



Performance
& Standards

Inclusion

Wider
Learning

Annual Report 2018/19





Contents

The national perspective <i>by BEP Chair - Estelle Morris</i>	4
Overview and future vision <i>by BEP CEO - Tim Boyes</i>	5
Performance and Standards	7
Individual Schools	8
Whole City Standards	10
Inclusion and Mental Health	18
Wider Learning	22
BEP Arts and Culture School Improvement	23
Teacher Networks and Professional Development in the Arts	25
BEP PE, Sport and Physical Activity	27
Enterprise Advisor Network	29

The national perspective:

BEP Chair - Estelle Morris



For more than a quarter of a century the direction of government policy has been to give schools greater autonomy and to encourage them to be more independent.

The increase in the number of academies and the shift in power away from local government may have slowed but structural change continues. It has brought benefits but our school system seems ever more fragmented and individual schools can become isolated and vulnerable. In response to such fragility, government is now focussed on gathering schools into MATs and the bringing together of small MATs to form larger more viable ones.

The last year has seen the DfE's school improvement offer reduced to a small grant or a few days of NLE deployment for a very limited number of schools in 2 categories of need. This reflects the lack of resource, imagination and commitment to school improvement interventions centrally.

In uncertain times and with a lack of direction from government, new education partnerships continue to emerge to fill the gaps and try to bring greater coherence to local school systems. The more we understand these, we see how unique they are to each context and beneath some basic similarities they are incredibly varied in how they actually function.



“Partnerships are rooted in a clear moral purpose and shared endeavour of building networks of schools so that no school and no child is left behind.”

At their best, these partnerships are rooted in their local area with a clear moral purpose and shared endeavour of building networks of schools so that no school and no child is left behind. The Birmingham Education Partnership was established to fulfil this role in the City. We celebrate our diversity and our strengths but we work together to overcome our weaknesses. We are school led and school focused and committed to working with each other.

As the pressure continues on schools to further raise standards there is a risk that schools as well as their partners, look inward not outward. Where this happens, standards risk falling. More than ever, Birmingham needs strong partnership and BEP is increasingly proud of its track record and determined to play its part in trying to make this happen.

Overview and future vision

BEP CEO - Tim Boyes



Together we continue to work for the best possible education for every child and young person living within our city.

From the outset, our overarching aim has been to:

- Bring together the family of Birmingham schools to strengthen partnerships and support collaborative approaches in order to drive school improvement.
- Secure a deeply good education for every child in a Birmingham School emphasising civic and social education as well as academic success.



“ There has never been a time when it has been more important for Birmingham school leaders to work together, if we are to change life chances for those who need it most.

appropriately aware of and meet OfSTED requirements, and are proud of the strong evidence base showing success in support of Priority Schools.

The Three Circles

Early in this academic year the BEP board took a brave decision to invest all of our available reserves in a plan for this and the following year to August 2020.

The ambition has been to develop clearer discrete offers learning from our SSIF projects and bids. Our core school improvement function is now served by an enlarged team working for Performance and Standards. Increasingly we have sought to grow a much broader reach through pairing schools and CPD so that many more schools see an accelerated improvement in outcomes. We continue to support schools to be



Our expanded Inclusion work builds on the considerable strength of our existing mental health team. Drawing on clinical and educational expert reviews and development projects we seek to support Birmingham schools to grow inclusive insight and capacity, learning from what works best, aiming to see more pupils thrive and to reduce exclusions and persistent absenteeism.

We know that good schools do their core business well, they adapt intelligently to make school work for everyone and they become positively life changing when they have a rich, broad and coherent curriculum that grows children in much more than the narrow world of test outcomes. Our Wider Learning focus is prioritising “low cost / high impact” opportunities with a particular focus on activities to increase mobility, aspiration and community cohesion. In the light of the new OfSTED framework we recognise that this is an important time

for reflecting on what a Birmingham curriculum should be, and we seek to support schools in its effective implementation.

Underpinning all of this is the process of learning from each other. Show casing what works well, pairing schools for particular projects, using families of schools data and learning from school reviews. Peer review is a bed rock of our work and this year we have developed more structure around particular types of review and peer learning to sharpen this work.



Membership

As well as the 197 schools and academies that have engaged formally in a BEP school improvement project this year, all Birmingham schools benefit either from Universal or Enhanced Membership. Our reason for introducing the concept of Universal or “free” membership in 2017 was to underline the fact that BEP is committed to working for everyone, and that we seek resources to bring benefits to all Birmingham schools, regardless of subscription or those opting into traded services.

Our Universal offer therefore includes connecting, communicating and signposting in support of our overarching aims as well as being specifically able to provide within our various discrete contractual arrangements. Meanwhile our Enhanced Membership offer for the coming year outlines the increased “value for money” logic that explains why schools choose to invest in membership, apart from a commitment to our moral purpose as schools choose to be active stakeholders investing in the common good.

We work for all schools through our partnerships with Ofsted, the Regional Schools Commissioner and most importantly with BCC to hold an overview of the city’s schools. Changes in leadership can sometimes make this difficult as new people arrive without an appreciation of BEP’s story. Having said this we welcome refreshed relationships and seek to adapt and improve what we do as partners. For BCC the big priority in education is the change agenda following the SEND area inspection last summer. We positively review the chance to build on good relationships with the CCG and FTB for health and with the Childrens Trust in improving support for the most vulnerable of our children.

Money: The Bottom Line

As a Board and as the employees of the organisation we are exercised by the level of need that we experience across the city. We hold strongly the desire to be able to achieve more of our aims in more schools, to benefit a larger number of children. For this reason we are prioritising our work bidding for funds that we can use to provide services directly or that we can passport onto schools for their own use.

Performance and Standards



The work on supporting schools with improving performance and raising standards has continued at a pace during 2018-2019. Following a decision by the BEP Board to provide as much support as possible, in January we committed to providing 3 more educationalists to support the work of the central Performance and Standards team to run until the end of the academic year 2020. We are delighted that Paulette Osborne, Jo Clifton and Emma Arnott accepted our offer and they spent the summer term working on ways they could offer School Improvement additionality to all schools throughout 2019-2020. These offers are now being used by schools across the city.

The focus of our work is in three main areas:

- Support for individual schools who are or may be vulnerable.
- Support for schools to raise whole city standards.
- Supporting the needs of the vulnerable.

Our work is monitored and quality assured in a number of ways:

- The School Improvement Advisory Committee meets at BEP fortnightly to evaluate the effectiveness of support and strategies for raising attainment.

- The Priority Partners have their written reports quality assured by a recently serving HMI and schools also provide us with individual feedback.
- Ofsted reports indicate the success of any individual school support and comment on how any BEP projects are supporting school improvement.
- Birmingham City Council holds meetings with us to scrutinise contract delivery.
- The DfE also monitors any projects which they are funding on a termly basis and RAG rates the success of the project.





Individual Schools

BEP has provided bespoke support for over 70 maintained schools during 2018-2019. Support is provided for all inadequate and RI maintained schools, however, additionally, we proactively identify and support good and outstanding maintained schools which may be vulnerable to a decline at an Ofsted inspection.

Key Activities

We have a cadre of highly effective Priority Partners who support the schools in a wide variety of ways. We offer School Performance Boards to help schools with self-evaluation and broker support from other schools as required. All priority schools receive support during Ofsted inspections and BEP attends the feedback.

Additionally, BEP provides emergency HT/DHT support for schools in crisis, and our ability to source effective systems leaders to provide such support within 24-48 hours has stabilised a number of schools during the year.

BEP has also delivered the DfE School Improvement offer on behalf of the Teaching Schools Council, providing individual support for 20+ schools, providing an NLE and in some cases £16,000 of support.

Key Successes

BEP, supported by the Teaching Schools, successfully secured £550,000 additional money from the DfE Strategic School Improvement Fund (SSIF) to provide bespoke Teaching School support for 20 schools, both academy and maintained. This work has been monitored termly by the DfE and has been one of the very few nationally that has been RAG rated green in each of the five terms. Of the 12 SSIF 1 school, inspected, 92% (11) were found to be good or taking effective action.

100%

Priority Schools

have a BEP Priority Partner who knows their school well to support them during Ofsted, including speaking to inspectors and attending the feedback. Inspectors frequently praise the quality of this support and the quality of the difference that has been made.

4327

fewer children

are now in a less than good maintained school since September 2018.

82%

of inspections

of maintained schools 2018-2019 resulted in a judgment of Good or 'Taking Effective Action' Over the last 5 years, the number of Good or better Secondary schools (maintained and academies) has risen from 71% to 78% (national average 75%) with the number of Primary schools Good or better rising from 74%-79% (national average 87%).

25% - 8%
(2016/17) (2018/179)

maintained schools declining to RI/Inadequate.

65%
(15 schools)

of vulnerable schools receiving priority support
maintained their 'Good' when inspected.

Some examples of Priority Partner effectiveness cited in Ofsted reports

“ Support commissioned on behalf of the local authority, and by the school, is helping leaders to improve provision. The consultants have a clear understanding of the school's strengths and weaknesses and ensure that regular visits focus on the school's priorities. Leaders value this effective support and challenge, which is helping them to develop their practice.

School A

“ The school benefits well from external support. The school improvement service, commissioned by the local authority, has maintained a good overview of the school's progress. This has included consultants visiting the school to assess leaders' work related to safeguarding, staff well-being and the quality of teaching. Notes of visits indicate that school leaders take heed of recommendations from consultants and put these into practice.

School B

“ Support commissioned by the local authority has been highly effective at identifying the key areas for development that leaders need to act on. Reviews have focused on assessment systems, attendance and developing teaching and learning. The support continues to provide advice and guidance, helping to drive further school improvement.

School E

“ Staff benefit from a range of training on and development opportunities. As a result of effective support provided by the local authority's commissioned service for school improvement, middle leaders are growing in confidence and developing their leadership skills.

School C



Whole City Standards

Although most of the contract funding is required by BCC to be spent on 'Schools Causing Concern', BEP has also made a significant contribution to the improvement of attainment across the city.

Key Activities

Several projects have been running across the academic year which have been funded from a variety of sources:

- A primary reading project to improve reading outcomes in Y6 for 50 schools (DfE and BEP reserves).
- A Maths Reasoning pilot for KS1 (BEP reserves).
- Several Ofsted briefings to consult on and receive information on the new Ofsted framework.
- 3 Secondary reading pilots to improve the teaching of reading in Secondary schools (School funded and BEP reserves).
- Families of schools (KS1,2 &4) to provide schools with a mechanism to identify and find their own support from other schools based on prior attainment, deprivation, EAL and mobility (BCC contract).
- Peer review for 100+ schools to work together in groups of 3-4 to thoroughly review an aspect of their work. (School funded).

Key Successes

BEP, supported by the Teaching Schools, successfully secured a second bid for £750,000 from the DfE to raise standards in reading in KS2. This project ran over 4 terms, again being RAG rated green each term by the DfE. The following commentary was provided by the DfE on both SSIF projects.

- The DfE is “confident and assured” that Birmingham SSIF (1) and (2) action plans are on target to achieve planned outcomes.
- Both Birmingham SSIF (1) and (2) projects again RAG rated “very positively green” with “no points of clarification needed”.
- The “richness of information and evidence provided on Termly Monitoring Reports is excellent”.
- “Your project is wonderfully on target. Your Headteacher testimonials are very positive about the partnerships that this project has brought about and that’s a clear strength of the work”.
- Birmingham is one of only a handful of SSIF projects that was not required to submit additional mitigation or evidence.
- The inclusion of indicative SATs data/ outcomes within the Birmingham Termly Monitoring Reports is of a particularly high standard and extremely useful for onward reporting.

- The DfE has used the format of the Birmingham Termly Monitoring Reports (anonymised) to share with other SSIF project teams to show the sort of evidence and data that should be included.
- The quality of Headteacher testimonials is outstanding. They “clearly demonstrate investment in the SSIF projects and improvement at both whole school and classroom level”.
- The inclusion of Ofsted feedback demonstrating clear progress by project schools was “insightful”.
- No further suggestions for improvement.

Throughout the project, Ofsted recognised the quality of the work on improving reading and regularly identified it as best practice.

Some examples of the effectiveness of the reading project as cited by Ofsted:

“ Reading is now being taught effectively because of recent training and involvement in a reading project with other schools.

“ High-quality professional development and inclusion in a local authority project are further improving the teaching of reading.

“ Since you identified pupils’ achievement in reading as an area of concern, you and your leadership team have worked diligently with Birmingham Education Partnership (BEP) to transform your school into one where reading is seen as the key to learning.

“ Teachers have benefited from training which has led to sharper teaching, more focused on specific reading skills and the development of pupils’ vocabulary. This is proving successful and is reflected in pupils’ increased rates of progress.

Some examples of Headteacher testimonials collected each term:

“ **As teachers have become more familiar with the strategies they have grown in confidence. There is now a greater degree of consistency in the delivery of reading across the whole school (not just in KS2). Additionally, our children appear to be enjoying their reading more and talking about different texts in a more animated manner.**

“ **We are really pleased to be part of the Birmingham Birmingham SSIF (2) project and it is working very well. It is already making a huge impact across the school. We have established a strong working relationship with our partner support school. Our Governing Body is fully supportive of SSIF (2) and along with writing, reading features prominently in our School Development Plan.**

UNVALIDATED 2019 DATA	Reading ARE 2017-2019	Reading HS 2017-2019
National	+1.6%	+2.3%
Birmingham	+2.2%	+4.8%
SSIF 2	+10%	+9.2%
Partnering Schools	=	+6%
Non SSIF Schools	+0.5%	+3.7%

Some examples of leader and Ofsted commentary from the Secondary Reading Pilots:

Leadership of Reading



The programme's content to date has not only been interesting, illuminating, thought-provoking but also instructive in terms of providing us with the knowledge into why reading is so important, what the barriers are for our pupils and how reading underperformance correlates directly with academic underperformance and underachievement.

2018/19 Secondary pilot school



Working with Jayne (Welsh) initially (the contextual session) was a fantastic opportunity to focus on where we were at and what we needed to do to move forward. The sessions which Jayne has led on have been extremely beneficial, especially sessions on the Vocabulary Gap and everyone becoming a teacher of reading; not just the English department!

2018/19 Secondary pilot school



Leaders have placed significant emphasis on the teaching of reading. A small number of staff attended two-day training in the teaching of phonics. Leaders are successfully promoting the message that 'everyone is a teacher of reading'. Focused reading interventions for pupils are having a real impact. Leaders have embarked on a strategy to raise the profile of reading throughout the school.

Ofsted Monitoring visit to 2018/19 Secondary pilot school – April '19



Jump-start

“

I have really enjoyed all of it! The live coaching has been an amazing experience and one of the best training experiences I think I have ever had!

2018/19 Secondary pilot school

“

My understanding of phonics is growing and, with more use, I feel my confidence in applying phonetic knowledge will enhance my teaching and, therefore, assist the pupils to improve their reading and access the secondary curriculum.

2018/19 Secondary pilot school

“

It may have been possible for us to implement the course from our training but it is so much better having Jayne (Welsh) there, as a safety net. Having Jayne in the room was fabulous, a rare opportunity to co-teach, as I could just refer to her when I needed to seek clarification. I was very conscious NOT to get things wrong or to create a lack of clarity for the group in their first session as this was the building block for everything else. Jayne happily stepped in when assistance was requested, and it wasn't overly formal or intrusive. It was natural and supportive.

2018/19 Secondary pilot school

Three-Year Trend Overview of unvalidated City
Primary ATTAINMENT data (2017-2019):

KS4 not available at time of publication

EYFS	2017 - 2019	Phonics: Y1	2017 - 2019
National	+1.1%	National	+0.8%
Birmingham	+2.1%	Birmingham	+1%

KS1 2017-2019	Reading ARE	Reading HS	Writing ARE	Writing HS	Maths ARE	Maths HS
National	-0.6%	-0.2%	+1%	-0.8%	+0.5%	+1.2%
Birmingham	=	+2%	+2.3%	+1.7%	+1.9%	+3.5%

KS2 2017-2019	Reading ARE	Reading HS	Writing ARE	Writing HS	Maths ARE	Maths HS
National	+1.6%	+2.3%	+2.2%	+2.5%	+3.8%	+4%
Birmingham	+2.2%	+4.8%	+2.2%	+4.0%	+3.2%	+3.7%

KS2 2017-2019	RWM ARE	RWM HS
National	+3.7%	+1.8%
Birmingham	+4.4%	+3.1%

Events and CPD held to support
Performance and Standards 2018-2019

Length	Training/CPD	Attendees
Key Stage 2: Reading		
Full Day CPD	Building and Outstanding Reading School	97
Full Day CPD	Building Fluent Readers	98
Full Day CPD	Raising Achievement at KS1	81
25x 2 hours	Twilight Reading Training Sessions	197
3 CPD Days	Effective Leadership of Reading	51
Secondary Reading		
6x 3 hours	Secondary reading joint-practice development meetings	9
3x 3 hours	Academic Language CPD and joint practice development sessions	11
5x Half days	CPD Leadership of Reading	9
Full Day CPD	Leverage Leadership (18 Secondary Schools)	31
Full Day CPD	Improving reading for inference	31
Half Day fortnightly	Reading Coaching Sessions for teachers	4 Schools
Half Day	Best practice sharing event on Raising Attainment of Disadvantaged Youngsters	81
Families of Schools		
Half day	KS1	145
Half day	KS2	85
Half day	KS4	34

Length	Training/CPD	Attendees
SSIF 1		
Half day	Best practice on leadership for school improvement	47
Peer Review		
Half day	Training for Peer Review Improvement Champions	40
KS1		
Full Day CPD	KS1 Maths Reasoning	40
Half Day CPD	Closing the Word Gap	45
Half Day CPD	Raising Boys Achievement	36
Ofsted Briefings		
2 hours	Special Schools Ofsted Consultation	52
2 hours	RI Schools Ofsted	55
3 hours	Ofsted Framework Headteacher Pilot Event	135
2 hours	Governor Briefings	5
2 hours	Ofsted Framework	108
Priority Schools		
7x Half days	Selected priority schools Top Level/Deep Dive support	40

During the course of the year
this provided support for

1563 Leaders/
Teachers

Next Steps

- Identify any new maintained vulnerable schools using 2019 data and considering other vulnerability factors e.g. leadership changes.
- Provide enhanced support for maintained priority schools.
- Provide additional 'top-level, deep dive' CPD for all senior and middle leaders in the city, giving priority to those expecting an inspection during 2019-2020.
- Deliver the DFE School Improvement Offer 2019-2020.
- Offer and deliver Primary core and enhanced reading packages to all schools across the city who require it, giving priority to schools with lowest reading attainment 2019.
- Offer and deliver Secondary 'Closing the Gap Language for Learning packages'.
- Pilot National Literacy Trust 'Literacy for Life' with a cohort of 10 Secondary schools.
- Review and evaluate the current BEP Peer Review Programme and create a refined model for delivery across a range of schools.
- Pilot delivery of leadership training based on 'Leverage Leadership', focussing on culture, pedagogy, observation and feedback.
- Deliver 'Jump Start' training to a new cohort of Secondary Schools.
- Continue to support the current cohort of Jump Start Schools, growing capacity of current participants to deliver in the future.
- Continue to support the Academic Language in Humanities Community of Practice, including input from the University of Birmingham, and widen the reach of the group by opening it up to Science teachers from the participating schools.
- Work with the Subject Associations and Teaching Schools to offer subject knowledge training and ongoing support through networks for Primary and Secondary Subject Leaders and teachers.
- Offer half day leadership coaching and monitoring sessions to Secondary schools involved in the Leadership of Reading pilot.



Inclusion and Mental Health



BEP has continued to work progressively around mental health in schools via the NewStart approach. Based on an asset-building approach to resilience supported by Young Minds, NewStart has supported schools at a universal level to build more emotionally supportive environments that are beneficial to all, whilst also identifying those pupils most vulnerable to poor emotional health and providing interventions that support them.

BEP's Inclusion Team was initially launched in December 2018 providing BEP with the opportunity to further deliver on the inclusion aspect of the original BEP vision.

A new team was appointed to build on the positive New Start programme led by Anna Robinson in 2018-19. The team is now comprised of:

- Tom Ashley
(an experienced Secondary Headteacher)
- Anna Robinson
(an experienced Programme and Clinical Lead)
- Phillippa Clark
(an experienced high level CAMHS worker)
- Faye Whittle
(an experienced cross-phase SEND SLE)
- Ayesha Hussain
(an experienced Pastoral Manager)

These colleagues are now in regular contact with a large number of Birmingham schools responding to needs and strategically supporting the city's schools to improve inclusive practice.

The Inclusion Circle aims to support schools around a whole range of aspects that relate to school life and inclusion. This includes groups of young people that are struggling to thrive, provision around SEND students, support for staff mental well-being, reducing exclusions and strategic planning for positive inclusion in schools. This has coincided with a change to the OFSTED framework that has made inclusion a more important aspect of school life that requires



additional specific strategic planning. The BEP service facilitates support in this area.



Key Activities

NewStart

Whilst NewStart is, by intention undertaken differently in every school, all schools access the following strands:

- Senior Lead.
- Audit and action planning.
- Method for identifying (early) vulnerability.
- Student Leadership.
- Communities of Practice and CPD.

Over 2018/19 our mental health work has included:

- Increased numbers of schools with wellbeing (staff and pupils) on school improvement plans and specifically as part of SLT Professional Development plans.
- Improved systems and structures, information management and behaviour systems in relation to emotional health and wellbeing meaning that schools can begin to shape their PSHE curricula for subsequent years and take more bespoke, better evidenced work with pupils.
- Strengthened school position in relation to Ofsted. Where we have been able to obtain feedback in relation to pastoral work in schools, Ofsted have been positive and schools have referenced the work with NewStart and the increased identification of vulnerability and 'knowing' their cohorts of children.
- An advisory role to the DfE in relation to the Mental Health Green Paper.
- Expanding and stronger links with mental health partners, public health and voluntary sector agencies through BEP's strategic role in mental health leading to more co-design on further funding opportunities.

The initial two terms have involved a series of pilot activities for Inclusion with a range of schools from Infants to Secondary, many of which have been developed in conjunction with school leaders. This work has comprised of:

Whole School SEND Review - carried out at Primary and Secondary

Evaluating the effectiveness of provision for pupils with Special Educational Needs and Disabilities. Schools receive support which involves detailing their strengths as well as identifying areas for development and recommendations for moving forward. This builds on work done in the London Challenge and is approved by NASEN. Several schools have already paid for this service.

Therapeutic Review

The Therapeutic Review is led by BEP colleagues from a mental health background who work with a cohort of school students who are struggling to thrive. The mental health team work with schools to identify the approaches that are working best with these groups of young people in different settings and also explore the challenges the school is wrestling with and the areas they want to improve in. An observation report for the school draws on the experiences of pupils, families and staff. The review is internal and bespoke to each school and provides a basis for peer learning and for BEP to review themes relating to Inclusion that are emerging across the city.

Strategic Reviews of Pastoral Systems

Led by the BEP Inclusion Lead and a Senior Pastoral colleague from another Birmingham School, these reviews are requested by the school and involve the Headteacher and senior colleagues

establishing strengths and areas to develop. The review lasts two days and includes interviews with Senior staff, Middle leaders, other post holders and student voice samples. It also takes into account data such as the IDSR (Inspection Data Summary Report) as well other inclusion data around exclusions, attendance and the performance of vulnerable groups. The report contains a series of recommendations that allow the school to move forward in this area.

The Inclusion team has also been supporting Birmingham City Council (BCC) in several non-contract related areas. A key priority of BCC has been to reduce primary exclusions.

In order to assist with this, a series of pilots have taken place with BEP Inclusion staff facilitating a greater involvement with wider agencies to support vulnerable young people and their families. This has been referred to as the WISE2 project and has involved ten schools in Erdington and Ladywood. The project aims to lead to the creation of inclusion zones in the city. BEP has been asked by the city to lead one such zone and as such will be deploying staff to work with schools to develop inclusive practice and improve the provision for some of the city's most vulnerable learners. This has involved forging closer links with external agencies including Birmingham Children's Trust, in an attempt to develop new early help interventions to support vulnerable families.

BEP is also taking part in the BCC working group 'The Journey of a Child' to rapidly improve the support for SEND students across the city. This work has included working on the city-wide Task and Finish group that is seeking to rapidly improve the quality of early interventions and the over-reliance on the EHCP (Education Health Care Plan) procedure. It also seeks to bring back young people whose educational needs are currently met outside the city. This will allow schools to receive additional resources to meet needs locally and share some of the existing good practice that is evident in the city. This work will further BEP's chance to develop the resource - The Dictionary of Everything that again will spread good practice.

Key Successes

NewStart

This year, working with 53 schools (5 primaries) and with over 60 having been through the approach, it is useful to reflect on how far the approach has come in 3 years from our initial one term of funding and 20 schools who had an affinity to taking a new approach to emotional wellbeing in schools. Going in to our fourth year of NHS funding we are looking forward to bringing up to 20 further schools into the work.

“ NewStart gives us permission to value relationships *(Head)*”

“ The training was a great way to reflect on whether our staff have the empathy and emotional vocabulary to engage with our students *(Deputy Head)*”

“ always so practical and very school friendly approach” *(Inclusion Lead)*

“ we're able to use the data and information from this work to inform our curriculum” *(Deputy Head)*

“ Really great resources and practical ways to support students” *(Learning Mentor)*

In total the Inclusion team have worked with a number of additional schools since December, together with the original 53 NewStart schools making the overall number over 100! This represents a promising start to a new area of work that will be continuing to meet the needs of Birmingham schools.

Events and CPD held to support (workstream) 2018-19

Over 2018/19 our mental health work has included:

- Increased skills and training for staff in emotional wellbeing with a growing, city-wide CPD programme on key mental and emotional health issues combining psychoeducation and education practice.
- Over 1000 staff trained via twilights and inset days on the approach and resilience.
- 36 Year 9 pupils trained as Young Wellbeing Leads in our external training programme.
- To date at least 250 young people trained by NewStart Leads in youth leadership in school.
- Three communities of practice for schools across the programme to share and build their practice and create a sense of belonging to the NewStart community of schools.

Next Steps

Mental Health workers

The changes outlined in the Government's Green Paper are intended to reach up to 1/3 of the country by 2022. In an effort to expedite this for Birmingham, this year saw us pilot a new approach to workforce development in schools with our first cohort of 12 frontline school staff being trained as mental health workers. Training started in March 2018 and will continue into the next academic year. Staff are trained in key approaches and concepts and also offered supervision as part of the work. A pilot of the primary version started late summer 2019.

Innovate to Save Bids

The last part of the year saw BEP get awarded with a series of Innovate to Save Bids to assist in improving the provision for young SEND students across the city. This will involve BEP being commissioned to deliver five city wide projects with values of close to £700k. Additionally we have been successful in a Mental Health Trailblazer bid that will provide mental health support to schools in the south of the city. The total value of this bid with CCG (Clinical Commissioning Group) is £750k.

As a result of these, BEP's Inclusion Team will deliver a series of programmes with schools which will include:

- Supporting the implementation of School Mental Health Teams.
- Delivering school Mental Health Leads training.
- Developing Inclusion Zone Sharing Panels across the city to reduce exclusions.
- Whole School Send Reviews across phases.
- Community of Practice events.
- Mental Health Shorts.
- Therapeutic Reviews.

Wider Learning



At BEP, we believe that all children deserve an engaging and fully rounded education that supports academic achievement, but also develops the skills, knowledge and qualities needed to flourish. With the newly appointed Wider Learning team in place since April 2019, BEP has invested significantly in expanding its support for Birmingham schools, to help them to move beyond just delivering the national curriculum to building a stronger foundation for learning; 'a broader, deeper whole education'. We have defined **Wider Learning** as everything beyond narrow testing. It is the personal and social development of children and young people, so that they can flourish in learning, in work and in life.

As we move forward into the 19/20 academic year we will be focusing on delivering projects and other learning opportunities that build cohesion, mobility and engagement through a variety of channels and unique partnerships. The Arts, PE & Sport, Careers & Enterprise, Student Leadership and Social Action all have a part to play in the wider education of young people growing up today.



Outcomes

- ▶ Creative **Thinkers**
- ▶ Reflective **Learners**
- ▶ Safe & Healthy **Decision Makers**
- ▶ Powerful **Communicators**
- ▶ Compassionate **Leaders**
- ▶ Engaged **Citizens**
- ▶ Respectful **Neighbours**
- ▶ Responsible **Teamplayers**
- ▶ Ambitious **Employees**
- ▶ Resilient **Individuals**



BEP Arts and Culture School Improvement

At the start of the academic year 2018/19 the Arts and Culture School Improvement Lead embarked on two strands of work. The first by engaging with and supporting Priority Schools with provision development, consultation and reviews in the areas of arts, culture and creativity as outreach. The second strand was to develop an Arts and Culture offer available for all primary schools to purchase, to enhance their arts provision.

Key Activities

Cultural Review

A Primary Arts Peer Review Framework has been developed and implemented across the BEP network to improve outcomes through the development of schools' arts provision. This is a flexible, multifaceted framework including pedagogical and subject knowledge CPD, curriculum planning, auditing of resources, enhancing extra curricula and community engagement work, and the effective use of the school environment. BEP have supported the development of a cultural strategy with Senior Leaders and Governors and helped schools prepare for the new Ofsted framework. This work has been transformed into a traded 'Cultural Review' offer, comprising of a school consultation with an outcome report with recommendations for further improvement being produced. Ongoing support is given to plan and follow up on these recommendations.

Associate Artists

This year, BEP have built relationships and established a network of professional associate artists to support teacher CPD and targeted provision development in schools across Birmingham. Early indications show that this is something schools will value.

Key Successes

BEP's Cultural Review package, in partnership with our established network of artist professionals and art coordinators, has supported curriculum development in schools and developed targeted CPD programmes for subject and curriculum leads.

BEP has successfully supported 40 schools (28 priority schools, 12 non-priority schools) between September 2018 to April 2019, reaching the following staff:

91

Headteachers

(26 through Cultural Review in individual schools, 65 through additional Consortia engagement and presentation).

21

Subject Leaders

155

Teaching Staff

Next Steps

- Continued school improvement support for all Priority schools into 19/20.
- Continued development and establishment of the BEP Associate Artist offer to support targeted development, CPD and the curriculum.
- Commence SEND and Secondary Cultural Review Framework.
- Develop and refine all traded services for Primary, SEND and Secondary.

BEP have established a significant relationship with Culture Central, an organisation involved in making the Birmingham City Region an internationally recognised place for culture and creativity, and worked with them to develop the vision for a Birmingham School of Arts to support areas of the city with the poorest arts provision. A pilot has been completed deploying a secondary headteacher to broker more effective relationships between schools and arts organisations to target and use their resources to enrich arts education provision.

This year, BEP have also supported the delivery of BCC's large-scale UNICEF event to celebrate the achievements of those schools working towards the UNICEF Rights Respecting Award. This event is being held on the 11th July 2019.





Teacher Networks and Professional Development in the Arts

This year the established Arts Teacher Networks continued to grow and develop in partnership with the Arts sector and Arts Connect. Networks for Dance, Drama, Visual Art and Primary (ArtsLink) have delivered free high quality CPD sessions, which have been devised as a result of consultation with teachers. Contributions to the CPD sessions have been made by BEP staff, regional and national artists and organisations as well as experienced teachers. They have been held in prestigious arts venues in the City, including the Birmingham Repertory Theatre, Birmingham Conservatoire and DanceXchange.



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Key Activities

The networks have facilitated interaction and forged links between schools and national and regional arts and cultural organisations, including The National Theatre, the V&A, Ikon Gallery, DanceXchange, Birmingham Museum and Art Gallery, Stan's Café, One Dance UK, The Birmingham Rep, Big Brum TIE, Birmingham Hippodrome, Birmingham Royal Ballet, Think Tank, The Birmingham Conservatoire and mac.

The ArtsLink event in June 2019, about the new Ofsted Framework and the role of the arts in a broad and balanced curriculum was fully booked. This valuable professional development session set an optimistic tone for the arts within the primary curriculum. It deepened understanding of the Education Inspection Framework, developed awareness of the term 'curriculum as progression model' and participants worked together to create some examples to inform planning. The majority of those in attendance rated the session as good or excellent and asked for more similar events. Plans are underway for a secondary focused event in the Autumn term 19/20.

Alongside the face-to-face network sessions, new virtual networks have been established. They are open to all teachers and art and cultural organisations so that conversations, support and advice can be shared on a continual basis. The Basecamp virtual networks provides the opportunity to post questions, advertise opportunities, share

good practice and debate concerns. As the Basecamp networks develop, they will give another space for peer-to-peer support across the City and beyond.

Following the success of last year's professional development for Primary Arts Coordinators, a repeat session was organised to explore the role of arts leaders. It was delivered collaboratively with Arts Connect, successful Lead Art Coordinators from Billesley Primary School and Starbank School as well as arts organisations. There was also a session about linking to arts and cultural organisations with presentations from The Ikon Gallery, Stan's Café and the Birmingham Repertory Theatre.

Key Successes

170 Teachers

have attended Arts
Teacher Network sessions.

Next Steps

The aim for next academic year is to support the broad and balanced curriculum by continuing to seek ways to strengthen partnerships, improve collaboration and share information and expertise so that teaching in the arts, and through the arts, continues to improve. We will do this by running high quality termly events for each of the four networks, increasing attendance of teachers and arts and cultural organisations. There will be additional professional development to meet the needs of the sector. We will continue to support the four Basecamp virtual networks so that they become a vibrant and busy support mechanism that can connect, communicate and signpost more arts opportunities.

90 Schools

represented with the quality of the sessions rated as good or excellent.

33 Participants

reported that the course was a great place to debate, share ideas and learn from colleagues in other schools.





BEP PE, Sport and Physical Activity

Through a unique partnership with BEP and the Youth Sport Trust we have been providing targeted support and advocacy to Birmingham schools in 2018/19 to effectively use high quality delivery of Physical Education, Sport and Physical Activity to contribute to improving the personal development and wellbeing of young people. Specific activities have developed a voice for both Primary and Secondary Headteachers through a proactive Schools Alliance and a universal offer has been delivered to support Primary schools in effectively using the PE and School Sport Premium.



Key Activities

- 20 Headteacher Consortium briefings advocating for the power of PE, School Sport and Physical Activity on pupil wellbeing and whole school improvement.
- 4 Birmingham Active Schools Alliance meetings developing a Birmingham Schools Pledge to commit to the power of PE, School Sport and Physical Activity.
- 15 Primary PE Lead briefings.
- 5 Secondary Heads of PE Briefings.
- 25 school visits to build relationships and develop a series of case studies.

Next Steps

2019/20 will see focus upon;

- For Secondary Schools; providing support to Heads of PE to develop a curriculum for Physical Education that is purposeful and meaningful to our young people in Birmingham.
- For Primary Schools and Secondary Schools; briefings and CPD will be delivered to support the implementation of the new common inspection framework to use PE, Sport and Physical Activity to support pupils Personal Development.

Key Successes

New audiences and individuals have been engaged with greater emphasis placed on partnership working between key stakeholders within Birmingham who all look to develop the use of PE, School Sport and Physical Activity. Across these audiences the work has engaged:

243
Primary Schools

50
Secondary Schools

14
Special Schools

- Case study development; promoting the excellent work done by Birmingham Schools by sharing impact and success through a series of informative and thought provoking case studies.

Youth Sport Trust partnership work has supported three FA Girls Partnership Schools across the city to develop Girls Football, Leadership and Literacy engagement through unique resources and CPD delivered to 66 Primary and Secondary schools.

Through an integrated community bid Youth Sport Trust are delivering to 22 secondary schools, a Birmingham Connect project building social integration through the power of the Commonwealth Games 2022. The project called Birmingham Connect will use the power of sport to build connections between young people from diverse and segregated communities in Birmingham. Capitalising on the excitement of the city hosting the 2022 Commonwealth Games, Birmingham Connect launched in June and bring together 22 city schools. It will see young people aged 11 to 13 paired with students in other schools across the city to help them connect through sport. This year-long programme aims to improve social mixing and build young people's understanding of different communities. It will particularly focus on tackling segregation of young people of different ethnicities, who come from areas of deprivation or who have a disability.

126
Teachers

143
Headteachers





Enterprise Advisor Network

Through the Enterprise Advisor Network, Birmingham Education Partnership provides fully funded advice and support to secondary schools to improve the provision of careers information and advice for young people. BEP is grant funded by the Careers and Enterprise Company to deliver the Enterprise Advisor Network (EAN). 75 secondary schools are currently supported.

The work of the EAN is aligned to the National Careers Strategy and is based on best practice in the field as reflected in the Gatsby benchmarks for good careers provision in schools. The EAN improves careers guidance for school students through the creation of school strategies, increasing the quantity and quality of encounters with employers and the workplace and strengthening careers information. The project builds strong relationships between schools and employers.

We are delighted to be working with great businesses from different employment sectors including: HS2, Network Rail, KPMG, HSBC, Deloitte, The Wesleyan, Legal and General, Mot McDonald, Shakespeare Martineau, Trowers & Hamblins and many more.

Schools in the EAN are supported by Enterprise Coordinators, who:

- Help schools to complete an audit of their current strategy and provision for careers and enterprise against the Gatsby benchmarks, and then agree priority actions to improve provision.
- Publicise local events, activities and provision, to ensure young people have as many careers encounters as possible.

- Provide Local Market Intelligence that reflects the geography of the school.
- Recruit and support volunteers from local businesses to act as Enterprise Advisors, and match these with schools.

Relationships with Enterprise Advisors (EAs) have been established who are then matched with individual schools to:

- Create a careers and enterprise strategy that reflects the needs identified in the school audit.
- Increase and improve the provision of careers advice to school students through engagement with local businesses.
- Increase the provision of work encounters for school students through engagement with local businesses.

Our EAs are senior business volunteers drawn from a wide range of businesses across the city who bring a wealth of personal experience and expertise, business connections and opportunities to our schools. Schools and EAs have been working together to create their strategies, deliver mentoring and interview sessions, run school-based careers events, organise workplace experiences and run special projects for the benefit of large numbers of pupils. We have some fantastic examples of work completed with young people that has helped them to prepare for the world of work and raise aspirations.

Further developments

BEP recently secured additional funding from the Careers and Enterprise Company to deliver a Careers Hub in Birmingham. This will be launched at the start of the 19/20 academic year. The Careers Hub will provide more extensive support to 36 secondary schools and 1 FE college with an expectation that careers support provided by Hub schools for their pupils meets all 8 Gatsby benchmarks and is reflective of the very best national practice.

Thank you

BEP is grateful for the support of The Greater Birmingham and Solihull Local Enterprise Partnership, Birmingham City Council and Birmingham Professional Services, who along with BEP itself, provide match funding that allows the CEC grant to be brought into the city and the support of the EAN to be provided.

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