

Report of the Assistant Director, Education and School Improvement to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 12 January 2016

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Subject:

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

Summary statement:

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

This report provides an update on the work to develop a structured action plan and implement it, the response of Ofsted following their evaluation of the action plan, the further steps that have been taken to address the issues raised, and the next steps to publish the action plan on the Council website.

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Overview & Scrutiny area:
Children's Services

1. **Summary**

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

1.2 This report provides an update on the work to:

- i. Develop, implement, monitor and evaluate a structured action plan.
- ii. The response by Ofsted following their evaluation of the action plan.
- iii. The further steps that have been taken to address the issues raised
- iv. The next steps to publish the action plan on the Council website.

2. **Background**

2.1 The Local Authority's arrangements for school improvement were inspected by Ofsted between 15 and 19 June 2015. A letter from HMI (Her Majesty's Inspector), who led the inspection, was published on 21 August. This letter included a detailed report on the outcomes of the inspection.

2.2 **Structure of the plan**

The overall objective of the action plan comes from a quote the inspection report – to “accelerate the work begun to raise pupils’ achievement and attendance at all levels”. The Local Authority School Improvement (LASI) Action Plan is now the single plan which will deliver the improvements that Bradford needs. It replaces all other school improvement plans that were previously used.

2.3 The plan is split into nine key themes or projects, each led by a senior lead officer. These themes respond to the main areas of improvement that were specified as an outcome of the inspection. Each project has an aim and a series of tasks; each task has a performance indicator or outcome which will deliver the project aim. The nine themes or projects are:

1. School Improvement Strategy
2. LA Intervention in Schools
3. School Improvement Governance Arrangements
4. School Performance Risk Assessment
5. Use of Performance and Management Information
6. Quality of School Leadership & School-to-School Support
7. LA Staff Performance
8. Value for Money of Post 16 provision
9. Baseline and Comparator Work

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

- Progress Monitor: This requires each reporting officer to RAG (red / amber / green) the progress of each activity on a monthly basis. The RAGs have

been defined to ensure there is a focus on each task having a positive impact rather than just being implemented.

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

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

2.5 Evaluation of the LASI Action Plan

The LASI Action Plan was sent to Ofsted on 28 September 2015 and their evaluation of the plan was received from Nick Hudson, Ofsted's Regional Director, in a letter dated 26 October.

- 2.6 The evaluation is largely positive. There was a request for a few minor improvements that have now been actioned; the plan has been approved. To quote from Nick Hudson's letter:

- *The plan is succinct, clear and specific. 'Key Planning Themes' and actions within the plan link directly and successfully to all areas identified as in need of improvement following the inspection.*
- *The overarching position statement at the front of the plan identifies helpfully the current position of school performance in Bradford*
- *The first section also describes the way that improvement is to be monitored and evaluated through the Education Improvement Strategic Board (EISB)*
- *Each Key Theme has a 'lead manager' to oversee the implementation of the work within that theme*
- *Timescales for completion are ambitious but given the aspiration to improve rapidly appear to be manageable*
- *The plan is supported by a set of appropriate key performance indicators at the back of the plan and some measurable targets threaded through the plan which should help you to track the impact of your actions*
- *Overall, the plan appears to be a useful tool to drive the required improvements with suitable referencing of the resources required to implement the plan*

- 2.7 Nick Hudson has offered constructive comments for further improvement:

- *Certain actions within the plan do not provide sufficient detail of the monitoring process*
- *less secure arrangements for elected members to monitor and challenge*
- *although there is reference to the role of Elected Members in underpinning actions, it is not clear how Elected Members as a discrete group will hold senior leaders, both boards and partners to account robustly for their work*
- *whilst it is commendable that targets are usually measurable, there are no baselines of current performance or comparison to the national average so it is hard for elected members to know whether targets are challenging enough*

2.8 As a result of these comments we have sharpened the monitoring arrangements to make sure that it is explicit about how and when Elected Members will be able to track progress and be clear about whether progress is sufficient. Elected Members are represented on the Education Improvement Strategic Board (EISB) and regular progress reports will come to the EISB and this committee. All the KPIs have been baselined (with Bradford's current data) and set against the national and statistical neighbour averages. A copy of Nick Hudson's letter is provided at appendix B and the KPIs are at appendix A.

2.9 Implementation and monitoring of the LASI Action Plan

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

2.10 The LASI Action Plan tracks 73 tasks. A summary of the progress of tasks during the autumn term 2015 is given below as a profile of the RAG ratings.

	Sep 2015	Oct 2015	Nov/Dec 2015
No Action To Date	3	3	3
Red - Implementation commenced - No impact	51	36	29
Amber - Implementation has taken place but impact is limited	18	33	38
Green - Implemented and positive impact evidenced / KPI Met	1	1	3
TOTAL	73	73	73

The RAG ratings are strongly focused on impact. So whilst the majority of tasks have been implemented or are being implemented, there have been limited opportunities to demonstrate sustainable impact so far. Three tasks have not yet been actioned as they rely on other tasks to have had time to be completed and show impact, for example one of those tasks is the preparation of a report to evaluate the effectiveness and impact of the reconstituted EISB (Education Improvement Strategic Board) and new BEICB (Bradford Education Improvement Commissioning Board) after one year of operation.

3. OTHER CONSIDERATIONS

3.1 Next Steps - publication the plan on the Council website

Local Authority officers are now working on a version of the plan that will be published on the Council website and be accessible to all stakeholders.

3.2 The support and contribution to the Ofsted Action Plan by all stakeholders will be critical to success. The plan will be published early in the new year.

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 The LASI Action Plan and its implementation is funded through the funding available to strategic partners. Following a request by the EISB (Education Improvement Strategic Board) any additional funding provided to support the delivery of tasks is now recorded on each project plan.

5. LEGAL APPRAISAL

- 5.1 None.

6. NOT FOR PUBLICATION DOCUMENTS

- 6.1 None.

7. OPTIONS

- 7.1 Not applicable.

8. RECOMMENDATIONS

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

9. APPENDICES

- 9.1 Appendix A: Key Performance Indicator (KPI) Monitor
Appendix B: Evaluation of Bradford Local Authority Action Plan – letter from Nick Hudson, Regional Director Ofsted

10. BACKGROUND DOCUMENTS

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

KPI MONITOR

Service Improvement Plan - Bradford local authority arrangements for supporting school improvement

Programme Objective: To "Accelerate the work begun to raise pupils achievement and attendance at all levels"

Project Title: Monitoring and Reporting "Key Performance Indicators"

Project Lead: School Improvement Performance Data Manager (Jonny Trayer)

Key Performance Indicators for 2016:

Insert up to date figure in relevant cell when it becomes available

Indicator Ref. No:	Target	How frequently is the indicator updated ?	Bradford baseline figure	Date	National figure	Date	Statistical Neighbours figure	Date
1	The percentage of childminders and group PVI settings that are good or outstanding is 90%	Termly	Childminders 86% PVI 84%	Oct-15	85%	Mar-15		
2	Termly percentage of 2 year old children taking up Early Education is 80%	Termly	64%	21/05/15	58%	15/01/15	59% (average of Manchester 68% Leeds 58% Birmingham 49% Liverpool 60% Sheffield 60%)	
3	Termly percentage of 4 year old children taking up Early Education is 99%	Termly	97%	21/05/15	99%	15/01/15	99%	15/01/15
4	69% of children achieve a GLD in the EYFS	Annual	62.20%	13/10/15	66.30%	13/10/15	61.70%	13/10/15
5	100% of children attend a nursery school which is "good" or better	Termly	84%	31/03/15	96%	31/03/15		
6	80% of children and young people attend a school which is "good" or better	Termly	59%	31/03/15	79%	31/03/15		
7	85% of children and young people attend a primary school which is "good" or better	Termly	68%	31/03/15	82%	31/03/15		
8	57% of children and young people attend a secondary school which is "good" or better	Termly	41%	31/03/15	76%	31/03/15		
9	Bradford schools are at least in line with national figures for overall absence, unauthorised absence and persistent absence.	Annual	Primary OA 4.5%, UA 1.1%, AA 3.4%, PA 3.9% Secondary OA 5.9%, UA 2.3%, AA 3.5%, PA 7.2% Figures from Autumn 2014/Spring 2015 Terms	20/10/15	Primary OA 4.0%, UA 0.7%, AA 3.3%, PA 2.7% Secondary OA 5.2%, UA 1.2%, AA 4.0%, PA 5.5% Figures from Autumn 2014/Spring 2015 Terms	20/10/15	Primary OA 4.2%, UA 0.9%, AA 3.2%, PA 3.2% Secondary OA 5.2%, UA 1.4%, AA 3.8%, PA 5.8% Figures from Autumn 2014/Spring 2015 Terms	20/10/15
10	Bradford schools will continue to be below national average for Permanent Exclusions and Fixed Term Exclusions	Annual	Permanent 0.01% Fixed 1.76%	09/11/15	Permanent 0.06% Fixed 3.5%	09/11/15	Permanent 0.08% Fixed 2.11%	09/11/15
11	85% of NQTs are retained in Bradford schools beyond their NQT year	Annual	82.40%	31/07/15	Not available		Not available	
12	Reduced number of schools below floor standards by at least 50%	Annual	16.90%	2014 Performance Tables	5.0%	2015 Performance Tables	7.20%	2015 Performance Tables
13	78% of Year 1 children will pass the phonics screening check.	Annual	74%	24/09/15	77%	24/09/15	75.10%	24/09/15
14	91% of Year 2 children will have passed the phonics screening check.	Annual	87%	24/09/15	90%	24/09/15	85.60%	24/09/15
15	KS1 – 85 % of pupils to reach/be working at age related expectation in reading	Annual (predictions updated termly)	77%	24/09/15	82%	24/09/15	79.60%	24/09/15
16	KS1 - 75 % of pupils to reach/be working at age related expectation in writing	Annual (predictions updated termly)	68%	24/09/15	72%	24/09/15	68.40%	24/09/15
17	KS1 – 83 % of pupils to reach/be working at age related expectation in mathematics	Annual (predictions updated termly)	77%	24/09/15	72%	24/09/15	78.70%	24/09/15
18	KS2 - 71 % of pupils to reach the expected national standard in combined reading, writing and mathematics (equivalent to L4b+)	Annual (predictions updated termly)	61%	27/09/15	69%	10/12/15	66%	10/12/15
19	KS2 - 91 % of pupils will make expected progress in reading	Annual (predictions updated termly)	89%	27/09/15	91%	10/12/15	90%	10/12/15
20	KS2 - 95 % of pupils will make expected progress in writing	Annual (predictions updated termly)	94%	27/09/15	94%	10/12/15	94%	10/12/15
21	KS2 - 90 % of pupils will make expected progress in mathematics	Annual (predictions updated termly)	89%	27/09/15	90%	10/12/15	90%	10/12/15
22	KS4 - Progress 8 measure exceeds -0.2	Annual (predictions updated termly)	N/A		N/A		N/A	
23	Level 2 and Level 3 attainment at age 19 to be at the median as compared to our statistical neighbours.	Annual	L2 80.3%; L3 50.6%	31/03/15	L2 87%; L3 59.9%	31/03/15	L2 84.6%; L3 53.4%	31/03/15
24	Narrow the gap between male and female A Level performance to be the median compared to our statistical neighbours.	Annual	55.10%	Jan-15	36.5	Jan-15	50	Jan-15
25	100% of all post-16 education and training providers judged as "Good" or better.	Termly	38.50%	?	83%	?	Not currently able to source	
26	NEET figures including those from defined vulnerable groups are the lowest compared to our statistical neighbours.	Annual	5.40%	Nov 14 to Jan 15 Av	4.70%	Nov 14 to Jan 15 Av	4.2% (Rochdale)	Nov 14 to Jan 15 Av

		We Are Here											
Oct-15	Nov-15	EISB 2nd Dec	Jan-16	EISB 1st Feb	Mar-16	EISB 18th Apr	May-16	Jun-16	EISB 4th Jul	Aug-16	Sep - 16 & Beyond		
		Childminders 86% PVI 84%							Target				
		64%							Target				
		97%							Target				
		62.20%							Target				
		84%							Target				
		59%											By July 2017
		68%											By July 2017
		41%											By July 2017
		Primary OA 4.5%, UA 1.1%, AA 3.4%, PA 3.9% Secondary OA 5.9%, UA 2.3%, AA 3.5%, PA 7.2% Figures from Autumn 2014/Spring 2015 Terms							Target				
		Permanent 0.01% Fixed 1.76%							Target				
		82.40%							Target				
		16.90%	9.70%									Target	
		74%							Target				
		87%							Target				
		77%							Target				
		68%							Target				
		77%							Target				
		61%	62%						Target				
		89%	89%						Target				
		94%	95%						Target				
		89%	89%						Target				
		N/A							Target				
		L2 80.3%; L3 50.6%											by the end of 2017/18 academic year
		55.10%											by the end of 2017/18 academic year
		38.50%											by the end of 2017/18 academic year
		5.40%											By the Nov 17 to Jan 18 NEET measurement point.

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26th October 2015

Mr Michael Jameson
Strategic Director Children's Services
Room 202
City Hall
Bradford
D1 1HY

Nick Hudson
Regional Director,
North East, Yorkshire
and Humber

Dear Michael,

Subject: Evaluation of Bradford Local Authority action plan

Thank you for sending your school improvement action plan to tackle the issues raised as a result of the inspection of the local authority's arrangements for supporting school improvement which took place in Bradford in June 2015.

The plan is succinct, clear and specific. 'Key Planning Themes' and actions within the plan link directly and successfully to all areas identified as in need of improvement following the inspection. The overarching position statement at the front of the plan identifies helpfully the current position of school performance in Bradford. For example, noting improvements since the inspection, continuing weaknesses and aspirations for the future. The first section also describes the way that improvement is to be monitored and evaluated through the Education Improvement Strategic Board (EISB). This board will have an independent Chair to provide additional challenge and hold commissioned services to account for the actions they have lead responsibility for through the Bradford Education Improvement Commissioning Board (BEISCB).

Each Key Theme has a 'lead manager' to oversee the implementation of the work within that theme. These professionals are at a senior enough level to make sure that there is constant senior leadership oversight of what is working and what else needs to improve. Timescales for completion are ambitious but given the aspiration to improve rapidly appear to be manageable. The plan is supported by a set of appropriate key performance indicators at the back of the plan and some measurable targets threaded through the plan which should help you to track the impact of your actions.

Overall, the plan appears to be a useful tool to drive the required improvements with suitable referencing of the resources required to implement the plan. However there are some weaknesses that need to be tackled. Certain actions within the plan do not provide sufficient detail of the monitoring process. For example *Key Planning Theme 3: School Improvement –Governance Arrangements* indicates there will be a half-termly reporting format approved by the EISB and the BISCBC. It goes on to assert

that this approach will track progress toward both local authority and partnership targets and will quickly identify performance trends and prompt swift mitigating action where improvement is not rapid enough. However, this contrasts with less secure arrangements for elected members to monitor and challenge. For example, although there is reference to the role of Elected Members in underpinning actions, it is not clear how Elected Members as a discrete group will hold senior leaders, both boards and partners to account robustly for their work. This is because reporting requirements to Elected Members are not separated out clearly enough in the action plan or the overarching monitoring and evaluation strategy. Additionally, whilst it is commendable that targets are usually measurable, there are no baselines of current performance or comparison to the national average so it is hard for elected members to know whether targets are challenging enough.

Clearly, the measure of effectiveness of this plan will be if the authority can deliver on it. For this plan to turn into reality the authority must strategically reverse the poor track record it has and facilitate and provoke improvement in educational provision and outcomes in Bradford in a much more successful and deep-rooted way than it has managed over time. I hope this evaluation will help you and your team in your work to improve educational provision and outcomes in Bradford.

Yours sincerely

A handwritten signature in black ink, appearing to read "Nick Hudson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Nick Hudson
Regional Director, North East, Yorkshire and Humber