

Appendix 1: Recommendations outstanding in 2016

Recommendation 7:

Focus monitoring visits and quality assurance on these commitments ensuring joint practice development and joint accountability with the school and the governors including agreed, immediate actions being logged after each visit.

September 2016 update

This recommendation has been fully incorporated into the Early Years and Primary teams' process of planning, focusing and reporting on school visits. Quality Assurance of visits by Early Years' consultants (EYCs) and Achievement Officers is undertaken by their line managers, with further QA taking place on a sampled basis by Heads of Service.

In addition, all EYCs have been accompanied on visits by their line manager with QA of a number of key events and meetings they have held with service users, e.g. leaders and managers network meetings, as well as key stage moderation meetings held with schools and settings.

The primary achievement team's notes of visits record the impact of actions taken and the key action points/next steps arising. These are stored on the Service's system following being shared with schools, as a reference resource for reviews or inspections. They have also been QA by HMI; the exemplar notes are shared as a model of best practice with colleagues.

From a secondary perspective, most of this work has been undertaken by the Partnership rather than the LA: in the form of reviews, quality assurance and follow up. Where there have been high priorities to manage, notes of visit have recorded key action points arising etc. and are stored within the Service's files.

Recommendation 12:

Governing bodies should implement, with senior leaders, immediate actions as a result of monitoring visits, SSMG meetings and Partnership Reviews.

September 2016 update

Required actions are communicated to governors of maintained schools, evidenced for example by governing board agenda items. Governing boards are informed of the recommendations and outcomes of Partnership Reviews as a key element of information sharing and governors' action planning.

Recommendation 13:

With the LA seek to gain the best intelligence related to the questions – Does Bradford know what Bradford knows?

September 2016 update

Bradford knows its schools well and is able to provide a very thorough service in terms of data collection, analysis of performance at all key stages and online analytical tools. There has been a requirement, as a consequence of the school-to-school improvement model and the visit of Sir Michael Wilshaw in March 2016 focused on children missing in education in the district, to better focus the service in terms of specific groups of pupils, e.g. children not regularly attending school,

children whose families are recent arrivals from the EU, including but not limited to Roma families, etc.

For example, the LA now regularly brings together all officers responsible for performance analysis relating to Children's Services to share best practice and engage with new models of sharing data to develop better intelligence.

In terms of schools' performance, 2015/16 saw a focus on Phonics across Bradford primary schools, based on analysis that focused on schools where less than two thirds, i.e. less than 10% below national, of Year 1 pupils met the expected standard of Phonics decoding in 2015. Officers worked with schools to support each other, providing focused support based on the specific needs of groups of pupils and schools, e.g. high numbers of children with English as an Additional Language (EAL). Performance on the Phonics standard in 2016 has improved in the majority of the schools identified, helping to further narrow the gap with national.

Recommendation 17:

Encourage schools to write up case studies of excellent practice and the Partnerships, with the LA, should commit to annual publications of the best of these, showcasing the very best of Bradford's education provision.

September 2016 update

The primary team has worked in close partnership with Bradford Primary Improvement Partnership (BPIP) and the primary schools to ensure best practice is shared at termly area meetings, HT briefings and through the production of research booklets – Maths in 2014-15 and Reading and Writing booklet in 2015-16. Handouts have also been produced by schools and shared at BPIP HT briefings and termly area meetings.

Over the last academic year the LA has commissioned a number of "Hub" schools: Centres of Good Practice for New Arrivals. The hubs were awarded the funding and status because of their expertise in supporting children who are New to English and their families in integrating into school life and supporting children towards reaching their full potential. The six partner hubs offer a range of support to neighbouring schools and settings in terms of teaching and learning.

Feedback and evaluation so far has been very encouraging. For example, the six hubs have worked with a further 32 schools in their first term of operation. They have also established links with the teaching training provision in Bradford colleges and universities so that the inclusive values and behaviours that underpin the work of the hubs become embedded in new teachers' practice.

In terms of the secondary phase, limited progress has been made in writing case studies up owing to the academy agenda and more pressing issues about bringing in capacity to generate good practice to share. However, secondary schools continue to be signposted to schools that have strengths in aspects to promote improvement.

As of October 2016, 100% of the recommendations have been put into action and completed.

	Recommendation	Completed
1	Re-focus the remit of the Board on achieving its set priorities and reduce its membership to ensure executive and urgent action to drive school improvement.	By Sept 2015
2	Commission urgently a Pupil Premium and Closing Gaps policy and	By Sept 2015

	strategy.	
3	Consider the appointment of an independent Chair	By Sept 2015
4	Review the Board's communication strategy as to the new School Improvement Strategy to the Education Service, schools and settings, governing bodies and the wider community making this a high profile Bradford Challenge.	By Sept 2015
5	Re-examine the role and focus of Achievement Advisers and Consultants in terms of ACTIONS and IMPACT.	By Sept 2015
6	Specifically require Achievement Advisers to 'sign off' at the beginning of each academic year targets and predictions, the Raising Attainment Plan and the Pupil Premium policy and plan together with brokered support as required in conjunction with Governing bodies.	By Sept 2015
7	Focus monitoring visits and quality assurance on these commitments ensuring joint practice development and joint accountability with the school and its governors including agreed, immediate actions being logged after each visit.	By Oct 2016
8	The LA should prioritise its schools after each set of annual performance data so that at the start of the academic year the appropriate intervention and support can be made available.	By Sept 2015
9	After each SSMG meeting there should be a set of immediate actions agreed by the school and governors and monitored and supported by the Achievement Advisers.	By Sept 2015
10	The LA should review urgently its impact on Priority one schools over the last 2 years and adjust its practice in the light of its findings.	By Sept 2015
11	The SIG should consider whether it should work with OfSTED and the DfE Regional Commissioner on joint improvement activities and also whether its membership should be reduced to allow for executive action at a pace.	By Sept 2015
12	Governing bodies should implement with senior leaders immediate actions as a result of monitoring visits, SSMG meetings and Partnership Reviews.	By Oct 2016
13	With the LA seek to gain the best intelligence related to the questions – Does Bradford know what Bradford knows?	By Oct 2016
14	Further develop the peer review process so that schools respond urgently to the reports with a list of agreed, immediate actions.	By Sept 2015
15	Seek to identify the very best practice in Bradford's schools and setting by inviting responses on an agreed template which has been rigorously self-evaluated and externally validated (every school should contribute at least one area as a sign of commitment to this exercise).	By Sept 2015
16	Plan and co-ordinate excellence visits, establishing processes and protocols, where excellent practice has been verified. Ensure that there is follow up action from these visits.	By Sept 2015
17	Encourage schools to write up case studies of excellent practice and then the Partnerships, with the LA, should commit to annual publications of the best of these showcasing the very best of Bradford's education provision.	By Oct 2016