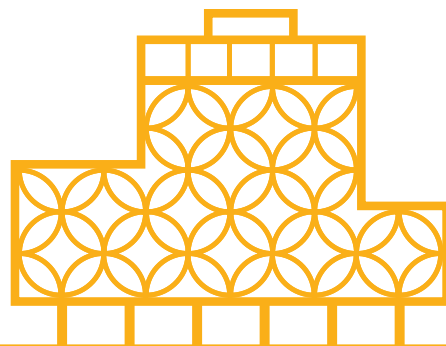


Children and Young People Directorate



Education



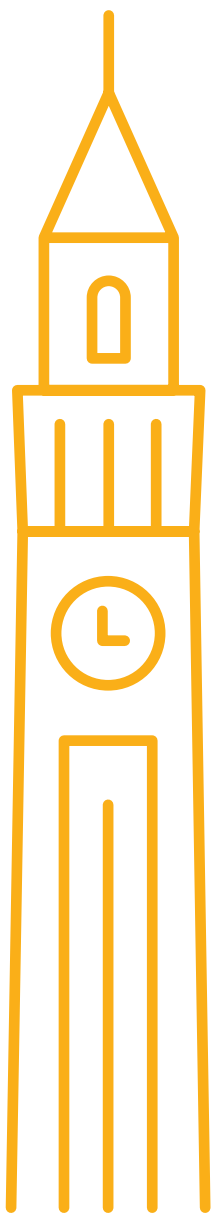
**Delivery and
improvement plan
2017-18**

A great city to grow up in





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Introduction from Colin Diamond

The council started its education improvement journey in September 2014, with the appointment of Sir Mike Tomlinson as the Education Commissioner. Rapid progress was achieved during the first twelve months, marking a period of major change and positive feedback from the DfE, Ofsted and local stakeholders. The significant capacity for improvement developed across the city led to the Education Commissioner's tenure ending in September 2016.

The challenge was then to maintain progress at the end of the intervention and incorporate plans to strengthen further the council's leadership, management and capacity of education into 'business as usual'. At the heart of the recovery journey has been the establishment of effective partnerships. Birmingham Education Partnership now works in strategic partnership with the council, to deliver its school improvement duties via a three-year contract.

In April 2017 the council re-organised the overall leadership of Children and Young People's Services as part of a wider re-organisation. I have recently been appointed as the interim Corporate Director for Children and Young People, which carries the statutory Director of Children Service remit. This means I will continue to provide strategic leadership for Education, as well as overseeing the delivery of Children's Social Care, through the Children's Trust which goes live in April 2018.

The baseline for improvement has been established, enabling the next phase of improvement to be co-designed,

co-constructed and co-delivered with education providers and stakeholders. Financial constraints mean different approaches need to be adopted.

The 2017–18 Education Delivery and Improvement Plan captures six outcome priorities for the coming year. This plan provides a focus on the next phase of education improvement, in the drive to provide excellent education provision for Birmingham's children and young people.



Colin Diamond CBE

Corporate Director
Children and Young People

Birmingham, a great place to grow up in, a council-wide commitment

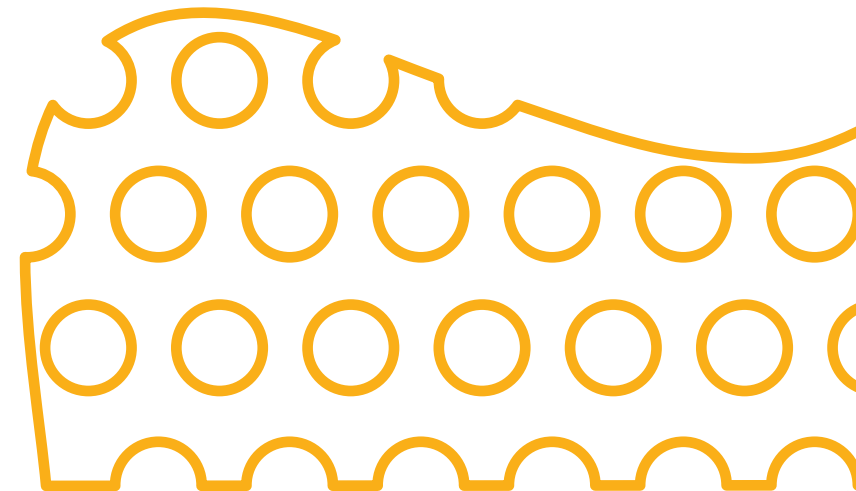
For Birmingham to deliver upon this commitment it means:

- An environment where our children have the best start in life.
- Our children and young people are able to realise their full potential through great education and training.
- Our children and young people are confident about their own sense of identity.
- Families are more resilient and better able to provide stability, support, love and nurture for their children.
- Our children and young people have access to all the city has to offer.

Collectively across the council, services will work together to develop these opportunities and we will monitor progress by:

- The number of children and young people with access to 'good' or 'outstanding' educational provision – termly.
- The percentage of children making at least expected progress across each stage of their education – annual.
- A reduction in the number of children in care – monthly.
- A higher proportion of children in need supported to live in their own family – monthly.
- The number of schools progressing a Mode "STARS" (Sustainable Travel Accreditation & Recognition for Schools) programme – annual*.
- The perception of safety on public transport – annual.

*reported through the work of the Economy Directorate



Education Delivery and Improvement Plan 2017–18

The Birmingham Children and Young People Directorate: Education Delivery and Improvement Plan 2017–18 aims to outline the current position across the city and put in place a plan to ensure this a great city for children and young people to learn and grow up in.

The plan recognises Birmingham’s desire to work with UNICEF (see Appendix 4) to become a city which is child friendly and promotes:

Dignity

Each child is a unique person with intrinsic worth and should be respected and valued in all circumstances.

Best interests of the child

Determining and doing what is best for a child, with that child, at that time and in that situation.

Non-discrimination

Each child is treated fairly and protected from discrimination.

Life, survival and development

Each child is able to develop, thrive, achieve and flourish.

Participation

Each child is heard in matters affecting them and participates in the lives of their family, community and wider society.

Interdependence and indivisibility

Each child enjoys all rights enshrined in the convention¹, whatever the circumstances.

Transparency and accountability

Dependable, open and accountable relationships and dialogue between local government, communities, families and children and young people is essential in the collective goal of securing children’s rights.

Birmingham has faced recent challenges and continues to do so but the plan is about building on the progress made to address these and moving forward. Key to this is the need to work in partnership with schools, the NHS, police and third sector providers to meet the diverse needs of our city.

The plan also recognises the role of the Directorate in supporting the development of the Children’s Trust. Shadow Trust arrangements will be in place throughout 2017–18 and Children’s Services will continue to progress work outlined in the **Early Help and Children’s Social Care Improvement Plan 2017–18** (see Appendix 2).



¹ United Nations Convention of the Rights of the Child (UNCRC)

Birmingham facts

Population

- In terms of population Birmingham is the largest UK city outside of London with an estimated population of over 1.12 million as of 2016. The city has also grown at a faster rate than the national average. It is estimated to have grown by 4.7% between 2011 and 2016 alone.
- Birmingham is one of the youngest cities in Europe with around 46% of the population aged under 30.
- Based on 2014 levels, by 2022 the population aged between 0 to 4 is due to grow by 3.8% to 88,1000 children; the 5 to 9 population is expected to grow by 4.5% to 84,000 but the largest growth rate in Birmingham's children will be the 10 to 14 age group – increasing by 14.6% to 82,600.
- This growth brings with it many challenges; Birmingham already has a larger than average household size and a higher proportion of overcrowded households than the country as a whole. Birmingham's population is expected to grow by a further 150,000 people by 2031,

and it is estimated that the city will need a further 80,000 houses by this time². This will have significant impact on our schools and education services.

Diversity

- Birmingham is proud of its “super-diversity”. Academic research suggests that there are people from nearly 200 countries who have made Birmingham their home³. The 2011 Census revealed that 42.1% classified themselves within an ethnic group other than white British, compared to 30% in 2001, a rise of 12%.
- The demographic makeup of Birmingham's young people has also changed significantly over recent years and is becoming increasingly diverse. For example, according to the 2011 census over 60% of the under 18 population is now from a non-white British background, compared to around 44% in 2001.

Language

- 43% of Birmingham's school children have a first language that is known or believed to be other than English. This equates to 38,089 pupils, which is 1.3% more than in 2014.

Deprivation

- Birmingham has significant pockets of deprivation across the city. According to the 2015 Index of Multiple Deprivation (IMD), Birmingham is ranked the sixth most deprived local authority district in relative rankings⁴. The income deprivation affecting children index (IDACI) ranks Birmingham 15th nationally, with over 30% of children living in a deprived household.

² Based on the 2012 Strategic Housing Market Assessment, as used for the Birmingham Development Plan 2031 – <http://www.birmingham.gov.uk/plan2031>

³ Institute for Research into Superdiversity (IRIS) University of Birmingham 2013

⁴ IMD 2015 for Birmingham data: <https://researchbcc.wordpress.com/2015/09/30/index-of-multiple-deprivation-2015-national-and-birmingham/2013>

Birmingham Education Service

PUPILS (SCHOOL CENSUS)

205,867 pupils
114,749 state-funded primary
74,817 state-funded secondary
8,645 independents

BUDGET

£19m
 controllable budget
445
 schools



OFSTED RATINGS

1 August 2017

Ofsted

82%
GOOD
 OR OUTSTANDING

100% **LA Nursery**
 81% **Primary**
 78% **Secondary**
 81% **Special**

25
 IN SPECIAL MEASURES



SCHOOLS

1 August 2017

	LA	Academy	Free	Total
Nursery	27			27
Primary	188	108	2	298
Secondary	26	46	7	79
Special	24	3		27
All through	2	3	2	7
Pupil Referral Unit				1
Alternative			6	6
Total	267	160	17	445

PLUS

40+
 independents

PLUS

1,542
 Early Years PVIs

SCHOOL POPULATION OVERALL

	Birmingham	Nationally
BME	66.6%	28.9%
EAL	35.8%	17.3%
FSM	28.9%	15.2%
SEN	17.8%	15.5%



93%



As of 2016, **32,300 (93%)** 3 and 4 year olds are benefiting from some kind of free early education.

7,600



SENAR maintains **5,224** Education, Health and Care Plans and **2,388** statements for young people aged 0 to 25.

4,500



Travel Assist supports over **4,500** children to travel to school.

1,800



Virtual School provides education support to **1,849** children in care aged 0 to 25.

10,000+



Since 2010, **10,454** additional primary places have been created to meet increased pupil numbers.

30,000



15,143 Primary and **14,908** Secondary applications received from parents of home applicants on the "National Offer Days" in 2017. This total (30,051) is similar to Manchester and Leeds combined (31,260).

280



In 2015/16 the **Exclusions team** supported **280 permanently excluded** pupils back into education.

2.7%



On average, between November 2016 and January 2017, **2.7%** of 16 to 18 year olds were classed as **Not in Education Employment or Training (NEET)**. This was in line with the national average and better than the core city average.

Directorate outcomes

Education has the power to transform lives; that is why in Birmingham we are continuing to improve learning across the city to drive positive outcomes for all Birmingham children.

This Education Delivery and Improvement Plan 2017/18 (the Plan) recognises Birmingham City Council's (BCC's) role as a champion for all of Birmingham's children, young people and their families within a regularly changing education environment.

The plan identifies five high level outcomes for children and young people along with some of the key actions which will be done to support the delivery of these outcome and measures which will be used to track progress.



Directorate outcomes

- 1. Securing a good school place for children in the city**
- 2. Raising attainment and closing gaps for children across Birmingham**
- 3. Ensuring children and young people with SEND have their needs met in appropriate provision**
- 4. Ensuring children are safe and develop resilience**
- 5. Preparing young people with the skills they need for life**

And as a Directorate we will

- 6. Develop and broker strong support services for schools**

In ensuring these outcomes for Birmingham's children we are equipping them not just to flourish and succeed in later life but also to actively contribute now as citizens to life in Birmingham and their local communities.

Recurring themes

Across all of these outcomes there are recurring cross-cutting themes which will underpin delivery.

Ensure strong and effective leadership

For areas where Birmingham City Council has statutory duties and responsibilities we will promote collaborative leadership with partners. Increasingly it will be appropriate for agencies other than the council to lead and we will act as supportive partners or help to broker appropriate collaboration.

Make best use of resources

With continuing pressure on the budgets of schools and the local authority, we will ensure that resources are deployed in a way to maximise their impact.

We will review processes to ensure efficiency and make sure that commissioned activity delivers in terms of cost and benefit to the intended user.

Drive improvement

All services will continue to have a focus on improvement. This will work at all levels and will form part of every staff member's individual yearly performance targets. It will also be a key area of accountability for Heads of Service and Assistant Directors.

Where required, service redesign will be utilised to improve performance and collaboration across the Directorate.

We will continue to work closely with our strategic partners including Services for Education and the Birmingham Education Partnership to deliver these themes.





Individual service plans

Supporting this Directorate plan is a range of 20 individual service area plans captured in Appendix 1.

The service plans are structured around each service within Education, as described in the Core Offer and Traded Offer to Schools documents.

These documents can be found at:

www.birmingham.gov.uk/education-coreoffer

www.birmingham.gov.uk/tradingforeducation

Each service plan details:

- The activities and deliverables to be completed.
- The performance indicators that will measure progress.
- The outcome and impact to be achieved through completing the activity.
- The officers leading the activities and timeframes for completion.

Although plans focus on individual service areas, they capture wider partnerships and recognise that Birmingham City Council is dependent upon continuing to build stronger links with early years settings, schools, post 16 provision and wider services supporting children and young people.



1. Securing a good school place for children in the city

As a growing city with rising demand for child care and school places we will work to ensure that there is both a sufficiency of supply and that provision is of a good standard. Through Birmingham Education Partnership we will help schools to access support for improvement where required with the aim of increasing the number of schools rated as Good or Outstanding by Ofsted. We will continue to review our use of alternative provision to ensure appropriateness and value.

We will

- Maintain a capital investment programme in schools to develop new places in appropriate locations across Birmingham.
- Provide support to children without a school place to receive appropriate education and promptly find a place.
- Complete a review and redesign of the School Admissions function.
- Increase the proportion of all 3 and 4 year olds and targeted 2 year olds accessing their Early Education Entitlement and continue to secure sufficiency of places.
- Consult on and implement a revised Birmingham Fair Access Protocol.

How we will do it

Leadership: Leading conversations with central government, academies and free schools and others to ensure that new places are delivered and resourced appropriately.

Resources: Ensuring additional school places are sourced where needed and that this investment is efficient and makes best use of existing resources.

Improvement: Working through Birmingham Education Partnership to support schools in need of Improvement.



What the results will be

Ref	Performance indicator	Target	Description
1	Overall proportion of schools which are Good or Outstanding	Improving Trend	Based upon all current open judgements.
1a	Proportion of schools inspected within school year who are rated as Good or Outstanding	80%	The proportion of schools who are rated as Good or Outstanding in their Ofsted inspections.
2	Excluded children without a school place for more than 6 days	0	The number of children excluded from mainstream provision that do not have a full time place within six days of exclusion.
3	SEND children out of school	0	Children with Special Education Needs and Disabilities who are currently not attending school
4	Number of children missing from education	0	Children who we are notified by schools have gone missing from education.
5	Early Years education take-up (for 2 year olds)	NAT AV	<p>The proportion of eligible 2 year olds in England benefitting from government-funded childcare. A child is eligible if the family are:</p> <ul style="list-style-type: none"> • in receipt of qualifying benefits • they're looked after by a local council • they have a current statement of Special Education Needs (SEN) or an Education, Health and Care (EHC) plan • they get Disability Living Allowance • they've left care under a special guardianship order, child arrangements order or adoption order



2. Raising attainment and closing gaps for children across Birmingham

We know that across Birmingham the attainment of children varies in relation to the area where they live and their various social characteristics. We are looking to see improvement across Birmingham in the outcomes which children achieve at all levels. Our aim is to reduce the gap between Birmingham and the national average and reduce gaps between different groups of children across Birmingham.

We will

- Ensure appropriate school improvement support is provided through the ongoing commissioning of Birmingham Education Partnership.
- Continue to raise the educational outcomes of Children in Care through the work of the Virtual School.
- Provide a full range of Early Years Consultant support to new settings or those where improvement is needed to maintain a focus on quality improvement within Birmingham's managed day care provision.
- Make best use of data and intelligence on how children progress and use it to drive improvement.

How we will do it

Leadership: Birmingham Education Partnership will provide leadership and broker appropriate peer support to schools to raise standards and improve attainment.

Resources: The Virtual School will continue to improve co-ordination of education and support to Children in Care and maximise the impact of Pupil Premium Plus.

Improvement: We will further enhance our data systems to make more effective use of intelligence, leading to improved delivery and better monitoring of impact.



What the results will be

Ref	Performance indicator	Target	Description
6	Early Years Foundation Stage (EYFS) Good level of development	NAT AVE	The proportion of children achieving a “Good Level of Development” (GLD) is a standard way of measuring attainment at the end of the EYFS. A child achieves GLD if they achieve the ‘expected level’ in: <ul style="list-style-type: none"> • the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and; • the early learning goals in the specific areas of mathematics and literacy.
7	Key Stage 2 Attainment Proportion reaching expected standard in Reading, Writing and Maths	NAT AVE	The proportion of children reaching the expected standard in Reading, Writing and Maths. <ul style="list-style-type: none"> • Reading, Maths, Grammar, punctuation & spelling is primarily informed by tests with a scaled score of 100 indicating the pupil has reached the expected level. • Writing remains as a teacher assessment.
8	Key Stage 2 Progress – Reading	0	The new progress measures are ‘value added’; this means that pupils’ results are compared to the actual achievements of other pupils nationally with similar prior attainment. There is no ‘target’ for the amount of progress an individual pupil is expected to make. Any amount of progress contributes to the overall average. A score of 0 for a school means its pupils are making average progress.
9	Key Stage 2 Progress – Writing	0	
10	Key Stage 2 Progress – Maths	0	
11	GCSE Attainment 8	NAT AVE	Attainment 8 measures the achievement of a pupil across 8 qualifications including Maths (double weighted) and English (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
12	GCSE Progress 8	0	Progress 8 is a value added measure and compares the Attainment 8 scores of similar pupils grouped using their prior attainment at key stage 2. A score of 0 shows that the school’s pupils on average make the same progress as similar pupils nationally. A score of +1 means pupils are achieving on average a grade higher in each subject that contributes to this score.
13	Children in Care GCSE – Progress 8	NAT AVE	This is the same as above but specifically for Children in Care.
14	Children with SEN – Attainment 8	NAT AVE	This is the same as above but specifically for children with SEN.

3. Children and young people with SEND have their needs met in appropriate provision

We recognise that children in Birmingham often require additional support to assist them in their education. Our vision is that every child and young person aged 0–25 with a special educational need and/or disability (SEND) in Birmingham will have the opportunity to be happy, healthy and achieve their fullest potential, enabling them to participate in, and contribute to all aspects of life. We will provide services that ensure the needs of children and young people who have SEND and their families are at the heart of all that we do. We aim to offer this as locally as possible.

We will

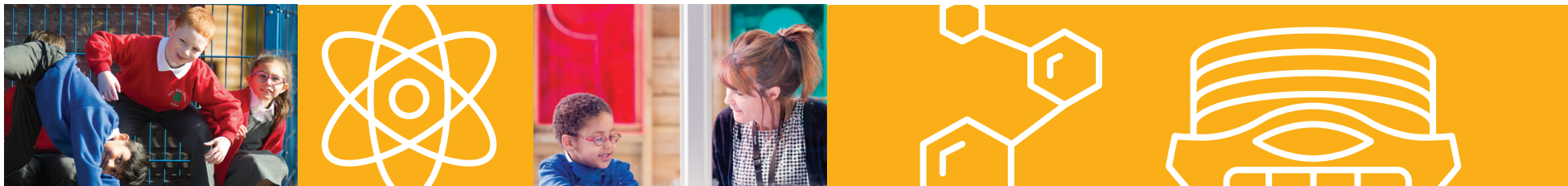
- Consult on and finalise the strategy for SEND and Inclusion.
- Reshape Access to Education to respond to the new strategy and to best meet the needs of children and schools.
- Complete the restructuring of the Travel Assist service and continue to improve the service provided to children and families.
- Continue to improve the quality of Education Health and Care Plans and to ensure completion within 20 weeks.
- Support Early Years settings to appropriately meet the needs of pre-school children with SEND.

How we will do it

Leadership: Work with parents and partners through the Inclusion Commission to address areas of concern for their children.

Resources: Develop use of joint commissioning to ensure resources are used fairly and effectively to provide maximum impact on outcomes.

Improvement: Continue to develop the timeliness and quality of Education Health and Care Plans working in partnership with families and professionals.



What the results will be

Ref	Performance indicator	Target	Description
15	Special Education Needs Education Health and Care Plans (EHCPs) Percentage of EHCPs completed within 20 weeks	99%	Local Authorities have a clear duty to assess a child or young person's education, health and care needs where they may have SEN (special educational needs) and they may need special educational provision to be made for them at a level or of a kind which requires an assessment of a child or young person's education, health and care needs. This is called an EHC needs assessment and has to be completed within 20 weeks.
16	Proportion of children with completed Personal Education Plans (PEPs)	95%	Signed off Personal Education Plans which are required for Children in Care.

*Further performance indicators will be added here as a result of the Strategy for SEND and Inclusion. This Strategy is due to be finalised later in 2017 and this Plan will be updated at that time.



4. Children are safe and develop resilience

The council has regularly identified safeguarding children as one of its top priorities. We will continue to work in partnership with schools, health services, the police and other agencies to support and protect children ensuring that safeguarding is a shared responsibility. We will ensure that children learn in safe environments with appropriate facilities and good quality practice which positively promotes learning.

We will

- Provide tailored safeguarding briefings for schools and widen the use of Early Help Assessments.
- Strengthen joint working between schools and safeguarding colleagues and improve communications between them.
- Support the development of an independent Children's Trust for Birmingham and develop the governance to manage this contract.
- Improve systems for identification of children who are missing or educated outside of the school system.
- Model and develop a system of devolved funding for alternative provision across secondary school networks.

- Support schools with maintenance and infrastructure issues to ensure safe learning environments.

How we will do it

Leadership: Develop the capacity and performance framework to manage the council's future relationship with the Children's Trust.

Resources: Ensure that the Children's Trust is suitably resourced and the correct protocols are put in place to enable it to flourish.

Improvement: Strengthen joint working between schools and safeguarding colleagues and improve communications between them.



What the results will be

Ref	Performance indicator	Target	Description
17	Persistent absence (State-funded primary, secondary and special schools – six half terms)	NAT AVE	The persistent absence measure is in line with national reporting. This is defined as 10% or more of sessions missed (based on each pupil's possible sessions).
18	Number of Permanent Exclusions – Primary	Reducing Trend	Information collated on a termly basis across Birmingham of the number of pupils permanently excluded from schools.
19	Number of Permanent Exclusions – Secondary	Reducing Trend	
20	Number of Permanent Exclusions – Special	Reducing Trend	



5. Preparing young people to leave school with the skills they need for life

Promoting jobs and skills is one of Birmingham's four priorities. We want to ensure that young people have the skills they need to help them succeed. We will work with partners to provide support where there are barriers to learning, particularly for young people either Not in Education, Employment or Training (NEET) or at risk of becoming NEET. As Birmingham continues to grow economically we will work with schools and colleges across the city to develop learning opportunities for all young people in line with the needs of employers.

We will

- Secure sufficient high quality, education and training provision, which provide appropriate and accessible learning pathways for all young people aged 14–19, including vulnerable groups.
- Develop a strategic approach to early identification and support for young people at risk of disengagement from 14–19 education and training.
- Strengthen planning and contracting to source appropriate SEND provision for post 16.
- Work with Birmingham Education Partnership (BEP) to deliver the Birmingham Enterprise Adviser Network project to ensure good quality careers advice.

How we will do it

Leadership: Champion the delivery of quality careers programmes from Year 8–13 in all Birmingham secondary schools, colleges and providers to equip young people.

Resources: Ensure that systems to track children join up and there is greater alignment of work across teams.

Improvement: Strengthen links between Birmingham City Council and further education colleges to enhance partnership working.



What the results will be

Ref	Performance indicator	Target	Description
21	The proportion of young people aged 16 to 18 Not in Education Employment and Training (NEET)	3%	On a monthly basis the proportion of young people aged 16 to 18 Not in Education Employment and Training is tracked across Birmingham. Analysis is also carried out of the NEET levels for different sub-sets of young people (e.g. young people with SEND, Children in Care, Care Leavers).
22	Proportion of the population aged 16 to 24 qualified to at least Level 1	Increasing Trend	From the Annual Population Survey. Proportion of the population aged 16 to 24 qualified to at least Level 1. Level 1 qualifications are: first certificate; GCSE grades D,E,F or G; Music grades 1,2 & 3; Level 1 award, certificate, diploma, English for Speakers of other Languages (ESOL); Level 1 essential skills and functional skills; Level 1 National Vocational Qualification (NVQ).
23	Proportion of the population aged 16 to 24 qualified to at least Level 3	Increasing Trend	From the Annual Population Survey. Proportion of the population aged 16 to 24 qualified to at least Level 3. Level 3 qualifications are: A level grades A,B,C,D or E; Music grades 6,7 & 8; access to higher education diploma; advanced apprenticeship; applied general; AS level; International Baccalaureate diploma; tech level; Level 3 award, certificate, diploma, English for Speakers of other Languages (ESOL), national certificate, national diploma; Level 3 National Vocational Qualification (NVQ).



6. Develop and broker strong support services for schools

Birmingham's education role continues to change with increasing numbers of academies and free schools sitting alongside maintained schools as part of the Birmingham family. Schools are now engaging a variety of providers to deliver services which might previously have been provided by the council. As the formal role of the Local Authority reduces, we want to ensure that the support and advice we offer to schools is timely and of a high quality. Some of this provision will be delivered on a formal trading basis.

We will

- Strengthen communications with schools through the expansion of the School Noticeboard, the refreshing of our websites and appropriate and focused briefing events.
- Continue to improve the catering offer to schools through Cityserve and look to respond to new opportunities as appropriate.
- Strengthen the quality of our traded services and how these are provided to schools.
- Improve how support services share information to identify schools where there may be governance, financial, staff or similar risks with aim of better co-ordinating the response to them.

- Review and improve our direct support and engagement with governors.
- Develop our commissioning function to ensure commissioned services deliver best value and with proportionate governance

How we will do it

Leadership: Ensure high quality, accurate and appropriate guidance is shared with schools to support their work.

Resources: Develop and review trading options to ensure that services provide value for money and are delivered efficiently.

Improvement: Ensure that traded services delivered by the council are responsive to the needs of schools and are delivered in a way that meets their needs.



What the results will be

Ref	Performance indicator	Target	Description
A1	Maintaining levels of buy back from schools for the traded services provided by Birmingham City Council	TBC	Birmingham City Council provides a range of traded services to schools which schools are able purchase or alternatively they may seek another provider or deliver themselves. This measure will indicate whether schools are continuing to demand these services from BCC.
A2	New contracts won by traded services	TBC	This will be a measure of new contracts and work agreed with schools.
A3	Levels of customer satisfaction	TBC	This will measure the level of satisfaction from customers. Throughout the year an appropriate measurement of this will be developed.
A4	Evaluation of School Noticeboard	TBC	A weekly noticeboard is produced for schools and an evaluation of this will be carried out during the year with appropriate measures to be agreed.



Monitoring performance

Each outcome has a series of measures attached which will form the Directorate scorecard. Support will be given to individual service areas to develop local scorecards for each of their plans.

Senior Leadership Team

This meets on a fortnightly basis chaired by the Corporate Director with Assistant Directors and will oversee performance. Each month the Directorate scorecard will be reviewed and Assistant Directors will follow up on areas of concern.

Education Management Team

This meets fortnightly and draws together all Heads of Service with responsibility for plans. This meeting steers the Directorate's business and promotes linkages across the Directorate to develop good practice

Performance Boards

Approximately once a quarter, Heads of Service and Service Plan owners will meet with Assistant Directors to look at performance issues and consider areas for service and process improvement. As part of this cycle, each meeting will consider an area for Directorate improvement, provide support to Heads of Service in this area through workshops and then look to review progress.

Wider reporting

The performance scorecard will be reported centrally and discussed as part of bi-monthly meetings between the Cabinet Member and Corporate Director. (Details of the previous year's performance can be found in Appendix 3)

In line with the budget setting process and consultation during the autumn, this plan will be reviewed and refreshed between January and March 2018 with the aim of publishing a new plan early in the 2018/19 financial year.

It is planned to move towards a combined Children and Young People's Plan reflecting the Directorate's new commissioning role with the Children's Trust.

education@birmingham.gov.uk

twitter.com/BCCEducation

www.birmingham.gov.uk/education

Appendix 1 Individual Service Plans

Service area	Lead contact
1. Virtual School for Children in Care	Andrew Wright
2. Sustaining Inclusion	Andrew Wright
3. Education Safeguarding	Jon Needham
4. Resilience	Razia Butt, Services for Education
5. Education and Skills Infrastructure	Jaswinder Didi ally
6. School and Governor Support	Karen Davies
7. Early Years	Lindsey Trivett
8. Alternative Provision, Attendance and Independent Schools	David Bishop
9. 14-19 Participation and Skills	Julie Stirrup and Parminder Garcha
10. Early Years Inclusion Support	Gillian King
11. Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)	Nasreen Hussain
12. Special Educational Needs Assessment and Review (SENAR)	David Bridgman
13. Access to Education	Heather Wood and Amanda Daniels
14. Travel Assist	Jennifer Langan
15. School Admissions	Alan Michell
16. Cityserve	Dale Wild
17. Legal Services – Education	Ian Burgess
18. Schools Financial Services	Sue Beer
19. Schools HR and Employee Relations	Paul Crossley
20. Communication and Stakeholder Engagement	June Marshall and Laura Hendry

Appendix 2 Shadow Children’s Trust Arrangements

The plan also recognises the role of the Directorate in supporting the development of the Children’s Trust. Shadow Trust arrangements will be in place throughout 2017–18 and Children’s Services will continue to progress work outlined in the Early Help and Children’s Social Care Improvement Plan 2017–18.

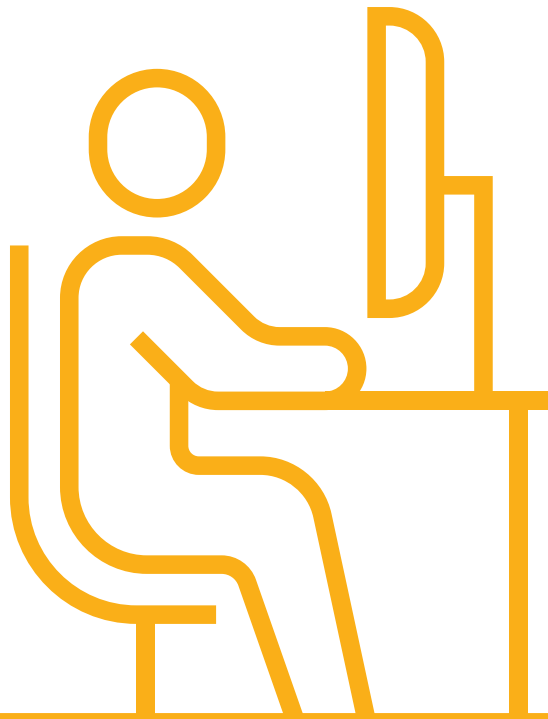
This will pick up the following themes listed opposite which were identified during the Ofsted re-inspection which took place in September 2016.

The performance against these actions will be managed separately to this plan.

Throughout the year the Children and Young People Directorate will lead on ensuring the appropriate governance and resourcing arrangements are put in place to enable the launch of the Children’s Trust in April 2018. The Children and Young People Directorate will also develop the capability to formally commission and manage the council’s partnership with the Children’s Trust and the 2018–19 Directorate plan will be widened to include this area of work.

Early Help and Children’s Social Care improvement priorities

1. Early Help
2. Front Door, Children’s Advice and Support Service and Out of Hours
3. Missing Children, Child Sexual Exploitation
4. Child in Need and Child Protection
5. Disabled Children’s Social Care
6. Improve care planning, Children in Care and care leavers
7. Care Leavers
8. Private Fostering
9. Quality Assurance and Performance Management
10. Partnership [overarching theme]
11. More local foster placements
12. Workforce development
13. Workforce – Recruitment and Retention
14. Placement Planning and Matching
15. Innovations
16. Replace Child Record System
17. Unaccompanied Asylum Seeking Children / No Recourse to Public Funds



Appendix 3 Progress on 2016–17 performance targets

The table below details the nine education measures included in the BCC Corporate Business plan 2016–17 (referenced in the Education Services Delivery & Improvement Plan 2016–17) and the performance achieved against the set targets. These measures ran in line with the council's financial year reflecting performance between April 2016 and March 2017 rather than the standard academic year. The results given for GCSEs are for the summer of 2016 and so relate to the 2015–16 academic year.

Performance indicator	Target	Period Target	Current Period	Status	Commentary
Proportion of schools inspected as Good or Outstanding	90%	90%	80.6%	●	As of March 2017, 80.6% of schools in Birmingham were rated as Good or Outstanding. While this was an improvement on the position a year before and there was a reduction in the number of schools classed as in Special Measures, the improvement was not enough to meet the 90% target.
Early Years Foundation Stage	70%	70%	64%	●	The proportion of children reaching a good level of development at the end of the Early Years Foundation stage in 2016 was an improvement on 2015 up from 62% to 64%. However the gap between Birmingham and the national average of 69% increased slightly.
Key Stage 2 Attainment	52%	52%	47%	●	The final Local Authority Key Stage 2 attainment results were released by the Department for Education in December 2016. It indicated that Birmingham's performance of 47% was below our target – which was the national average of 54%.

Performance indicator	Target	Period Target	Current Period	Status	Commentary
GCSE Attainment – Progress 8	0	0	0	●	Birmingham's 2016 GCSE results were very positive. 2016 saw the introduction of a new accountability system for schools with the new measure of Progress 8 – “the progress a pupil makes from the end of Key Stage 2 to Key Stage 4, compared with pupils nationally with similar attainment”. The national average performance is therefore zero. A positive score indicates out-performing the national average. Birmingham's provisional result is zero, second best out of core cities.
Children in Care Outcomes at GCSE	National average	22.8	25.3	●	The figure refers to the average Attainment 8 scores of children who have been looked after continuously for at least twelve months – comparing Birmingham to the national average. Birmingham's Children in Care Progress 8 score was also above national levels.
Excluded children without a school place after 6 days	0	0	106	●	As of the end of March 2017 there were 106 children without a school place; 41 of primary school age and 65 of secondary school age.
Percentage of 16 to 18 year olds classed as NEET	4%	4%	2.7%	●	The average NEET levels of those aged 16 to 18 are 2.7% - in line with the national average and better than the core city average.
Special Education Needs – Percentage of EHCPs completed within 20 weeks	100%	100%	98.4%	●	Between 1 April 2016 and 31 March 2017, 926 Education, Health and Care Plans have been issued (excluding Exceptions). Of these, 15 have not met the 20 week timescale. The measure is still within tolerance.
Persistent absence in schools	National average	10.5%	12.2%	●	Due to data lags, this measure refers to the previous school year - so in effect we are reporting a year in arrears. Our result of 12.2% was slightly worse than the national average of 10.5%.

Appendix 4 Developing a Child Friendly City

Already over 170 schools have signed up to UNICEF Rights Respecting School Award (RRSA) with a further 70 schools due to engage in 2017/18. We have worked with UNICEF to establish a Birmingham cohort of schools who work together to promote children's rights as a way of building resilience to extremism.

We have the first nursery school and the first secondary school to achieve the Level One award in record time.

This initiative has had a significant impact on safeguarding, participation and community cohesion and we are hoping to work with the Department for Education on a pilot research programme to demonstrate that this approach builds resilience to extremism and holds the goals of education at the centre of all our work.

Child Rights Partners

We are now pursuing an application to the UNICEF Child Rights Partners programme which extends the influence of the RRSA to embed a children's rights approach across the council using the United Nations Convention of the Rights of the Child (UNCRC). We are hoping to be one of five local authorities chosen to embed this initiative to become a child-friendly city, weaving a child rights approach through education, environment, social care and community initiatives.

Over the next year we will look to develop and embed the following seven principles across our work and the work of other partner agencies in Birmingham:

Dignity

Each child is a unique person with intrinsic worth and should be respected and valued in all circumstances.

Best interests of the child

Determining and doing what is best for a child, with that child, at that time and in that situation.

Non-discrimination

Each child is treated fairly and protected from discrimination.

Life, survival and development

Each child is able to develop, thrive, achieve and flourish.

Participation

Each child is heard in matters affecting them and participates in the lives of their family, community and wider society.

Interdependence and indivisibility

Each child enjoys all rights enshrined in the convention, whatever the circumstances.

Transparency and accountability

Dependable, open and accountable relationships and dialogue between local government, communities, families and children and young people is essential in the collective goal of securing children's rights.

Making a positive difference every day to people's lives

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