



# BIRMINGHAM EDUCATION DEVELOPMENT PLAN



## Birmingham Education Development Plan

2015 - 2020



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**The following supplementary documents will be provided annually:**

- BCC Annual Education Sufficiency Requirements
- BCC Schools Capital Programme Key Outputs
- BCC Annual Strategic Commissioning Statement for Full Participation

## **Foreword**

We are pleased to be launching the first Birmingham Education Development Plan, outlining our approach to developing our education and skills infrastructure to improve outcomes for children. The Education Development Plan sits under the umbrella of the Birmingham Development Plan. This approach has been developed to ensure that our vision for the growth of the city is delivered through an integrated plan, so that as homes are built and jobs created, the learning journey of every young person is supported by a first class education infrastructure through which they acquire the skills they will need to prosper.

The City's population is projected to grow by an additional 150,000 people over the period to 2031. Our schools are already experiencing significant increased pressure for school places as a result of population growth. We recognise that the City faces a number of challenges to secure sufficient, suitable, high quality education places and to ensure that our young people are equipped with the skills they need for further education, training and employment.

The Education Development Plan sets out how we will endeavour to work with our key partners, in particular all of our education providers and business partners, to nurture and develop our most valuable asset – our children.

**Councillor Brigid Jones**  
**Cabinet Member for Children and Family Services**

**Councillor Penny Holbrook**  
**Cabinet Member for Skills, Learning and Culture**

**Birmingham City Council**

## 1. Introduction

- 1.1 The Birmingham Education Development Plan (EDP) sets out the City's approach to developing our education infrastructure to support the education journey of each child from age 2 -19 years or for those young people with complex needs, between 0 – 25 years.
- 1.2 The EDP has been created as a strategic document to support the integrated development of our City's infrastructure through a period of rapid population growth. The EDP addresses the key priority of meeting Basic Need, i.e. ensuring sufficient, suitable, sustainable education places of high quality, to meet increased demand over the period to 2020, from Early Years through school-age education settings into Further or Higher Education or Training. It also sets out how we intend to work with partners to ensure that every young person participates fully in education and acquires the skills they need to achieve economic independence and prosperity.
- 1.3 The EDP links to the strategy to deliver the future growth and prosperity of the City as outlined in the Birmingham Development Plan. By setting out the anticipated education and skills infrastructure requirements in parallel to our Housing Growth Plan and Urban Mobility Plan, we will make best use of resources and ensure that our city's population benefit from a joined-up and sustainable approach. The Plan will be delivered within available budgeted resources.
- 1.4 While the EDP is intended to provide a long term, City-Wide Strategy for the development of the education infrastructure, it is being implemented during a time of unprecedented change in the education landscape and therefore requires annual analysis of requirements and gaps in provision. We will forecast annually our requirements for Early Years and school places to meet Basic Need in the context of demographic and housing growth and will set out how we intend to work with our partners to deliver these requirements. We will identify gaps in post-16 provision and seek to influence the provision of appropriate pathways that will address our Skills Gaps through an annual 14-25 Strategic Commissioning Statement, in order to ensure that we fulfil our Youth Promise to all of our young people so that they make a successful transition to adulthood and appropriate employment.

### Structure of the EDP

- 1.5 The EDP is divided into 7 parts with 3 supplementary documents that will be provided annually:
  - Section 1 – provides an introduction to the EDP;
  - Section 2 – describes the context in which the EDP is being implemented and the opportunities and challenges for the future;
  - Section 3 – sets out the vision, objectives and strategy for how we will develop the Education and Skills Infrastructure;
  - Sections 4, 5 and 6 outline the approaches we will take to meeting Basic Need, Maintaining the Schools Estate and securing Full Participation of all our young people;
  - Section 7 covers how the strategies will be implemented and the indicators that will be used to measure its success.
- 1.6 Supplementary Documents:
  - Annual Education Sufficiency Requirements;
  - Schools Capital Programme Key Outputs;
  - Annual Strategic Commissioning Statement for Full Participation.

## 2. Context:

2.1 The EDP sets how we will work with our partners to meet the City’s requirements for:

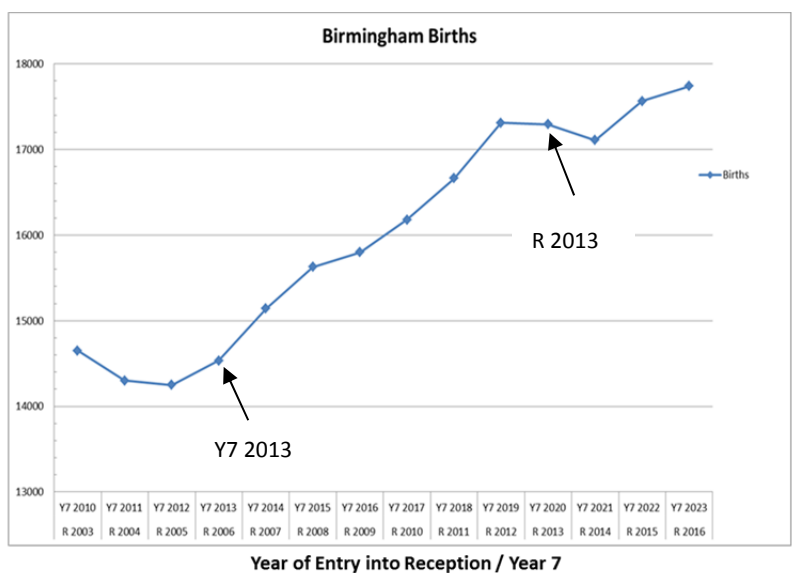
- i) Sufficient school places to meet Basic Need
- ii) Capital investment supported by effective asset management plans to sustainably maintain our schools
- iii) Improved participation of our young people beyond school into pathways that lead to employment

### Population Growth and Need for Additional School Places

2.2 The Local Authority has a statutory duty to meet Basic Need by ensuring that every child of school age is provided with a school place. In line with the Department for Education guidance, we expect every child up to the age of 8 to have access to a school place 2 miles from home, and for children above 8, to have access to a school place within 3 miles from home. It is also recommended that a “buffer” of 5% places unfilled in each year group is necessary to allow for cohort movement and in-year admissions.

2.3 Birmingham is a young city and is getting younger: over 12 years from 2000 to 2012, the number of children born in Birmingham increased by 25%. The impact of this on numbers of children requiring a school place is illustrated in Figure 1:

**Fig. 1: Annual Births in Birmingham from Sept 2000 to Sept 2012**



Reception	R 2003	R 2004	R 2005	R 2006	R 2007	R 2008	R 2009	R 2010	R 2011	R 2012	R 2013	R 2014	R 2015	R 2016
Births	14651	14300	14248	14535	15142	15626	15799	16179	16662	17309	17294	17107	17564	17739

Data source: Live Births, Office of National Statistics

- 2.4 In addition to sustained birth rate increase, each cohort of children has increased annually in recent years as a result of net migration into the City: more children arrive in our schools than leave them, particularly during Primary School years. It is reasonable at this time to plan for each Primary cohort to grow by between 15 and 20 Forms of Entry (i.e. 450 – 600 places) between Reception and Year 6.
- 2.5 Forecasting of future pupil place requirements is challenging due to the unpredictable nature of parental preference, the varying levels of net migration and the potential for new housing development to impact on requirements. Forecasting of Special School place requirements is particularly challenging due to changing patterns of demand across the population of young people with complex needs. In addition, changes to the supply of school places through school expansions and the Free Schools programme impact on where places are required. Our forecasts are therefore updated annually to reflect changing patterns of parental preference and cohort growth and to take into account the supply of additional places into the landscape.
- 2.6 By 2013, Birmingham City Council had provided over 10,500 additional Primary School places to meet the major growth in the Primary-School aged population that began in 2010. Despite this, the combined population increase that is created from increased birth rate and cohort growth has reduced the spare capacity in the system that is necessary to accommodate in-year admissions. In some year groups in some parts of the City, there are very few spare places and children requiring a school place may struggle to receive an offer close to home. As a consequence, reactive measures to respond to cohort growth have been required in a number of Primary Schools since September 2013 through increasing the number of places offered during the year.
- 2.7 The impact of the birth rate increase has been felt in some of our Secondary Schools from September 2013. However this pattern remains mixed across the City, with a number of areas continuing to experience surplus places until as late as 2017 or 2018. Additional places created in the City through the Central Government Free Schools Programme, together with the appetite of local Secondary Schools to provide additional places, is also impacting on the requirement for additional places. As a consequence, in some parts of the City, there may be a need to decommission school places in order to balance supply and demand in the short term.
- 2.8 Pressure for places is at its most severe in a number of our Special Schools; reactive measures have been implemented over a number of years to accommodate growth in demand for Special School places and a planned programme of Special School expansions is being implemented as a priority.
- 2.9 The programme of expanding schools or creating new provision to meet Basic Need is intrinsically linked to our School Improvement agenda and the City's objective to ensure every young person attends a good school. It is challenging for schools that expand to maintain momentum on School Improvement while creating additional places. When local schools are expanded, this can create additional challenges for neighbouring provision, particularly when this is during a phase of education rather than at the start of the Primary or Secondary phase. Careful consideration is given to the development and management of all school expansion projects in order to support schools in maintaining their School Improvement trajectory.
- 2.10 Oversupply of school places in an area can create significant challenges for under-subscribed schools and the likely impact of new provision on neighbouring schools is carefully considered when options are developed to meet Basic Need.

### **Changing Education Landscape**

- 2.11 The education landscape in Birmingham is changing rapidly as a result of Central Government policy with the expansion of the Academies programme, including the introduction of Free Schools, University Technical Colleges and Studio Schools. Following the introduction of the Academies Act 2010 by Central Government, 96 of 407 schools in the City had converted to Academy status by October 2013.

- 2.12 Within this landscape, schools have differing levels of autonomy and accountability for setting their Pupil Admission Numbers and for adapting their admissions policies. This creates significant challenges for co-ordinating the provision of additional places to meet Basic Need, the optimum location for new places can change rapidly as Academies choose to increase the number of places they offer and Free Schools are approved by the Department for Education.
- 2.13 There is a diverse range of Early Years and public sector school provision on offer in the City, which includes single sex provision, faith provision and selective provision. As additional places are created, it is our objective to ensure that the diversity of the offer is maintained or enhanced.

### **Maintenance and Sustainability of the Schools' Estate**

- 2.14 Research by University of Salford assessed environment of 34 different classrooms found that the difference between the best and worst physical classroom environment equated to a year's progress: the average impact of built environment on learning progression equated to 25%.<sup>1</sup>
- 2.15 The Birmingham schools estate is very mixed in terms of the condition and suitability of school buildings. Our schools range from state of the art new-build environments to school buildings that are reaching the end of their lives and/or create significant challenges for those maintaining them.
- 2.16 As more school buildings are leased to Academy Trusts at the point schools convert to Academy Status, the responsibility and funding for maintenance of those buildings moves away from the Local Authority. However, the City Council remains directly responsible for the maintenance of all Local Authority Maintained Schools (Including Foundation Schools) and is responsible for management of the funding to maintain Voluntary Aided Schools.
- 2.17 As Birmingham's single largest education landlord, Birmingham City Council receives annual capital maintenance grant funding to maintain 285 of Birmingham's 407 schools (as at December 2014). A significant number of these schools are in poor condition and major capital investment is required over the next 10 years to reduce risk of school closures due to asset failure. Base-data is held on the entire schools estate from condition surveys carried out in 2008: a programme to comprehensively refresh the data held for LA maintained schools by 2015 will support delivery of a long-term maintenance and sustainability programme.
- 2.18 A number of Birmingham schools have successfully engaged in the City Council's Sustainable Schools Programme, making improvements to the sustainability of their schools through changing behaviours. This approach has the potential to increase the number of children walking to school which will in turn reduce the impact of creating more school places to meet Basic Need.
- 2.19 There may be a range of opportunities for schools to fund improvements to their buildings through the energy savings that are generated; the City remains committed to assisting schools to benefit from opportunities through the Birmingham Energy Savers programme.
- 2.20 Many Birmingham schools successfully operate community use from their school sites, ranging from hiring spaces to local groups to full scale sport and leisure operations out of school hours. The role of schools in opening facilities for community use is particularly important during a time when Local Authority-run District resources are diminishing. The City remains committed to assisting all schools to develop community use, aligned to Public Health priorities, Strategic Sport plans and local need.

## Full Participation and Skills

- 2.21 The launch of Birmingham's Youth Promise provides a vehicle for the City to address youth unemployment. Birmingham's young people are generally successful in making a transition from participation in school education to Further Education or training, with under 7% of young people registered as NEET (Not in Education, Employment or Training). However Youth Unemployment remains a significant challenge for the City, with 7,712, (9.8%), registered claimants aged 18-24 at August 2014<sup>1</sup>.
- 2.22 More than 39 per cent of Birmingham's population is under the age of 25 years, compared with 32 per cent in England<sup>2</sup>. However, Birmingham's 16-18 year old cohort of young people continue to reduce in numbers until 2017, when the birth rate increase will impact on the post-16 numbers in education or training.
- 2.23 Birmingham's Youth Promise guarantees that all of Birmingham's young people from ages 14-24 years (25 for those covered by statutory responsibilities) will be guaranteed access to employment education, training, apprenticeship or experience of work within four months of leaving a job, education or training.
- 2.24 In order to deliver the Youth Promise for young people aged 14-19 years (25), there is a need to ensure there are appropriate pathways for all young people to access further education and training opportunities, particularly in the context of the Raising of the Participation Age (RPA) to 18 years. While the vast majority of Birmingham young people access an appropriate learning pathway from school to further education or training, there are gaps in provision for certain groups of young people who are subsequently at greater risk of becoming dis-engaged and/or unemployed. The gaps in provision are most acute for those with learning difficulties and disabilities.
- 2.25 The City is implementing an ambitious plan to provide apprenticeship pathways for young people as a key strand to developing a skilled workforce that can fill the future employment opportunities in the City.
- 2.26 The majority of Secondary and Special Schools have a good level of engagement with business partners, however there is a need to strengthen these links in order to develop better mutual understanding of the strengths our young people can demonstrate and reduce the skills gaps reported by business partners. The introduction of a universal digital access point and the extension of the Birmingham Baccalaureate along with a range of measures to extend school and business links are underway, to ensure that all young people develop the skills they will need to meet Birmingham's future business requirements and contribute to an economically successful City.

<sup>1</sup> DWP September 2014

<sup>2</sup> ONS Mid-Year Population Estimates, 2010



### **3. The Vision, Objectives and Strategy**

#### **The Birmingham Development Plan Vision – Birmingham in 2031**

- 3.1 By 2031 Birmingham will be renowned as an enterprising, innovative and green city that has delivered sustainable growth meeting the needs of its population and strengthening its global competitiveness.
- 3.2 The EDP will support the delivery of this vision through delivery of three key strands:
- We will safeguard all our young people by ensuring there are sufficient, local Early Years and school places for every young person.
  - We will maintain a sustainable schools infrastructure at the heart of local communities.
  - We will reduce youth unemployment through our Youth Promise, promoting the full participation of every young person from age 14 years on an appropriate education or training pathway that equips them with the skills and experiences to support their transition to independence and employment.

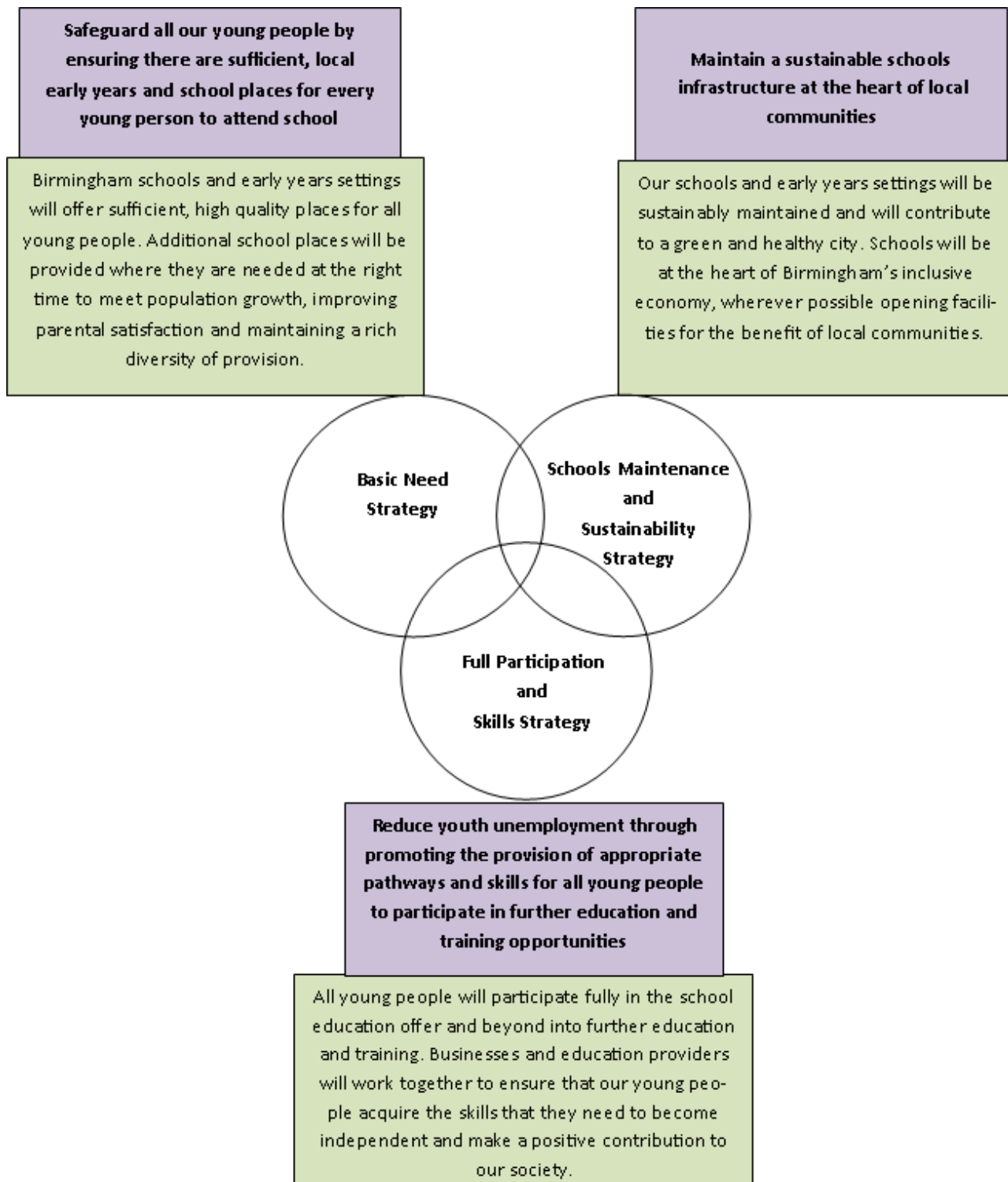
#### **Education Development Plan Objectives**

- 3.3 To deliver the vision for the education infrastructure as an integral strand to the Birmingham Development Plan, the objectives are:
- To secure sufficient, high quality places for all young people in Birmingham schools and early year's settings.
  - To ensure that additional places are provided where they are needed at the right time to meet population growth, improving parental satisfaction and maintaining a rich diversity of provision.
  - To strategically decommission school places in order to balance supply and demand where necessary to support the school improvement agenda
  - To sustainably maintain our schools and Early Years settings, contributing to a green and healthy city.
  - To support schools to be at the heart of Birmingham's inclusive economy, wherever possible opening facilities for the benefit of local communities.
  - To ensure that all young people participate fully in the school education offer and beyond into further education and training.
  - To strengthen the collaboration between businesses and schools so that our young people acquire the skills that they need to become independent and prosperous citizens who make a positive contribution to our society.

## The Strategy

3.4 The Education Development Plan will be delivered through three interconnected Strategic Plans:

- i) Basic Need Strategy
- ii) Schools Maintenance and Sustainability Strategy
- iii) Full Participation and Skills Strategy



## **4. Basic Need Strategy and Delivery Overview**

- 4.1 Birmingham City Council has a statutory duty to provide sufficient school places to meet Basic Need. This involves ensuring that we increase the school places available so that families can be offered a school place within 2 miles from home for children under the age of 8 years and within 3 miles from home for older children. It is essential to plan for local areas to maintain a level of available places in order to accommodate children arriving during the school year without creating excess surplus places in local schools that cannot be filled.
- 4.2 Our strategy in Birmingham to meet Basic Need has 4 key strands:
- i) Make optimum use of existing space, buildings and sites to provide sufficient, suitable, high quality additional places where needed;
  - ii) Work with Maintained Schools, Free Schools and Academies to meet Basic Need through co-ordinated expansion plans;
  - iii) Allocate annual Basic Need Capital investment effectively and efficiently to areas where basic need requirements can only be met through either re-modelling, refurbishment or new-build projects, ensuring that the needs of our most vulnerable young people are prioritised and capital projects make best use of existing resources;
  - iv) Identify alternative funding sources and models to deliver requirements including Section 106, school contributions, bidding opportunities, Local Co-ordinated Voluntary Aided Programme (LCVAP), Community Infrastructure Levy, future Basic Need allocations, diversion of other capital funding
- 4.3 Whenever possible, additional places to meet Basic Need will be introduced at the start of a Phase i.e. in Reception and Year 7. However, the unpredictable nature and location of cohort growth means that it is necessary at times to implement reactive Basic Need measures and introduce additional classes during a phase of education in order to meet our statutory duty to provide sufficient places.
- 4.4 In the event that the supply of school places exceeds demand in an area to a degree that threatens the sustainability of local provision, the Local Authority will consider temporary or permanent decommissioning of places in order to support a sustainable, high quality local offer.

### **Placing Schools at the Heart of Meeting Basic Need**

- 4.5 To place schools at the heart of meeting Basic Need in Birmingham, we will:
- i) Share requirements for additional places regularly with all school partners and Early Years Providers;
  - ii) Invite Free Schools and schools that are their own admissions authority to share and co-ordinate their expansion intentions so that requirements can be modified to factor in new provision;
  - iii) Invite schools and education providers to express interest in expanding their provision in order to identify optimum solutions to meeting Basic Need and, where necessary, identify projects for Basic Need capital investment;
  - iv) Ask schools to work with the Local Authority to identify additional funding streams and alternative funding models to meet Basic Need.

## Criteria for Expansion to meet Basic Need

4.6 Expressions of Interest in expansion from school partners will be evaluated against the following key criteria:

- i) Location in relation to Basic Need i.e. how well the additional places are located to meet growth and, in the case of Special School provision, whether the school is able to meet the needs of the additional young people requiring a Special School place;
- ii) Standards in the school: it is expected that schools that expand will be Outstanding or Good;<sup>\*1</sup>
- iii) The capacity of the school to provide suitable accommodation on the site, within existing space and within planning / buildability constraints;
- iv) Popularity of the school;
- v) Potential of any expansion to create overprovision or reduce diversity of provision in an area.<sup>\*2</sup>

## Process for Decommissioning of School Places

4.7 Given the complexity and range of specific local issues that will need to be considered in the event of the need to de-commission school places, a policy and process will be developed for consultation to be reviewed annually. The following criteria are likely to be key considerations:

- i) Potential of any decommissioning to leave children and families without the option of a local school place;
- ii) Standards in the school;
- iii) The implications for the school running costs of reducing pupil numbers, in particular in relation to fixed overheads such as PFI contract obligations;
- iv) Popularity of the school.

4.8 It should be noted that the Local Authority only has powers to decommission places in maintained schools. In the event that options appraisal for decommissioning of school places identifies the preferred option as an Academy, the Local Authority will in the first instance seek a negotiated solution with Academy partners in advance of implementing measures in maintained schools as an alternative, lower preference option.

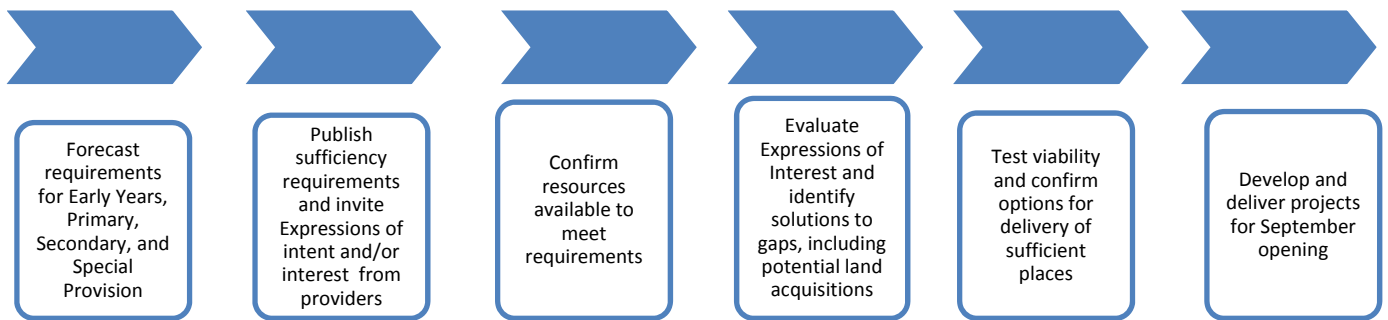
## Basic Need Delivery Overview

4.9 The Basic Need Programme is a rolling cycle that defines requirements, develops options and delivers additional school places for each cohort of students within the different phases of education. At any point in time, requirements will be in development or delivery across different phases of the programme, so, for example, the forecasts for 2017 school place requirements will be completed while the options for 2016 are finalised while the requirements for 2015 are delivered.

<sup>\*1</sup> Where no solution to a requirement for additional places can be found that meets this criterion, consideration will be given to expansion solutions where a school can evidence sufficient leadership capacity and standards are improving towards good.

<sup>\*2</sup> At May 2013, 15% of our young people attending secondary school were in Girls' only settings, compared with only 6% of Boys attending boys' only provision. Therefore, in order to maintain diversity of provision, the City will support expansion of Girls' Only provision only when matched by expansion of Boys' Only provision.

#### 4.10 The Basic Need Cycle:



#### Education Sufficiency Requirements

4.11 The City's Education Sufficiency Requirements will be published annually to share with all key stakeholders the additional places required to meet Basic Need. The Education Sufficiency Requirements will be provided annually.

#### Schools Capital Programme

4.12 The City Council will develop and deliver a programme of capital projects within available financial resources to provide additional places where needed. This programme will be reported annually to Cabinet and projects will be progressed through the City Council's Gateway Processes. The Key Outputs of the 2013-2019 Schools Capital Programme will be provided annually.

4.13 Expanding our schools infrastructure invariably creates increased local transport pressures. We will engage early with planners and colleagues in transportation to identify potential pressure points and identify solutions. We will also work closely with schools to develop and implement school travel plans that emphasise sustainable solutions to increased pupil numbers, in particular empowering our young people to lead on measures that reduce our schools' carbon footprint.

#### Monitoring Indicators

4.14 Monitoring Indicators for our Basic Need Strategy will be:

- Number of additional places provided in Early Years, Primary, Secondary and Special Schools
- Number of children unable to access one of their preferred schools
- Number of children placed in a school at a distance beyond DfE recommended travel distances (2 miles up to age 8, 3 miles over aged 8), where there is no place available closer to home
- Additional capital funding secured to support delivery of Basic Need Strategy
- Number of additional places provided within existing space

## 5. Maintenance and Sustainability Strategy and Delivery Plan

- 5.1 Birmingham City Council has a statutory duty to maintain our Early Years and Schools estate and ensure the school estate is not subject to decay which could put the health and safety of children at risk. The City carries out a range of measures as Landlord to ensure that we reduce the risk of schools closing due to asset failure. In addition, we maintain a number of education-related assets, including Unattached Playing Fields, and manage £32.6m contractual obligations associated with the operation of schools built through PFI investment. During a time of diminishing resources, we need to ensure we have sustainable models for maintaining all of the City's assets and contractual obligations; this means we will need to review alternative uses and disposal options where appropriate as well as expanding our traded function with schools to support effective asset management.
- 5.2 Our strategy in Birmingham to maintain a sustainable education estate and deliver more for less has 6 main strands:
- i) Manage all cost associated with maintenance of the education infrastructure within available combined school and Local Authority Education budgets;
  - ii) Support schools to own and develop planned maintenance and sustainability strategies that improve the longevity, sustainability and suitability of their buildings and reduce the quantum of reactive emergency repairs;
  - iii) Leverage maximum co-investment from schools through dual and matched funding of maintenance projects to improve the condition and sustainability of the estate;
  - iv) Deliver an efficient and value for money planned annual Capital Maintenance programme, based on comprehensive assessment of condition need and prioritisation based on clear criteria;
  - v) Exploit all opportunities to both increase investment and reduce commitments required for the maintenance and sustainability of the schools estate. This may involve: bidding directly or supporting bids for additional funding, opportunities to increase community use, specific sustainability programmes funded from the consequential school revenue savings and disposal of assets aligned with revenue savings and service requirements;
  - vi) Increase the outcomes generated by the capital maintenance investment through generating economies of scale and alignment of different funding streams, including Basic Need.

### Placing Schools at the Heart of Maintenance and Sustainability

- 5.3 To place schools and communities at the heart of our Maintenance and Sustainability Strategy in Birmingham, we will:
- i) Collate, update and share key information with regard to the condition, suitability and capacity of the school estate;
  - ii) Offer a traded service to schools to assist with individual school asset management planning and to support school leaders and governors in fulfilling their duty-holder responsibility;
  - iii) Invite Local Authority maintained schools to bid for BCC match-funded projects through which they will address priority condition need using their devolved formula capital;
  - iv) Offer a traded service to support Academies and Free Schools to bid for investment to address backlog maintenance, priority condition need and community use;
  - v) Work closely with schools where the City is in contract with Facilities Maintenance and/or ICT providers to ensure contracts deliver best value through effective contracts management, supporting schools through a traded function where appropriate;

- vi) Create opportunities for schools to introduce sustainability measures and community use, for example through delivery of a traded and accredited Sustainable Schools Programme and access to Birmingham Energy Savers opportunities;
- vii) Engage with schools and Districts to review utilisation of unattached playing fields to reduce unfunded maintenance requirements, develop robust models for managing community and schools use and where appropriate, consider alternative uses for those assets no longer in use for education purposes;
- viii) Engage with schools to identify optimum solutions for funding legacy maintenance obligations associated with major investment programmes including Private Finance Initiative and Building Schools for the Future programmes.

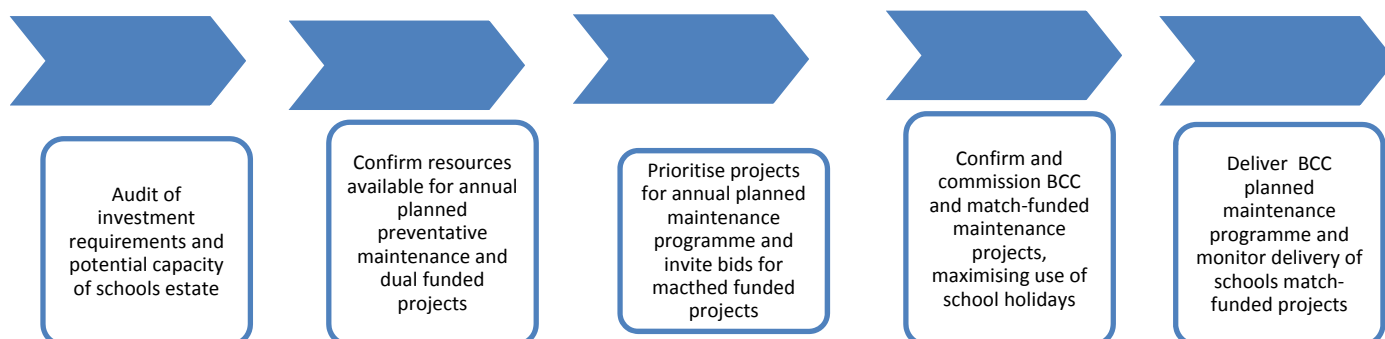
### Criteria for Priority Condition Need

5.4 Our Annual Capital Maintenance programme will be funded from Capital Maintenance Grant allocation and will prioritise school projects based on the following criteria:

- i) Potential for the condition need to lead to school closure;
- ii) Potential for the capital investment to fix the problem at a time that optimises the investment, in particular through alignment of funding streams including Basic Need and/or reduction of emergency repairs;
- iii) Willingness of the school to contribute available school budget (Devolved Formula Capital, surplus balances, maintenance budget);
- iv) Potential for the maintenance project to improve the sustainability of the school and/or increase access to the local community to the facilities.

### Maintenance and Sustainability Delivery Overview

5.5 Planned Maintenance Cycle



### Additional On-going Landlord Activity and Reactive Programmes

5.6 In addition to the cycle above, a number of statutory, contractual and traded landlord activities are programmed across the year:

- Rolling review of Duty-Holder compliance checks for Local Authority Maintained schools;
- Property Planning visits (Traded Service);
- Academy Conversions and School Status Changes;
- Emergency repairs and reactive maintenance to keep schools open;
- Management of contractual obligations (£32.6m Facilities Maintenance contracts on our PFI and BSF Schools);
- Annual Sustainable Schools Programme (Traded service);

- Landlord Approvals for all school-managed capital projects;
- Support for Schools wishing to develop Community Use on School Sites;
- Remind schools of their responsibilities with regard to planned maintenance;

## **Monitoring Indicators**

5.7 Monitoring Indicators for our Maintenance and Sustainability Strategy will be:

- Number of school days lost due to asset failure;
- Amount of investment levered from schools into addressing back-log maintenance through dual-funding initiatives;
- Proportion of maintenance expenditure that is for emergency repairs vs planned maintenance;
- Number of schools with facilities open for community use;
- Number of schools engaged in Schools Sustainability programme and/or Birmingham Energy Savers opportunities;



## **6. Full Participation and Skills Strategy and Delivery Overview**

- 6.1 Birmingham's Youth Promise guarantees that all Birmingham Young People from ages 14-24 years (25 for those covered by statutory responsibilities) will be guaranteed access to employment, education, training, apprenticeship or experience of work within four month of leaving a job, education or training. An increasingly diverse range of pathways is being made available to young people from the age of 14 years and our approach therefore addresses provision and pathways starting from age 14 years.
- 6.2 Our Youth Promise is the vehicle through which Birmingham City Council will fulfil our statutory duty to secure sufficient suitable education and training provision for all our young people aged 16-19 years and for those aged 20-24 years with a Learning Difficulty Assessment. In addition, the Promise will deliver our duty to promote the effective participation in education or training of all 16 and 17 year olds resident in their area (rising to the 18<sup>th</sup> birthday in 2015) and to make arrangements to identify young people resident in their area who are not participating.
- 6.3 The Full Participation and Skills Strategy addresses the measures that we will put in place for young people in education or training to remain participating and to develop the skills they will require to succeed in the world of work.
- 6.4 Given that funding for Post-16 Education flows directly to providers and tracking of young people's participation involves collaboration across all providers, Birmingham City Council can only fulfil our promise to young people by working effectively with all delivery partners
- 6.5 Our strategy in Birmingham to deliver our promise and ensure the full participation of all young people to acquire the skills that they need for Further Education, training and employment opportunities has 5 main strands.
- i) Track and analyse young people's participation in order to inform and shape provision;
  - ii) Safeguard vulnerable young people and reduce numbers of young people who are NEET through early identification, effective targeting of support and co-ordination of best practice across the sector through a shared NEETs action plan;
  - iii) Implement specific measures to reduce youth unemployment, including the delivery of careers advice and guidance for NEET young people through the new Birmingham Careers Service and delivery of increased apprenticeship opportunities through the Apprenticeship Strategy;
  - iv) Use a range of initiatives and opportunities to strengthen links between schools and businesses in order to bridge the existing skills gaps, including the implementation of a new universal digital access point and extension of the Birmingham Baccalaureate;
  - v) Make best use of Birmingham City Council's capacity as an employer and commissioner to support delivery of the full participation and skills strategy, particularly for vulnerable young people.

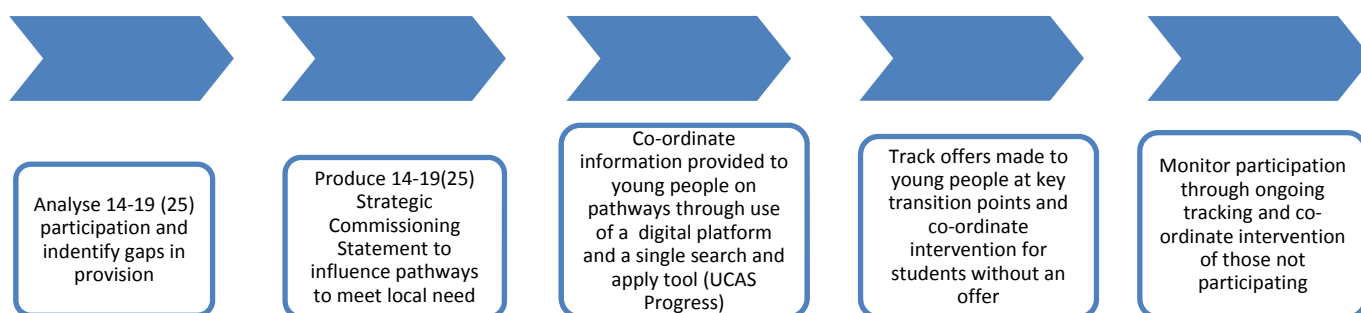
### **Working with Key Stakeholders at the Heart of the Full Participation and Skills Strategy**

- 6.6 To work with all key stakeholders in order in order to secure full participation of all young people in Birmingham, we will:
- i) Recognise and build links with the full range of providers offering pathways for young people from age 14 years, including schools, Further and Higher Education Institutions, independent training providers and third sector providers;
  - ii) Co-ordinate activity across all parties involved in tracking the participation and destinations of young people at key transition points;

- iii) Shape and influence provision through annual analysis of participation and gaps in provision for young people aged 14-25 years and production of an annual Strategic Commissioning Statement;
- iv) Recognise the significance of the universal offer to all young people provided by schools and share best practice in order to support delivery of consistent high quality careers education, information advice and guidance for every young person, in the context of the Raising of the Participation Age;
- v) Work across City Council departments, schools, providers and business partners to deliver key skills and participation improvement strategies including the Apprenticeship Strategy, the NEETs Action Plan, the digital access point and the Birmingham Bacculaureate;
- vi) Maintain a focus on the needs of our most vulnerable people, with particular emphasis on improving pathways and provision for learners with learning difficulties and disabilities.

## Full Participation and Skills Delivery Overview

### 6.7 Participation Tracking Cycle



### Additional On-going Activity related to Full Participation

6.8 In addition to the cycle above, a number of full participation activities are programmed across the year:

- Annual school visits to all Secondary and Further Education provision to monitor and support full participation priorities and opportunities such as Youth Social Action, Apprenticeships, Careers Education, Information Advice and Guidance (CEIAG), NEET prevention and intervention, School Business links;
- Bi-annual roadshows with key stakeholders across 4 quadrants of the City to support full participation and delivery of the Youth Promise;
- Audit of school business links and identification of opportunities to strengthen engagement, including implementation of Birmingham Bacculaureate;
- Quality assurance and traded service to support schools in their delivery of impartial careers information, advice and guidance across the City for every young person;
- Delivery of NEET Action Plan and Apprenticeship Action Plan;
- Contribute to the work of the Birmingham Youth Employment Board in implementing the recommendations of the Birmingham Youth Unemployment Commission;
- Monitoring delivery of NEET provision (European Social Fund contracts);
- Responding to market failure (identifying replacement provision if a pathway or offer fails);
- Influencing and securing additional funding to address gaps in provision and successful intervention for NEET young people and those at risk.

6.9 The Strategic Commissioning Statement for Full Participation will be provided annually.

## Monitoring Indicators

6.10 Monitoring indicators for the Full Participation and Skills Strategy will be:

- Proportion of young people who are NEET;
- Proportion of young people participating in education or training;
- Proportion of young people whose participation in education or training is not known;
- Number of young people engaged in Apprenticeships;
- Number of places created for young people aged 16-25 with Learning Difficulties or Disabilities through the Schools Capital Programme;
- Number of schools delivering good quality careers advice enhanced by strong school-business links.

## 7. Implementation

### Innovative Approaches to More for Less

- 7.1 Birmingham City Council is implementing the EDP during a time of stretched resources and intense economic pressures. Innovation, collaboration and creativity will remain at the heart of our approach; we will work with our partners to deliver more for less, bringing together multi-disciplinary expertise and remaining focussed on expanding and improving our education infrastructure to support the learning journey of every young person.
- 7.2 A number of specific Central Government funding streams are allocated to Birmingham to support the delivery of the EDP:
- Birmingham City Council receives annual allocations to meet Basic Need and Capital Maintenance.
  - In addition, one-off funding streams are sometimes made available, such as for the introduction of Universal Infant Free School Meals (UIFSM). Likewise, bidding opportunities are sometimes launched to address Government priorities.
  - Academies and Free Schools have independent access to capital funding for backlog maintenance and growth, through submitting bids to the Education Funding Agency (EFA).
  - A range of funding streams may be accessed to support the full participation of all our young people in education. These include funding streams to enhance the skills of our young people, with potential resources targeting our most vulnerable young people.
- 7.3 It is likely that new funding opportunities will arise during the course of this Plan, both for the Local Authority and for education delivery partners including Academies and Free Schools. By setting out our requirements and priorities, the EDP will enable us to make the most of existing expertise and physical resources while also maximising any new opportunities to secure much needed investment with our education delivery partners.
- 7.4 We will demonstrate our drive to deliver more for less through making creative use of existing space and buildings, leading on innovative approaches such as converting energy savings into capital investment, exploring new funding models for our expansion projects and driving lean construction through effective programme and project management tools. We will also exploit opportunities to support schools willing and able to offer increased access to their facilities out of school hours in order to improve the local community offer.
- 7.5 A very substantial Schools Capital Programme will be central to the delivery of the EDP. BCC will secure the necessary expertise to manage the extensive programme with schools, including the appropriate balance of technical and educational expertise to work innovatively and prioritise educational continuity and school improvement throughout the delivery of every project.

### Partnership Working

- 7.6 The landscape of education delivery partners has never been more diverse as new Early Years, Free Schools and Post-14 providers set up in the City, offering new provision and pathways for our young people. Collaboration with key partners remains at the heart of our EDP and we will continue to develop effective communication channels through times of unprecedented change.
- 7.7 We intend to make full use of “channel shift” opportunities and web-based tools to allow our partners and stakeholders to access information relating to the EDP and to contribute to the ongoing development and delivery of our plans. This will be particularly important for us to ensure we listen to the views of families and young people as the City grows and we develop the education infrastructure to meet local need.