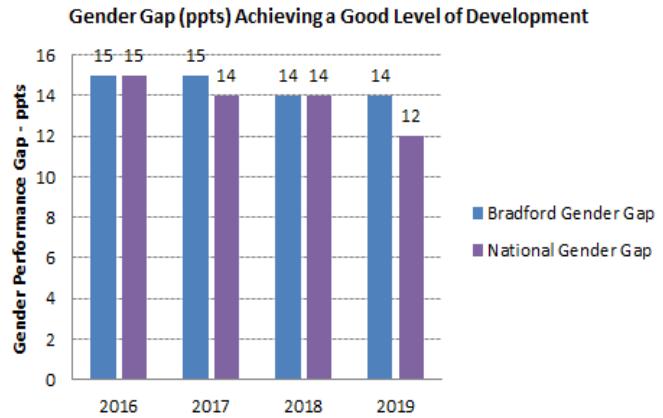
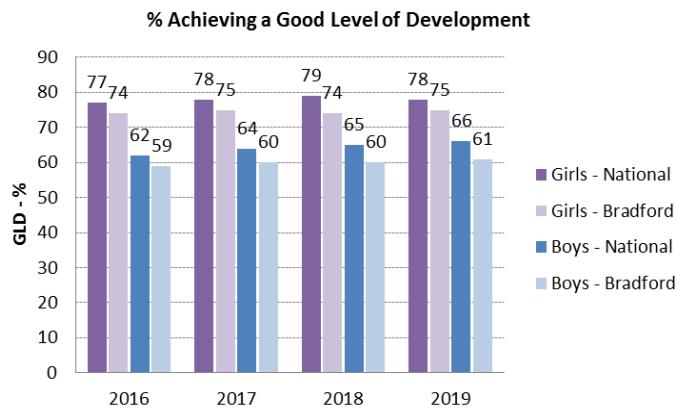
Charts 1 and 2 looks at the gender split for GLD. **Girls continue to outperform the boys** but the rate of improvement over the four years for boys is higher than that for the girls, indicating the continued positive impact of the Early Years initiatives targeting boys' achievement.

The 2019 performance gap between boys and girls in Bradford is on a par with the 2018 national gender gap of 14 percentage points.

	2016	2017	2018	2019	Improvement 2016 - 2019	4 Year Trend
Bradford	66	68	67	68	+2	
National	69	71	72	72	+3	
Gap	-3	-3	-5	-4		

**Table 1:** % of pupils achieving the Expected Standard in Good Level of Development (GLD) – rounded to nearest whole number

Number of Bradford schools below the national average for GLD: **96 out of 160** (does not include Special schools).



**Charts 1 & 2:** % of pupils by gender achieving a Good Level of Development, and the performance gender gap (Bradford & National) – rounded to nearest whole number

### Mean average points score

The DfE report a supporting measure which is the mean average point score; this is calculated across all 17 Early Learning Goals (ELGs) and takes account of all children's results, not just those who have achieved the GLD. **The Bradford result has improved noticeably in 2019 to 34.0 points from 33.5 points in 2018. The 2019 national average is 34.6 points (up from 34.5 points in 2018).**

## 2.2 EYFS Summary

The overall outcomes in the Early Years show an improving picture but there is still more to be done to reach the national average. Children's Services teams continue to work with partners. These include the Literacy Hub in Bradford to tackle boys' underperformance in reading and writing and Better Start Bradford to look at early intervention with children from 0-2 years-of-age to tackle early language development. Two Teaching School Alliances target schools with wide performance gaps between boys and girls, as well as those who have large gaps for the most disadvantaged children.

## 2.3 Phonics Outcomes

Tables 2 & 3 detail the performance trend for pupils at the end of Year 1 and 2 (end of Key Stage) achieving the required standard in Phonics over the last four years.

**Girls continue to perform better than boys**, although the longitudinal rate of improvement for boys in Bradford is higher than the rate for girls in Bradford and the national rates of improvement for both boys and girls (Table 4).

Bradford			
	Year 1	Year 2	Y1 to Y2 (ppts)
2019	81	91	+10
2018	81	90	+10
2017	80	90	+11
2016	79	(90)	

National			
	Year 1	Year 2	Y1 to Y2 (ppts)
2019	82	91	+9
2018	82	92	+11
2017	81	92	+11
2016	81	(91)	

**Tables 2 & 3:** % Year 1 and Year 2 pupils meeting the Expected Standard in Phonics – rounded to nearest whole number

	2016	2017	2018	2019	Improvement 2016 - 2019	4 Year Trend
Girls - Bradford	84	84	85	85	1	
Girls - National	84	85	86	85	1	
Girls - Gap	0	-1	-1	0		
Boys - Bradford	74	76	76	77	3	
Boys - National	77	78	79	78	2	
Boys - Gap	-3	-2	-3	-1		
Bradford Gender Gap	10	8	9	7		

**Table 4:** % of pupils by gender achieving the Expected Standard in Phonics at the end of Year 1 – rounded to nearest whole number

Number of Bradford schools below the national average for Phonics: **73 out of 160** at the end of Year 1 and **67 out of 160** by the end of Year 2 (does not include Special schools)

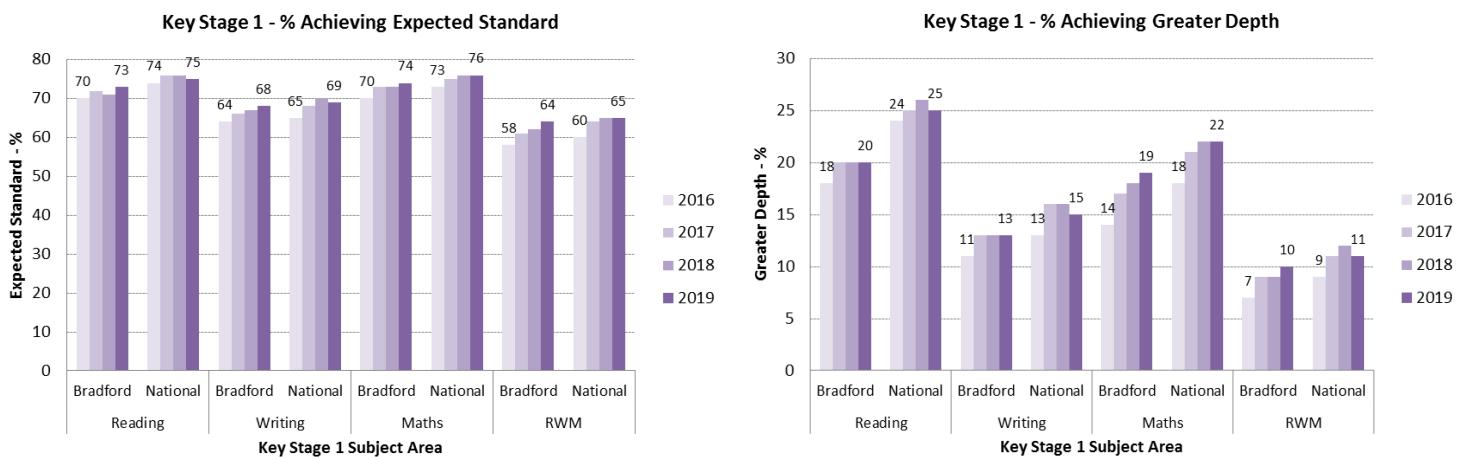
## 2.4 Phonics Summary

In the academic year 2018/19, schools with phonics scores 10% or more below the national average were identified. A programme of support and challenge was implemented with opportunities to learn from the best practice in the LA made available. The impact of this was monitored. Outcomes for the majority of the targeted schools improved.

## 2.5 Key Stage 1 Outcomes

Charts 3 and 4 detail the progress made by Bradford across the four Key Stage 1 subject areas and shows that the performance gap to national average in 2019 has narrowed considerably for pupils achieving the expected standard.

The proportion of Bradford pupils achieving Greater Depth (the higher standard) has increased from 2016 to 2019 in all subject areas, with the gap to national narrowing in Reading, Maths and Reading, Writing and Mathematics combined (RWM), and staying constant across the years for Writing.



**Charts 3 & 4:** % of pupils achieving the Expected Standard and Greater Depth across the different subject areas at the end of Key Stage 1 – rounded to nearest whole number

Number of Bradford schools below the national average for:  
 Reading: **93 out of 160**; Writing: **88 out of 160**; Maths: **89 out of 160** (excludes Special schools)

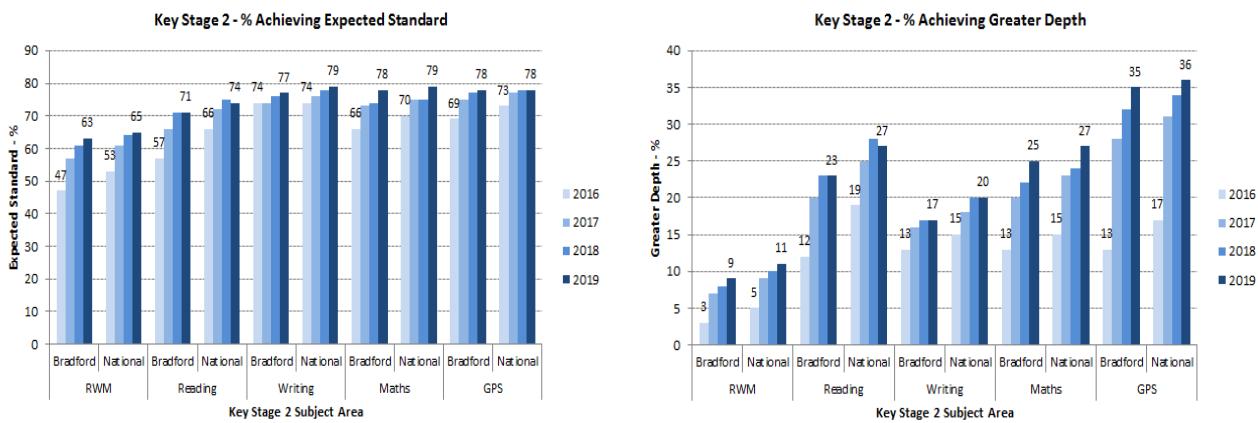
## 2.6 Key Stage 1 Performance by Characteristic Groups:

- Girls continue to outperform boys in all three subject areas. The largest difference in attainment by **gender** continues to be in writing with a gap of 15 percentage points (girls = 75%, boys = 60%), which has widened from 14 points in 2018.
- The average gap across subjects between **disadvantaged and non-disadvantaged children** is 13 percentage points, which has widened from 10 points in 2018.
- The average gap across subjects for pupils eligible for free school meals (**FSM**) pupils is slightly wider at 15 percentage points, up from 13 points in 2018.
- Also of note are the improvements in performance of black pupils across all subject areas between 2018 and 2019, and the continued improvement of performance for Asian pupils.

**Appendix 1** gives a tabular breakdown of performance for 2019 across key characteristic groupings and broad ethnicity groupings, as well as a comparison to national rates and 2018 outturns.

## 2.7 Key Stage 2 Outcomes

Charts 5 and 6 detail the progress made by Bradford across five Key Stage 2 subject areas, and shows that the performance gap to the national averages in 2019 for both the expected standard and for those pupils achieving Greater Depth has narrowed or remained the same. **Bradford's expected standards are, at the most, 3 percentage points away from the national average** (in Reading, narrowed from 4 points in 2018), and in the case of Grammar, Punctuation and Spelling (GPS) has met the national average, having narrowed the gap increasingly since 2016. **Longitudinal improvement rates across Reading, Maths, GPS and RWM are higher than the national rates of improvement**



**Chart 5 & 6:** % of pupils achieving the Expected Standard across the different subject areas at the end of Key Stage 2 – rounded to nearest whole number

Number of Bradford schools below the national average for:

Reading: **86 out of 159**; Writing: **82 out of 159**; Maths: **72 out of 159**; RWM: **89 out of 159**  
 GPS: **68 out of 159** (excludes Special schools)

## 2.8 Key Stage 2 Performance by Characteristic Groups:

- Girls continue to outperform boys in all subject areas. Maths is the subject area where both gender groups are closest in terms of expected attainment (77.7% boys, 78.1% girls). The largest difference in **attainment by gender** continues to be in writing with a gap of 11.6 percentage points (reduced from 13 points), but the gap has widened for Reading (7 to 10 points), and for Reading, Writing and Maths combined (8 to 10 points).
- Performance gaps for **disadvantaged and FSM** pupils remain largely the same as in 2018, with FSM pupils' attainment lower than those of disadvantaged pupils (14 percentage points lower on average per subject area). Both of these groups perform better in Bradford against the national average for all subject areas.
- Also of note are the improvements in performance of black pupils across all subject areas except Maths between 2018 and 2019, and the continued improvement of performance for Asian pupils. White pupils in Bradford (British, Irish and White-Other), are amongst the lowest performing ethnic groups across all subject areas.

**Appendix 2** gives a tabular breakdown of performance for 2019 across key characteristic groupings and broad ethnicity groupings, as well as a comparison to national rates and 2018 outturns.

## 2.9 Key Stage 2 Expected Standard Ranking

Table 5 compiles the performance ranking of Bradford against Statistical Neighbours, taken from the 2019 Statistical First Release (SFR) for Key Stage 2, and compared to the 2018 rankings.

Bradford's ranking against its statistical neighbours has improved in all subject areas, apart from Maths where it has fallen by one place.

Local Authority	RWM		Reading		Writing		Maths		GPS	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Bradford	7	5	9	6	7	6	5	6	6	6
Blackburn with Darwen	2	1	2	2	3	2	1	1	1	1
Bolton	2	2					2	2	2	2
Derby	9	8	9	9	10	10	10	9	9	10
Kirklees	5	7	4	8	7	5	9	5	8	7
Oldham	4	5	4	5	4	8	3	4	3	4
Peterborough	11	11	11	11	11	11	11	11	11	11
Rochdale	9	10	6	10	9	9	5	10	3	3
Sheffield	5	4	6	4	4	4	5	7	10	9
Telford and Wrekin	1	2	1	1	1	3	3	3	3	5
Walsall	7	8	6	7	4	7	5	8	6	8

**Table 5:** Ranking of Bradford and Statistical Neighbours: 2018 to 2019 comparison – KS2 Expected Standard across Subject areas

## 2.10 Key Stage 1 to 2 Value Added Progress

Value Added progress from Key Stage 1 to Key Stage 2 is measured for Reading, Writing and Maths. There is no national benchmark for these measures.

Chart 7 details the progress scores for 2016 to 2019, and shows an overall improvement in Reading, a decline in Writing and a longitudinal improvement in Maths over the four years.

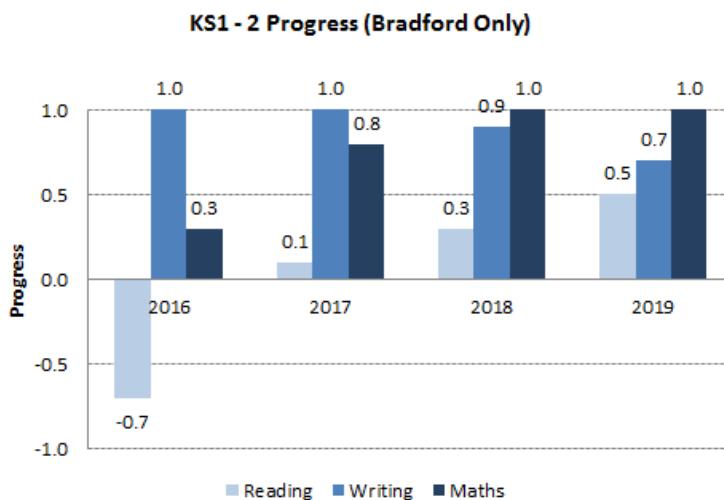


Chart 7: Value Added Progress, Key Stage 1 to 2

## 2.11 Primary Issues and actions

- The key issues for primary schools in the district remain the need to continue to improve attainment and accelerate progress in all subject areas across both key stages.
- School leaders and governors are encouraged to use the assessment information available to them to challenge low expectations and low aspirations and model high expectations of pupils in their care.
- Schools are encouraged to provide appropriate and effective interventions and use a more rigorous monitoring and evaluation system in order to accelerate pupil progress. Schools are encouraged to ensure that they track individual progress across reading, writing and mathematics combined (RWM) to ensure pupils are best prepared for accessing the secondary curriculum.
- There is evidence that targeting schools for improvement, together with opportunities to learn from best practice has impact on improved outcomes in phonics. This approach will be continued in the new academic year.
- An enlarged school education adviser team will be able to work with more schools and to provide monitoring keeping in touch visits (KIT) to all primary schools to ensure that the LA knows its schools and knows where best practice is to share it.

## 2.12 Key Stage 4 Outcomes

- A new secondary school accountability system at Key Stage 4 (KS4) was introduced in 2016. Further changes came into force in 2017 and 2018. A summary of the new arrangements was appended in the 2018 Standards report and can be found for reference in **Appendix 3** of this report.
- Table 6 gives performance scores across four of the Key Stage 4 measures. The 2019 data is below is **provisional**. The national Progress 8 figure given in the table is for all state funded schools. The average Progress 8 score for **all schools** is -0.08 in 2019, the

same as in 2018.

		2016	2017	2018	2019	Improvement to 2019	Trend
Attainment 8	Bradford	45.7	42.4	42.7	42.3	-3.4	
	National	48.5	44.6	44.5	44.5	-4.0	
Progress 8	Bradford	-0.15	0.02	0	-0.01		
	National	-0.03	-0.03	-0.02	-0.03		
Basics 9-4	Bradford	52.1	56.1	56.3	54.5	2.4	
	National	59.3	59.1	59.4	59.5	0.2	
Basics 9-5	Bradford		35.1	36.2	34.2	-0.9	
	National		39.6	40.2	39.8	0.2	

**Table 6:** Key Stage 4 Attainment Scores (LA State-funded excluding PRU)

- Table 7 shows the Attainment 8 and Progress 8 scores and improvement / change rank from 2018 to 2019.
- Bradford's Attainment 8 score has declined from 2018, resulting in an overall national rank of **139 out of 150** (placing us third lowest in our statistical neighbour group with Oldham and Peterborough ranking lower), and an improvement ranking of 108 out of 150.
- Whilst Bradford has seen a slight decrease in its Progress 8 score, the rate of change is lower than other authorities, resulting in an overall national rank of **63 out of 150** (placing us second in our statistical neighbour group with only Blackburn and Darwen ranking higher), and an improvement ranking of 73 out of 150. Other statistical neighbours have seen greater declines in their Progress 8 score resulting in a lower improvement ranking nationally.
- Table 8 details Bradford's Basis 9-4 and 9-5 scores in the same way as Table 7.
- Declines in both scores have lead to a decline in improvement ranking as detailed below, as well as a decline in overall ranking at a national level. Bradford ranks **145 out of 150** and **139 out of 150** respectively for Basics scores, which places us at the bottom of our statistical neighbour group for Basics 9-4 and second from bottom for our Basics 9-5 score (only Peterborough ranks lower at 145).

	Attainment 8					Progress 8				
	2018	2019	Change	Trend	Change Rank	2018	2019	Change	Trend	Change Rank
England	44.5	44.5	0.0	↔		-0.08	-0.08	0.00	↔	
Bradford	42.7	42.3	-0.4	⬇️	108	0.00	-0.01	-0.01	⬇️	73
Blackburn with Darwen	45.8	46.3	0.5	⬆️	33	0.02	0.13	0.11	⬆️	14
Bolton	44.6	44.5	0.1	⬇️	87	-0.12	-0.19	-0.07	⬇️	125
Derby	43.2	43.1	-0.1	⬇️	87	-0.19	-0.24	-0.05	⬇️	108
Kirklees	45.4	45.1	-0.3	⬇️	100	-0.04	-0.10	-0.06	⬇️	122
Oldham	42.7	42.1	-0.6	⬇️	116	-0.30	-0.38	-0.08	⬇️	132
Peterborough	42.0	42.1	0.1	⬆️	60	-0.20	-0.15	0.05	⬆️	30
Rochdale	43.5	42.4	-1.1	⬇️	132	-0.14	-0.32	-0.18	⬇️	150
Sheffield	44.6	44.8	0.2	⬆️	56	0.00	-0.03	-0.03	⬇️	92
Telford and Wrekin	45.4	46.0	0.6	⬆️	27	-0.13	-0.19	-0.06	⬇️	115
Walsall	43.8	43.8	0.0	↔	71	-0.19	-0.11	0.08	⬆️	21

Table 7: Attainment 8 & Progress 8 Score with national improvement ranking – Bradford & Statistical Neighbours

	Basics 9-4					Basics 9-5				
	2018	2019	Change	Trend	Change Rank	2018	2019	Change	Trend	Change Rank
England	59.4	59.5	0.1	⬆️		40.2	39.8	-0.4	⬇️	
Bradford	56.3	54.5	-1.8	⬇️	124	36.2	34.2	-2.0	⬇️	117
Blackburn with Darwen	64.2	65.8	1.6	⬆️	24	41.4	43.2	1.8	⬆️	15
Bolton	61.3	62.3	1.0	⬆️	41	39.8	40.9	1.1	⬆️	29
Derby	59.2	59.1	-0.1	⬇️	80	38.2	38.0	-0.2	⬇️	68
Kirklees	63.6	63.1	-0.5	⬇️	91	42.5	42.4	-0.1	⬇️	63
Oldham	57.1	56.5	-0.6	⬇️	98	35.8	35.1	-0.7	⬇️	85
Peterborough	55.5	55.2	-0.3	⬇️	83	35.5	31.7	-3.8	⬇️	144
Rochdale	58.9	56.8	-2.1	⬇️	128	36.7	34.5	-2.2	⬇️	121
Sheffield	59.8	59.2	-0.6	⬇️	94	40.0	38.5	-1.5	⬇️	110
Telford and Wrekin	59.3	59.9	0.6	⬆️	61	39.9	40.4	0.5	⬆️	35
Walsall	56.9	57.7	0.8	⬆️	48	36.3	35.8	-0.5	⬇️	77

Table 8: Basics 9-4 and 9-5 scores with national improvement ranking – Bradford & Statistical Neighbours

## 2.13 Key Stage 5 Outcomes

- Since 2016 results have been published relating to four cohorts of students in each school or provider (where applicable): A Level; Academic; Applied General; and Tech Level.
- Table 8 details performance against each of the cohorts across a four year period.

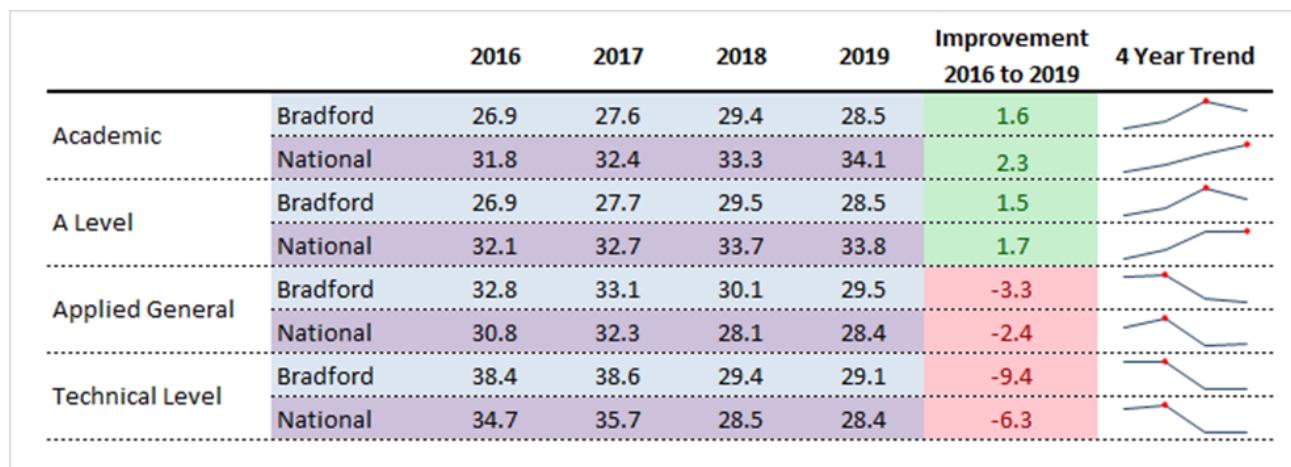


Table 9: Key Stage 5 Attainment Scores (LA State-funded schools and colleges)

- The DfE publication ‘Destinations of KS4 and 16-18 Students, England, 2017-18’ was published on the 17<sup>th</sup> October 2019, and looks at a wider range of outcomes than the standard Key Stage 5 outcomes detailed in Table 9.
- At Level 3, 6% of Bradford’s overall cohort progressed into an apprenticeship, compared to the national average of 7%.
- At Level 2, 14% of Bradford’s overall cohort progressed into an apprenticeship, compared to the national average of 16%.

### **3. OTHER CONSIDERATIONS**

3.1 There are no further considerations.

### **4. FINANCIAL & RESOURCE APPRAISAL**

4.1 None.

### **5. RISK MANAGEMENT AND GOVERNANCE ISSUES**

5.1 None.

### **6. LEGAL APPRAISAL**

6.1 None.

### **7. OTHER IMPLICATIONS**

None.

#### **7.1 EQUALITY & DIVERSITY**

Not applicable.

#### **7.2 SUSTAINABILITY IMPLICATIONS**

Not applicable.

#### **7.3 GREENHOUSE GAS EMISSIONS IMPACTS**

Not applicable.

#### **7.4 COMMUNITY SAFETY IMPLICATIONS**

Not applicable.

#### **7.5 HUMAN RIGHTS ACT**

Not applicable.

#### **7.6 TRADE UNION**

Not applicable.

## **7.7 WARD IMPLICATIONS**

Not applicable.

## **8. NOT FOR PUBLICATION DOCUMENTS**

8.1 None.

## **9. OPTIONS**

9.1 None.

## **10. RECOMMENDATIONS**

- 10.1 That the report on the performance of Bradford's Children and Young People in Key Stage tests for 2019 be noted.
- 10.2 That Members continue to encourage families in their wards to become more actively engaged with their children's learning, attendance, health and well being in order to further improve their children's learning capacity and resilience.

## **11. APPENDICES**

- 11.1 Key Stage 1 Performance: Expected Standard (Characteristic Breakdown) 2 Year Comparison.
- 11.2 Key Stage 2 Performance: Expected Standard (Characteristic Breakdown) 2 Year Comparison.
- 11.3 Changes to the Key Stage 4 Examination system explained.

## **12. BACKGROUND DOCUMENTS**

12.1 None.

## Appendix 1. Key Stage 1 Performance: Expected Standard (Characteristic Breakdown) 2 Year Comparison

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		All	Male	Female	Disadvantaged	Non-Disadvantaged	FSM	Non-FSM	SEN Support	EHCP	No SEN Support	EAL	Non-EAL		Asian	Black	Chinese	Mixed	Other	Unclassified	White
<b>Bradford</b>																					
<b>Reading</b>	2019	<b>73</b>	68	78	63	76	61	76	33	10	82	69	75		75	72	89	74	60	76	72
	2018	<b>71</b>	67	77	65	74	61	74	33	11	80	68	74		74	64	100	73	58	58	70
<b>Writing</b>	2019	<b>68</b>	60	75	56	71	55	70	27	6	77	65	69		71	70	67	68	56	61	65
	2018	<b>67</b>	60	74	59	69	55	70	25	4	76	65	68		70	61	100	66	57	62	65
<b>Maths</b>	2019	<b>74</b>	72	76	64	77	63	77	36	10	83	71	76		76	73	100	73	68	71	73
	2018	<b>73</b>	71	74	65	75	63	75	35	9	81	70	74		75	58	83	73	65	56	72
<b>RWM</b>	2019	<b>64</b>	58	70	52	67	51	67	23	5	73	61	66		67	66	56	63	51	59	62
	2018	<b>62</b>	57	71	52	66	50	64	22	4	71	61	63		66	54	83	62	53	47	60
<b>National</b>																					
<b>Reading</b>	2019	<b>75</b>	71	79	62	78	60	78	33	13	83	72	76		77	76	84	77	67	72	75
	2018	<b>75</b>	71	80	62	79	60	78	33	13	84	72	76		77	77	84	77	68	73	75
<b>Writing</b>	2019	<b>69</b>	63	76	55	73	53	72	24	9	78	68	70		73	71	83	71	64	67	69
	2018	<b>70</b>	63	77	55	74	53	73	24	9	79	69	70		74	71	83	72	64	68	69
<b>Maths</b>	2019	<b>76</b>	75	77	62	79	61	79	36	14	84	75	76		78	74	91	76	71	73	76
	2018	<b>76</b>	75	77	63	80	61	79	36	13	84	75	77		78	74	91	77	72	74	76
<b>RWM</b>	2019	<b>65</b>	60	70	50	69	49	68	21	7	73	64	65		69	66	80	67	59	63	64
	2018	<b>65</b>	60	71	50	69	48	68	21	8	74	64	66		69	66	80	67	59	64	65

## Appendix 2. Key Stage 2 Performance: Expected Standard (Characteristic Breakdown) 2 Year Comparison

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Bradford		All	Male	Female	Disadvantaged	Non-Disadvantaged	FSM	Non-FSM	SEN Support	EHCPC	No SEN Support	EAL	Non-EAL	Asian	Black	Chinese	Mixed	Other	Unclassified	White (exc. Traveller and Roma)
<b>Reading</b>	2019	<b>71</b>	66	76	62	76	59	74	40	13	80	68	73	73	71	71	71	66	56	66
	2018	<b>71</b>	67	74	61	76	58	73	41	15	79	65	74	71	64	67	72	64	69	70
<b>Writing</b>	2019	<b>77</b>	72	83	68	83	64	82	39	14	89	77	77	81	76	86	76	71	72	74
	2018	<b>76</b>	69	82	66	81	62	79	38	12	87	74	76	80	65	100	74	69	78	72
<b>Maths</b>	2019	<b>78</b>	78	78	68	84	64	82	49	16	87	79	77	84	76	100	78	76	70	74
	2018	<b>74</b>	72	74	63	79	59	77	43	14	82	72	74	76	78	100	70	70	71	71
<b>GPS</b>	2019	<b>78</b>	74	82	69	84	64	82	44	18	89	79	78	85	80	100	77	75	72	73
	2018	<b>78</b>	72	80	66	82	62	89	41	12	86	74	77	80	66	100	74	70	78	72
<b>RWM</b>	2019	<b>63</b>	58	68	52	69	48	69	26	9	74	62	63	67	65	71	63	61	49	60
	2018	<b>61</b>	56	64	49	66	44	63	25	8	70	58	61	62	53	67	58	61	59	58

## National

National		All	Male	Female	Disadvantaged	Non-Disadvantaged	FSM	Non-FSM	SEN Support	EHCPC	No SEN Support	EAL	Non-EAL	Asian	Black	Chinese	Mixed	Other	Unclassified	White (exc. Traveller and Roma)
<b>Reading</b>	2019	<b>74</b>	69	78	62	79	59	77	42	16	82	72	74	76	71	84	76	70	67	76
	2018	<b>75</b>	72	79	64	80	60	78	43	17	83	71	77	75	74	83	77	68	74	75
<b>Writing</b>	2019	<b>79</b>	73	85	68	84	64	81	40	14	89	79	79	84	77	89	80	77	70	79
	2018	<b>79</b>	72	85	67	83	62	81	37	13	88	77	79	82	78	89	79	73	77	79
<b>Maths</b>	2019	<b>79</b>	79	80	67	84	63	82	48	17	88	82	78	85	76	95	79	81	70	81
	2018	<b>75</b>	75	76	64	81	59	79	42	15	84	78	75	81	74	94	75	75	76	76
<b>GPS</b>	2019	<b>78</b>	74	83	68	83	66	81	43	17	88	82	78	87	80	92	80	80	71	79
	2018	<b>78</b>	73	82	67	82	62	80	39	16	87	79	77	84	81	89	79	76	78	78
<b>RWM</b>	2019	<b>65</b>	61	70	51	72	49	66	27	9	75	66	65	71	63	81	67	64	57	67
	2018	<b>64</b>	61	68	51	70	46	68	24	9	74	63	65	68	63	81	65	60	65	64

### **Appendix 3. Changes to the Key Stage 4 Examination system explained**

GCSEs in England are being reformed and will be graded with a new scale from 9 to 1, with 9 being the highest grade. Results in England this summer will receive a mixture of number and letter grades - English language, English literature and maths are the first subjects to use the new number system, with most other subjects adopting numbers by 2019. Eventually all GCSEs taken in England will receive numerical grades.

The Department for Education recognises grade 4 and above as a 'standard pass' which is the equivalent of an old grade C. A grade 5 and above is recognised as a 'strong pass' which is the equivalent of an old grade C+.

**The old and new grading scales do not directly compare.** A grade 5 and above ('strong pass') is not comparable to the old grade C, and therefore no comparisons can be made to previous years for this measure.

The headline accountability measures that were introduced in 2016 remain the same (although some grades are expressed numerically rather than letters):

Progress 8; Attainment 8; percentage of pupils achieving at least a grade 5 (C or above) in English and maths; percentage of pupils entering the English Baccalaureate; and percentage of pupils achieving the English Baccalaureate.

Attainment 8 measures a student's average grade across eight subjects – the same subjects that count towards Progress 8. 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.

**Source :** Information Management Team  
**Contact Officer :** Pam Cresswell

## **Report of the Strategic Director of Children's Services for the meeting of Overview & Scrutiny to be held on 15th January 2020.**

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**M**

**Subject:**

**Bradford Opportunity Area**

### **Summary statement:**

Since the publication of our delivery plan in January 2018, the Bradford Opportunity Area has been delivering on £12m worth of DfE investment through a range of programmes and activities to help improve social mobility for young people across the Bradford district. We first reported to Children's Services Overview & Scrutiny Committee in February 2018 to discuss our plans and again updated the Committee in September 2018. This report includes details of how the programme of activity is being monitored and evaluated and confirms activity which is being delivered as part of our third year of delivery.

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Strategic Director of Children's Services

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**Portfolio:**

**Education, Employment and Skills**

**Overview & Scrutiny Area:**

**Children's Services**

## **1 SUMMARY**

- 1.1 The Bradford plan identified four priorities for action over our three year confirmed funding period and subsequent targets for improvement.
- 1.2 This report confirms activity and investment to date, underway, and in delivery for the final academic year of the programme (2019/2020). Highlights include: investment of the additional £500k confirmed in summer 2019, £1.5m for school improvement in at least 26 underperforming schools, just under £1m to establish and run a Centre of Applied Educational Research, leading work to overcome health barriers to learning; and a new £200,000 investment on supporting Primary schools parental engagement practices following a baseline assessment.

## **2 BACKGROUND**

- 2.1 Bradford is one of the Education Secretary's 12 Opportunity Areas (OAs) - chosen as social mobility 'cold spot', based on data including the Social Mobility Commission's 'Social Mobility Index' as well as education measures. Each OA is receiving a share of £72 million to improve social mobility, using education as a key driver. The Bradford Opportunity Area is also receiving a share of funding for extra curricular activities (known as Essential Life Skills Funding). Bradford received £5.5m based on the number of pupil premium pupils.
- 2.2 Bradford's Opportunity Area plan was published back in January 2018 with funding directed to four priority areas, described by our published plan:
  - School improvement, with a focus on leadership, teaching and literacy
  - Improving parental engagement and confidence to support children's learning
  - Improving career opportunities for young people
  - Using health interventions to improve education

- 2.3 The plan was developed by our local partnership board. The board brings together local education providers, voluntary sector education and community organisations, employers, DfE and Bradford Council. The board is led by our independent chair, Anne-Marie Canning MBE, Director of Social Mobility and Student Success at Kings College, London.

## **3 INVESTING THROUGH PARTNERSHIP**

- 3.1 The plan confirms our commitment to collaborative delivery; led by Bradford, for Bradford. Our partnership board brings together central and local government, education providers, employers and world leading researchers. We are committed to giving Bradford's professionals, families and young people the tools, resources and authority to shape and deliver our investments. This is vital to achieving change and leaving the city stronger.

## **4 INVESTING IN WHAT WORKS**

- 4.1 The Opportunity Area is committed to promoting and supporting others to understand, contribute and take account of evidence of what works in education. Like every

Opportunity Area, Bradford benefits from its own Education Endowment Foundation (EEF) Research School, based at Dixons Academy. We refer regularly to the EEF's reports on the effectiveness of different education interventions (as well as similar reports by other organisations) in designing or choosing investments.

4.2 A full breakdown of investment and activities can be seen in Appendix A. We would like to make Committee members aware through this report, the range of activities, key investments, achievements to date and the work planned across our four priority areas.

4.3 Most OA activity is now in delivery, with targets for summer 2020/21. We have some evidence of early improvement:

- Compared to August 2017, some 6000 more Bradford children are in schools judged Good or Outstanding by Ofsted.
- All three of our pilot schools for our school improvement programme are now improving (as judged by Ofsted)
- Every school received funding to run extra-curricular activities. Funding was based on pupil numbers and free school meals eligibility. This reached 80,000 pupils
- Essential Life Skills funding also provided £150K of direct 'Youth Grants', giving young people funds to support their peers.
- We have completed first level trials of a screening tool for teachers, to identify children with autism earlier. Significant potential to improve efficiency and outcomes.
- We are awaiting outcomes from this year's £100k offer of tuition in English and maths to 300 Year 11 pupils across 5 schools.

4.4 Our Partnership Board are pleased by the progress made in the last academic year in moving programmes into delivery. All our programmes follow the best evidence of what works. :

- In total, 26 schools rated 'requires improvement' or inadequate (as of January 2018) receiving c£55k and support from the best head teachers, to improve standards. Every head teacher participating also gets 3 days training from Bradford's Research School, at Dixons, to help them plan and deliver.
- 31 primary schools receiving extra funding and Research School support to improve literacy
- 75 head teachers, new to role or new to Bradford, receiving coaching and mentoring
- 100 Bradford schools taking part in the Glasses in Classes trial, ensuring that pupils with eyesight problems get the glasses they need, by bringing ophthalmic services into schools; we expect to see significant improvements in reading and writing.
- All primary schools to receive advice and funding on engaging parents in children's learning.
- A further £100k to run a second round of tuition on english and maths.

## **5 PRIORITY 1 - STRENGTHENING SCHOOL LEADERSHIP AND THE QUALITY OF TEACHING**

### **5.1 Summary of work and committed investments**

#### **5.1.1 School to school support - £1.5m**

We have been delivering our system-led school support programme: at least £1.5m of improvement support will be offered to leaders of schools facing the greatest challenges. This is a programme of support to school leaders in 26 of Bradford's most challenging schools, from the best school and education system leaders across the district and West Yorkshire. This represents our largest package of investments, at c£1.5m. Schools were prioritised according to criteria weighted to academic under-performance and numbers of disadvantaged pupils in the school. Schools receiving support selected without reference to their maintained or academy status; solely on need. School and education system leaders are providing support drawn from the pool of accredited National Leaders of Education, as well as heads in Bradford with equivalent experience, who are not yet accredited; this as a way to boost system capacity. Schools are able to access up to £60k of support across four terms. To support planning and delivery, school and system leaders required to jointly attend training from our Research School, on the Education Endowment Foundation's guide to effective implementation. Plans must demonstrate clearly the expected inputs, outputs, outcomes and progress indicators, with termly reporting to the OA board.

5.1.1.1 We expect these investments to play the most significant part in achieving our OA plan target, to improve the Ofsted grade for half of the 50 schools judged RI/Inadequate at the point of publishing our plan. There are some 15,500 children in these 27 schools, with some 7000 considered disadvantaged. Progress – all schools have been matched with a partner system leader. 15 schools have had improvement plans signed off and now have activity under way. 7 plans are with the OA for quality assurance, and 4 schools are still developing their plans. We are currently receiving monitoring reports for Cohorts 1 and 2. Two of three pilot schools are understood to have improved in Ofsted inspections.

#### **5.1.2 Primary literacy support in the classroom - £600k**

We are investing £650k to support 31 primary schools where Key Stage 2 literacy is weak, based on this and/or recent years' attainment. The criteria used to identify schools are weighted to prioritise those underperforming schools with higher numbers of disadvantaged children (pupil premium and IDACI used). Support will average £17,500 per school. Schools have participated in an initial, independent, audit of need and current activities – this allowed the Opportunity Area to decide whether to invest in sustaining / expanding existing effective practice, where this can be demonstrated. Schools can purchase new support, including from local/regional partners using this funding. The approach has been designed by a 'task and finish' group of local education system leaders including Bradford's new English Hub. Schools will receive support from summer 2019. Schools have also received training on the Education Endowment Foundation's guidance reports for effective primary literacy, as well as a guide to effective implementation.

#### **5.1.3 Support for Bradford's teachers and leaders - £545k**

Bradford for Teaching (£420k) – promoting Bradford as a high-quality career destination for talented teachers and leaders to build a career. Provide strategic oversight of recruitment, retention and development of Bradford's teaching workforce. The contract

was awarded to Northern Lights TSA and activity is under way. Recent activity: Q1 report provided, good levels of engagement. Planning for Bradford Festival of Education 2020, ITT alumni network.

#### 5.1.4 DfE Funded National Professional Qualifications

50 senior or middle leaders from Bradford Schools to have started their National Professional Qualification leadership courses (central DfE funding). Achieved over 300 funded NPQ places, NPQs are confirmed funded for next academic year (2019/20)

#### 5.1.5 Mentoring and Masterclasses

50 senior or middle leaders are to receive mentoring support, with half a day of support per term. Masterclasses are to take place for senior and middle leaders - £125k + £50k extension. Activity on track – 50 heads provided with a mentor and masterclasses is under way, with regular sessions taking place. The Partnership Board has agreed to extend this activity to next year – discussion with providers is under way.

#### 5.1.6 KS4 Challenge – ‘Raising Achievement Programme’

The LA requested the Opportunity Area to reduce the level of failure among this year’s GCSE cohort – (£100k). Additional small-group tutoring in five schools for around 300 pupils took place including funded AQA exam guidance. The Partnership Board agreed funding for 19/20 – targeting will be informed by 2019 data.

#### 5.1.7 Strategic School Improvement Fund and Teaching and Leadership Innovation Fund (Central DfE funding) SSIF activity in 67 Bradford schools, across 6 programmes. TLIF activity in 41 schools. Only one project is still on going – the Bradford Birth to 19 KS1 and Oracy programme.

#### 5.1.8 Governance Support

A task and finish group has developed proposals for school governance, with a focus on:

- Support take-up of wider governor CPD offer
- Evidence Active Schools – supporting governors
- Renewed support for governor recruitment
- Funded training and delivery of External Reviews of Governance

#### 5.2 Additional investment of £500K to be spent on;

- Further school improvement
- Further primary literacy support

#### 5.2.1 Our working group for Priority 1 is led by Councillor Imran Khan, Deputy Leader and Portfolio Holder for Education

## **6 PRIORITY 2: PARENTS AND PLACE: LITERACY AND LEARNING**

### **6.1 Summary of work and committed investments**

The OA has invested £500k in three of Bradford's most disadvantaged areas, through a programme to engage and build the skills and confidence of parents, to support their children's learning. The areas are Keighley Central and West; Tong, Bowling and Barkerend; Eccleshill and Idle. Each area has:

- At least 3 primary schools in the bottom 30 performing KS2 schools for literacy attainment
- Above the Bradford average for pupil premium eligibility. Across the three areas, 42% of pupils are eligible for the pupil premium, compared to the national average of 23%.
- Average literacy attainment in schools at KS2 below the 2017 national average.

6.2 The projects will focus on some 500 parents (total) of children identified by primary schools as at risk of or underperforming in literacy. The projects are designed to engage parents in the community, with the aim of building or renewing their engagement with schools; they are not primarily school-based interventions (although schools are at the heart of the delivery groups and some activities may take place in schools).

6.3 The projects include the recruitment and use of 'parent champions'; from the same community and able to engage parents who lack the confidence or skills to support their children's learning, and to model effective parenting. In total approx.100 parent champions will be created through the three projects.

6.4 Ultimately, the projects are intended to increase Key Stage 2 attainment for the children of parents participating – these attainment figures will be the key outcome measures.

6.5 The projects are also being evaluated with the support of our partners at the Centre for Applied Education Research (see priority 4) and through the OA National Evaluation. The focus of the evaluation by CAER will be on the effectiveness of the intervention in bringing disengaged parents into/back into schools.

6.6 We are also supporting work across Bradford's primary schools, to establish a baseline (through a survey which can be seen in Appendix B) of parental engagement and engagement activity undertaken by schools. Since September 2019 the OA has commissioned Exceed Academies Trust to work across the districts primary schools to promote the take up of effective practice in engaging parents, based on guidance from the Education Endowment Foundation and the sharing of 'best practice' locally.

6.7 Committee members should note that the locality work supporting parents are relatively small scale investments, aimed as much at trialling ways of working. They will not reach every parent in these areas so we need to be cautious in how we present and promote the projects, to avoid unduly raising expectations.

6.8 Our working group for Priority 2 is led by the Programme Director until a new board member is appointed in October 2019.

## **7 PRIORITY 3: IMPROVING ACCESS TO REWARDING CAREERS**

Please note that our Priority 3 working group also has oversight of the work of the Essential Life Skills (ELS) Fund.

### **7.1 Summary of work and committed investments**

**7.1.1** The Essential Life Skills Fund was available to the end of the 2018/19 academic year. A national evaluation of the ELS investments in Opportunity Areas is being conducted by Ecorys and is expected to be published in November 2019. From a total budget of £5.6m we have funded the following in Bradford:

- Over £4.6m has been issued in grants to schools and colleges across the district, to run or buy-in extra-curricular activities that build ‘Essential Life Skills’. Over 700 activities have been delivered for children and young people aged 5-18, across the district. This funding has enabled every one of Bradford’s 207 schools to deliver or procure activities for their pupils with projects ranging from public speaking, to education psychologist-led training on resilience, to sports, to outdoor education.
- £100,000 has been invested in the ‘Raising Achievement Programme’. For details please see section 5.1, “KS4 Challenge – ‘Raising Achievement Programme’”.
- £115,000 supplementing the ELS offer to and supporting access by pupils in Bradford’s PRUs and Special Schools, noting the greater barriers to participation for those pupils, and the potentially greater impact.
- £50,000 for summer 2019 activities for young carers. Evidence indicates that young carers are less likely to attend extra-curricular activities but benefit significantly when they do. Around 500 fully funded activities, delivered by Carers Resource where designed to better enable young carers to attend.
- £230,000 providing start-up funding for new ‘STEM Aspiration centres’ – university and employer backed programmes to encourage and support young people in disadvantaged localities into higher level STEM-related learning and work. The short term OA funding will lever at least three and hopefully up to five years of commitment from local partners. The centres will support 300 young people per annum in years 9 – 13 in 3 deprived localities within the Opportunity Area, and include parental engagement and careers awareness activities.
- Supporting Bradford’s Literature Festival in their 2019 activities by grant funding a further £90,000. This funding enabled engagement of a further 14,558 (including children and parents). Our funding supported the Festival in engaging disadvantaged families - 29% of surveyed attendees reporting an annual household income of under £20,000 and 65% under £40,000. 69% said the City Park Family Fun Days made them/their child want to engage more in reading. The full report is included in Appendix C.
- £50,000 to fund 25 internships for disadvantaged young people over summer 2019. We funded a similar, successful programme for 11 interns in summer 2018 that we built upon this year. Interns were with a variety of companies such as PwC and all were paid the National Living Wage.
- A £280,000 investment in youth engagement through Bradford Youth Service. This includes a Young Ambassador and Young Inspectors programme. The latter were commissioned to evaluate and monitor the ELS extra-curricular activities organised

by schools by using ‘young inspectors’ to speak to young people and find out whether activities are having the desired impact. The ‘inspectors’ visited 100 schools and interviewed 687 students.

- 7.1.2 In addition to the Young Ambassadors programme, we are engaging young people in social action and improving their city. To this end, we have held two ‘listening days’ at Beckfoot School to bring young people’s ideas and demands to Bradford’s leaders. Following the success of the listening days we will invest a further £140k into Youth Empowerment activity across the 5 constituency areas of Bradford, working in partnership with Bradford Youth Service. This activity aims to better embed youth voice in strategic level decision making in Bradford. The successful provider commissioned to deliver this work until the end of July 2020 is Citizens UK.
- 7.1.3 The Opportunity Area is investing £180k in a Primary Careers programme, delivered in partnership with Education and Employers and Bradford Pathways. Primary Careers aims to tackle the early development of gender and cultural career stereotypes. The first event was held last academic year and a further 4 will be held in 2019/20 to help primary school leaders in each constituency to develop relationships with local employers. In addition, 80 primary schools in Bradford’s most deprived wards are eligible for funded consultancy support from Education and Employers to develop and embed careers awareness within their curricula. Funding is available to eligible schools to deliver events to raise career aspirations and awareness amongst children and parents.
- 7.1.4 Up to £2,500 per school is available to all secondary schools and colleges in Bradford to take the Quality in Careers Standard, including accessing consultancy support from providers. The Standard supports schools in achieving the Gatsby Benchmarks of best practice in careers education. Though only a small investment, since launch in January 2019 there has been an almost 4 fold increase in schools taking the award in Bradford. 11 schools and colleges in Bradford have so far been awarded funding.
- 7.1.5 In partnership with the Careers and Enterprise Company (CEC), fully funded Careers Leader training is available to every school and college in Bradford. A recent survey by the CEC indicated a link between Careers Leader training and the quality of careers advice and guidance in their school, along with greater attainment of the Gatsby Benchmarks. To date, 12 Bradford Careers Leaders have been trained, though this is projected to increase significantly during the autumn term.
- 7.1.6 The Careers and Enterprise Company’s work to link schools and employers, along with an Opportunity Area funded ‘Virtual Wallet’ has supported Bradford schools to deliver over 124,000 ‘meaningful encounters’ with employers for young people aged 13-18 since the start of the Opportunity Area. This builds on and complements the work of Bradford’s Xperience team and the Industrial Centres of Excellence programme. The CEC’s summer term dashboard report for Bradford is in appendix E.
- 7.1.7 Nearly 1400 young people took part in activities and social action through the National Citizens Service (NCS) during the 2018/19 academic year. NCS continue to work with the Opportunity Area to attract more young people from disadvantaged backgrounds.

- 7.1.8 Together with key partners we continue to work towards developing a similar, more accessible careers education, information, advice and guidance landscape for employers and schools in Bradford through a ‘collaboration group’. These partners include; the Industrial Centres of Excellence, Bradford Pathways, the Careers and Enterprise Company, West Yorkshire Combined Authority and PwC.

## 8 PRIORITY 4: REMOVING HEALTH BARRIERS TO LEARNING

### 8.1 Summary of work and committed investments

- 8.1.1 ‘Born in Bradford’ is Europe’s largest longitudinal cohort study. Now in its 10th year, it is producing a rapidly growing body of evidence on how children’s experiences in health, education and social care interact and affect their longer term outcomes. This evidence is now enabling radical improvements in early identification of conditions that limit learning, ranging from autism, to poor eyesight, to early motor functions. This is just one example of a recent project.
- 8.1.2 Our core – and largest single OA – investment is a grant of £1m to create a new Centre for Applied Education Research and (through CAER) deliver new evidence on how children’s poor physical and cognitive development manifests and can be identified in the classroom, and how teachers and other professionals can respond more effectively to those issues. The first round of research activity through CAER, which we are either directly funding or supporting, includes:
- Glasses in Classes – to take place in 100 Bradford primary schools. Expected impact – improved literacy attainment among children who receive glasses (compared to control group). Better co-ordination and links across optical healthcare and education services.
  - Handwriting and gross motor skills – to involve around 350 pupils in Bradford. This work focuses on the link between a child’s interceptive ability and their development of important gross motor skills. In turn, assessing impact of poor motor skills on likelihood of obesity and wider attainment (especially in Maths)
  - Earlier identification of autism – using Born in Bradford linked educational and healthcare data to diagnose autism earlier and more effectively. This will allow for better provision of support for diagnosed children and reduce burden on school resource.
  - Language Exposure – introduction of a more robust and consistent assessment of speech and language delay for bilingual children, which is a significant issue in Bradford. This group of children can be hard for teachers to help, because children of EAL status can present similar symptoms in the classroom, from a wide range of physical, cognitive and environmental challenges. Working with around 5 schools in Bradford to assess efficacy of the method.
  - Oral health – new project that works with Bradford schools to better understand the impact of poor oral health on school attendance and if children with special educational needs i.e. autism has a bigger negative impact on oral health and ultimately attendance rates
  - Fundamental Movement Skills (FMS) group of motor skills which are important for participation in physical activity. Research has found that FMS have an impact upon health (both physical and mental) as well as academic performance.

We are keen to be ambitious and seize the opportunity offered by our investment in CAER and we are working with Born in Bradford and Education Endowment Foundation on proposals to create a ‘city of research’. This will include schools being ‘evidence active\*’ by agreeing to share pupil and outcomes data (anonymised through the CAER) to provide more robust control data for existing research trials; becoming an active participant in research trials, including trialling new tools developed through the research or even hosting researchers such as PHD students into schools. The benefits of this would include; being part of a world class research project, developing co-design approaches to system transformation for health and social care, improving outcomes for pupils.

\*‘Evidence Active Schools’ is a programme to give every school in Bradford support and advice to take full advantage of the learning from Born in Bradford and CAER, as well as adopting the principles and practices set out by the Education Endowment Foundation’s guide to effective implementation.

- 8.1.3 Our working group for Priority 4 is led by Prof. Mark Mon Williams, University of Leeds.

## **9 INVESTMENTS AND PROCUREMENT**

- 9.1 The OA Programme has made a number of significant investments over the past 2 years which have been endorsed by the OA Partnership Board. Many of these investments have been substantial, in excess of £250k and affect more than 1 ward in Bradford. As such these have been key decisions. We have worked with colleagues in Corporate Resources to schedule, plan and administer these procurement processes. The OA Programme has made a significant number of investments (see Appendix A)

## **10 IMPROVING OUR UNDERSTANDING OF SOCIAL MOBILITY**

- 10.1.1 As you will be aware, the House of Commons Library holds constituency level versions of the Social Mobility Index 2016 (See Appendix D).

- 10.1.2 In a district as large and diverse as Bradford a constituency level view can be more helpful in identifying specific social mobility concerns, as well as a useful comparison to performance in other constituencies. The index may also be helpful in engaging and mobilising people and partners to take action on key issues.

- 10.1.3 However, the data within the Index is now several years old and, in our view, could be improved further by including indicators on additional themes known to impact on or boost social mobility. The Opportunity Area team is developing an updated constituency level social mobility dashboard, which will include additional indicators covering health and crime. We will also ensure that all data used is and will be accessible locally, so that the dashboard can be kept up to date. If the Committee is keen, we would like to bring this new dashboard back to you for discussion at a later meeting.

## **11 LINKS BETWEEN THE OPPORTUNITY AREA AND THE INTEGRATION AREA WORK**

- 11.1 The OA programme and the Integration Area Programme are linking where there is

common cause particularly in relation to exploring feasible programmes for families with English as an Additional Language, to build parents and carers ability to support children's literacy and oracy in the home learning environment and linking the work of the young ambassadors to understand the collective 'youth voice'.

11.2 The Integration Area is represented on our working group for our priority 2 work, particularly in Keighley where we know the Integration Area is keen to bring together families of different backgrounds. The Opportunity Area is a member of the Integration Area Partnership Board.

11.3 Further partnership work is developing through the modelling work of smarter place based planning and delivery of services (starting with Holme Wood) with the OA taking a lead on joining up the right people and services to mobilise an effective place based working approach including the IA, Born in Bradford analytics.

## **12 YOUNG PEOPLE'S INVOLVEMENT**

12.1 Young people are at the heart of our delivery plan, not only because Bradford is the youngest city in the UK with 24% of the population under the age of 16 but because we are committed to empowering young people to influence and lead its delivery, as well as evaluating and holding us to account on the impact of our work.

12.2 Bradford Youth Service has been commissioned since April 2018 to support the engagement of young people within the programme and are involved in the following aspects of our work:

- The Young Ambassadors group is the mechanism for young people from across the District to have their say and advocate on behalf of young people on education and social mobility.
- To date the Youth Service have recruited 35 Young Ambassadors. These Ambassadors are supported by youth workers and 10 appointed apprentice youth workers (funded through the OA programme). Their work has been to reach out to a wider group of young people in each of the areas through Area Youth Summits.
- Young Inspectors have interviewed up to 1500 young people on their experience of school commissioned Essential Life Skills extra-curricular activity to ensure young people were involved in the evaluation of this £4.6m investment.

12.3 In both cases, young people are being recruited from existing locality based youth provisions, including those provided by the voluntary, community and faith providers ensuring representation from each constituency area.

12.4 Recruited young people are given training that supports their development and ability to undertake meaningful inspections including programme criteria and monitoring.

12.5 In order to build on the 'engagement' work done through the Youth Service we have held 2 'listening day' events and invested a further £140,000 in 'empowerment' of young people in Bradford.

12.6 Citizens UK have been commissioned to deliver our 'Youth Empowerment' programme, which will convene 'Youth Panels' in each constituency. These will be made up of Young Ambassadors and others, and will identify local barriers to social mobility, engage relevant decision makers in influential positions in Bradford and

achieve positive change. Each ‘Youth Panel’ will be supported by Citizens UK and each has a £10,000 budget to help them achieve their aims.

## **13 OTHER CONSIDERATIONS**

13.1 None.

## **14 FINANCIAL & RESOURCE APPRAISAL**

14.1 The Opportunity Area investment has totalled £12m (from 2017 – 2020) through a grant from the Department for Education. This included in excess of £6m for the main Opportunity Area grant (with an extra £500K committed in summer 2019), in excess of £5.5m for Essential Life skills funding with the remainder made up of support from national partners and prioritised funding for other government initiatives. This investment has been across the entire Education sector in Bradford and not all of the funding has passed through the Council, with grants awarded directly to schools for some activities and programmes.

14.2 Investments that have been made can be seen in Appendix A. It is currently expected that all Opportunity Area related expenditure will be met from the grant available and there has been no call on Council's funding.

14.3 Specific initiatives such as the school to school support programme are being reported in line with Council procedures.

## **15 RISK MANAGEMENT AND GOVERNANCE ISSUES**

15.1 None.

## **16 LEGAL APPRAISAL**

16.1 Section 31 of the Local Government Act 2003 provides that a Minister of the Crown may pay a grant to a local authority in England towards expenditure incurred or to be incurred by it. The amount of a grant under this section and the manner of its payment are determined by the Minister but may include conditions such as provision as to the use of the grant and provision as to circumstances in which the whole or part of the grant must be repaid. In the case of a grant to a local authority in England, the powers under this section are exercisable with the consent of the Treasury.

16.2 Section 31 is a wide-ranging power to enable any minister to make a grant for any purpose, capital or revenue, to any local authority. The power is designed to allow authorities more flexibility in the use of such resources.

16.3 The Council can spend this grant to promote activity in the Opportunity Area that will improve the social mobility outcomes of children and young people. It can choose how to spend the money in order to best meet local need, however it is expected that all decisions on spending will be informed by the actions and commitments made in the local OA delivery plan.

16.4 Any procurement activity must be undertaken in accordance with Council's Contract Standing Orders and in line with internal governance requirements.

16.5 The Local Authority must also have regard to its public sector equality duties under section 149 of the Equality Act 2010 when exercising its functions and making any decisions. A local authority must carry out an Equalities Impact Assessment to enable intelligent consideration of any equality and diversity implications when commissioning services

16.6 The Public Services (Social Value) Act requires people who commission public services to think about how they can also secure wider social, economic and environmental benefits. The Act applies to the pre - procurement stage of contracts for services. Commissioners should consider social value before the procurement starts because this can inform the whole shape of the procurement approach and the design of the services required.

## **17 OTHER IMPLICATIONS**

17.1 Not applicable as this report is for information only.

## **18 EQUALITY & DIVERSITY**

18.1 Not applicable as this report is for information only.

## **19 SUSTAINABILITY IMPLICATIONS**

19.1 Not applicable as this report is for information only.

## **20 GREENHOUSE GAS EMISSIONS IMPACTS**

20.1 Not applicable as this report is for information only.

## **21 COMMUNITY SAFETY IMPLICATIONS**

21.1 Not applicable as this report is for information only.

## **22 HUMAN RIGHTS ACT**

22.1 Not applicable as this report is for information only.

## **23 TRADE UNION**

23.1 Not applicable as this report is for information only.

## **24 WARD IMPLICATIONS**

24.1 All wards affected.

## **25 IMPLICATIONS FOR CORPORATE PARENTING**

25.1 Not applicable as this report is for information only.

## **26 ISSUES ARISING FROM PRIVACY IMPACT ASSESSMENT**

26.1 There may be a need for partner agencies to share data however this would only be with the express permission of the service user in the full knowledge of why and what it would be used for. General Data Protection Regulation (GDPR) principles relating to any individuals data and rights under the Data Protection Act 2018 will be respected

## **27 NOT FOR PUBLICATION DOCUMENTS**

27.1 None

## **28 OPTIONS**

28.1 There are no options as the programme of delivery is underway and being overseen by the Opportunity Area Partnership Board.

## **29 RECOMMENDATIONS**

29.1 It is recommended that the programme progress be noted for information and the use of the Social Mobility Dashboard be endorsed to support the work of Area Committees.

## **30 APPENDICES**

- 30.1 Appendix A – Investment Overview
- 30.2 Appendix B – School Parental Engagement survey
- 30.3 Appendix C – Bradford Literature Festival Report
- 30.4 Appendix D – Social Mobility Index
- 30.5 Appendix E – CEC Dashboard
- 30.6 Appendix F – OA summary dashboard

## **31 BACKGROUND DOCUMENTS**

- 31.1 Bradford Opportunity Area Delivery Plan  
(<https://www.gov.uk/government/publications/social-mobility-and-opportunity-areas>)



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## **Appendix A – Opportunity Area Programme – Investment Overview**

**Core funding:** £6.25m in total funding through BOA programme:

**Priority One:** Supporting school improvement - **£3.6m**

- **£1.8m** on school improvement programmes, working directly with schools
- **£1m** on primary literacy support, including support direct to schools, the Bradford Literature Festival and school phonics resources
- **£450k** on Bradford for Teaching programme, promoting Bradford as a place to teach and build a career in education.
- **£200k** on Raising Achievement Programme (support at KS4 in Eng & Maths)
- **£175k** on coaching, mentoring and masterclasses for new and aspiring headteachers
- **£50k** to supporting school governance
- **£25k** to review secondary school admissions across Bradford district

**Priority Two:** Supporting parents and the home learning environment - **£700k**

- **£500k** on local community projects in Holme Wood, Ravenscliffe and Keighley – supporting parent champions to promote reading and literacy in disadvantaged areas
- **£200k** to support schools to work more effectively with their communities

**Priority Three:** Improving access to reward careers, and raising aspiration - **£465k**

- **£190k** in supporting youth social action in Bradford, including internships
- **£185k** to support primary schools to raise aspiration among pupils
- **£80k** to support effective careers guidance in Bradford secondaries

**Priority Four:** Using evidence to remove barriers to learning - **£1.05m**

- **£930k** to establish the Bradford Centre for Applied Educational Research – bringing together universities, the NHS and educational partners to use health interventions to support schools. This includes the Glasses in Classes and autism projects, as well as other Action Research activity.
- **£125k** to run Evidence Active Schools campaign – ensuring that schools put evidence and research at heart of their decision making

**Administrative costs:**

- **£430k** on salary and resourcing costs to run programme
- **£10k** set aside to support ongoing structural support for social mobility action in Bradford beyond life of BOA programme.

**Essential Life Skills funding** – £5m of funding to support extra-curricular activity, with funding allocated directly to schools. Funding offered for academic years 2017/18 and 2018/19 only, and is now closed.

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# Bradford Opportunity Area

## Parental Engagement Survey

10<sup>th</sup> July 2019

UNRESTRICTED

Paul Butler, Exceed Academies Trust



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## Context

Following a competitive process, Bradford Opportunity Area commissioned Exceed School Improvement, via its Teaching Schools, in May 2019 to develop a parental engagement survey to help identify strengths and areas of school provision that might benefit from further investment in Bradford's primary and nursery schools.

In developing the survey, Exceed School Improvement developed an approach that they hoped would be useful to both individual schools and all Bradford primary and nursery schools collectively in reflecting on current local parental engagement practice.

In preparing this survey, Exceed School Improvement considered the EEF's '*Working with parents to support children's learning*' 2019 guidance report. The report summarises research and evidence-based practice. A copy of the report is available here:

<https://educationendowmentfoundation.org.uk/news/new-guidance-for-schools-on-engaging-parents/>.

Please be aware that the EEF acknowledge that there is not enough good evidence about what practice best improves parental engagement. The content of the survey was not intended to highlight what schools should be doing, rather to help them to self-evaluate and consider if there are ways to enhance what the schools is currently doing. Each school has a unique context and needs.

The survey, see annex 1, consisted of 7 administrative questions (e.g. Headteacher's name) and 17 main questions, most of which were multiple choice, spread over 6 sections. There was also an opportunity to elaborate on the answers provided at the end of the first four sections if schools wished to do so.

The five main sections of the survey were:

- **Section 1:** Preparing for effective parental engagement
- **Section 2:** Supporting parents to have high academic expectations for their child
- **Section 3:** Developing and maintaining effective communication about school activities and school work
- **Section 4:** Offering more sustained and intensive support where needed
- **Section 5:** Bradford Education Covenant
- **Section 6:** Next steps

Exceed School Improvement envisaged the survey would take 15-20 minutes to complete through discussions between the Headteacher and relevant staff. A link to the online survey (Microsoft Forms), an offline version of this survey and supporting resources were provided and copies can be downloaded from <https://exceedacademiestrust.co.uk/pes/>.

When the survey refers to parental engagement, this is in relation to their engagement in children's learning and the wider life of school.

In completing this survey, schools were asked to consider and apply a 'best-fit' approach to the questions. The majority of the questions were based on the following five-point scale:

- **Not yet undertaken:** My school has not yet developed this aspect of our provision.
- **Beginning:** My school has taken its first steps in developing this aspect of our first provision.

- **Developing:** My school has invested time and/or resources to this aspect of our provision but we've not yet seen the full impact this.
- **Embedded:** My school has invested time and/or resources to this aspect of our provision we've seen a positive impact on levels of parental engagement.
- **Exemplary:** My school has had significant impact in engaging parents through this aspect of our provision and we could/do share our practice with other schools

The deadline for the submission of the survey was 17:00 on Monday 8th July 2019. Support was available to schools from a local headteacher commissioned to help schools to undertake this survey.

This report summarises the findings of the survey by section based on the 128 returns.

Where schools are ranked based on their unmoderated self-evaluation, the methodology is to consistently apply a weighting to the response provided by the school. For example, a 'Not yet developed' response is allocated a weighting of 0, whilst an 'Exemplary' response is allocated a weighting of 5. The overall rank is based on the average score for each section.

In addition, an interactive online map was also created using the data provided through the survey. This will help the Opportunity Area to consider hot- and cold-spots of parental engagement activity and future investment.

## Acknowledgements

Exceed School Improvement would like to thank colleagues in the Bradford schools that contributed to this survey and the Headteachers and Mentor that supported their peers during the self-evaluation process of completing the survey. Thanks are also extended to the Bradford Opportunity Area team, Parental Engagement Task Finish Group, Bradford Council and the EEF for developing the guidance report that informs this survey.

## About Exceed School Improvement

Exceed School Improvement incorporates Exceed Teaching Schools ([www.exceedteachingschools.co.uk](http://www.exceedteachingschools.co.uk)) and represents the school improvement capacity of Exceed Academies Trust ([www.exceedacademiestrust.co.uk](http://www.exceedacademiestrust.co.uk)). The Teaching Schools and their Alliance of partner schools and Trusts provide school improvement capacity locally, regionally and nationally.

Exceed School Improvement is committed to utilising the resources available – including teachers' and leaders' skills, expertise, and practice – to the benefit of all schools in the Trust as well as across the Lancashire and West Yorkshire region. Through bespoke tailored support, Exceed Teaching Schools' Alliance facilitates a range of quality assured school improvement opportunities "for schools by schools" including: school to school support to address identified priorities including via the deployment of Exceed Teaching Schools' Specialist Leaders of Education (SLE) and Local Leaders of Education (LLE); research and evidence-based practice; leadership development programmes; collaborative professional learning networks; and school-centered initial teacher training (ITT) via Exceed SCITT ([www.teachertrainingbradford.com](http://www.teachertrainingbradford.com)).

Exceed Teaching Schools are led by Copthorne Primary School and Horton Grange Primary School, Bradford. As a hub for system leaders, the Alliance of partners are contributing to shaping the local and national school improvement strategy.

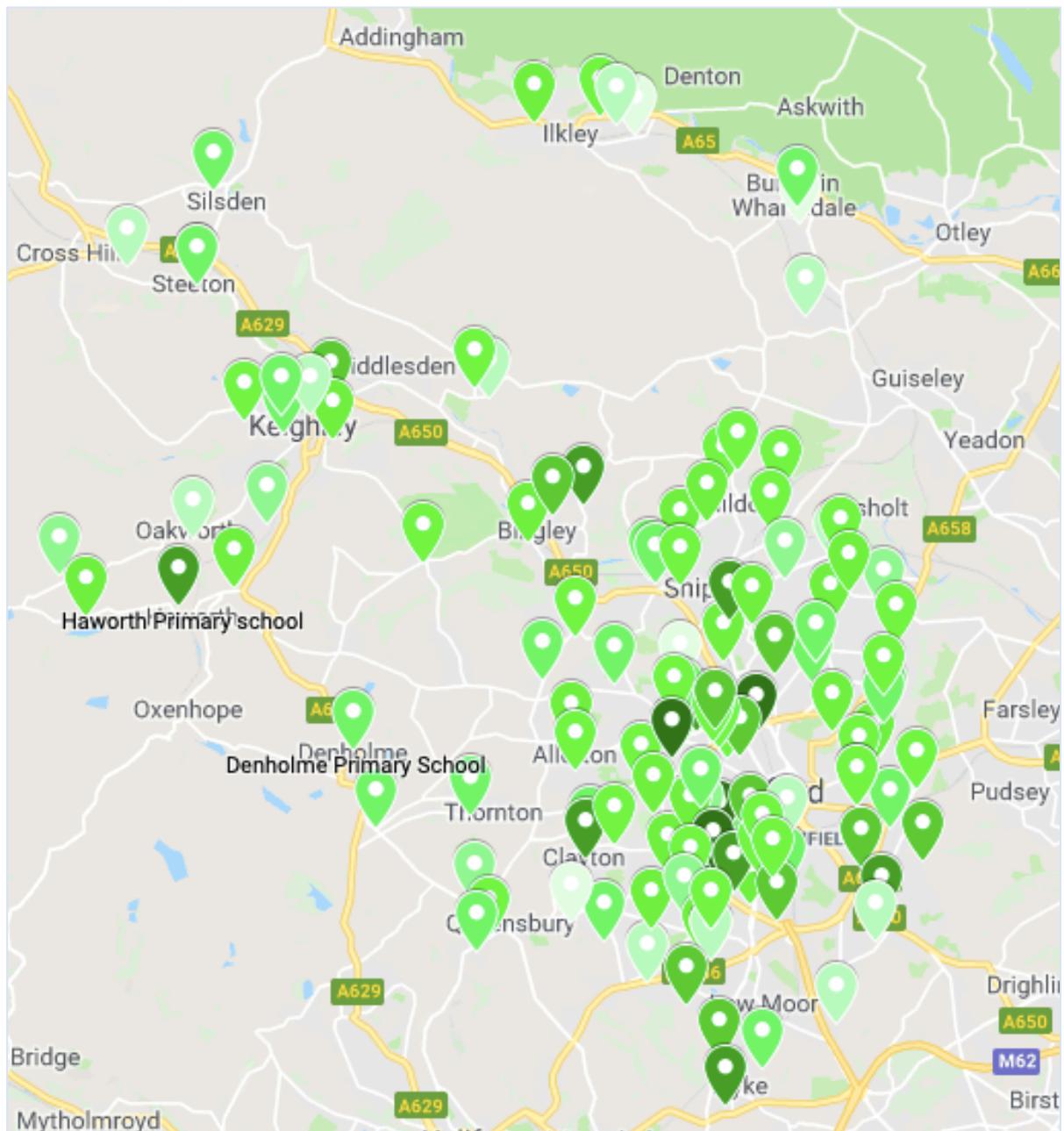
Together #WeExceed.

## Interactive map of the parental engagement survey results

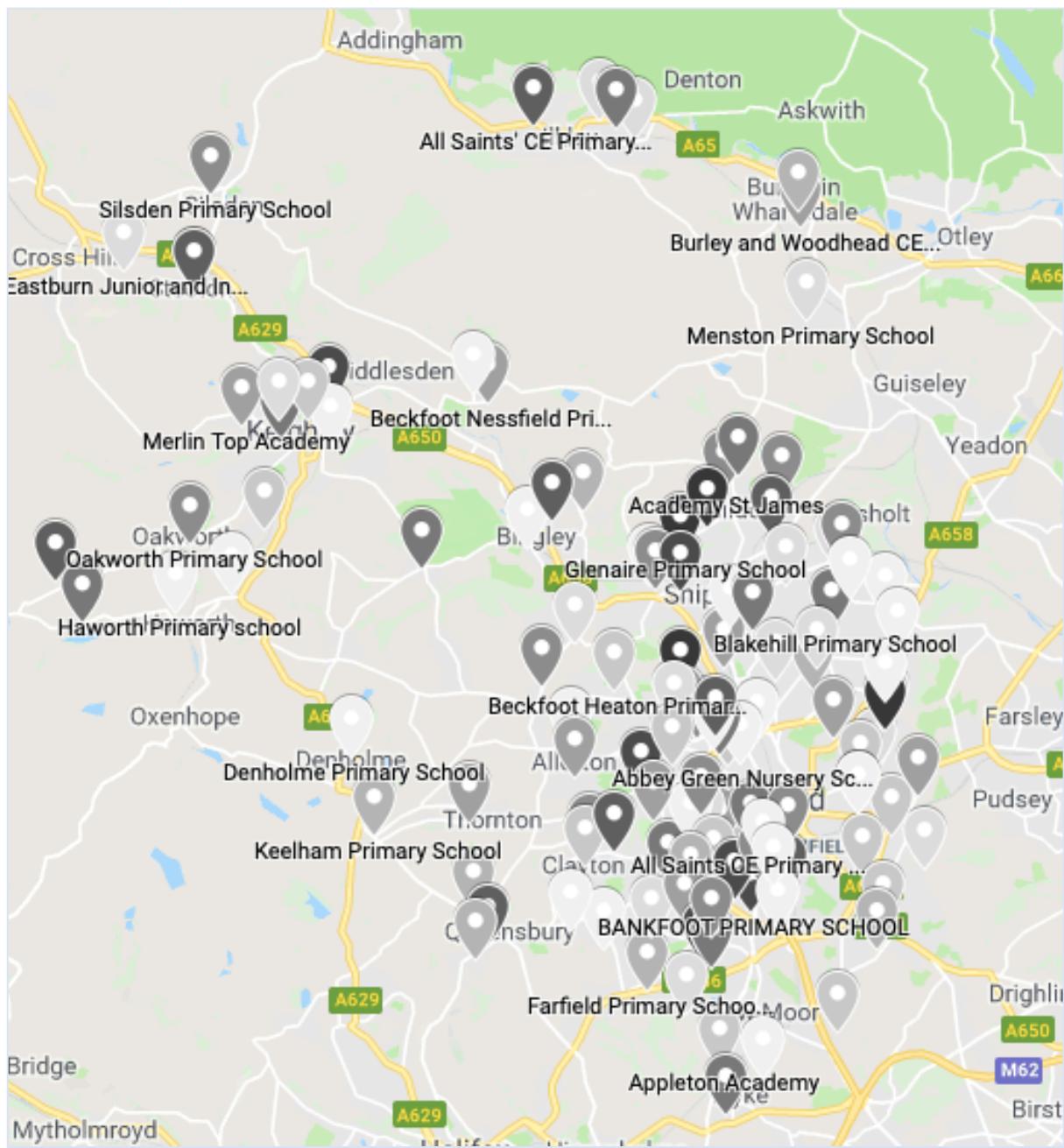
The average scores for each school by section of the survey have been mapped to provide an interactive tool to explore further trends and patterns in the geographical distribution of parental engagement self-evaluation scores. The lighter the tone of the data within each layer of the mapped data, the lower the average score. The darker the tone, the higher the average score.

An overview of each map layer, based on the first five sections of the survey, are provided below:

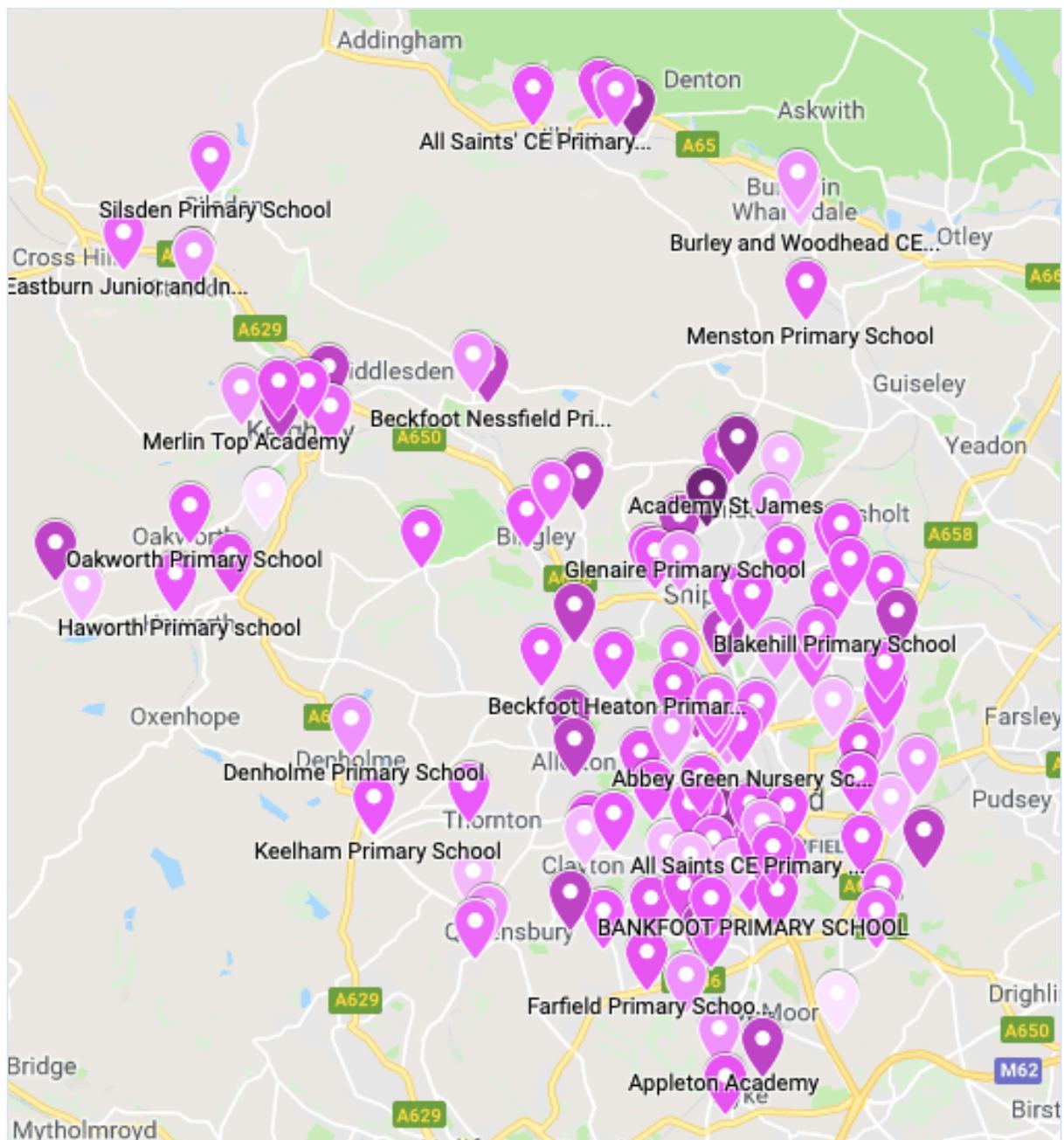
## Preparing for effective parental engagement



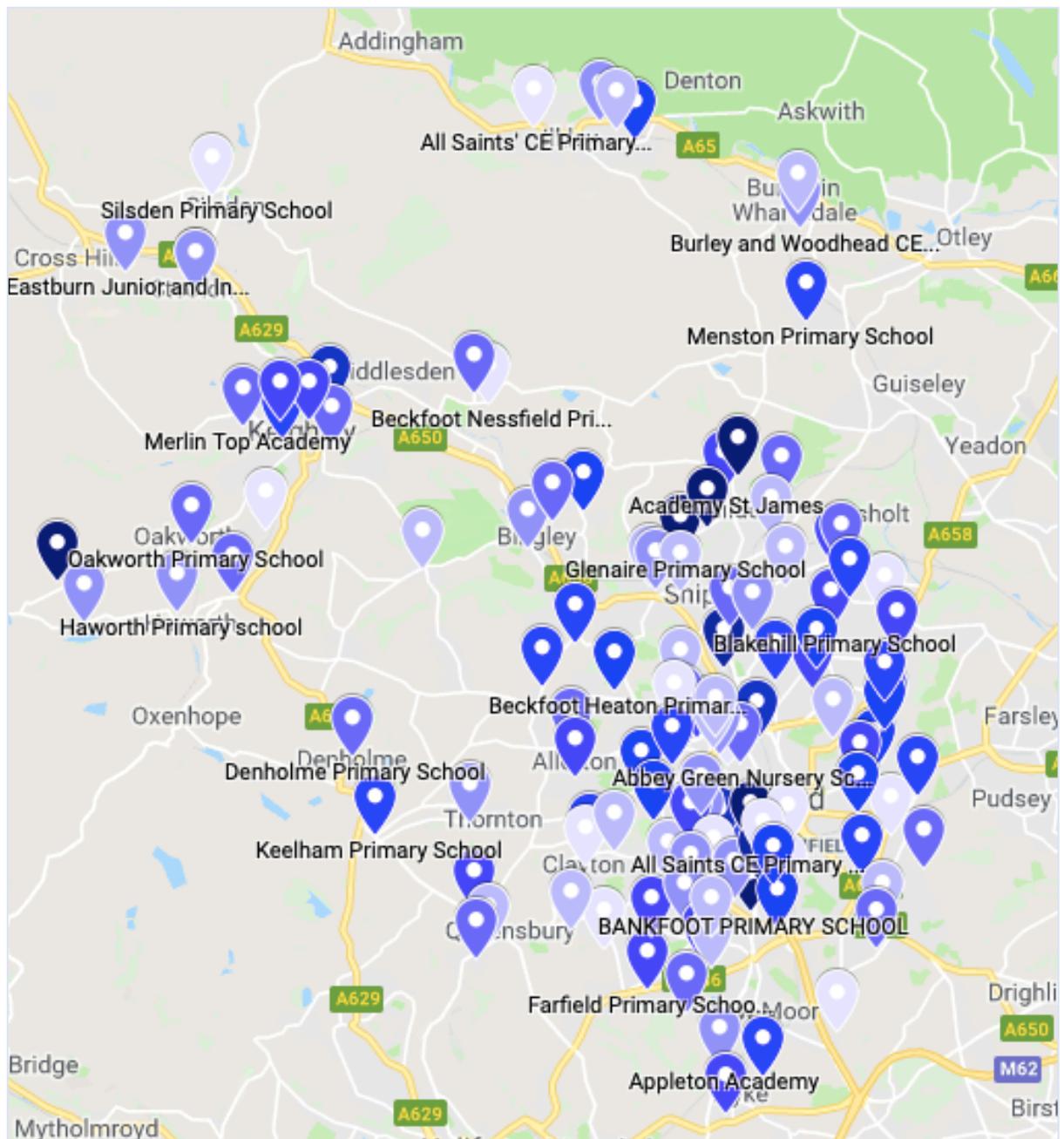
**Supporting parents to have high academic expectations for their child**



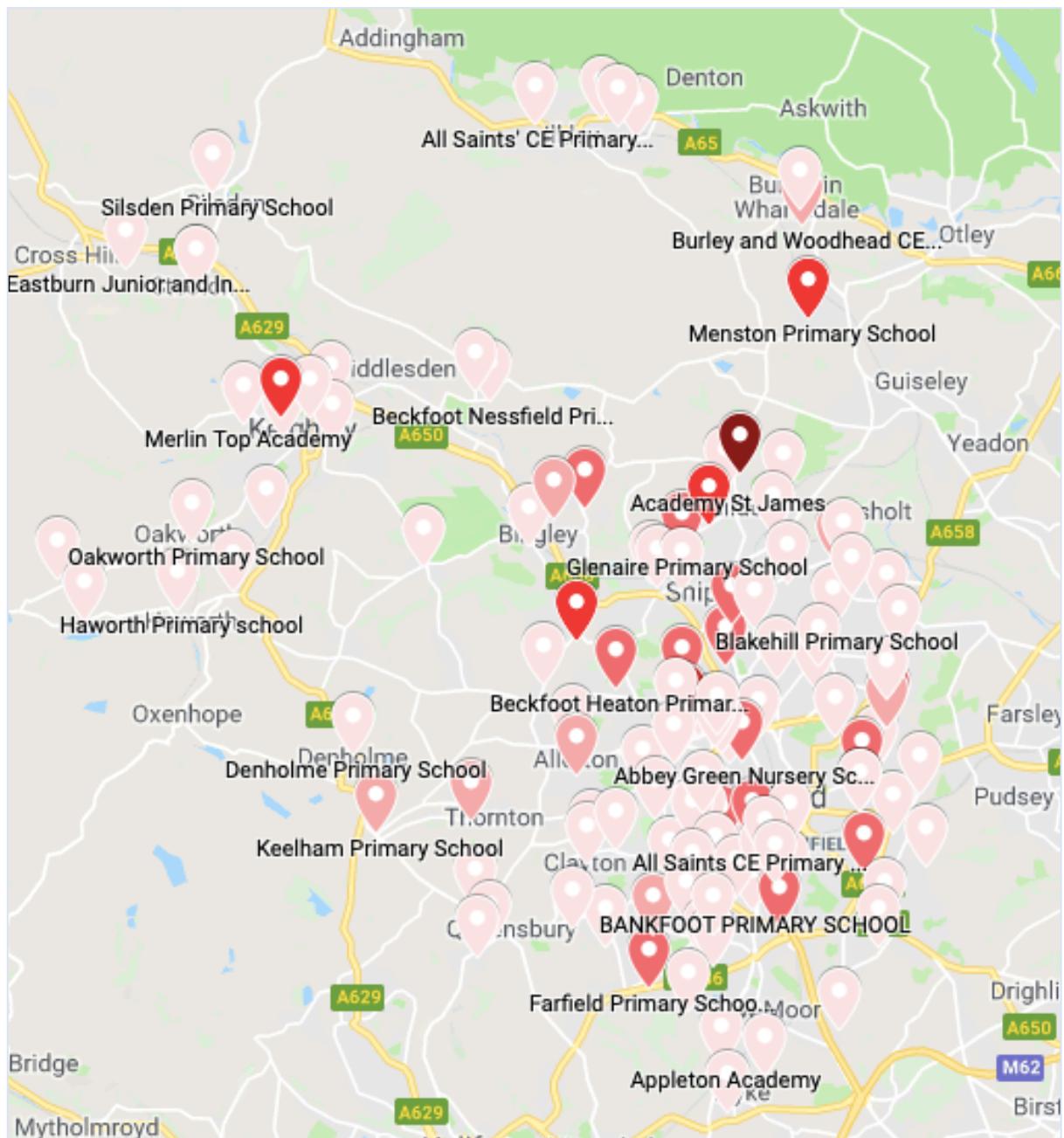
**Developing and maintaining effective communication about school activities and school work**



**Offering more and sustained intensive support where needed**



## Bradford Education Covenant



## Section 1: Preparing for effective parental engagement

This section covered questions 8 to 11.

"Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups but it can be challenging for schools to influence this effectively. The evidence for what schools can do to effectively engage parents in a way that improves children's learning outcomes is limited, particularly for older children. Therefore, schools should be optimistic about the potential of parental engagement, but cautious about the best approaches — reviewing and monitoring their activities to check that they are having their intended impacts."

*EEF 'Working with Parents to Support Children's Learning (2019)*

8. How would you self-evaluate your school's planning and preparation for developing parental engagement in childrens' learning and the wider life of school?

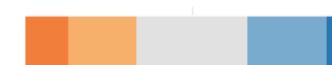
[More Details](#)

■ Not yet undertaken ■ Beginning ■ Developing ■ Embedded ■ Exemplary

My school has audited our current practice to assess what is working well or what is not



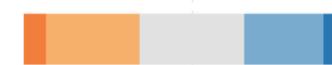
My school has developed a clear plan for engaging parents



My school regularly listens to all parents to find out what they would find useful



My school actively seeks the views of less-involved parents to find out what they would find useful



My school has stopped activities that don't have clear benefits for engaging parents



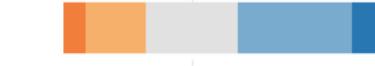
My school has parental engagement activities that directly support children's learning



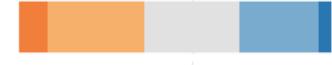
My school has targeted parental engagement activities to improve, for example, attendance,....



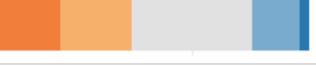
My school has a range of partners we work with to engage with parents



My school has explored best practice from other schools to inform our parental engagement activity



My school has considered research to inform our parental engagement activity



100%                          0%                          100%

## 9. How have you developed capacity to support parental engagement?

[More Details](#)

■ Not yet undertaken ■ Beginning ■ Developing ■ Embedded ■ Exemplary

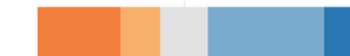
My school considers parental engagement as a key part of our approach to school improvement and ha...



My school has identified and defined roles and remits for staff to support parental engagement, including...



My school has a senior leader responsible for parental engagement



Parental engagement has a positive impact on pupil outcomes at my school



My school has systems in place to measure the impact of parental engagement



My school provides professional development for support staff, teachers and leaders on how to...



100% 0% 100%

		Q8				Q9			
		My school actively seeks the views of less-involved parents to find out what they would find useful		My school has targeted parental engagement activities to improve, for example, attendance, safeguarding and building trust between school and home		My school has explored best practice from other schools to inform our parental engagement activity		My school has identified and defined roles and remits for staff to support a key part of our approach to parental engagement	
		My school regularly listens to all parents to find out what they would find useful		My school has parental engagement activities that directly benefit or engage parents		My school has a range of partners we work with to engage with parents		My school has a senior leader including support staff, responsible teachers and leaders for parental engagement activity	
Section 1		My school has audited our current practice to assess what is working well or what is not	28	18	2	9	5	4	9
n Not yet undertaken		24	28	17	39	18	14	25	40
n Beginning		46	45	48	43	29	44	38	39
n Developing		27	32	48	32	51	46	53	46
n Embedded		3	5	13	5	9	19	17	10
n Exemplary									
% Not yet undertaken		21.9	14.1	1.6	7.0	16.4	3.9	3.1	9.4
% Beginning		18.8	21.9	13.3	30.5	14.1	10.9	12.5	21.1
% Developing		35.9	35.2	33.6	22.7	34.4	29.7	30.5	25.8
% Embedded		21.1	25.0	37.5	25.0	39.8	35.9	41.4	25.0
% Exemplary		2.3	3.9	10.2	3.9	7.0	14.8	13.3	7.8

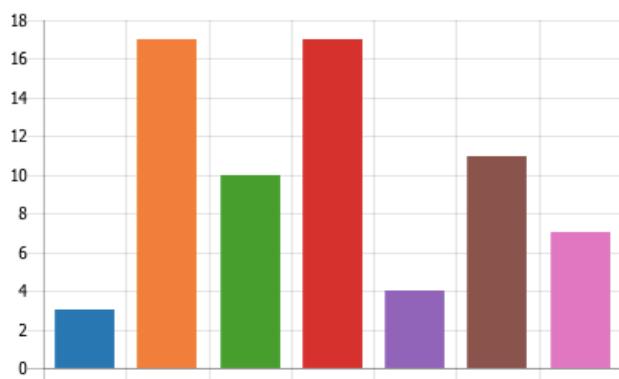
Trend

% Q8	28.1
% Q9	28.1

10. Does your school have any awards or quality marks for parental engagement?

[More Details](#)

● Leading Parent Partnership A...	3
● Engaging Families Award	17
● Investors in People	10
● Investors in Pupils	17
● NACE Challenge Award	4
● Inclusion Quality Mark	11
● Other	7



Strengths that emerge from this section include:

- listening to parents to find out what they would find useful
- the use of parental engagement activities that directly support children's learning
- targeted parental engagement to improve, for example, attendance
- Engagement with awards and quality marks, particularly Engaging Families Award and Investors in Pupils
- Having a senior leader responsible for parental engagement

Less well-developed aspects of practice appear to be:

- auditing current practice to assess what work well
- consideration of research to inform parental engagement activities
- staff training to support parental engagement
- measuring the impact of parental engagement activity

## Section 2: Supporting parents to have high academic expectations for their children

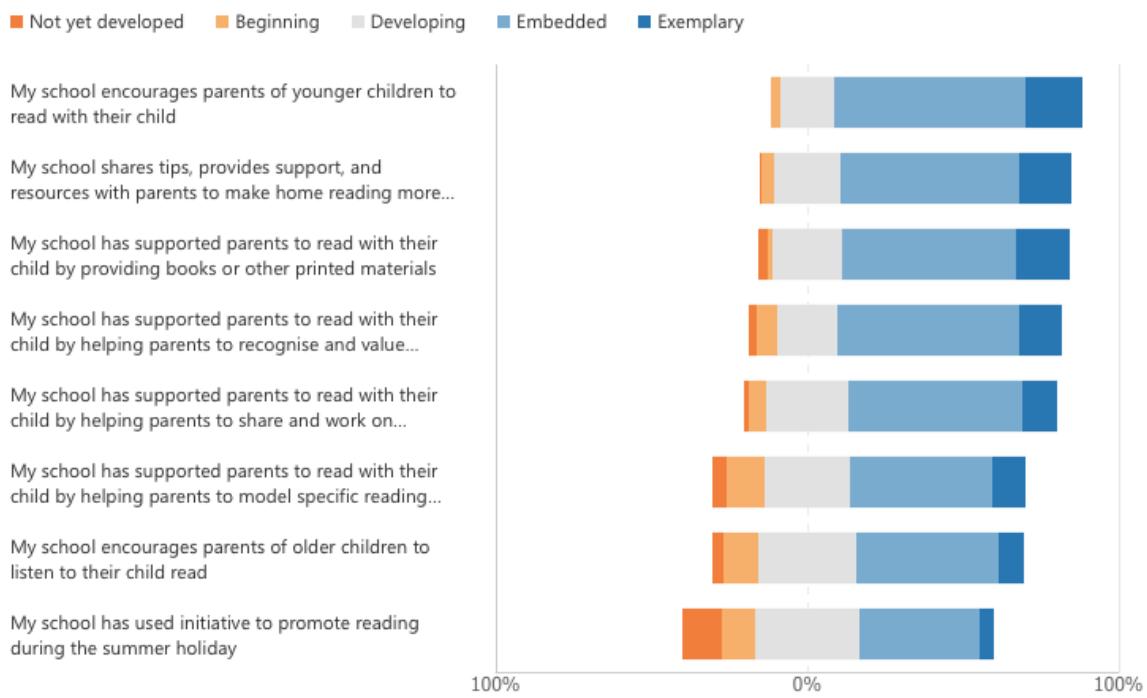
This section covered questions 12 to 14.

"Schools can support parents with practical guidance and encouragement about the types of things they can do at home to improve learning outcomes. The focus of, and strategies for, parental engagement will be different for different age groups. When children are younger this can consist of shared activities such as reading together or playing with letters and numbers; it may include fostering other elements of a positive home learning environment such as ensuring that there are learning resources such as books, puzzles, and toys.<sup>14</sup> As children get older, parental encouragement for, and interest in, their children's learning are more important than direct involvement. Providing general information on child development or curriculum content can provide helpful context, but is not sufficient unless it is linked to specific actions that parents can take to support learning."

*EEF 'Working with Parents to Support Children's Learning (2019)*

### 12. Supporting reading with children

[More Details](#)

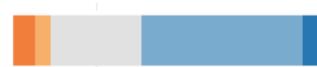


13. Homework. Please consider your school holistically when responding and choose the best-fit response.

[More Details](#)

■ Not yet developed ■ Beginning ■ Developing ■ Embedded ■ Exemplary

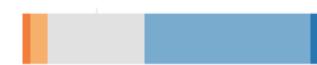
At my school the quality of homework is more important than the quantity at my school



Homework is tied closely to main class teaching at my school



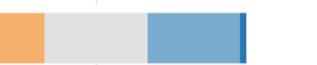
Homework set by my school is usually short and focused



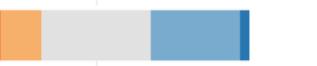
Parents know when homework has been set



My school has supported parents to establish a daily homework routine for their child



My school encourages parents to redirect a struggling pupil to a teacher rather than take an instructional...



Homework at my school provides an opportunity for children to work alongside family members to follow...



100% 0% 100%

		Q12		Q13		Trend
		My school has supported parents to read with their child by providing resources with parents to make home reading more effective	My school shares tips, provides support, and resources with parents to encourage children to read with their child	At my school the quality of homework is more important than the quantity at my school	Homework is set by my school usually short and focused	
Section 2	My school encourages parents of younger children to read with their child	0	1	5	2	14
	Not yet developed	0.0	0.8	3.1	2.3	1.6
	Beginning	4	5	2	8	7
	Developing	23	28	29	36	40
	Embedded	78	73	71	74	71
	Exemplary	23	21	22	17	14
	n Not yet developed	0	1	4	3	2
	n Beginning	4	5	2	8	7
	n Developing	23	28	29	36	40
	n Embedded	78	73	71	74	71
	n Exemplary	23	21	22	17	14
	% Not yet developed	0.0	0.8	3.1	2.3	1.6
	% Beginning	3.1	3.9	6.3	5.5	11.7
	% Developing	18.0	21.9	22.7	26.6	28.1
	% Embedded	60.9	57.0	55.5	57.8	55.5
	% Exemplary	18.0	16.4	17.2	13.3	10.9
	Q12	10.9	10.9	10.9	10.9	10.9
	Q13	10.9	10.9	10.9	10.9	10.9

Strengths that emerge from this section include:

- Quality of homework
- Linking homework to class teaching
- Supporting parents to read with their child

Less well-developed aspects of practice appear to be:

- Supporting parents to develop a daily reading routine
- Redirecting support for a struggling child to the teacher rather than the parent trying to support

## Section 3: Developing and maintaining effective communication about school activities and school work

This section covered questions 15 to 19.

"For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance. Regular attendance is linked to improved academic attainment and is an area where parental input can be particularly influential at secondary school. School communications are also important for raising interest and engagement in more structured activities or for providing practical ideas for learning at home."

*EEF 'Working with Parents to Support Children's Learning (2019)*

### 15. How do you communicate with parents?

[More Details](#)

■ Yes ■ No

Headteacher letter



Governing body letter



Year group/class newsletter



Text message



App



Attainment and progress report



Face-to-face meetings



Parents evening/consultation



Workshops



Website/blog/social media



## 16. Does your school personalise communications?

[More Details](#)

■ Not applicable ■ Yes ■ Sometimes ■ No

My school personalises letters to parents, e.g. they include the child's name, attendance data is specific ...



My school personalises text messages to parents, e.g. they include the child's name



My school has the capacity to prepare written communications to parents in more than one...



My school has provision to communicate verbally with parents in more than one language



My school uses different fonts or sizes when communicating with parents with special needs



100%

0%

100%

## 17. What are you communicating?

[More Details](#)

■ Not yet developed ■ Beginning ■ Developing ■ Embedded ■ Exemplary

My school's communications with parents are an effective mix of factual information about school an...



My school targets specific children and families to maximise the impact of some communications, e.g....



100%

0%

100%

## 18. Have you undertaken a consultation with parents about their communication preferences, e.g. electronic and paper-based formats?

[More Details](#)

● Yes

70

● No

57



		Q15						Q16						Q17						Q18								
		Year			Attendance and progress report			Parents' evenings/cons ultation			Workshops			Website/blog /social media			My school has the capacity to prepare written communication to parents, e.g. they include the child's name, attendance data is specific to the child's name			My school communicates when communicating with parents in more than one language			My school uses different fonts or sizes about school and advice about pupils' learning with parents with special needs			Have you undertaken a consultation with parents about their children and families to maximise the impact of some communication, e.g. electronic where attendance is low		
Section 3		Governing body letter	Group/class newsletter	Text message	App																							
n Not yet developed																												
n Beginning																												
n Developing																												
n Embedded																												
n Exemplary																												
% Not yet developed																												
% Beginning																												
% Developing																												
% Embedded																												
% Exemplary																												
n Not yet developed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
n Yes	121	46	107	126	64	125	128	123	124	46	20	38	47	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0
n Sometimes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
n No	7	82	21	2	64	3	0	0	5	4	5	41	53	41	49	58	58	58	58	58	58	58	58	58	58	58	58	
% Not yet developed	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
% Yes	94.5	35.9	83.6	98.4	90.0	97.7	100.0	96.1	96.9	15.6	29.7	35.9	36.7	21.1	0.0	54.7	54.7	54.7	54.7	54.7	54.7	54.7	54.7	54.7	54.7	54.7		
% Sometimes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
% No	5.5	54.1	16.4	1.6	50.0	2.3	0.0	0.0	3.9	3.1	3.9	32.0	41.4	37.5	37.5	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	

Strengths that emerge from this section include:

- The content of communications, including pupil targets
- Parents evenings and face-to-face meetings with parents

Less well-developed aspects of practice appear to be:

- Governing body newsletter to parents
- Verbal communication with parents in more than one language
- The use of a school app

## Section 4: Offering more sustained and intensive support where needed

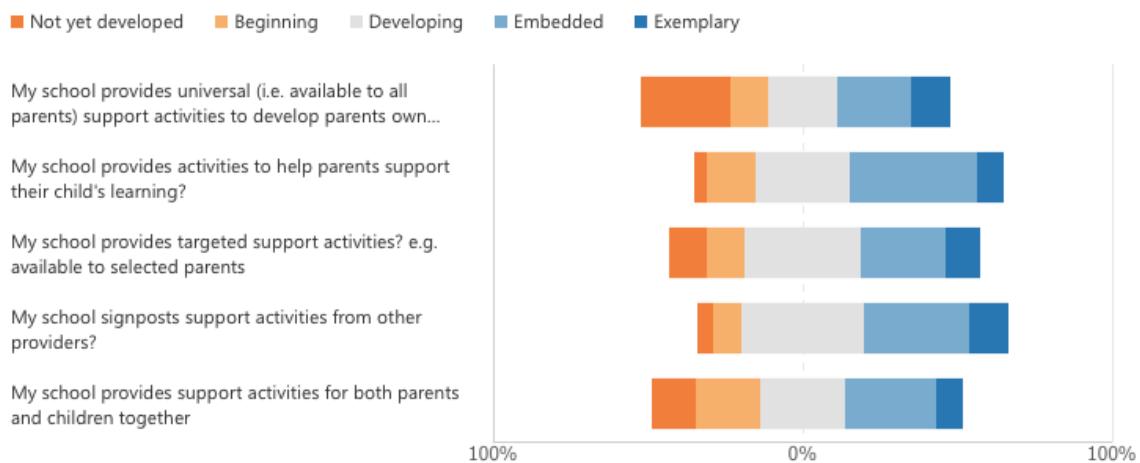
This section covered questions 20 to 22.

"More sustained and intensive approaches to support parental engagement may be needed for some children—for example, those struggling with early reading, those from disadvantaged backgrounds, or those with behavioural difficulties. More intensive approaches, which target particular families or outcomes, are associated with larger learning gains, but are also more difficult to implement."

*EEF 'Working with Parents to Support Children's Learning (2019)*

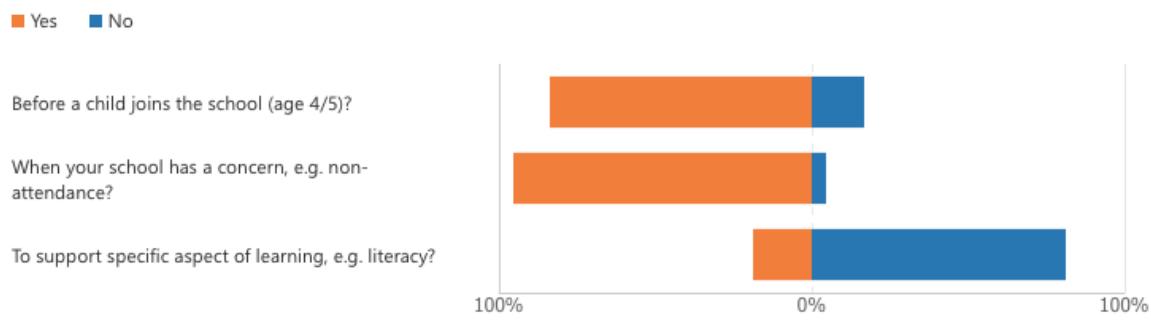
### 20. Do you provide sustained and intensive support for parents? e.g. courses, workshops, clubs

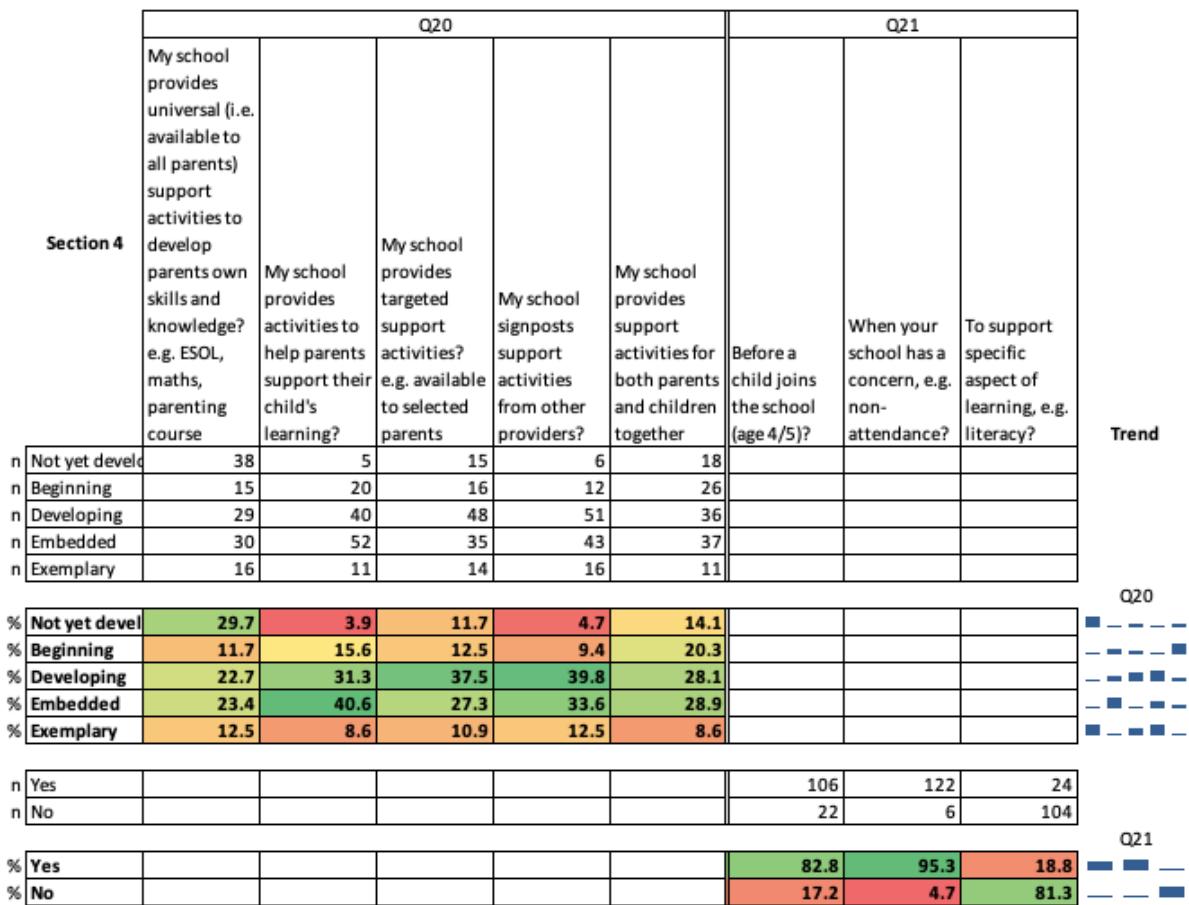
[More Details](#)



### 21. Does your school undertake home visits?

[More Details](#)





Strengths that emerge from this section include:

- The provision of activities for parents to support a child's learning
- Signposting activities by other partners and agencies for parents to access
- Undertaking home visits before a child joins a school (age 4/5)
- Undertaking home visits when there is a concern

Less well-developed aspects of practice appear to be:

- Home visits to support aspects of learning
- The provision of universal activities to develop parent's own skills and knowledge

## Section 5: Bradford Education Covenant

This section covered questions 23-25.

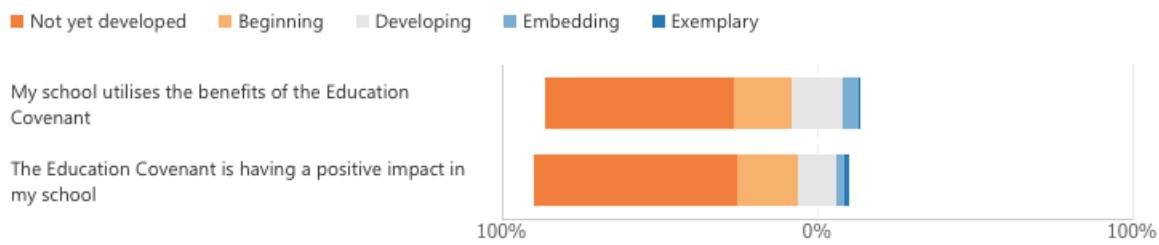
The Bradford Education Covenant is a community-wide, cross-sector collaboration committed to improving the life opportunities for our children and young people as they grow up in Bradford. It is about everyone in Bradford keeping education a top priority, mobilising the community to collaborate and deliver through its key objectives:

- Helping schools and teachers raise standards.
- Supporting parents to get children ready for school, work and life.
- Working with businesses and colleges to boost career options.
- Championing the District's unique art and culture.

The Education Covenant offers our district a new way for community stakeholders to work together. It brings education, business and community resources together to help young people succeed in education, their careers and life. To accomplish this, the covenant involves schools, colleges, Bradford University, voluntary and community organisations, museums and cultural institutions, businesses, and parents working together to align efforts throughout the full spectrum of their development in Bradford – from 'cradle to career'. With our community's commitment and support our children will thrive.

### 23. How aware of the Education Covenant are staff at your school?

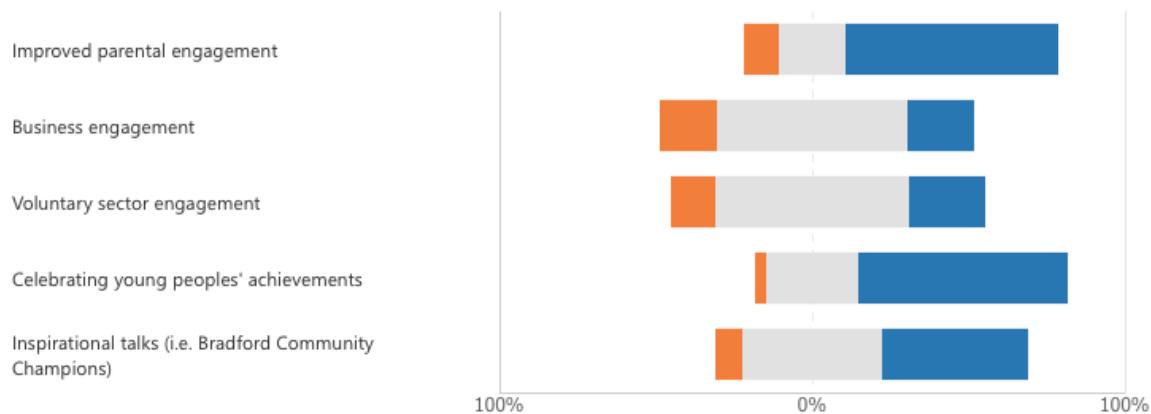
[More Details](#)



24. How would your school rate the following as priorities for the Education Covenant?

[More Details](#)

■ Low priority ■ Medium priority ■ High priority



Section 5	Q23		Q24					Trend
	My school utilises the benefits of the Education Covenant	The Education Covenant is having a positive impact in my school	Improved parental engagement	Business engagement	Voluntary sector engagement	Celebrating young peoples' achievement s	Inspirational talks (i.e. Bradford Community Champions)	
n Not yet developed	77	83						
n Beginning	23	24						
n Developing	21	16						
n Embedded	0	0						
n Exemplary	1	2						
% Not yet developed	60.2	64.8						Q23
% Beginning	18.0	18.8						
% Developing	16.4	12.5						
% Embedded	0.0	0.0						
% Exemplary	0.8	1.6						
n Low priority			14	24	18	5	11	Q24
n Medium priority			28	77	79	37	57	
n High priority			86	27	31	86	60	
% Low priority			10.9	18.8	14.1	3.9	8.6	
% Medium priority			21.9	60.2	61.7	28.9	44.5	
% High priority			67.2	21.1	24.2	67.2	46.9	

Schools identified aspects of the Covenant that were having a positive impact, including:

- Helping to increase the awareness of the links between talk, emotional well-being and education with families, schools and the whole community

- The opportunity to engage with businesses is having the most positive impact
- Aspirations Week and links to [career] pathways
- Careers development and positive role models, enrichment, etc
- Supporting parents to get children ready for school, work and life - this is beginning to have a positive impact alongside our own GEM initiative
- Our school has a long history of involving and working alongside some stakeholders for example museums and art galleries; there is some support and work with businesses although this is developing. As a Trust we organised a 'Takeover Day' in March which was very successful and utilised strong links with Bradford pathways and used our wider links to good effective
- We have benefited from inspirational speakers and some aspects of career advice

However, most comments tended to refer to not knowing enough about the Covenant. Reasons for this included the headteacher being new and schools don't know how to access information and support.

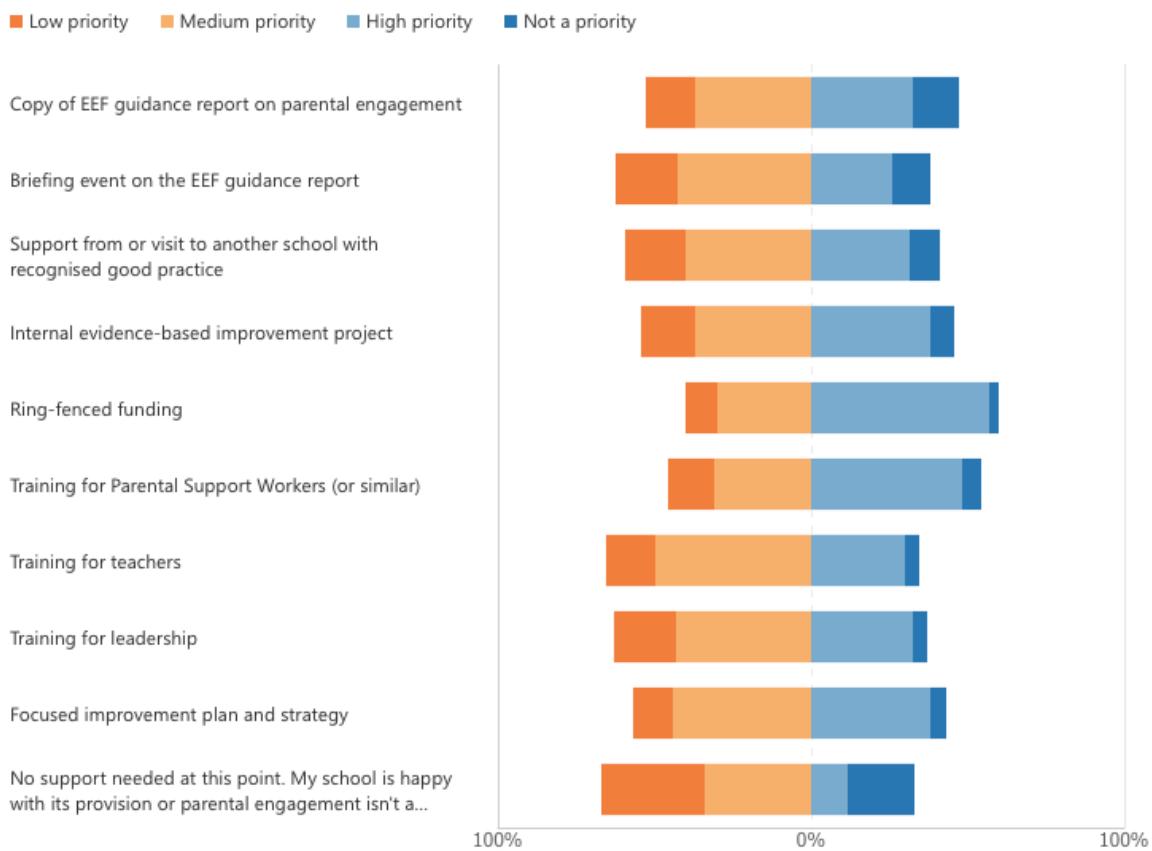
## Section 6: Next steps

Each school completing the survey were encouraged to keep a record of their survey response/self-evaluation using the offline form provided. In September 2019, each of these schools will receive a summary of their return from Exceed School Improvement. Reviewing the self-evaluation alongside this report should help schools to identify strengths and possible areas for development, as well as highlighting schools that they may wish to contact or visit to consider the actions they may wish to take.

Feedback via the survey showed the following as priorities for schools:

26. How would you rate the following in terms of your school's support needs to further developing parental engagement?

[More Details](#)



The most significant priorities for schools included:

- Funding
- Training for support staff, such as Parental Support Workers
- A focused improvement strategy

A significant number of schools identified that no further support was required at this stage as parental engagement isn't a current priority for the school.

		Q26							
Section 6	Copy of EEF guidance report on parental engagement	Support from or visit to another school with recognised good practice		Training for Internal-evidence-based improvement project		No support needed at this point. My school is happy with its provision or parental engagement			
		Briefing event on the EEF guidance report	Ring-fenced funding	Parental Support Workers (or similar)	Training for teachers				
n Not a priority	19	15	12	10	4	8	6	7	27
n Low priority	20	25	24	22	13	19	20	25	43
n Medium priority	47	54	51	47	38	39	63	55	43
n High priority	42	34	41	49	73	62	39	42	49
									15
% Not a priority	14.8	11.7	9.4	7.8	3.1	6.3	4.7	4.7	21.1
% Low priority	15.6	19.5	18.8	17.2	10.2	14.8	15.6	19.5	33.6
% Medium priority	36.7	42.2	39.8	36.7	29.7	30.5	49.2	43.0	33.6
% High priority	32.8	26.6	32.0	38.3	57.0	48.4	30.5	32.8	38.3
									11.7

Trend Q26

## Annex 1: The Bradford Opportunity Area Parental Engagement Survey

Thank you for taking the time to complete this survey. We hope this is useful to both your school and the community of Bradford schools as a whole in reflecting on current parental engagement practice and potential ways this can be enhanced further. Ultimately, we'd like to identify where the very best parental engagement practice is in Bradford and how we together can learn from this. In addition, Bradford Opportunity Area will seek to invest additional resource to help schools to develop their provision in 2019-20.

In preparing this survey, we've considered the EEF's 'Working with parents to support children's learning' 2019 guidance report. The report summarises research and evidence-based practice. You can download a copy of the report here:

<https://educationendowmentfoundation.org.uk/news/new-guidance-for-schools-on-engaging-parents/>. Bradford Research school will be hosting an event about this guidance on 17th June 2019, 16:30-18:00 at Westminster CoE Primary Academy (<https://www.eventbrite.co.uk/e/research-roadshow-working-with-parents-to-support-childrens-learning-tickets-62197183450>).

Please be aware that the EEF acknowledge that there is not enough good evidence about what practice best improves parental engagement. The content of this survey is not intended to highlight what schools should be doing, rather helping them to self-evaluate and consider if there are ways to enhance what schools are currently doing. Each school has a unique context and needs.

This survey consists of 7 administrative questions (e.g. your name) and 17 main questions, most of which are multiple choice, spread over 6 sections. There is also an opportunity to elaborate on your answers at the end of the first four sections IF you wish to do so. We envisage this survey will take 15-20 minutes to complete through discussions between the Headteacher and relevant staff. To ensure you have a copy of the responses you submit, we encourage you to complete an offline version of the form first then transfer your answers to this online form. An offline version of this survey can be downloaded from <https://exceedacademiestrust.co.uk/pes/>. An administrator could then transfer your responses to the online version of the form (<https://tinyurl.com/OAParentEng>) for you in just a few minutes. By September, we'll email you a copy of your response.

When the survey refers to parental engagement, this is in relation to their engagement in children's learning and the wider life of school.

In completing this survey, we ask that you consider and apply a 'best-fit' approach to the questions.

The majority of the questions are based on the following five-point scale:

- **Not yet undertaken:** My school has not yet developed this aspect of our provision.
- **Beginning:** My school has taken its first steps in developing this aspect of our first provision.
- **Developing:** My school has invested time and/or resources to this aspect of our provision, but we've not yet seen the full impact this.
- **Embedded:** My school has invested time and/or resources to this aspect of our provision we've seen a positive impact on levels of parental engagement.
- **Exemplary:** My school has had significant impact in engaging parents through this aspect of our provision and we could/do share our practice with other schools

The deadline for the submission of the online survey (<https://tinyurl.com/OAParentEng>) is **17:00 on Monday 8th July 2019**. Support is available from a local headteacher commissioned to help schools

to undertake this survey. A report will be prepared late in the summer term to summarise the findings. This report will be used by the Opportunity Area to determine how resource should be invested in Bradford during 2019-20. Every school's contribution is important. Thank you in advance.

1. Name of headteacher

.....

2. Headteacher's email address

.....

3. Name of parent support worker (or similar)

.....

4. Parent support worker's email address

.....

5. Your school's name in full

.....

6. Is your school a primary (with or without a nursery) or nursery school?

Nursery School

Primary School

7. Your school's postcode

.....

## Section 1

### Preparing for effective parental engagement

*"Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups but it can be challenging for schools to influence this effectively. The evidence for what schools can do to effectively engage parents in a way that improves children's learning outcomes is limited, particularly for older children. Therefore, schools should be optimistic about the potential of parental engagement, but cautious about the best approaches — reviewing and monitoring their activities to check that they are having their intended impacts."*

*EEF 'Working with Parents to Support Children's Learning (2019)*

8. How would you self-evaluate your school's planning and preparation for developing parental engagement in children's learning and the wider life of school?

	Not yet undertaken	Beginning	Developing	Embedded	Exemplary
My school has audited our current practice to assess					

what is working well or what is not					
My school has developed a clear plan for engaging parents					
My school regularly listens to all parents to find out what they would find useful					
My school actively seeks the views of less-involved parents to find out what they would find useful					
My school has stopped activities that don't have clear benefits for engaging parents					
My school has parental engagement activities that directly support children's learning					
My school has targeted parental engagement activities to improve, for example, attendance, safeguarding and building trust between school and home					
My school has a range of partners we work with to engage with parents					
My school has explored best practice from other schools to inform our parental engagement activity					
My school has considered research to inform our parental engagement activity					

9. How have you developed capacity to support parental engagement?

	Not yet undertaken	Beginning	Developing	Embedded	Exemplary
My school considers parental engagement as a key part of our approach to school improvement and has a documented action plan to develop it					
My school has identified and defined roles and remits for staff to support parental					

engagement, including support staff, teachers and leaders					
My school has a senior leader responsible for parental engagement					
Parental engagement has a positive impact on pupil outcomes at my school					
My school has systems in place to measure the impact of parental engagement					
My school provides professional development for support staff, teachers and leaders on how to effectively engage parents					

10. Does your school have any awards or quality marks for parental engagement?

- Leading Parent Partnership Award (LPPA)
- Engaging Families Award
- Investors in People
- Investors in Pupils
- NACE Challenge Award
- Inclusion Quality Mark
- Other (please state below)

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11. Please BRIEFLY elaborate on any of your answers in section 1 (optional)

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## Section 2

### Supporting parents to have high academic expectations for their children

*"Schools can support parents with practical guidance and encouragement about the types of things they can do at home to improve learning outcomes. The focus of, and strategies for, parental engagement will be different for different age groups. When children are younger this can consist of shared activities such as reading together or playing with letters and numbers; it may include fostering other elements of a positive home learning environment such as ensuring that there are*

*learning resources such as books, puzzles, and toys. As children get older, parental encouragement for, and interest in, their children's learning are more important than direct involvement. Providing general information on child development or curriculum content can provide helpful context, but is not sufficient unless it is linked to specific actions that parents can take to support learning."*

EEF 'Working with Parents to Support Children's Learning (2019)

12. Supporting reading with children

	Not yet developed	Beginning	Developing	Embedded	Exemplary
My school encourages parents of younger children to read with their child					
My school shares tips, provides support, and resources with parents to make home reading more effective					
My school has supported parents to read with their child by providing books or other printed materials					
My school has supported parents to read with their child by helping parents to recognise and value children's early achievements when reading					
My school has supported parents to read with their child by helping parents to share and work on activities with their child					
My school has supported parents to read with their child by helping parents to model specific reading skills					
My school encourages parents of older children to listen to their child read					
My school has used initiative to promote reading during the summer holiday					

13. Homework. Please consider your school holistically when responding and choose the best-fit response. (This section will not be considered for nursery schools: Please choose 'Not yet developed' for each statement unless you feel differently)

	Not yet developed	Beginning	Developing	Embedded	Exemplary
At my school the quality of homework is more important than the quantity at my school					
Homework is tied closely to main class teaching at my school					
Homework set by my school is usually short and focused					
Parents know when homework has been set					
My school has supported parents to establish a daily homework routine for their child					
My school encourages parents to redirect a struggling pupil to a teacher rather than take an instructional role themselves where they are not confident with the subject matter					
Homework at my school provides an opportunity for children to work alongside family members to follow their own interests					

14. Please BRIEFLY elaborate on any of your answers in section 2 (optional)

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### Section 3

#### Developing and maintaining effective communication about school activities and schoolwork

*"For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance. Regular attendance is linked to improved academic attainment and is an area where parental input can be particularly influential at secondary school. School communications are also important for raising interest and engagement in more structured activities or for providing practical ideas for learning at home."*

EEF 'Working with Parents to Support Children's Learning (2019)

15. How do you communicate with parents?

	Yes	No
Headteacher letter		
Governing body letter		
Year group/class newsletter		
Text message		
App		
Attainment and progress report		
Face-to-face meetings		
Parents evening/consultation		
Workshops		
Website/blog		

16. Does your school personalise communications?

	Not applicable	Yes	Sometimes	No
My school personalises letters to parents, e.g. they include the child's name, attendance data is specific to the child				
My school personalises text messages to parents, e.g. they include the child's name				
My school has the capacity to prepare written communications to parents in more than one language				
My school has provision to communicate verbally with parents in more than one language				

17. What are you communicating?

	Not yet developed	Beginning	Developing	Embedded	Exemplary
My school's communications with parents are an effective mix of factual information about school and advice about supporting pupils' learning					
My school targets specific children and families to maximise the impact of some communications, e.g. where attendance is low					

18. Have you undertaken a consultation with parents about their communication preferences, e.g. electronic and paper-based formats?

Yes

No

19. Please BRIEFLY elaborate on any of your answers in section 3 (optional)

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#### Section 4

##### **Offering more sustained and intensive support where needed**

*"More sustained and intensive approaches to support parental engagement may be needed for some children—for example, those struggling with early reading, those from disadvantaged backgrounds, or those with behavioural difficulties. More intensive approaches, which target particular families or outcomes, are associated with larger learning gains, but are also more difficult to implement."*

*EEF 'Working with Parents to Support Children's Learning (2019)*

20. Do you provide sustained and intensive support for parents? e.g. courses, workshops, clubs

	Not yet developed	Beginning	Developing	Embedded	Exemplary
My school provides universal (i.e. available to all parents) support activities to develop parents own skills and knowledge e.g.					

ESOL, maths, parenting course					
My school provides activities to help parents support their child's learning					
My school provides targeted support activities e.g. available to selected parents					
My school signposts support activities from other providers					
My school provides support activities for both parents and children together					

21. Does your school undertake home visits?

	Yes	No
Before a child joins the school (age 4/5)?		
When your school has a concern, e.g. non-attendance?		
To support specific aspect of learning, e.g. literacy?		

22. Please BRIEFLY elaborate on any of your answers in section 4 (optional)

.....

.....

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.....

## Section 5

### Bradford Education Covenant

*The Education Covenant is a community-wide, cross-sector collaboration committed to improving the life opportunities for our children and young people as they grow up in Bradford. It is about everyone in Bradford keeping education a top priority, mobilising the community to collaborate and deliver through its key objectives:*

- *Helping schools and teachers raise standards.*
- *Supporting parents to get children ready for school, work and life.*
- *Working with businesses and colleges to boost career options.*
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23. How aware of the Education Covenant are staff at your school?

	Not yet developed	Beginning	Developing	Embedded	Exemplary
My school utilises the benefits of the Education Covenant					
The Education Covenant is having a positive impact in my school					

24. How would your school rate the following as priorities for the Education Covenant?

	Low priority	Medium priority	High priority
Improved parental engagement			
Business engagement			
Voluntary sector engagement			
Celebrating young peoples' achievements			
Inspirational talks (i.e. Bradford Community Champions)			

25. Which aspects of the Education Covenant are having a positive impact? What is having least impact? What else would you like to see the Education Covenant develop?

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## Section 6

### Next steps

26. How would you rate the following in terms of your school's support needs to further developing parental engagement?

	Low priority	Medium priority	High priority	Not a priority
Copy of EEF guidance report on parental engagement				
Briefing event on the EEF guidance report				
Support from or visit to another school with recognised good practice				
Internal evidence-based improvement project				
Ring-fenced funding				
Training for Parental Support Workers (or similar)				
Training for teachers				
Training for leadership				
Focused improvement plan and strategy				
No support needed at this point. My school is happy with its provision or parental engagement isn't a current priority				

# Bradford Literature Festival

Bradford Opportunity Area  
End of Grant Monitoring: 2019



## Director's Welcome

Bradford Opportunity Area support for Bradford Literature Festival 2019, has facilitated the delivery of the core activities by which we engage some of the most disadvantaged, diverse families in the Bradford district, building literacy, oracy and Essential Life Skills.

Ensuring that the Bradford Literature Festival offer reaches the least engaged, least culturally literate families, children and young people in our city, is amongst the hardest, and most important work that we do. 32,833 of the festival's overall attendances in 2019 (69,862) were to the City Park Family Fun Days and associated City Park activities – the place where our offer is most accessible, delivered entirely for free, and communities can come together to share cultural experiences, and immerse their children in an environment where respect, empathy, curiosity and a spirit of engaged citizenship are celebrated and encouraged.

13,229 of these attendances were supported by BOA funding, allocated to City Park infrastructure and activity delivery for the age group 5 – 18.

We're delighted that this year across the festival BLF delivered audiences which were 51% local, 55% BAME, and 65% living in households with incomes below the UK average, with 57% of our tickets allocated for free or at significant discount under the festival's ethical ticketing policy.

We know that this means our work is reaching children and young people who stand to gain most, in terms of literacy, oracy, cultural literacy and Essential Life Skills, from engagement with the arts and culture – the same children and young people in whom the Opportunity Area is investing significant resource through projects and initiatives across the district.

Delivering the level of socioeconomic audience diversity that the festival does, necessitates significant, high-quality, district-wide marketing, targeted community engagement work, and an in-festival programme that seeks to engage with communities, not to speak at them.

All of these elements have this year been facilitated by the Bradford Opportunity Area, under the auspices of the Essential Life Skills programme – crucial support for which we are hugely grateful; we hope that this report, and the outcomes herein, meet with the approval of the Bradford Opportunity Area Directors and Board.



Syima Aslam  
Director, Bradford Literature Festival

## Introduction

Curated by Culture Squared (CSq), Bradford Literature Festival is recognised as Bradford's flagship event, creating a step-change for the city, establishing a Literature hub for the North, transforming the City into a regional, national and international cultural destination. Key to this vision is the improvement of literacy, oracy and cultural engagement amongst children and young people in Bradford. Increased engagement will ultimately lead to improved social and emotional development, academic achievement and social mobility – and the opportunity to break cycles of generational poverty and disengagement.

The long-term strategy for BLF's literacy work is focused on longitudinal engagement with children and young people, and removing barriers to participation, starting with Early Years, and carrying through to Further Education and beyond. BLF believes that there is the potential - working through schools, communities and directly with families - to bring all children in the district into a comprehensive, and joined up literacy-focussed provision, that develops not only literacy and oracy, but also skills such as empathy, citizenship, respect and curiosity – broadly understood as 'Essential Life Skills'.

In June 2019 Bradford Literature Festival received a grant of £90,000 from the Bradford Opportunity Area, as part of the project's Essential Life Skills funding.

### **Essential Life Skills and Bradford Literature Festival**

Bradford Opportunity Area funding in relation to the 2019 Bradford Literature Festival was awarded to support the delivery of:

- Activity increasing engagement in literacy and learning for children, young people and caregivers
- Essential Life Skills Building activity for disadvantaged young people in the Bradford district. Essential Life Skills include but are not limited to:
  - Resilience, perseverance and persistence
  - Hard work, self-control, discipline and good time keeping
  - Self-confidence, leadership and team working
  - Honesty, integrity and engaged citizenship
  - Attitude, respect and empathy
  - Curiosity and problem-solving

**"Entertainment and education at the same time.**

**And the kids don't realise, they're busy having fun, the learning is just a bonus."**

Visitor

City Park Family Fun Days 2019

The Grant Agreement determined that Bradford Literature Festival would be free to use the funding flexibly, to take advantage of opportunities as they arose, in order to maximise engagement. Funding was broadly proposed to build engagement and participation in BLF activities, with a particular focus on disadvantaged and under-represented families, and those from outside of central Bradford, who may otherwise feel remote and/or disengaged from the festival's central hub (e.g. Keighley).

To achieve this, funding was earmarked to support:

- **A dedicated Communities and Volunteer Co-ordinator**- and associated engagement activity, to ensure that the BLF programme reached more children and young people, either not captured by the BLF Schools Programme, or living in communities where traction is harder to realise, recruiting them to both festival participation and volunteering activities.
- **The festival's marketing and audience development activity** – ensuring that the offer was visible to more children and families, and that the broad range of ELS building opportunities of BLF were marketed in a targeted way to the most socioeconomically disadvantaged children and families.
- **The delivery of the planned BLF 2019 weekend and evening programme for Children and Young People** – with significant ELS building and consolidation opportunities for children and young people aged 5 – 18, including work targeted at Children and Young People and who are clients of the Through Care After Care Service.

Funding was also earmarked to deliver free/discounted travel to residents from the Keighley area, to attend Bradford Literature Festival activity taking place in the city centre; this was agreed to be dependent upon the third-party actions of transport providers working in the district.

### Impacts and Outcomes

The desired impacts of the project were:

- Children are engaged and are more enthusiastic about literature
- Disadvantaged pupils were able to attend BLF workshops and events
- Children were able to try and test out different learning methods through engagement in activities and workshops
- Children felt excited about reading and hearing stories
- Children are more likely to attend BLF events in the future
- Children are more engaged in school in reading and writing exercises
- Parents feel more able to support their children to access reading and writing materials and activities outside the classroom
- All funded activity met the Essential Life Skills guidance criteria
- Improved essential life skills of participant children

"Bradford Literature Festival enhances the education of children in Bradford in a way that I don't think they are being educated in school."

Visitor  
Free Children's Storytelling 2019

This report will evidence these outcomes by showing that:

- BLF events attracted higher numbers of children and parent visitors than 2018 events
- That numbers of children attending BLF events with parents has increased from last year
- That BLF has engaged with disadvantaged pupils and their parents, and evidence of take up of events and activities
- Children and families engaged from throughout Bradford district and supported to access activities
- Children now feel that reading or being read to can be fun, and are likely to try harder in reading and writing at school
- More children want to go to BLF or other literature festival activities
- Parents now have a better understanding of the importance of engaging with reading and oracy to support their young children before they get to school
- Details of local providers that were used to deliver activities
- Feedback on building engagement activity beyond central Bradford, including Keighley, in relation to participant numbers, reach and impact.

In a deviation from the funding bid and grant agreement, this report will not show that:

- Discounted travel support provided for children and young people to access City Park activities from throughout Bradford District

As per Schedule 3 of the Grant Agreement this activity was subject to negotiations with providers e.g. Transdev— despite the best efforts of the BLF team to develop a partnership with Transdev and other local transport providers, none were able to support this activity in such a short time frame (i.e. between the grant agreement start date, and the date of activity delivery, there were just five weeks of pre-production left).

This evaluation will report in detail against these measures in three sections, which cover respectively:

- Community engagement activity:
  - Community Iftars incorporating childrens' activity and parental literacy messaging
  - In-community engagement work with partner organisations e.g. Through Care After Care Service
  - Volunteers Programme



- Childrens Programme delivery:
  - City Park (uplifted activity; co-funded by Peter Sowerby and Esme Fairbairn Foundations)
  - Childrens' and young peoples' book events
  - YA Music event – co-funded by the Esme Fairbairn Foundation
  
- Marketing:
  - Brochures
  - Billboards and outdoor advertising – Bradford District
  - Social Media
  - Other marketing and audience development activity

## Methodology

The contents of this report have been gathered using the following methods:

### **Verbal Feedback**

- Audience feedback collected in short exit interviews during the Festival, and then transcribed
- Artist feedback collected throughout the Festival
- Consultation with key stakeholders before, during and after the Festival
- One to one interviews conducted with teachers who bring students to Festival events

### **Written Feedback**

- Audience feedback questionnaires and equal opportunities information gathering

### **Online Feedback**

- Social media activity monitoring
- Audience e-survey responses
- Artist e-survey responses
- Artist email feedback to organisers

"The Festival is an opportunity for my kids to see new things, to have fun and to learn. And I get to watch them grow, so that makes it enjoyable for me too."

Visitor

City Park Family Fun Days 2019



## Bradford Literature Festival 2019

### Festival Outcomes - Overview

In 2019, Bradford Literature Festival attendances overall remained consistent at c.70,000 (70,349 in 2018; 69,862 2019). Though overall audience numbers were comparatively similar in 2018 and 2019, in actuality, Public programme attendances rose by c.10,000, with the majority of this increase the result of increased City Park audiences.

Simultaneously, Education Programme attendances dropped by c.10,000 (due to strategic activity model revisions to provide more interactive sessions in smaller groups); this resulted in a stable overall audience figure.

Of the 69,862 attendees to the 2019 Bradford Literature Schools and Public Programme, 32,833 participated in the festival's City Park offer – an increase on the 2018 festival of c.11,000, representing a percentage increase of 50%.

2019 festival audiences across all activity were more diverse, more came from socioeconomically disadvantaged backgrounds, and reported better experiences of their festival visit:

- 51% were from Bradford; 29% were from the Yorkshire region
- 55% were BAME (51% - 2018)
- 37% had never been to Bradford Literature Festival before
- 87% agreed or strongly agreed that the Festival improved their view of Bradford
- 96% would rate their experiences as good or very good (94% - 2018)
- 9.6 average net promoter score (9.4 - 2018)



"The Festival is an opportunity to bring children from different backgrounds together. Everyone is friendly, welcoming, open and because it's a free event it brings us together as a family and as a community."

Visitor  
City Park Family Fun Days 2019

## Opportunity Area Outcomes – Overview

Total Audience Engagement – (i.e. including parents, caregivers and children ages 0 -18)

- 14,558 total audience engaged (including children of all ages and parents)
- 40 events delivered (iftar events, Childrens book events, TCAC events)
- 1329 total audience engaged through non-City Park activity
- 13,229 total audience engaged through City Park Family Fun Days activity

Of which, aged 5 -18 Audience Engagement –

- 666 children aged 5 – 18 through community and in-festival non-City Park activity (iftar events, Childrens book events, TCAC events)
- Estimated 5688 children aged 5 – 18 through City Park Family Fun Days activity

Bradford Literature Festival's core proposition is that Bradford's most disadvantaged and diverse communities are inherently capable of socioeconomic regeneration, and that cultural literacy and engagement should be understood as a key potential driver of regeneration across the district.

The organisation believes that strong cultural literacy, access to the arts and culture (including literature), and the 'soft skills' that this access can engender (respect, empathy, curiosity, aspiration etc.) are not 'optional extras', but the vital tools by which regeneration will be made possible at all.

**As such, engagement with disadvantaged children young people and families, and supporting the access of children and families from throughout Bradford district to the arts and culture – particularly literacy-boosting work- is at the heart of the BLF activity model through the Education Programme, Communities Programme, and Public Festival Programme.**

### **Education Programme:**

As per previous years, the 2019 BLF Education Programme primarily focused attention on Primary and Secondary schools which:

- have the lowest attainment levels of literacy attainment
- have high numbers of EAL children
- have high numbers of children in receipt of Pupil Premium
- serve communities with the highest Multiple Indices of Deprivation



Whilst not directly funded by this project (due to ELS restrictions), it is important to note that the Bradford Literature Festival Education Programme content is strategically and creatively linked with the main public festival programme. This link creates a pathway between the two offers, which optimises the opportunities for engagement with families (and adult caregivers), using contact with one child as the catalyst for broader engagement with whole families. By engaging with children in schools serving the most disadvantaged communities in the district, (often amongst those performing least well overall) and distributing festival brochures and advertising to all schools in the Bradford district – including those serving the most disadvantaged communities - the festival optimises the potential for engagement with the most disadvantaged families.

The 2019 Bradford Literature Festival Education Programme engaged 18,000 children and over 2000 educators from across the Bradford district; 76 schools engaged with the programme, including but not limited to:

Primary:

- Parkland Primary School, BD10
- Dixons Marchbank Primary, BD3
- Beckfoot Allerton Primary School, BD15
- Thornton Primary School, BD13
- Woodside Academy, BD6
- Shipley CE Primary School, BD18
- Oldfield Primary School, BD22
- Crossflatts Primary, BD16
- Peel Park Primary, BD2
- Poplars Farm Primary, BD2

Secondary:

- Grange Technology College, BD5
- Bradford Academy, BD4
- Oasis Academy Lister Park, BD8
- Appleton Academy, BD12
- Tong Leadership Academy, BD4
- University Academy Keighley, BD20
- Laisterdyke Leadership Academy, BD3
- Titus Salt School, BD17
- Queensbury Academy, BD13
- Beckfoot Oakbank, BD22

As much of the festival's significant free childrens and families weekend offer is un-ticketed (i.e. all City Park activity), there is no comprehensive box office data available for translation of Education Programme attendance to in-festival attendance. We do know anecdotally from teachers that some children and young people attending the Education Programme with their schools, employ 'pester power' to encourage parents to take them to the weekend activity; the distribution of CYP brochures to all Primary School children in the district through book bags, further increases the festival's reach, particularly with families who might not otherwise engage with the BLF offer.

"We all had a fab day at the event. The team were amazing [...] the authors were really good, and we think the children got a lot out of it. We would definitely come again next year. Thank you so much for organising a free event."

Teacher  
BLF Education Programme 2019



### Public Festival Programme

Evidence of the festival's successful engagement with the most disadvantaged children, young people and families is resonant in the socioeconomic diversity of Festival attendees. In 2019:

- The average British household income sits at £43,645
- 65% of BLF visitors reported a household income of under £40,000
- 29% of attendees reported an annual household income of less than £20,000.
- 57% of Bradford Literature Festival tickets were allocated for free or at significant discount, under the festival's Ethical Ticketing Policy (free tickets for people in receipt of Universal Credit, legacy benefits, people living in social housing, asylum seekers, refugees, pensioners in receipt of state pension only, disabled people and carers)

Festival attendees came from across the Bradford District, including postcode areas correlating with some of Bradford – and England's – most disadvantaged wards. By analysing our post-code data against data from the Office of National Statistics and the 2011 Census, we know that:

- The largest proportion of BLF's ticketed audience (11%) came from BD18, an area with pockets of high deprivation and an above average unemployment rate of 16% when compared with the national average unemployment rate of 4%.
- 9% of BLF's audience (6,288 attendances) came from Keighley postcodes (BD20/ BD21/ BD22), all of which have higher than average levels of unemployment and higher than average numbers of BAME residents. This is a significant increase from 6% in 2018
- 6% of BLF's audience came from BD7 where 33% of residents are unemployed, whilst only 9% have a social grade of AB (highest) when compared to the national average of 27%. 67% of residents in BD7 identify as BAME.

In the following sections, alongside a detailed breakdown of the activities delivered, supported by this funding, are vox pops, audience statistics, pictorial evidence and case studies which evidence the success of this model in ensuring that:

- Children feel that reading or being read to can be fun, and are likely to try harder in reading and writing at school
- More children want to go to BLF or other literature festival activities
- Parents now have a better understanding of the importance of engaging with reading and oracy to support their young children before they get to school



### Community Engagement Activity

In the weeks and months preceding the summer festival, Bradford Literature Festival undertakes a varied programme of in-community audience development and engagement activity, focussed on wards with the highest multiple indices of deprivation, particularly focussed on families, children and young people.

This work, often delivered in partnership with grassroots community organisations, is intended to signpost in-festival content and engagement opportunities, as well as offering discrete/ standalone opportunities to build skills, confidence and develop a love of literature, the arts and culture.

As part of this project, Bradford Literature Festival sought to deliver a series of in-community events and activities, focussed on families, children and young people, delivered as extra-curricular content (i.e. distinct from the Education Programme, though in some cases activity built on or linked to the Education Programme implicitly).

### Volunteers Programme

The BLF Volunteers Programme 2019 was a key activity delivered under the Bradford Opportunity Area. Funding met the cost of a dedicated Volunteer Co-ordinator, who developed the festival's volunteer base, with an especial emphasis on young people 16-18, and communities which can be broadly understood as disadvantaged or under-engaged.

Across the 2019 festival, 176 volunteers gave 1857 hours of their time.

- 46% or 81 of these volunteers were aged 16 – 19
- 55% were BAME
- 10% identified as having a disability or long-term health condition

- 76% lived in Bradford, 7% in Huddersfield and 3% in Leeds

The Bradford Literature Festival volunteers programme is crucial to the smooth running of the festival, with volunteers needed at almost all events for tasks including crowd management, ticket collection, supporting Venue and Stage Managers, managing Q&A microphone running, assisting audience members, and providing additional support for tasks as broad as setting up stages, checking marketing materials in and out, chaperoning speakers and meeting and greeting guests.



Through this work, young people participating in the Volunteers Programme build Essential Life Skills including:

- Hard work, self-control, discipline and good time keeping
- Self-confidence, leadership and team working
- Honesty, integrity and engaged citizenship
- Attitude, respect and empathy
- Curiosity and problem-solving

Each year Bradford Literature Festival is asked by volunteers to provide references to support applications for paid employment opportunities, further volunteering and education courses. Following the 2019 Bradford Literature Festival, to date there have been over 30 requests from volunteers for references, signalling the positive impact of the festival's volunteer programme in the longer term, and the **improved essential life skills of participant children – a stated ambition for this project, under the terms of BOA funding.**

### **Curated Activity**

In addition to the Volunteers Programme, the Community Engagement activity funded by the Opportunity Area in 2019 included:

- Bespoke activity programme curated for the Through Care After Care Service
- 5 sessions of literacy boosting activity for parents and children at South Asian Womens' Centres

(NB that additional community engagement activity in the lead-in to BLF 2019, for disadvantaged and under-engaged communities, was funded by the West Yorkshire Combined Authority).

#### Through Care After Care Service

- Primary BOA aim met - disadvantaged pupils were able to attend BLF workshops and events
- Format – drop in poetry workshops, storytelling sessions, and free tickets to BLF events
- Total number of sessions – 2 TCAC only sessions + 43 free tickets booked using TCAC code
- Total number of children and young people engaged (inc. carers) – 114 (71 TCAC sessions + 43 festival tickets)

"Lemn [Sissay] spoke a lot about how you are not hugged in care and how sometimes we all need a hug to reassure us that it's all OK. They really picked up on that and all really identified with the feeling of not knowing how to show physical affection. It was a really beautiful conversation – sad but beautiful."

Personal Advisor, Bradford Through Care After Care Service  
Free tickets provided for staff and young people, BLF 2019

Since 2017, Bradford Literature Festival has worked with the Through Care After Care Service, to ensure that looked-after children and young people are afforded the same opportunities to access the arts and culture, literature and literacy-boosting activity as other children in the district, regardless of their housing situation, or education status. Looked after children are amongst some of the most disadvantaged children and young people in Britain today- with some of the lowest rates of engagement in the arts and culture<sup>1</sup>; engaging this cohort with the support of Opportunity Area funding, has afforded the organisation to consolidate the relationship with the service, and deliver activity which is responsive to the specific needs of the cohort – as well as offering pathways to engagement with the broader festival programme.

During the 2019 festival cycle, BLF consulted with the Through Care After Care service, to build a bespoke programme of activity, including workshops, storytelling, work shadowing, and festival passes to public programme events, open to looked after children and young people and their caregivers.

The funding for this project strand was drawn from the Opportunity Area for the below 'in community' activity, whilst bespoke 'in festival' activities (a meet and greet with Lemn Sissay, and work shadowing opportunities with the National Youth Theatre) for the Through Care After Care Service, were funded by the Esme Fairbairn Foundation as part of the B-Lit YA initiative.

Activity was delivered first in the community at two events:

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<sup>1</sup> <http://www.everydayparticipation.org/wp-content/uploads/2015/10/Valuing-Facilitated-Participation.pdf>

- A **drop-in poetry-writing workshop** was delivered by local poet Kirsty Taylor, at the annual Care Leavers graduation day, alongside an info stand with information about volunteering opportunities at BLF 2019, with 48 children and young people taking part in the activity.
- Two **storytelling sessions with Noel Watkins**, at the TCAC Eid Party were delivered for children and caregivers, with a combined audience of 23 across the two sessions. Caregivers and looked after children who accessed this activity, were seen participating in the City Park Family Fun Day free activity a few weeks later.



Free tickets to festival events were also offered to children, young people and their caregivers. 43 tickets were booked under the bespoke 'TCAC' code, to weekend and evening events including:

- 10 Things I Hate About You (12+) - film screening
- A History of Snow White - panel discussion
- Asif Khan's Imaam Imraan – theatre production
- Ferris Bueller's Day Off (15+) – film screening
- Lady Leshurr, Saul Williams & King Midas Sound - gig
- Lemn Sissay in Conversation
- Woke – theatre production
- Spoken Word Poetry + Open Mic

**"I had a really good time and Lemn really inspired me. I came away feeling like he understood the journey through the care system and made me realise that there are creative ways of coping with my experiences in care."**

TCAC Service User  
Lemn Sissay in Conversation

#### Literacy Boosting Activity for Parents at South Asian Womens' Centres:

- Primary BOA aim met - helping parents feel more able to support their children to access reading and writing materials and activities outside the classroom

- Format – weekend storytelling and drop-in craft workshops
- Total numbers of sessions – 5
- Total number of children and young people engaged – 143

In May-June 2019, Bradford Literature Festival delivered 6 community based iftars and Eid parties at community centres across Bradford, serving majority South Asian, socioeconomically disadvantaged communities, as part of the festival's BSBT programme. At 5 of these sessions, running in parallel with the BSBT programme (and a package of engagement activity for adult women) were additional sessions for female caregivers and their children, focussed on promoting the importance of literacy and cultural literacy, through a programme of storytelling and craft activities.

The five centres participating in this work were:

- Womenzone Community Centre, Hubert Street, BD3
- Madni Centre, Bowling Old Lane, BD5
- Grange Interlink Community Centre, Summerville Road, BD7
- Sangat Centre, Marlborough Street, BD21
- Millan Centre, Victor Street, BD9

Storytelling and craft activity promoted reading and boosted parental engagement; across the 5 sessions a total of 143 children aged 0-16 participated in the activities. Under 5s (numbering 37 in total) were only allowed to participate when accompanied by their parents, in order to ensure that the message of the importance of literacy and the role of parents in building literacy skills, reached participating parents – i.e. 37 parents were engaged in a meaningful way, in the development of literacy skills and Essential Life Skills e.g. curiosity, hard work, and empathy.

#### *Case Study: Building engagement with literacy, and confidence, amongst EAL parental cohorts*

Whilst delivering the iftar/ Eid sessions in community centres, a number of mothers told us that they expected school to take the lead in teaching their children to read – and didn't see a role for themselves in this endeavour. When probed further, mothers told us they didn't know how to engage their children in a picture book [...] as a direct result we made it compulsory for children under 5 to be accompanied in the storytelling sessions by their mothers.

Through modelling, our storyteller Zaynab Rasul, was then able to demonstrate how mothers could look at books with their children, i.e. by focussing on pictures, phonics, creative ad libbing... using English language storybooks and relating the stories bilingually, the storyteller was able to demonstrate that the mothers' own level of English or literacy skill was irrelevant to their ability to share a book with their child.

Many mothers told us anecdotally that the experience had been invaluable – not just in terms of modelling how to read with their child, but the way their child had engaged with them, and been entertained, showed them the value of the activity in developing an enriching relationship with their child.

"I came because of the children's activities. It's good for the children to have something like this to do. It was relaxing to get out of the house, to be in a different environment"

Participating Mother, BLF 2019 (Urdu language voxpop in translation)

"I brought some of my children today so they would see something new, use the workshops... Now I know about the festival, I will take them there. It's good for the children."

Participating Mother, BLF 2019, BD3 (5 children, ages 7-18) (Urdu language voxpop in translation)

## Children and Young Peoples Programme Delivery

- Primary BOA aims met:
  - Children are engaged and are more enthusiastic about literature
  - Children were able to try and test out different learning methods through engagement in activities and workshops
  - Children felt excited about reading and hearing stories
  - Children are more likely to attend BLF events in the future
  - Parents feel more able to support their children to access reading and writing materials and activities outside the classroom
- Format – book events, workshops, music events, City Park activity
- Total numbers of sessions – 32 book events, 1 musical performance + support of 4 Family Fun Days and associated activity
- Total number of children and young people engaged through book events and the music event– 741 children and young people (of which 332 were aged 0-5; 409 5-18), and an additional 680 parents/ caregivers.
- Total number of children, young people and families engaged through the City Park families programme – 13,229

BLF 2019 delivered an expanded Children's Programme of workshops, storytelling, theatre and film events across all 10 days of the festival, with the vast majority of activity free for children and families. As part of a broader programme of activity, incorporating the Festival Hub, Venue 2, weekend Family Fun Day activity delivered by Wrongsemble theatre company, storytelling, an Early Years Programme, water zorbing, face-painting and other drop-in activities, Opportunity Area funding enabled or supported the delivery of:

- CYP Programme - 32 free **childrens' book events** for children aged 5-11, with 'in-built' craft workshops
- City Park – supported the delivery of all **City Park CYP and family focussed activity**, with a cost contribution to infrastructure and programme delivery
- **A music event for young people** aged 12-18, featuring contemporary artists Lady Leshurr, Saul Williams and King Midas Sound at St George's Hall



"My child loves the storytelling, it brings books to life and she definitely takes it in, I can tell as she tries to act it out at home."

## City Park Family Fun Days – audience 13,229 (total audience – 32,833)

An independent market research company surveyed 180 City Park attendees across the second weekend of the City Park Family Fun Days; of the surveyed audience:

- 69% told us that they felt the City Park activity had made them/ their child want to engage more with reading
- 98% told us that they would come to an event 'like this in future'
- 99% told us they thought that the City Park Family Fun Days were 'a good thing for children in the city'

Each year the festival delivers a comprehensive programme of children's activity, incorporating book events, storytelling sessions, craft workshops and street theatre, delivered by Wrongsemble theatre company. The four days of the City Park Family Fun Days programme were delivered on the two weekends of the festival, themed 'Superheroes', 'Into the Jungle', 'At the Bottom of the Garden', and 'Witchcraft and Wizardry'.

CYP activity in the City Park space is curated by the BLF team and Wrongsemble Theatre Company, with the core aim of engaging the most disadvantaged, least engaged, and least culturally literate families and children in the district. The organisation prioritises high quality accessible activity, which educates children and parents often 'by stealth', offering positive reinforcement of the value of literacy and oracy and modelling easily-replicable activities through the craft workshops and storytelling sessions.

In 2017 Bradford Literature Festival undertook analysis which showed that the primary customer base for the festival has just £9 per week to spend on recreation and culture; reflecting the economic pressure on local families. As such, the majority of this activity is delivered free, and most is 'drop-in', removing as many barriers to engagement as possible, for as many families as possible.

Building in literacy, oracy and communication skills, and the Essential Life Skills of respect, empathy, curiosity and problem-solving is central to the curation and production of all CYP activity. This may be explicit – e.g. mark-making and storytelling sessions building literacy and oracy skills – or more implicit – e.g. through the narrative themes of street theatre performances and book events, which include content which can be understood as promoting the values of honesty, integrity and engaged citizenship.

" The Festival gives the kids experience that they wouldn't normally see at school, so it opens their minds to more."

Visitor

City Park Family Fun Days 2019



For example, Wrongsemble theatre company's 'drop in' stage shows, delivered three times a day, are family-orientated, implicitly educational and based around narratives which can be considered 'problem solving', 'questing' or 'going on a journey'. They encourage children to participate, asking questions such as 'what should the hero do now?' and offering choices which can be broadly understood as 'right' and 'wrong', developing children's self-confidence and leadership skills.

### **Children's Book Events – total audience 1187**

Children's book events, curated for children aged 5-11, are located in central, accessible venues, which appeal to children and families and expose them to literacy and literary themes in a holistic fashion—Venue 2, a tent structure purpose built by BLF to house children's book events, Waterstones book shop and the Central Library were all venues for these events in 2019.

Each book event included a craft element – such as making vegetable 'superheroes' after the 'Supertato' book event, mask making following the 'Ballet Bunnies' and 'Big Cat' readings, and snake-spoon making to compliment the book 'Anna and Otis'. Book events for children are more 'relaxed' than traditional festival events, with children encouraged to interact with authors.

With 65% of BLF attendees reporting household incomes below the national average, the delivery of free childrens book events are a vital asset in the engagement and inclusion of the most disadvantaged families and children in the district. Book events offer engaging, accessible content, and offer parents points of learning in relation to literacy, such as good book sharing/ reading methods and inspiring parents and caregivers to use craft (mark making, modelling, recycling materials) to supplement children's literacy development.



### **Music Event for Young People – total audience - 234**

In 2018, Bradford Literature Festival delivered its first contemporary, commercial music event featuring Akala, Lowkey and Layfullstop, aimed at young people aged 14-18, supported by the Esme Fairbairn Foundation, with tickets free for children and young people.

Following the success of this performance, at BLF 2019, the organisation once again delivered an event at St George's Hall featuring Lady Leshurr, Saul Williams and King Midas Sound, part-funded by the Esme Fairbairn Foundation, with supplementary support from the Opportunity Area

Programming these artists, e.g., Lady Leshurr not only drew a very broad and diverse intergenerational regional audience, it also transformed young people's perception of the festival and that of the city of Bradford, in its ability to attract major names from the world of music:

"I never thought someone like Lady Leshurr would come to Bradford because Bradford gets overlooked. People like that go to Leeds."

"Lady Leshurr was just amazing. There was the anticipation of seeing someone big and when she came on, I wasn't disappointed. She just got everybody bouncing about."

Teenage Attendees  
Lady Leshurr, Saul Williams & King Midas Sound

Using contemporary music which relies on lyrical excellence is a draw for young audiences who might not otherwise engage with the literature festival offer. By delivering the event in a traditional theatre, young people's cultural literacy is developed as they learn to navigate cultural spaces they might not otherwise access, and understand that these venues and their artistic programme, are 'for them'. This in turn supports the development of skills such as engaged citizenship, curiosity and confidence.

Strategically, Bradford Literature Festival works on the premise that events such as music gigs, develop young adult audiences for other, more traditionally 'literary' or 'literacy-building' activities, such as book events, in conversations and panel discussions. Key to this strategy is programming participating artists in book events and panel discussion, in addition to the musical performance. In this instance, Saul Williams spoke on the poetic legacy of Tupac Shakur, alongside poet Anthony Anaxagorou and academic Jacqueline Springer, whilst Roger Robinson of King Midas Sound delivered the poetic provocation and took part in the panel discussion 'British Citizenship in 2019: Who Belongs?', exploring and unpacking the social, cultural, and political resonances around (for example) the Shamima Begum case, and the Windrush Scandal. Audience members from the concert were seen to attend these events the following day.



## **Marketing**

BLF conducts a high visibility print and digital marketing and advertising campaign that reaches across the UK, with a concentrated approach to West Yorkshire and the Bradford District.

As with everything that BLF does, the festival's marketing campaign has a distinct social and community agenda, focused on maximising reach not only for commercial purposes, but to ensure that opportunities such as our Ethical Pricing Structure and free ticket offer are made known to as many people as possible. This is taken into account when selecting advertising locations and informs the distribution of marketing materials and information.

BLF works with local distribution organisations to ensure that as many community locations as possible receive copies of our brochures annually, building our contact list year-on-year to reach audiences in low-income and deprived areas, with a particular focus on promoting the festivals free ticket offer.

This includes working with organisations such as Incommunities, who assist in distributing BLF brochures and further information on the festival to families and individuals living in social housing, Bradford Through Care After Care Service, who ensure that our brochures reach young people living in the care system, and charitable organisations such as BIASAN (Bradford Immigration and Asylum Seekers Support and Advice Network), who, in addition to a broad range of grassroots, arts, culture and charitable organisations, ensure that our brochures reach the most disadvantaged and disengaged families in Bradford.



2019 BOA funding supported the delivery of a marketing campaign which targeted Bradford's most disadvantaged communities, both within communities and via schools, along transport routes and within the city centre – with funding contributing directly to:

- Print and distribution of 70,000 CYP Programme brochures – a cut down version of the Main Programme Brochure containing information on our free children's and family events and designed to be child and family friendly. This brochure is distributed by Bradford Council to every council operated school in the Bradford district, 1 copy per child. The brochure is also distributed to children's centres, libraries and other community organisations throughout the district.

- Train station banners/ posters – BLF places large scale advertisements at train stations across Bradford and the West Yorkshire region including:
  - Bradford Interchange and Forster Square
  - Keighley
  - Shipley
  - Saltaire
  - Skipton
  - Ilkley
- City centre animation – concentrated in the centre of Bradford, BLF uses high visibility festival marketing to animate the city centre in the lead up to and during the festival, this includes:
  - Lamp post banners in place along busy city centre roads and thoroughfares
  - Poster sites along busy roads entering and leaving the centre and at busy intersections such as outside shopping centres and train stations



"The most inclusive arts event I have ever attended."

Visitors  
Bradford Literature Festival 2019

**Local Providers for BOA activity:**

**Freelance Festival Team:**

Matthew Chambers – Volunteer Co-ordinator  
Irna Qureshi - Project Co-ordinator, Iftars and Eid Engagement  
Technical Manager - Symon Culpan  
Various local freelance Venue Managers and Stage Managers. List available on request.

**Venue Partners:**

Waterstones Bradford  
Bradford Libraries  
St George's Hall

**Artists:**

Wrongsemble Theatre Company  
Storyteller – Noel Watkins  
Craft provider – Zareena Bano  
Children's author – Suzy Senior  
Children's author – Richard O'Neill  
Event chair – Yvette Huddlestone

**Accommodation Provider (artist accommodation):**

Midland Hotel

## Appendix D – Social Mobility Index constituency level data example – Bradford East

INDEX RANKINGS & SCORES COMPARISON															
Rankings based on weighted index scores produced using data after outlier imputation															
	Constituency	rank	Rankings by life stage				index	Weighted index scores				Early	School		
			Early	School	Youth	Adult		Early	School	Youth	Adult				
Highest 5	Cities of London and Westminster	1	1	2	10	176	132.30	41.33	41.31	44.49	5.16	Bradford East	-2.74		
	Chelsea and Fulham	2	37	3	13	209	109.20	23.46	40.87	41.95	2.91				
	Altrincham and Sale West	3	191	8	22	12	103.85	4.22	39.31	36.86	23.45				
	Tooting	4	57	40	14	63	100.34	19.50	26.48	39.87	14.49				
	East Ham	5	6	9	1	530	100.21	32.97	38.91	57.44	-29.12				
Lowest 5	<b>Bradford East</b>	<b>266</b>	<b>97</b>	<b>449</b>	<b>216</b>	<b>343</b>	<b>-2.74</b>	<b>13.82</b>	<b>-16.38</b>	<b>5.11</b>	<b>-5.31</b>				
	Hemsworth	529	531	471	484	360	-92.23	-45.52	-19.42	-21.29	-6.00				
	Nottingham North	530	491	490	519	506	-97.43	-24.02	-23.49	-30.99	-18.93				
	Walsall North	531	498	531	503	493	-106.13	-26.85	-38.09	-24.78	-16.40				
	Derby South	532	528	514	515	333	-108.47	-43.54	-30.57	-29.58	-4.78				
	South Dorset	533	522	530	451	512	-112.20	-38.87	-37.45	-15.85	-20.03				
	Life stage Variable	In the area	Average Rank	(mean)	Range of all indicator values		Variable description								
	<b>Early years stage ranking is 97 of 533 constituencies</b>														
	Nursery quality	94%	189	93%	(72% - 100%)		% of non- domestic childcare providers rated 'outstanding' or 'good' by Ofsted								
	Early years attainment	57%	109	53%	(37% - 71%)		% of children eligible for FSM achieving a 'good level of development' at the end of Early Years Foundation Stage								
School	<b>School stage ranking is 449 of 533 constituencies</b>														
	Primary school quality	70%	463	83%	(45% - 100%)		% of children eligible for FSM attending a primary school rated 'outstanding' or 'good' by Ofsted								
	Primary school attainment	35%	367	39%	(18% - 62%)		% of children eligible for FSM achieving at least the expected level in reading, writing and maths at the end of Key Stage 2								
	Secondary school quality	54%	415	72%	(0% - 100%)		% of children eligible for FSM attending a secondary school rated 'outstanding' or 'good'								
	Secondary school attainment	39	244	39	(27 - 54)		Average attainment 8 score for pupils eligible for children eligible for FSM								
Youth	<b>Youth stage ranking is 216 of 533 constituencies</b>														
	Positive destination after KS4	87%	337	88%	(76% - 95%)		% of young people eligible for FSM that are in education, employment or training (positive destination) after completing KS4								
	Average A-level or equivalent points score	28	189	26	(3 - 43)		Average points score per entry for young people eligible for FSM at age 15 taking A-level or equivalent qualifications								
	A-levels or equivalent by age 19	36%	158	34%	(19% - 65%)		% of young people eligible for FSM at age 15 achieving 2 or more A-levels or equivalent qualifications by the age of 19								
	<b>Adulthood stage ranking is 343 of 533 constituencies</b>														
Adult-hood	Average earnings	£376	466	£443	(£312 - £750)		Median weekly salary of employees who live in the local area (Full-time and part-time)								
	Housing affordability	4	25	8	(3 - 31)		Average house prices compared to median annualised weekly salary of employees who live in the local area								
	Managerial and professional jobs	22%	462	30%	(14% - 54%)		% of people in the local area who are in managerial / professional occupations (SOC1 &2)								
	Living wage	25%	248	25%	(9% - 47%)		% of jobs that are paid less than the applicable Living Wage Foundation living wage								
	Home ownership	62%	369	65%	(17% - 87%)		% of families with dependent children who are owner occupiers (incl. shared & full ownership)								

## Appendix E – Careers & Enterprise Company Bradford Dashboard

CONFIDENTIAL

### Bradford Opportunity Area Dashboard – Summer Term 2019

#### Summary

Overall encounter figures stand at 124,389 which is on track at 80% towards the 3-year target of 155,333. Gaps remain in KS3 and KS5. We are starting to see improvements with SEND Schools through the work of the ECs and work of the Cornerstone partners. There is still work to be done. We are hoping the practices learnt from the SEND hub will help to address this gap also.

Compass scores reveal progress made against the majority of benchmarks, particularly benchmark 5 which continues to benefit from activities delivered from Opportunity Area Investment funding providers, namely Ahead Partnership, Business Enterprise Support, Business in the Community, Engineering Development Trust, Future First, NYBEP, The White Room and Young Enterprise. Gatsby 6 has progressed somewhat but still not as quickly and a risk remains here as schools report difficulties in delivering experiences of work for all. Enterprise Coordinators continue to work with employers and the local authority to support schools to learn from alternative models such as Bradford manufacturing Week and workplace visits via school outings.

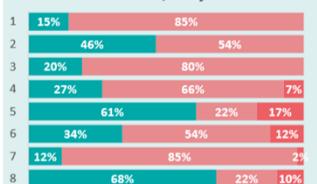
(Fig.1) % Reported Achieving Benchmark 5



(Fig.2) Bradford Enterprise Adviser (EA) Network matching

School/college in OA (Total No.=44)	In EA Network	EA matched	Compass Completed
Titus Salt School	Yes	Yes	Yes
The Holy Family Catholic School	Yes	Yes	Yes
Bingley Grammar School	Yes	Yes	Yes
Hanson School	Yes	Yes	Yes
Bradford College	Yes	No	Yes
Shipley College	Yes	Yes	Yes
Dixons City Academy	Yes	No	Yes
Tracks	No	No	No
Parkside School	Yes	Yes	Yes
Beechcliffe Special School	Yes	No	Yes
Bradford Academy	Yes	Yes	Yes
Bradford District PRU	Yes	No	No
Dixons Allerton Academy	Yes	No	Yes
University Academy Keighley	Yes	Yes	Yes
Ilkley Grammar School	Yes	Yes	Yes
Feversham Academy	Yes	Yes	Yes
Dixons Kings Academy	Yes	Yes	Yes
Ellar Carr	Yes	Yes	Yes
Belle Vue Girls' Academy	Yes	No	Yes
Oastlers School	Yes	Yes	Yes
Dixons Trinity Academy	Yes	Yes	Yes
One In A Million Free School	Yes	No	Yes

#### Compass (No. of schools in OA completed Compass=41 Data as of 31 July)



#### Bradford progress towards 3 year target



CAREERS &  
ENTERPRISE  
COMPANY

Total achieved  
124,389

Target to July 2020  
155,333

80% Target Achieved

Target for years 1 and 2  
94,377

132% year 1 and 2 Target  
Achieved

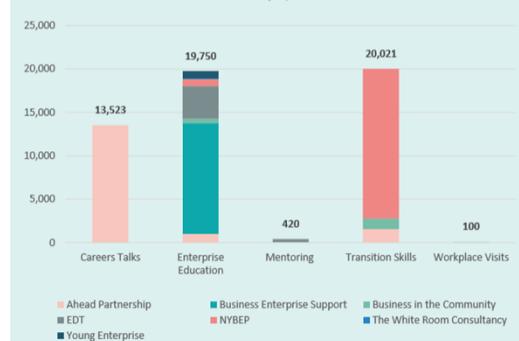
#### Enterprise Coordinator update

From April to August the majority share of encounters came from workplace visits (14%) and Enterprise Activities, Employability Sessions, Careers Talks and Employer Led Curriculum Learning at (13%). The wide and varied range of activities is primarily due to the Cornerstone offers and the OA Investment fund.

Highlights in schools have included a "PwC Dragons Den" event with 7 schools participating, with approximately 650 students taking part. JCT600 has set up a fundraising activity with its matched school encouraging its staff to compete against students in a bike race to raise funds for an engineering centre within the school and to support with meeting GB5 and GB6.

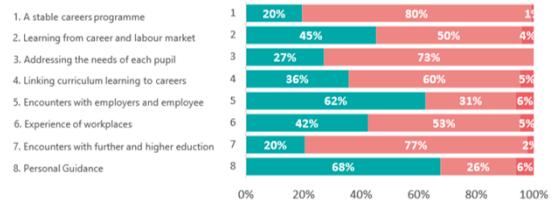
The cornerstones are collaborating on activities with an SEND focus and looking at how businesses can offer experiences of a work place for SEND young people. Newly appointed Cornerstone JCT600 will be giving an overview of their own company procedures for SEND employees.

#### (Fig.3) Bradford - Funded Encounters by Activity Type and Provider Data as at end of April 2019



## Compass Returns

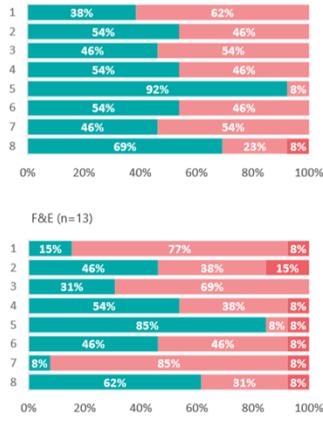
Opportunity Areas (No. of schools completed compass/no. of schools = 209/220)



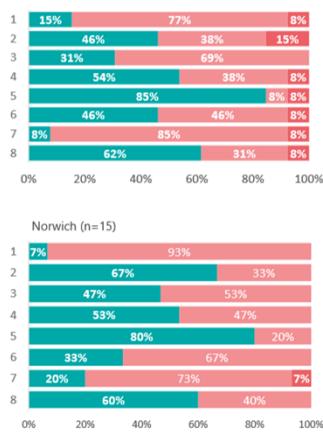
\*N= no. of schools (matched and unmatched) completed compass

Results in graphs rounded up to the nearest %

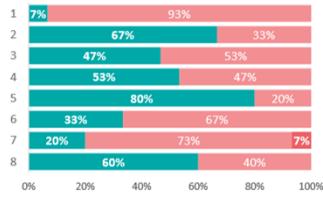
Blackpool (n=13)



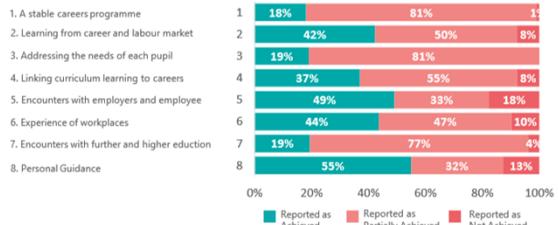
F&E (n=13)



Norwich (n=15)



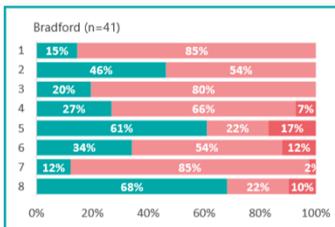
National Compass performance (No. of schools completed compass/no. of schools = 4108/7671)



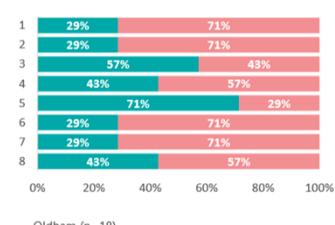
### Summary

Due to the busy exam period and lack of capacity from key stakeholders in institutions across the LEP, we have ultimately seen slightly lower engagement during this period. However, despite these challenges, we have successfully hit and exceeded our 50% BM5 target. We had hoped that the CEC Virtual Wallet support would help address significant gaps in BM5 across the board, particularly in BM6 and around SEND provision. However, with only 3 providers available and colleges to select their providers, they were unable to identify which provisions would be most impactful.

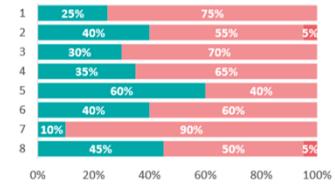
Going forward, we will have more formalised communication with the CEC to ensure this funding support is used effectively.



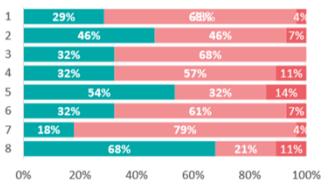
Bradford (n=41)



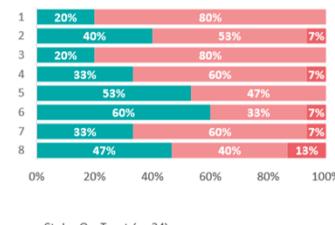
Derby (n=20)



Doncaster (n=28)



Ipswich (n=15)



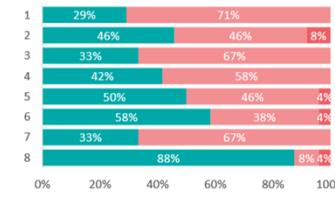
North Yorkshire Coast (n=13)



Oldham (n=18)



Stoke-On-Trent (n=24)



West Somerset (n=3)



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# Bradford Opportunity Area Delivery Update

## Overall assessment – Amber Green

### Summary rating:

- In terms of delivery of our programme and against our targets we remain confident.
- Given the involvement of our best system leaders, we are confident that our school improvement and leadership programmes will be effective and help the schools involved become sustainably good.
- We also expect a direct impact and potential to lever more from:
  - interventions like 'Glasses in Classes', work on handwriting, motor skills and identifying autism – if successful, these will produce clear routes to more effective teaching and support to vulnerable pupils, better outcomes and cost savings, which should be applicable across and beyond Bradford.
  - final year projects on improving school governance; giving young people more influence over local decision makers; and the development of a social mobility dashboard for each of Bradford's five constituencies, to improve targeting of local activity and resources.
- However, the scale of challenge in terms of I/RI schools in Bradford, along with concerns regarding capacity within the system will continue to present a significant and continuing risk to social mobility

## Overview of priorities and cross cutting themes

Initiative	Progress against milestones	RAG
Strengthening school leadership and the quality of teaching.	<ul style="list-style-type: none"> <li>• <b>School-to-school support</b> – Of the 26 schools targeted for support 23 are in delivery with 3 working to finalise their delivery plans.</li> <li>• <b>Further school improvement investment</b> - Our two larger projects are about to launch in Hanson and Queensbury schools. Schools have been informed. Finalising the offer and accountability with RSC and LA. A Challenge Panel is taking place on 11<sup>th</sup> Nov at which improvement plans will be presented and considered.</li> <li>• <b>Mentoring and masterclasses</b> – Delivered to 47 headteachers/aspiring heads. Extension into the final year of the OA agreed which will benefit an additional 30 new &amp; aspiring headteachers; a total of 77.</li> <li>• <b>Bradford for Teaching</b> – In delivery with termly reporting.</li> <li>• <b>Literacy support</b> – All 31 schools have produced plans, with 30 of 31 signed off and in delivery. Final plan expected to be signed off in early November.</li> <li>• <b>Governance</b> – Delivery provider identified through a competitive grant process on 29/10/2019. Further, verbal update to be provided at the Board.</li> <li>• <b>Raising Achievement Programme</b> – 2019/20 programme under development, with the possibility of further, significant investment from the Council.</li> </ul>	A/G
Parents and place; literacy and learning	<ul style="list-style-type: none"> <li>• <b>Parents as Partners in Learning</b> (Tong/Bowling, Keighley and Eccleshill/Idle):           <ul style="list-style-type: none"> <li>➢ 35 parent champions recruited and over 150 parents engaged in the programme.</li> <li>➢ Working with the University of Leeds to develop evaluation based on the deliverables for each of the providers in order to compare the two delivery methods and inform best practice.</li> </ul> </li> <li>• <b>Parental Engagement in Schools</b> programme:           <ul style="list-style-type: none"> <li>➢ 128 primary schools responded to the parental engagement survey. Exceed reported findings to the working group on 18 Sept. School use of EEF guidance on parental engagement is currently extremely limited.</li> <li>➢ Exceed Academies Trust have developed the delivery approach – 15 schools identified through the survey as needing support. These 15 will receive support and a £7k grant, with a further 44 schools receiving medium support, but no funding. There will also be a universal offer promoting evidence based best practice.</li> </ul> </li> </ul>	A/G
Improving access to rewarding careers.	<ul style="list-style-type: none"> <li>• <b>Primary Careers</b> – 34 of the 38 schools eligible for consultancy support from Education and Employers in 2018/19. A further 42 will become eligible in 2019/20. 1<sup>st</sup> of 4 networking events have taken place. Positive feedback received but some improvements to be made for the remaining 3.</li> <li>• Target of 155k <b>employer encounters</b> currently on-track with over 124k delivered. Though not currently able to track encounters per pupil, a new CEC tool released in Autumn will start to address this issue. Good progress being made against Gatsby Benchmark 5 (employer encounters), but concerns remain with slow progress against other Benchmarks, particularly 7 (HE/FE encounters).</li> <li>• <b>Quality in Careers Standard</b> – 12 schools have had applications for Quality in Careers Standard accepted since the launch of funding at the start of Jan 2019. This represents an increase of over 200% in schools in Bradford taking the Standard.</li> <li>• <b>Careers education, information, advice and guidance (CEIAG) offer for Bradford</b> – Future alignment of strategic and delivery level alignment to be discussed at the Board under the 'legacy' agenda item.</li> <li>• <b>Youth Empowerment</b> – Citizens UK identified as the delivery organisation. School engagement activity has commenced. Delivery and comms plan to be submitted by the end of October.</li> </ul>	A/G
Using evidence and research to remove barriers to learning.	<ul style="list-style-type: none"> <li>• Through the <b>Centre for Applied Educational Research</b> (CAER) and Born in Bradford the target of attracting £1 million of external funding into education research in the OA has been surpassed with £1.4 million EEF funding already received. In addition, £6.6m in ActEarly funding has been committed to Bradford.</li> <li>• <b>Fine motor skills interventions and training</b> - The RCT study is underway and all schools have been recruited. In addition, CAER will begin testing of a fundamental motor skills (FMS) assessment tool (FUNMOVES) in 10 schools. The trial will include teacher CPD and aims to reduce the cost and time required to measure FMS.</li> <li>• <b>Social Emotional Mental Health (SEMH)</b> - Where children are identified with SEMH problems, schools will be supported to provide for the children's needs. Supportive training programmes will be offered for parents and teachers of children with autism of primary school age (e.g. ASCEND, EARLYBIRD or CYGNET) as per best practice.</li> <li>• <b>Glasses for Classes</b> – Funding approved by EEF and delivery to commence in September 2019. Young people in 50 schools will receive 2 pairs of glasses – one for school, another for home – and will be evaluated against impact on attainment against a further 50 schools within the trial, where young people continue to receive the current optometrical offer. Born in Bradford are currently recruiting schools to be part of this trial</li> <li>• <b>Evidence Active Schools</b> group to meet on 12 November to develop 1<sup>st</sup> phase of delivery, likely to include guidance and teacher CPD.</li> </ul>	A/G

### Key

Progress	Impact
Red	The priority is significantly behind in terms of delivery of milestones, or there are major risks that threaten deliverability. This is unlikely to be recovered in the immediate term (i.e. within the next two months). Urgent corrective action required.
Amber/Red	The priority is behind schedule in terms of delivery of milestones, or there are risks that threaten deliverability. This can be recovered within the next two months but requires additional corrective action.
Amber/Green	The priority is slightly behind schedule in terms of delivery of milestones, or there are risks that threaten aspects of delivery. This can be recovered within the next two months without significant additional action.
Green	The impact and benefits are on-track to be delivered within agreed timescales

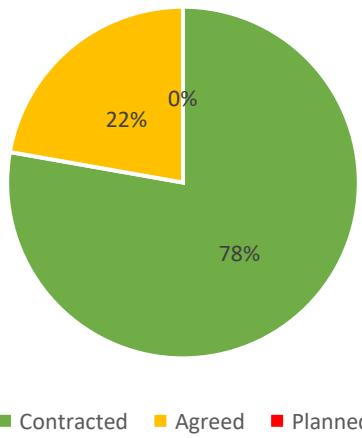
# Bradford Opportunity Area Finance Update

## Overall assessment – Amber Green

### Summary rating:

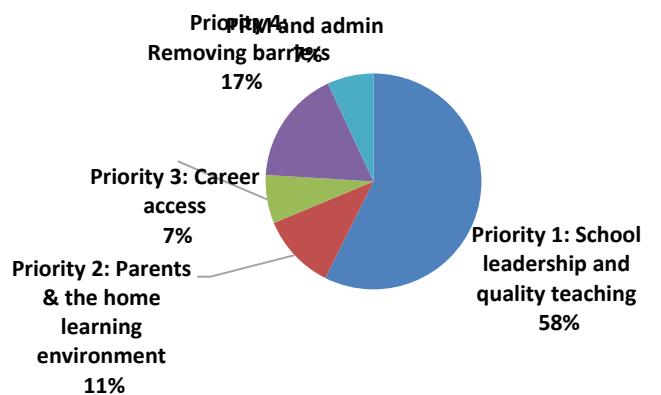
- Following the injection of a further £500k of OA funding in Bradford OA [bringing the total to £6.25m] our current projected underspend stands at £80k, which we anticipate may rise to £150k. We are confident that [with a steer from the Board] we can further invest the underspend in Bradford.
- £5.4m of our activities are contracted. In total around £440k is considered to be 'demand led'.
- As detailed in 'Table 1' £735k is currently uncontracted, primarily due to being recently agreed investments (school improvement, literacy and Raising Achievement). Evidence Active has suffered some delays, however the 1<sup>st</sup> phase of investment is due to be agreed on 12 November.
- We remain confident of being able to spend our full allocation of funding in Bradford.
- ELS funding was available to the end of the 18/19 academic year and is now complete. The whole budget was spent [a small over spend of £9k will come from the OA budget], virtually all of which was on a wide range of activities in Bradford, as detailed in the "ELS activities/investments" table below – only £39k or 0.7% of the budget having been spent on staffing/admin.

**Number of activities contracted/agreed/planned**

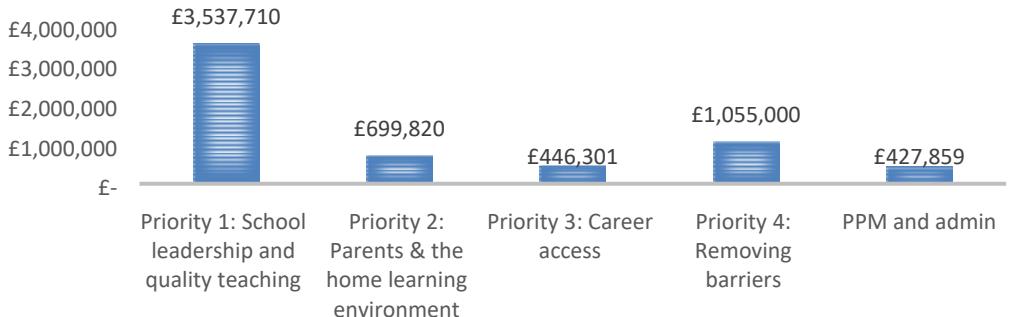


Uncontracted activities	Funding assigned
<b>Priority 1</b>	
Hanson & Queensbury school improvement	£300,000
2019/20 Literacy support extension	£200,000
Admissions	TBC
2020 Raising Achievement programme	£100,000
<b>Priority 3</b>	
Social Mobility Forum	£10,000
<b>Priority 4</b>	
Evidence Active Schools	£125,000
<b>Total</b>	<b>£735,000</b>

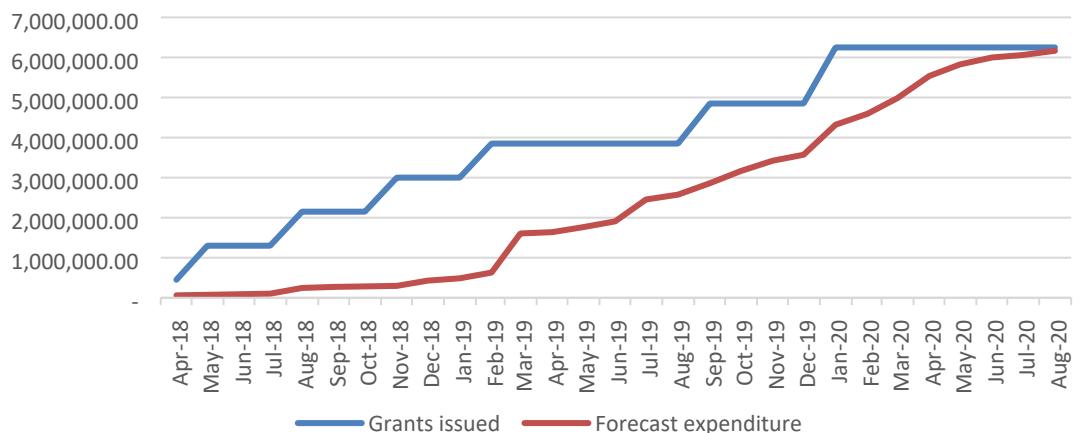
**% OF FORECAST SPEND PER PRIORITY**



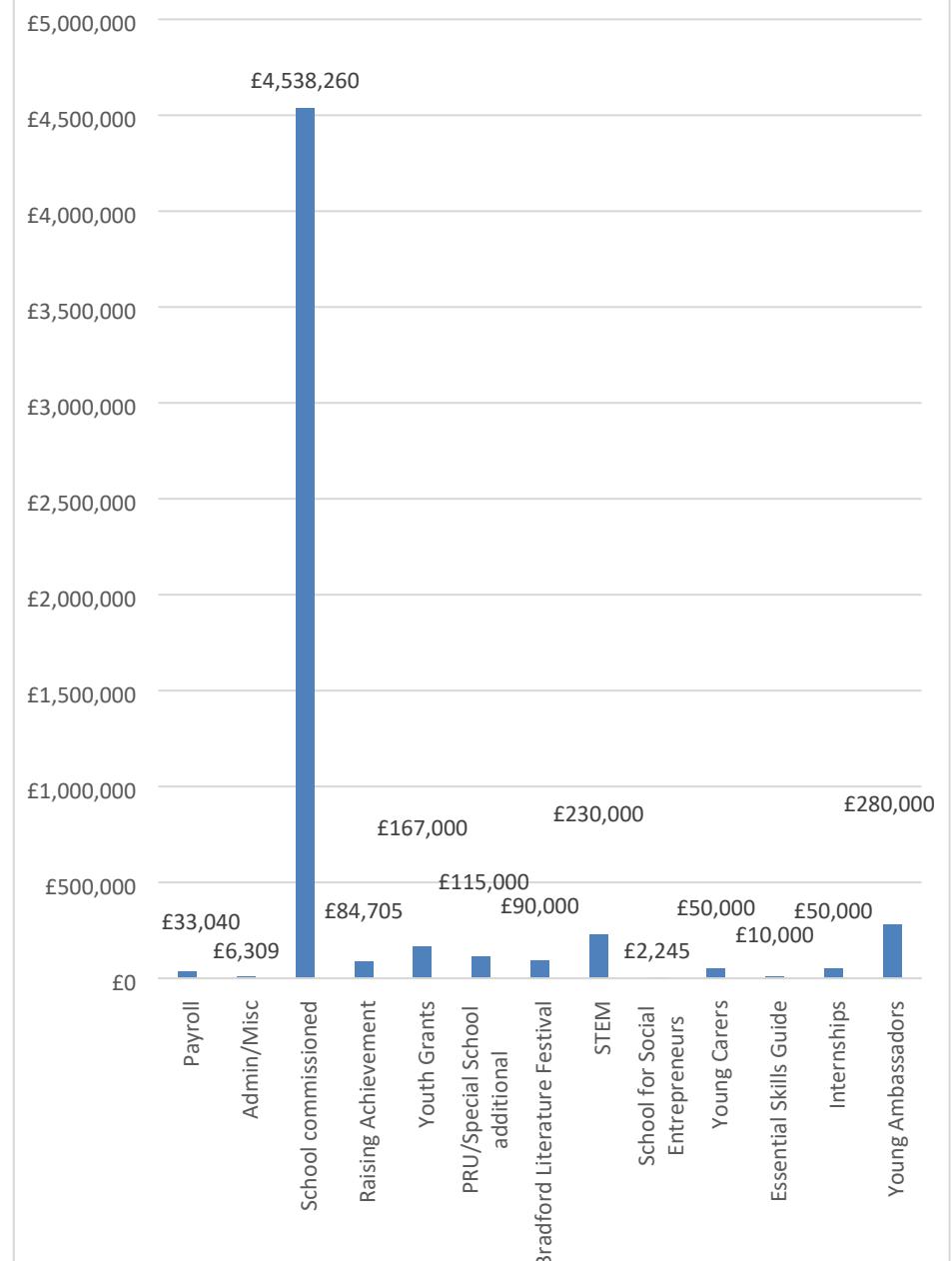
**OVERALL FORECAST**

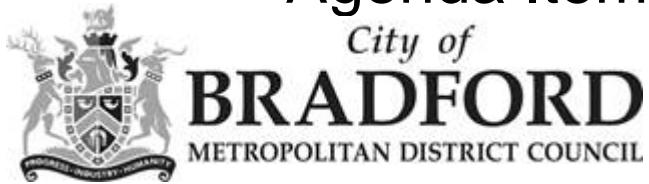


**OA Budget Forecast April 2018 - August 2020**



**ELS activities/investments**





## **Report of the Chair for the Children's Services Overview and Scrutiny Committee to the Children's Services Overview and Scrutiny Committee meeting to be held on Wednesday 15 January 2020.**

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**Subject:**

**N**

**Alternative School Provision Scrutiny Review - Draft Terms of Reference.**

**Summary statement:**

**This report presents the DRAFT Terms of Reference for the Alternative School Provision Scrutiny Review.**

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Cllr Mike Gibbons  
Chair of the Children's Services Overview  
and Scrutiny Committee

**Portfolio:**

**Education  
Children**

Report Contact: Mustansir Butt  
Overview and Scrutiny Lead  
Phone: (01274) 432574  
E-mail: [mustansir.butts@bradford.gov.uk](mailto:mustansir.butts@bradford.gov.uk)

**Overview & Scrutiny Area:**

**Children's Services**

## **1. SUMMARY**

- 1.1 This report presents the DRAFT Terms of Reference for the Scrutiny Review into alternative school provision.

## **2. BACKGROUND**

- 2.1 At its meeting on Wednesday 8 October 2019, Children's Services Overview and Scrutiny Committee members agreed to undertake a programme of scrutiny reviews relating to Children's Services.
- 2.2 One of the agreed scrutiny reviews relates to Alternative School Provision, (including Elective Home Education).

## **3. OTHER CONSIDERATIONS**

- 3.1 The DRAFT Terms of Reference of the Scrutiny Review are attached as Appendix 1 and this also sets out the objectives of the Scrutiny Review. A list of interested parties and an indicative timetable is also included.
- 3.2 This Scrutiny Review makes a contribution towards Bradford Councils Strategic Priority of improving educational attainment and supporting children.

## **4. FINANCIAL & RESOURCE APPRAISAL**

- 4.1 There may be finance and resource implications arising from the findings of this scrutiny review.

## **5. RISK MANAGEMENT AND GOVERNANCE ISSUES**

- 5.1 There may be risk management and governance issues arising from the findings of this scrutiny review.

## **6. LEGAL APPRAISAL**

- 6.1 None.

## **7. OTHER IMPLICATIONS**

### **7.1 EQUALITY & DIVERSITY**

Community Cohesion and Equalities related issues are part of the work remit for all Overview and Scrutiny Committees. This scrutiny review also contributes to Bradford Councils Corporate Equality Objective of community relations.

### **7.2 SUSTAINABILITY IMPLICATIONS**

There are not likely to be any Sustainability Implications arsing as a result of the findings of this scrutiny review.

### **7.3 GREENHOUSE GAS EMISSIONS IMPACTS**

There are not likely to be any Greenhouse Gas Emissions Impacts arising as a result of the findings of this scrutiny review.

### **7.4 COMMUNITY SAFETY IMPLICATIONS**

There may be Community Safety Implications arising as a result from the findings of this scrutiny review.

### **7.5 HUMAN RIGHTS ACT**

There may be Human Rights Act Implications arising as a result from the findings of this scrutiny review.

### **7.6 TRADE UNION**

There are not likely to be any Trade Union implications arising as a result of the findings of this scrutiny review.

### **7.7 WARD IMPLICATIONS**

This Scrutiny Review may have an impact across all wards in the District.

### **7.8 IMPLICATIONS FOR CORPORATE PARENTING**

There may be implications for Corporate Parenting arising as a result of the findings of this scrutiny review.

### **7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESSMENT**

There are not likely to be any issues in relation to this, arising from the findings of this scrutiny review.

## **8. NOT FOR PUBLICATION DOCUMENTS**

None.

## **9. OPTIONS**

- 9.1 The committee to adopt the Terms of Reference as proposed, or with any amendments that they may wish to make.

## **10. RECOMMENDATIONS**

- 10.1 That the committee adopts the DRAFT Terms of Reference.

## **11. APPENDICES**

Appendix 1 – DRAFT Terms of Reference for the Scrutiny Review into reviewing alternative school provision.

## **12. BACKGROUND DOCUMENTS**

Council Constitution.

## **City of Bradford Metropolitan District Council Children's Services Overview and Scrutiny Committee**

### **Alternative School Provision, (including Elective Home Education) - Scrutiny Review**

#### **DRAFT - Terms of Reference**

See Part 3E paragraphs 2.1 to 2.11 of the Constitution of the Council.

#### **Background**

At its meeting on Wednesday 9 October 2019, Children's Services Overview and Scrutiny Committee agreed to undertake a programme of scrutiny reviews relating to Children's Services.

One of the agreed scrutiny reviews relates to Alternative School Provision, (including Elective Home Education).

Protecting Children's legal right to Education was discussed at the Council meeting on Tuesday 15 October 2019 and the comments and views raised by members will be taken into consideration during the course of this Scrutiny Review.

#### **Context**

#### **Elective Home Education**

Despite the term 'compulsory school age', education does not have to be undertaken through attendance at school, even though parents can request a state-funded school place and the local authority is obliged to find one - or make alternative arrangements for education of your child. Parents not the state are responsible for ensuring that children of compulsory school age are properly educated.

Elective home education is a term used to describe a choice by parents to provide education for their children at home or in some other way they desire, instead of sending them to school full-time. This is different to education provided by a local authority other than at a school, for example for children who are too ill to attend school.

There is no legislation that deals with home education as a specific approach. However, Section 7 of the Education Act 1996 provides that:

*The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable -*

- (a) to his age, ability and aptitude, and*
- (b) to any special educational needs he may have, either by regular attendance at school or otherwise.*

Elective home education is a form of 'education otherwise than at school' and this piece of legislation is the basis for the obligations of parents. It is also the starting point for local authorities' involvement.

## **Alternative Provision**

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. This applies to all children of compulsory school age resident in the local authority area, whether or not they are on the roll of a school, and whatever type of school they attend. Full-time education for excluded pupils must begin no later than the sixth day of the exclusion. The Secretary of State has the power to make statutory guidance about these duties<sup>5</sup>, and local authorities must have regard to it.

While there is no statutory requirement as to when suitable full-time education should begin for pupils placed in alternative provision for reasons other than exclusion, local authorities should ensure that such pupils are placed as quickly as possible.

Any school that is established and maintained by a local authority to enable it to discharge the above duty is known as a pupil referral unit. There is no requirement on local authorities to have or to establish a pupil referral unit, and they may discharge their duties by other means. However, only a local authority can establish a pupil referral unit; although they can only do so after exploring the possibility of opening an AP Academy. Others can establish AP Academies or AP Free Schools.

Local authorities have a power (not a duty) to arrange education provision, where not already available, for pupils aged 16-18.

## **Key Lines of Enquiry**

The key lines of enquiry for this scrutiny review are to:

- Explore the proportion of home schooled children who are home schooled, because the child has not been allocated the chosen school place.
- Examining the current arrangements in place for alternative school provision.
- Explore the approach where parents consider than their child will receive a better education at home, rather than school.
- Explore the proportion of children, which have been moved on by the school.
- Review the safeguarding of children, who are outside the normal school system;
- Examining the educational outcomes of children who are in alternative school provision.
- Consider through Human Resources representatives across the District, how employees assess the ability and capability of interviewees when they have been home schooled.

## **Methodology**

The committee will receive and consider a variety of evidence/information provided by a range of interested parties. The Committee may adopt one or more of the following methods to collect evidence/information:

- relevant documents;
- relevant data;
- written submissions from, or meetings with interested parties;
- interview key and relevant personnel;
- undertake relevant visits.

## **Indicative list of interested parties**

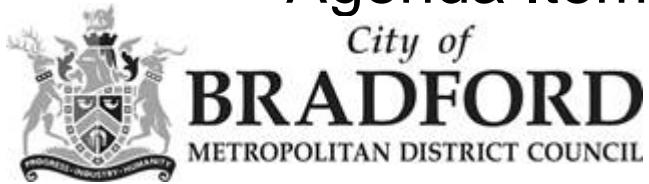
An indicative list of interested parties is provided below. This is not definitive or exclusive and can be developed as the scrutiny progresses.

<b>Organisation / Department</b>	<b>Contact</b>
Bradford Council Executive Portfolio Holder.	Cllr Imran Khan/Cllr Adrian Farley.
Bradford Council.	Mark Douglas – Children’s Services. Marium Haque – Children’s Services. Sue Lowndes – Children’s Services. Danielle Wilson – Children’s Services. Rachel Phillips – Children’s Services. Anne Lloyd – Human Resources.
Local/Regional/National Organisations.	Police. Parents. Bristol Council.

## **Indicative Timetable**

<b>Date</b>	<b>Milestone</b>
Wednesday 15 January 2020.	DRAFT Terms of Reference to be presented to the Children’s Services Overview and Scrutiny Committee – for discussion and approval.
TBC.	Information gathering session –
TBC.	Information gathering session –
TBC.	Information gathering session – .
TBC.	Draft Scrutiny Review findings and recommendations to be presented to the Children’s Services Overview and Scrutiny Committee.

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## Report of the Chair of the Children's Services Overview and Scrutiny Committee to be held on Wednesday 15 January 2020

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**Subject:**

**O**

**Children's Services Overview and Scrutiny Committee – Work Programme 2019/20**

### **Summary statement:**

This report includes the Children's Services Overview and Scrutiny Committee work programme for 2019/20.

---

Cllr Mike Gibbons  
Chair – Children's Services Overview and  
Scrutiny Committee

Report Contact: Mustansir Butt  
Overview and Scrutiny Lead  
Phone: (01274) 432574  
E-mail: [mustansir.butts@bradford.gov.uk](mailto:mustansir.butts@bradford.gov.uk)

**Portfolio:**

**Corporate  
Children and Families  
Healthy People and Places**

**Overview & Scrutiny Area:**

**Children's Services**

## **1. SUMMARY**

- 1.1 This report includes the Children's Services Overview and Scrutiny Committee work programme for 2019/20, which is attached as appendix 1 to this report.

## **2. BACKGROUND**

- 2.1 The Council constitution requires all Overview and Scrutiny Committees to produce a work programme.

## **3. OTHER CONSIDERATIONS**

- 3.1 The Children's Services Overview and Scrutiny Committee has the responsibility for “the strategies, plans, policies, functions and services directly relevant to the corporate priority about services to children and young people.” (Council Constitution, Part 2, 6.3.1).
- 3.2 Best practice published by the Centre for Public Scrutiny suggests that “work programming should be a continuous process”. It is important to review work programmes, so that important or urgent issues that arise during the year are able to be scrutinised. Furthermore, at a time of limited resources, it should also be possible to remove areas of work which have become less relevant or timely. For this reason, it is proposed that the Committee’s work programme be regularly reviewed by members of the committee throughout the municipal year.
- 3.3 The work programme as agreed by the Committee will form the basis for the Committee’s work during the year, but will be amended as issues arise during the year.

## **4. FINANCIAL & RESOURCE APPRAISAL**

- 4.1 None.

## **5. RISK MANAGEMENT AND GOVERNANCE ISSUES**

- 5.1 None.

## **6. LEGAL APPRAISAL**

- 6.2 None.

## **7. OTHER IMPLICATIONS**

### **7.1 EQUALITY & DIVERSITY**

Community Cohesion and Equalities related issues are part of the work remit for

this Committee.

## **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**

Work of this Overview and Scrutiny Committee has ward implications, but this depends on that nature of the topic.

## **7.8 IMPLICATIONS FOR CORPORATE PARENTING**

This will be a key area of work for the Committee.

## **7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESSMENT**

None.

## **8. NOT FOR PUBLICATION DOCUMENTS**

None.

## **9. OPTIONS**

- 9.1 The Committee may choose to add to or amend the topics included in the 2019-20 work programme for the committee.
- 9.2 Members may wish to consider any detailed scrutiny reviews that it may wish to conduct.

## **10. RECOMMENDATIONS**

- 10.1 That members consider and comment on the areas of work included in the work programme.
- 10.2 That members consider any detailed scrutiny reviews that they may wish to conduct.

## **11. APPENDICES**

Appendix One – 2019-20 Work Programme for the Children’s Services Overview and Scrutiny Committee.

Appendix Two – Unscheduled Topics.

## **12. BACKGROUND DOCUMENTS**

Council Constitution.

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

# Democratic Services - Overview and Scrutiny

Childrens Services O&S Committee

Scrutiny Lead: Mustansir Butt tel - 43 2574

## Work Programme

Agenda	Description	Report	Comments
<b>Wednesday, 3rd July 2019 at City Hall, Bradford.</b> Chair's briefing 18/06/2019. Report deadline 20/06/2019.			
1) Referral to the Committee	The Committee will receive a report on the "Improving management oversight and quality assurance" theme of the Children's Services Improvement Plan.	Mark Douglas.	
2) Ofsted inspection of LACS - Improvement Plan	The Committee will receive a report on the SEND reforms, and representatives of the service users be invited to attend the meeting to share their views.	Marium Haque / Ali Jan Haider	Children's Services Overview & Scrutiny recommendation on 13 December 2019.
3) Special Educational Needs and Disability reforms	The Committee will discuss issues for its work programme for 2019-20.	Licia Woodhead	
4) Work Planning			
<b>Wednesday, 4th September 2019 at City Hall, Bradford.</b> Chair's briefing 19/08/2019. Report deadline 22/08/2019.			
1) Joseph Nutter's Foundation	The Committee will receive information on the work of the Joseph Nutter's Foundation.	Sir James Hill	
2) Ofsted inspection of LACS - Improvement Plan	The Committee will receive a report on the "Improving outcomes for children" theme of the Children's Services Improvement Plan, along with the latest version of the "Vital Signs" report.	Mark Douglas	
3) Family Hubs, Prevention and Early Help Intervention	The Committee will receive a report to include the current impact on the Service compared to the effectiveness of previously available provision, the impacts on Children's Services Social Work caseloads and the progress on any milestones achieved.	Mark Douglas	Children's Services Overview & Scrutiny recommended on 26 September 2018.

**Childrens Services O&S Committee**  
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**Work Programme**

<b>Agenda</b>	<b>Description</b>	<b>Report</b>	<b>Comments</b>
<b>Wednesday, 4th September 2019 at City Hall, Bradford.</b>			
Chair's briefing 19/08/2019. Report deadline 22/08/2019.			
4) Special Educational Needs and Disability reforms	The Committee will consider a report giving an update on progress to establish a single point of contact (SPOC) and the co location all the SEND teams.	Marium Haque	Children's Services Overview & Scrutiny recommendation on 3 July 2019.
5) Children's Services Overview & Scrutiny Work Programme	The Committee will consider its work programme and make changes as necessary.	Licia Woodhead	
<b>Wednesday, 9th October 2019 at City Hall, Bradford.</b>			
Chair's briefing 24/09/2019. Report deadline 26/09/2019.			
1) Ofsted inspection of LACS - Improvement Plan	The Committee will receive a report on the "Lived experience and the voice of the child" theme of the Children's Services Improvement Plan, along with the latest version of the "Vital Signs" report.	Mark Douglas	
2) Young Carers	The Committee will receive a report monitoring the progress of the new contract, including details of what action is being taken to address any issues of concern.	Cath Dew	Childrens Services O&S recommendation from Wednesday 13 February 2019 - to be schedule for September 2019.
4) Work Planning	There is a need to regularly review the work programme, in order to prioritise and manage the work.	Mustansir Butt	
<b>Wednesday, 15th January 2020 at City Hall, Bradford.</b>			
Chair's briefing 03/12/2019. Report deadline 02/01/2020.			
1) Ofsted inspection of LACS - Improvement Plan	The Committee will receive a further update report on the work of the Improvement Board, along with the latest version of the "Vital Signs"	Mark Douglas	

**Childrens Services O&S Committee**  
 Scrutiny Lead: Mustansir Butt tel - 43 2574  
**Work Programme**

<b>Agenda</b>	<b>Description</b>	<b>Report</b>	<b>Comments</b>
<b>Wednesday, 15th January 2020 at City Hall, Bradford.</b> Chair's briefing 03/12/2019. Report deadline 02/01/2020.			
2) Educational Standards - Early Years to Key Stage 4	The Committee will receive a report on the Validated data.	Marium Haque	
3) Opportunity Area	The Committee will receive an update report detailing how the Services are monitored and an initial analysis of outcomes. Officers who are able to present evidence based outcomes on the various schemes are requested to attend the meeting.	Kathryn Loftus / Damon Boxer	Children's Services Overview & Scrutiny recommendation on 26 September 2018.
4) Draft Terms of Reference - Scrutiny Review Alternative School Provision, (including Home Schooled Children).		Mustansir Butt.	
5) Work Planning	There is a need to regularly review the work programme, in order to prioritise and manage the work.	Mustansir Butt	
<b>Wednesday, 29th January 2020 at City Hall, Bradford.</b> Chair's briefing 16/01/2020. Report deadline 17/01/2020.			
1) Ofsted inspection of LACS - Improvement Plan	The Committee will receive a further update report on the work of the Improvement Board, along with the latest version of the "Vital Signs"	Mark Douglas	
2) Child Exploitation	The Committee will receive an update on the progress of the response to exploitation of children.	David Walmsley	Children's Services Overview & Scrutiny recommendation on 10 October 2018.
3) Post 16 Education	The Committee will receive a report on the outcome of the Post 16 review detailing issues and challenges, along with information on the destinations of all year 11s for 2018-19.	Jenny Cryer	

**Childrens Services O&S Committee**  
 Scrutiny Lead: Mustansir Butt tel - 43 2574  
**Work Programme**

<b>Agenda</b>	<b>Description</b>	<b>Report</b>	<b>Comments</b>
<b>Wednesday, 29th January 2020 at City Hall, Bradford.</b> Chair's briefing 16/01/2020. Report deadline 17/01/2020.			
4) Care Quality Commission review in relation to CAMHS.  5) SEND. 6) Work Planning	<p>The Committee will receive a report detailing the outcome of the Care Quality Commission review in relation children who are looked after and safeguarding.</p> <p>There is a need to regularly review the work programme, in order to prioritise and manage the work.</p>	<p>Mark Douglas/Irfan Alam.</p> <p>Jane Hall. Mustansir Butt</p>	<p>Recommendation from Corporate parenting on 15 April 2019.</p> <p>Requested update from members.</p>
<b>Wednesday, 12th February 2020 at City Hall, Bradford.</b> Chair's briefing 28/01/2020. Report deadline 30/01/2020.			
1) Ofsted inspection of LACS - Improvement Plan  2) Child Friendly City  3) Bradford Safeguarding Children Board - Annual report  4) Work Planning	<p>The Committee will receive a further update report on the work of the Improvement Board, along with the latest version of the "Vital Signs"</p> <p>The Committee will receive a report detailing the progress towards Bradford becoming a "Child Friendly"</p> <p>The Committee will receive a report monitoring progress of the new contract, including details of action taken to address any issues of</p> <p>There is a need to regularly review the work programme, in order to prioritise and manage the work.</p>	<p>Mark Douglas</p> <p>Sue Woolmore</p> <p>David Walmsley / Mark Griffin</p> <p>Mustansir Butt</p>	<p>Stuart Smith suggested the report be presented to O&amp;S rather than the Improvement Board</p> <p>Children's Service's Overview &amp; Scrutiny recommendation on 13 December 2019 - to schedule for February 2020</p>

**Childrens Services O&S Committee**  
 Scrutiny Lead: Mustansir Butt tel - 43 2574  
**Work Programme**

<b>Agenda</b>	<b>Description</b>	<b>Report</b>	<b>Comments</b>
<b>Wednesday, 18th March 2020 at City Hall, Bradford.</b>			
Chair's briefing 03/03/2020. Report deadline 05/03/2020.			
1) Ofsted inspection of LACS - Improvement Plan	The Committee will receive a further update report on the work of the Improvement Board, along with the latest version of the "Vital Signs"	Mark Douglas	
2) Work Planning	There is a need to regularly review the work programme, in order to prioritise and manage the work.	Mustansir Butt	
<b>Wednesday, 15th April 2020 at City Hall, Bradford.</b>			
Chair's briefing 31/03/2020. Report deadline 01/04/2020.			
1) Ofsted inspection of LACS - Improvement Plan	The Committee will receive a further update report on the work of the Improvement Board, along with the latest version of the "Vital Signs"	Mark Douglas	
2) School Expansion Programme, Education Capital Funding, and Academy Conversions	The Committee will receive a report on a number of key areas related to school organisation in the Bradford District.	Ian Smart	
3) Young Carers.	Report to focus specifically on the progress being made against key performance indicators and the new model for providing support to young people.	Cath Dew.	Children's Services Overview and Scrutiny recommendation from Wednesday 9 October 2019.
4) Resolution Tracking.	Monitoring the progress made against the recommendations of Children's Services Overview and Scrutiny Committee.	Mustansir Butt	

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# **Democratic Services - Overview and Scrutiny**

## **Scrutiny Committees Forward Plan**

### **Unscheduled Items**

#### **Childrens Services O&S Committee**

<b>Agenda item</b>	<b>Item description</b>	<b>Author</b>	<b>Comments</b>
1 Performance Outturn report		Phil Witcherley	
2 Schools Forum.	An update on the work of the Schools Forum.	Andrew Redding.	Monthly Electronic briefing to members.
3 Child Adult Mental Health Services, Health Services, (CAMHS).	Mark Douglas. (CAMHS), be presented to this Committee.		That a report relating to the structures and effectiveness of Child Adult Mental Children's Services Overview and Scrutiny recommendation from Wednesday 9 October 2019.
4 Children's Services Overview and Scrutiny - Programme of Scrutiny Reviews.	That a programme of Scrutiny Reviews be undertaken across key areas within Children's Services which include:  (a) Alternative School Provision, (including Home Schooled Children). (b) Looked after Children. (c) Children's Homes. (d) Fostering. (e) Children's Mental Health. (f) Recruitment and retention of Social Workers. (g) SEND, (Special Educational Needs and Disabilities). (h) YOT, (Youth Offending Team).	Mustansir Butt.	Children's Services Overview recommendation from Wednesday 9 October 2019.

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