

## APPENDIX 4 – THE 22 SERVICE PLANS

<p><b>1. Leadership and Education Business Unit</b></p> <p>This section of the plan includes the overall improvements and controls needed for the effective monitoring, evaluation and reviews necessary for the delivery of the new Education Plan 2016/17. It covers service wide actions (not those included in the individual service plans), such as, service performance, financial structure, data/IT and the workforce strategy.</p>				<p><b>Lead: Colin Diamond, Executive Director for Education</b></p> <p><b>Staffing: 4 FTEs in SLT</b></p> <p><b>Budget: £1,497,00 Strategic Leadership</b></p>	
Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
Business as Usual	Create and embed Operations and Performance Frameworks which establish the practices, policies and procedures for ensuring we collect the right data, store it and use it in the right way, turn it into intelligence, and ensure staff have ready access to the intelligence they need to do their jobs.	Emma Leaman/ Richard Browne	April 2016	<p>Creating an intelligence culture which ensures that managers and staff have the information needed to make informed decisions and have insightful practice</p> <p>Breaking down of silo culture and facilitating internal collaboration through use of data and systems</p> <p>Staff have the right tools for the job</p>	<p>Operations Framework</p> <p>Performance Framework</p> <p>System and Data Role Maps</p> <p>Annual Data Timetable</p>

Service Improvement	To review the Financial Structure of all Education Services sources of income and budgets to develop a revised clear and transparent budget structure in line with the operating model of Education Services.	Anil Nayyar	Sept 2016	Full financial clarity in relation to DSG, ESG, general budget and traded income	Respond to forthcoming grant changes consultation  Clear and transparent budget structure
Business as Usual	To provide monthly reports summarising the financial position for Education and areas of concern where action is required by the Senior Leadership Team and/or Heads of Service	Anil Nayyar	Ongoing	Financial clarity and understanding of financial performance against the budget and any issues that arise  Costs contained within budgets	Budget savings delivered  No adverse financial variations  Financial compliance from budget holders

<p>Service Improvement</p>	<p>Undertake assessment and review of DfE changes to School and Education funding and implement funding changes for 2017/18 and future years.</p> <p>Provide briefings and support to School Forum, Schools, Cabinet Members, Officers and any other stakeholders in line with agreed responsibilities, including leadership of fair funding technical group</p>	<p>Anil Nayyar</p>	<p>Ongoing</p>	<p>Compliance with new national funding framework</p> <p>2017/18 School budgets produced and issued on time with supporting information/briefings.</p> <p>Impact on LA recognised and addressed</p>	<p>Response to DfE consultations</p> <p>Submission of statutory returns</p> <p>Consultation with School Forum and schools</p> <p>Lead officers identified and own implementation plan to deliver on agreed actions</p> <p>Approvals sought from School Forum / Cabinet / Cabinet Member as required</p> <p>Impacts on LA non DSG/ESG budgets assessed</p>
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Service Improvement	Deliver a rolling programme of audit activity (commissioned to Birmingham Audit) to assess and monitor school finance	Colin Diamond	Ongoing	Effective financial monitoring of schools health and compliance, with effective interventions when needed.	<p>Audit impact reports</p> <p>Number of concerns raised</p> <p>Evidence recommendations are addressed</p> <p>Audit schedule of work</p>
Service Improvement	Ensure closer working links between BCC Education Services and Children's Social Care (CSC) Services, Health and other key stakeholders to ensure joined up working on supporting children, their families and their school.	Colin Diamond	Ongoing, via continuous improvement	<p>Joined up and effective working between Education and CSC</p> <p>Integrated approach to deliver services to children and young people</p>	<p>Joint and agreed deliverables and plans to monitor improvement</p> <p>Policies and procedures agreed</p> <p>CSC and Education measures aligned (both at a Council and Service level)</p>

Service Improvement	To undertake a <b>review of support services</b> within the Directorate, the Corporate Centre and key partners to establish the “optimal modus operandi” for each service tailored to the needs of Education Services.	Chris Atkinson / Wendy Griffiths	October 2016	Support Services acting as enables to education service delivery  We have complete clarity about the funding and expenditure of each and every service within Education	Clear SLA between Education Services and each support service  Support Services held to account.
Service Improvement	Ensure that the department collects all the data it requires as close to source as possible, asks for it once and uses it many times, and is able to share that data reciprocally with appropriate parties. Ensure methods of data collection are established, as are mechanisms for compliance and quality assurance.	Emma Leaman / Richard Browne	Ongoing, via continuous improvement	Legal and Statutory compliance with timely data transfer and capture  Increase in ability to safeguard children  Positive reciprocal relationships with schools and partners  Improved efficiency and effectiveness of existing services	Delivery of an Information Management Strategy , Data Audit, Data Strategy, Data Sharing Landscape, Data Profiling and Catalogue  Ensuring effective and collaborative data sharing with the BEP  Collect high quality data once and use many.

<p>Service Improvement</p>	<p>Ensure staff have the right systems/tools for the job that meet statutory requirements, and map to our processes and procedures. This may involve new systems; improvements to current systems, decommissioning old systems, training staff how to get the best out of our systems, and ensuring staff have access to the right systems available. Not every problem needs an IT solution but where one is necessary it will be provided based on a needs and business case driven approach. Not IT just for the sake of it.</p>	<p>Emma Leaman / Anthony Elliott</p>	<p>Ongoing, via continuous improvement</p>	<p>Efficient and effective IT and systems landscape that enables the workforce to be effective (and not act as a barrier)</p>	<p>Delivery of priority systems as determined by needs and business case based approach</p> <p>Suite of operating procedures that deliver core services</p> <p>LEAN services</p>
<p>Service Improvement</p>	<p>Develop an annual workforce development programme to offer the whole service fit for purpose Training opportunities relevant to their role and service required outcomes</p>	<p>Anne Ainsworth</p>	<p>Ongoing, via continuous improvement</p>	<p>Skilled workforce enabled to make decisions and drive change, with right tools to do the job</p>	<p>Workforce Development programme</p> <p>Suite of training opportunities</p> <p>Mobility of workforce to work in the right place with the greatest need.</p> <p>Staffing structure that is fit for purpose with the right people in the right jobs</p>

<b>2. Safeguarding and Resilience</b>  Working with all school, settings and colleges, regardless of designation, to ensure that all children and young people in Birmingham learn in an environment that is safe and promotes their overall wellbeing				<b>Lead: Colin Diamond – Interim Executive for Education</b>  <b>Lead Officers:</b> <b>Jon Needham – Schools Safeguarding Advisor &amp; Razia Butt – Building Resilience Officer</b>  <b>Staffing: 4 FTE</b>  <b>Budget: Contained with Strategic Leadership budget that supports Leadership and Business Unit Service Plan</b>	
Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
Service Improvement	Delivery of an electronic-resource which provides the schedule of safeguarding and resilience resources available (e.g. training, guidance, legislation, case studies)  To include a rating system, eg, Trip Advisor	Razia Butt  Jon Needham	July 2016	Schools have an understanding of the different service offers available and determine which are the best for them to use.	electronic resource available, number of hits, number of reviews (Trip Advisor usage)
Service Improvement	Deployment of the Equality & Cohesion Toolkit (which will include a maturity matrix) – to build resilience in schools.  Agree publishing location – eg BEP website, or birmingham.gov.uk or other on the principle of publish once use many basis.  Development of implementation plan and communications	Razia Butt	July 2016	Positive Peer Reviews, Ofsted, Oversight Officers feedback	Toolkit  Maturity matrix  Launch through safeguarding briefings

Service Improvement	Develop roles and responsibilities and identify Resilience Champions for each District to support delivery of Resilience Toolkit	Razia Butt	July 2016	Effective cascade of services available and best practice	Roles and responsibilities agreed Resilience Champions identified
Service Improvement	<p><u>Training, Support &amp; Guidance:</u></p> <p>Training Needs Analysis of schools needs around safeguarding topics, e.g. training of internal BCC staff, BEP District Leads and schools Head Teachers/Designated Safeguarding Leads</p> <p>UNICEF Rights Respecting School Award – Develop a service level agreement with UNICEF to deliver training with schools</p> <ul style="list-style-type: none"> <li>Facilitate further training offer of Right Respecting School Award</li> <li>UNICEF to train schools so that we can assess future cohorts</li> <li>Task and Finish planning group established to consult on and co-ordinate celebration event</li> </ul>	<p>Jon Needham</p> <p>Razia Butt</p>	<p>August 2016</p> <p>June 2016</p>	<p>Evaluation forms School training action plan</p> <p>For schools to have embedded children’s rights in their ethos and culture, to improve well-being and help all children achieve their potential</p>	<p>2016/17 schedule Training completed</p> <p>Number of schools achieved recognition of commitment</p> <p>Number of schools achieved level 1 Award</p> <p>Number of schools registered within year 2</p> <p>Number of assessors trained within LA and schools</p>



	<p>Train the Trainer WRAP – Workshops to raise awareness of prevent 20 sessions per year</p>	Resilience Support Officer	Completion March 2017	No of appropriate referrals to MASH	<p>No of DSL's accredited as WRAP trainers</p> <p>No Sessions delivered</p> <p>40 WRAP trainers trained per month (and training completed)</p> <p>No of DSL's trained</p>
	<p>Prevent Duty Workforce development – compliance with partners, Initial Teacher Training, Independent Schools (<i>needs to link with BCC Prevent Plan</i>)</p>	Razia Butt	March 2017	<p>Application of PREVENT</p> <p>Embedding of PREVENT duty within a strong Safeguarding Framework</p>	<p>No teachers trained</p> <p>No sessions delivered</p> <p>Implementation and local adoption of No Platform Policy</p>
Service Improvement	Support to Education Service through PSS role being developed to include L&D support	Gill Ross	Sept 2016	Evaluation forms	Course bookings
Service Improvement	Expand internal Resilience Champions in the service areas (especially for those who are schools-facing)	Razia Butt	Ongoing	<p>Positive Local Authority School Improvement inspection</p> <p>Evidence of integrated working with partners and stakeholders</p>	<p>Champions identified</p> <p>Training offer</p>

Business as Usual	Support schools with resilience advice, eg, PREVENT advice	Razia Butt	Ongoing	OFSTED outcomes	Currently (as at Feb'16) 90% complete  Best practice case studies (links to e-resource)
Service Improvement	Increase capacity to support Safeguarding and Resilience with recruitment of 2 posts – <ul style="list-style-type: none"> <li>Resilience Support Officer (working with Schools)</li> <li>Education resource in MASH</li> </ul>	Razia Butt / Jon Needham	May 2016	Staff recruited	Fit for purpose Job Description  Clear roles and responsibilities
Business as Usual	Supporting schools around safeguarding queries / concerns  Supporting schools around safeguarding systems, District & Area Safeguarding training provided Audit support offered to schools	Jon Needham	Ongoing	Single Central Record (SCR) audit	100% completion of SCR through random audits and OFSTED inspections
Service Improvement	s175 Audit – improvements to the form and delivery of s175 Audit  Measurement of impact (eg via 5% audit and soft intelligence)	Jon Needham	Sept 2016  March 2017	Completion rates	New s175
Service Improvement	Develop internal capacity to undertake specialist services eg Serious Case Review, Domestic Homicide review, Lesson Learnt review, FGM lesson Learnt	Jon Needham	Sept 2016	Review action plans	Reviews Submitted in line with requirements
Service Improvement	Regulatory/compliance role and Developmental – in relation to alternative provision, OFSTED inspection support	Jon Needham / Razia Butt	March 2017	OFSTED outcomes	Elective Home Education policy  Alternative Provision QA process

Service Improvement	Social media monitoring – task and finish group being set up to ensure that it is an end to end service offering not just a technical solution	Jon Needham	Sept 2016	Number of schools subscribed Number of false positives identified Number of actions raised	Usage policy
Service Improvement	Work with schools, police, health and other agencies to build and embed Channel (multi-agency partnership) as mechanism for: identifying individuals at risk of being drawn into terrorism; assessing the nature and extent of that risk; developing the most appropriate support plan for the individuals concerned	Waqar Ahmed	Approach embedded for Sept 2016	Number of referrals to Channel. Number of assessments through the vulnerability assessment framework. Level of risk identified. Outcome of support through case tracking.	Completion rate as at Feb'16, 50% complete
Service Improvement	A review of the Standing Advisory Council on Religious Education's (SACRE's) written constitution, governance, representation, membership and ways of operating to ensure that SACRE reflects best practice and is fit for purpose. This includes improved communication between SACRE and schools.	Colin Diamond	Ongoing, via Continuous Improvement	SACRE reflects best practice and is fit for purpose	Revised constitution Representative membership Improved communication

<b>3. Alternative Provision and Independent Education</b> <b>(Alternative provision (AP), Elective Home Education (EHE), Independent schools)</b>				<b>Lead: Vacant (Head of Service)</b> <i>(Interim leadership to be provided by Julie Young)</i>	
'Ensuring provision is safe, offers high- quality education and is suitable for the pupils' individual needs.				Mike Innocenti – Head of Pupil Placements	
				<b>Staffing: Currently within School Admissions &amp; Pupil Placements</b>	
				<b>Budget: Currently within School Admissions &amp; Pupil Placements</b>	
Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
Service Improvement	<p><b><u>KS4 ALTERNATIVE PROVISION/PUPIL CONNECT</u></b></p> <p>To recruit a new Head of Service, to the recently established post, to lead and manage the improvement agenda across the service area.</p> <p>To establish a coherent approach to AP ;</p> <ol style="list-style-type: none"> <li>1. update the AP policy to reflect national guidance and examples of good practice,</li> <li>2. prepare a quality assurance framework for AP, including a toolkit based on section 5 inspections,</li> <li>3. establish a 'task &amp; finish' group to support the piloting of the quality assurance (QA) framework ,</li> <li>4. Launch the new policies, procedures &amp; QA framework with Headteachers, AP managers, other stakeholders,</li> <li>5. Ensure the termly AP providers' networks are focussed on</li> </ol>	<p>Julie Young/ Jayne Lowe</p> <p>Michael Innocenti</p>	April- July 2016	All AP settings meet quality and safeguarding standards	<p>Reduction in percentage of permanent exclusions</p> <p>Reduction in the numbers of pupils attending AP provision</p> <p>Percentage of AP placements by schools to settings that have been LA quality assured</p> <p>Number of children placed in AP and expenditure incurred</p> <p>Attendance and attainment of students LA placed into AP</p> <p>Percentage of NEET who</p>

	<p>improvement through the delivery of the new policies, procedures and QA framework,</p> <ol style="list-style-type: none"> <li>6. review BCC's funding and commissioning framework for the purchasing of AP</li> <li>7. revise the procedures for placing KS4 students, who are without a schools place into Alternative Provision</li> <li>8. ensure robust contract management and safeguarding procedures of all commissioned AP provision</li> <li>9. establish a single register of both providers and pupils accessing the provision</li> <li>10. deliver a training &amp; development programme for BCC officers engaged in this work.</li> </ol>				are placed in AP at KS4
Service Improvement	<p><b><u>ELECTIVE HOME EDUCATION</u></b>          To ensure adoption of the newly produced EHE Policy by the Safeguarding Board.</p> <p>To manage the launch, dissemination and implementation of the adopted EHE policy with schools, key stakeholders and parents.</p> <p>To improve oversight, regulation and advice to parents and carers who electively home educate their children, reducing the take-up of EHE and strengthening safeguarding.</p> <p>To scheduled health and safety visit across</p>	<p>Julie Young/Jayne Lowe</p> <p>Michael Innocenti</p>	Ongoing	Children in receipt of EHE are in receipt of a suitable education and are safe from harm	No and percentage of EHE Attendance, attainment, Multi Agency Safeguarding Hub (MASH) referrals, Left School with No Trace (LSNT) data and NEET data for EHE

	EHE providers to encourage good safe practice which promotes the welfare of children."				
Service Improvement	<p><b><u>Children Missing Education (CME)</u></b></p> <p>To establish policies and processes which are fit for purpose in identifying and dealing with CMEs in their area.</p> <p>To appoint a named lead person for CME so that schools and other agencies can easily make referrals.</p> <p>To establish a CME panel which cuts across directorates to ensure procedures are in place to identify children in their area who are not registered pupils at a school, and are not receiving suitable education otherwise than at a school.</p> <p>To enable the Birmingham Children's Safeguarding Board to ensure schools are fulfilling their safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences</p>	Julie Young	Ongoing	<p>Improved safeguarding resulting from early identification of children missing.</p> <p>Streamlined processes and reshaped resources are strengthened to proactively deliver an integrated approach to attendance and intervention for children missing.</p>	<p>Percentage of referrals closed within 10 school days</p> <p>Percentage of schools returning regular updates on pupil movement</p>
Business as Usual	<p><b><u>Securing Suitable Education for Vulnerable Groups</u></b></p> <p>Ensure that schools fulfil their obligations in relation to</p> <ul style="list-style-type: none"> <li>i) school age pregnant pupils/parents</li> <li>ii) Gypsy Roma Traveller (GRT) pupils</li> </ul>	Julie Young / Phil Denley	Ongoing	All GRT children are in receipt of a suitable education and safeguarded by the LA.	<p>Attendance, attainment, MASH referrals, LSNT data and NEET data for</p> <ul style="list-style-type: none"> <li>i) school age pregnant pupils/parents</li> <li>ii) GRT pupils</li> </ul>

Service Improvement	<u><b>Supplementary Education</b></u> Establish appropriate systems to be compliant with regulatory requirements of Supplementary Education (requirements yet to be published)	Julie Young		Compliance with regulatory requirement  Capacity building initiatives	Adoption of Faith Associates Toolkit  Reduction in referrals to MASH from Supplementary Education
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#### 4. School Improvement and Intelligent Client Function (ICF)

The Intelligent Client Function (ICF) is the framework for holding the Birmingham Education Partnership to account for school improvement and related district work as part of the BCC contract awarded in September 2015. At its core is the Contract Management Group (CMG), defined within the contract as *“The aim of contract management is to optimise the efficiency, effectiveness and economy of the contract.”* In order for the Council to review the BEP work and ensure it is on track, the Council is using education consultants to undertake Quality Assurance work.

**Lead: Colin Diamond – Executive Director for Education**

**A £1.8m per annum BCC contract with BEP for school improvement, plus funding for CMG/ICF**

Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
School Improvement	The delivery of improved school improvement outcomes via a BCC contract with BEP.	Colin Diamond	w.e.f 1 <sup>st</sup> September 2015, for 3 years	<p><b>Extract from the Contract:</b></p> <ol style="list-style-type: none"> <li>That all Birmingham children attend outstanding or good schools by 2018 – achieving incremental improvement year on year relative to the core cities, statistical neighbours and national average.</li> <li>Improve performance at key stages 1 and 2 (L2 and L4) relative to the core cities, statistical neighbours and national average each year.</li> <li>Improve performance relative to the core cities, statistical neighbours and national average each year at key stage 4 and to maintain our good performance at key stage 5 for the duration of the contract.</li> <li>Improve performance of children with special educational needs and disabilities at KS1 and KS2 relative to the core cities, statistical neighbours and national average for the duration of the contract.</li> <li>Maintain or improve the performance of disadvantaged</li> </ol>	<p><b>Extract from the Contract:</b> <u>Key Performance Indicators</u></p> <p>The intention is to set out a broad range of indicators that when considered together give a view of the performance of the School Improvement contract. These include measures of compliance with the contract, of improvement of outcomes and output measures.</p> <ul style="list-style-type: none"> <li>Contractual Compliance - measures such as the recruitment of the required workforce, attendance at performance contract management meetings.</li> <li>Outcomes - measures that capture the impact on the quality of education and improvement in education outcomes.</li> <li>Outputs – these are the products of the activities undertaken by BEP in school improvement. These products are evidence of the activity of the BEP – so justify the expenditure and give assurance of the improvement in outcomes which will lag behind the activity.</li> </ul> <p>Outcomes are the most important – the</p>



			<p>children relative to the core cities, statistical neighbours and national average.</p> <ol style="list-style-type: none"> <li>6. Improve the performance of looked after children relative to the core cities, statistical neighbours and national average each year.</li> <li>7. Improve attendance in the primary and secondary phase relative to the core cities, statistical neighbours and national average each year.</li> <li>8. At KS2 close the gap relative to the core cities, statistical neighbours and national average each year at L5+, improving the attainment of most able children.</li> <li>9. Reduce permanent exclusions and the numbers of children in part time placements – quarter on quarter reporting.</li> <li>10. Reduce the number of young people not in education, employment or training- periodic review.</li> <li>11. 100% compliance with and working at all times within the current LASI framework.</li> <li>12. Working to deliver DfE key documents for example the detail contained within the Statement of Intent.</li> <li>13. 100% of all Ofsted inspections to be attended / conversations with the lead inspectors at all Ofsted inspections</li> <li>14. Support the recruitment and induction for 100% of all new Head Teachers.</li> <li>15. 100% attendance at the first meeting between HT and CoG.</li> <li>16. Schools judged by Ofsted as</li> </ol>	<p>other measures provide context. The intention is that by considering these KPI's the BEP and BCC partnership can understand and respond to changes in outcomes. These will form part of the contract and therefore define performance</p>
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				<p>requiring improvement: Commission support in a timely manner as determined by the action which must comply with Ofsted/DFE requirements and time scales.</p> <p>17. For schools judged by Ofsted to have serious weaknesses or in special measures 'Statement of Action' must comply with the Schools causing concern statutory guidance for local authorities and Ofsted guidance.</p> <p>18. Measures to be determined by discussion as the project progresses that reflect aligned commissioning or joint investment with partners and pooling budget between schools.</p> <p>19. District plans in place / delivered - specifying co-design/co-production activity with partners.</p> <p>20. District offers in place and number of schools accessing these offers.</p> <p>21. Number of CYP&amp;F identified and receiving early access to support for their emotional health and well being</p> <p>22. School awareness, engagement and satisfaction with District structure is supporting and challenging them to achieve better outcomes for children</p>	
BAU	<p>Embed the ICF and CMG into BAU to manage the BEP contract for school improvement and related district work.</p> <p>This needs to include the enhanced role for Cross Cutting and anything not being covered there (in Cross Cutting)</p>	Colin Diamond	May 2016	<p>An effective strategic partnership for school improvement with BEP</p>	<p>Ability to govern and answer "how well is everything going"?</p> <p>Joined up governance across Education and BEP (inc SLT,</p>

	needs to be dealt with via internal BCC Governance (e.g. The Education Senior Leadership Team (SLT))				Cross Cutting, CMG etc)
ICF/CMG	<p>The Contract Management Group will –</p> <ul style="list-style-type: none"> <li>Oversee the contract, the delivery of the mobilisation plan and the delivery of the annual plan and the validation and receipt of payments.</li> <li>Monitor and assess performance against KPIs and milestones.</li> <li>Implement improvements as agreed by the Council and the BEP Board.</li> <li>Manage the conflict resolution process.</li> <li>Ensure the appropriate administration of the contract.</li> <li>Co-ordinate and review the output of quality assurance activity.</li> <li>Review the annual user satisfaction survey completed by the BEP.</li> <li>Co-ordinate benchmarking activity and review the output – with a view to ensuring that the contract continues to offer value to the Council.</li> <li>Report as required to the BEP Board.</li> <li>Annually it will complete the Contract Health Check included in the contract management tool kit.</li> <li>Review in light of any policy changes by the Department for Education(DfE)</li> </ul>	Colin Diamond	Ongoing	Effectively holding BEP to account for school improvement and district related work under the terms of the BCC/BEP contract	<p>TOR of CMG agreed and meetings taking place</p> <p>Effective monitoring of actions and progress on any changes/ improvements required of BEP</p>
ICF/CMG	<p>The intention is to set out a broad range of indicators that when considered together give a view of the performance of the School Improvement contract. These include measures of compliance with the contract, of improvement of outcomes and output measures.</p> <ul style="list-style-type: none"> <li><b>Contractual Compliance</b> - measures such as the recruitment of the required workforce, attendance at performance contract management meetings.</li> <li><b>Outcomes</b> - measures that capture the impact on the quality of education and improvement in education outcomes.</li> </ul>	Colin Diamond	Ongoing	Contractual Compliance	<p>Satisfaction of the tests in the contract for compliance, outcomes and outputs.</p> <p>BCC/BEP knowing all schools (i.e. none are isolated)</p>

	<ul style="list-style-type: none"> <li><b>Outputs</b> – these are the products of the activities undertaken by BEP in school improvement. These products are evidence of the activity of the BEP – so justify the expenditure and give assurance of the improvement in outcomes which will lag behind the activity.</li> </ul>				
ICF/CMG	<p>The <b>Strategic Performance Review</b> will take place twice per year – arranged by the Interim Executive Director for Education and this will include the Chief Executive of the BEP, BCC Education and the Contract Manager.</p> <p>This group will review management information, performance against KPIs, results of satisfaction surveys, review of KPIs and agreement of annual service plan.</p>	Colin Diamond	Ongoing	Keeping the BEP work and services in synch with the strategic direction of education in Birmingham.	<p>Meeting held twice per year and agreement about the direction.</p> <p>This meeting will influence how ICF/CMG will work</p>

<b>5. Education Infrastructure</b>  Fulfilling the Council’s statutory duty for sufficient school places through the delivery of the City’s basic need programme. The service area is responsible for the annual school place planning cycle which includes forecasting and publishing additional places requirements to meet basic need. This includes carrying out statutory school organisation and the delivery of the schools capital programme. The service co-ordinates school status change including the academy conversion process and provides contracts management support to all Private Finance Initiative (PFI) and Building Schools for the Future (BSF) schools. The service area has landlord responsibilities for the education portfolio which includes maintained schools and settings, unattached playing fields and Children Centres. This includes regulating any third party arrangements on education sites, providing guidance and support to schools on statutory compliance, the effective maintenance of school buildings, including planned maintenance and emergency repairs to prevent school closure.				<b>Lead: Jaswinder Didially - Head of Education Infrastructure</b>  <b>Staffing: 43 FTEs (including 5 vacancies)</b>  <b>Budget: £5,808,000 (excluding PFI grants/income)</b>	
Ref	Priorities / Deliverables	Owner	Timeframe	Measures	Outcomes & Impact
<b>Basic Need</b>					
Business as Usual	<b>Pupil Place Planning</b> Forecast school places required to meet basic need. Develop sufficiency requirements for primary, secondary and special school places to respond to both expected and unanticipated changes in supply and demand, in order to fulfil our statutory duty for sufficient school places.	Dave Marlow /Jaswinder Didially	Annual cycle	Primary and Secondary school projections leading to Basic Need grant funding for additional places  Requirements including for free schools clarified and shared with all providers and DFE to secure co-ordinated approach to place	% accuracy of forecast  % basic need solutions against requirements  No. of children placed over reasonable distance

				planning	
Business as Usual	<b>Delivery</b> Secure approvals and delivery of all projects within the basic need capital programme in order to deliver additional places in early years, primary, secondary and special provision settings	Jaswinder Didi ally	April 2016 – July 2016	Capital schemes completed on time to provide sufficient school places to meet basic need	No. of Places available / projects delivered on time and on cost
Service Improvement	Complete the LEAN process review of schools' capital programme to identify system efficiencies and improvements, aligned to service review	Jaswinder Didi ally	June 2016	Capital schemes delivered to Education Funding Agency specification within available budget	Improved net build cost vs national benchmarks
<b>Asset Management</b>					
Business as Usual	<b>Landlord Function</b> Deliver Education Asset Management Plan & Asset Management traded service 2016/17, including all elements of landlord function related to statutory compliance, management of assets and duty-holder training.	Elizabeth Peddle	Annual cycle	All schools H&S compliant  Customer satisfaction (schools survey)	% Compliance  No. attending duty-holder training  % asset surveys updated
Business as Usual	<b>Capital Maintenance Programme (CMP)</b>  Deliver annual programme of planned and reactive maintenance including major projects: Unattached Playing Fields, Balaam Wood, COBS, Al Hijrah	Elizabeth Peddle / Mike Khanekhah	March 2016 Onwards	Reduction in days lost through asset failure  Net nil expenditure on Unattached Playing Fields, all fields in use / developed to meet strategic priorities including housing	School spend on dual funded maintenance projects  Actual vs projected capital expenditure  No. of days lost due to asset failure

Service Improvement	Completion of LEAN process review of schools' capital maintenance programme to identify system efficiencies and improvements	Jaswinder Didi ally / Elizabeth Peddle / Mike Khanekhah	June 2016	Value For Money offer to schools for all repairs and maintenance works	Repair & Maintenance costs benchmark against national and local costs
Service Improvement	Extend Sustainable Schools programme (SSP) through developing and delivering Schools Energy Efficiency Programme (SEEP)	Mike Khanekhah / Jaswinder Didi ally	January 2016 ongoing	Reduction in carbon emission demonstrated through savings in utility charges	Number of schools signing up to SSP and SEEP
<b>School Organisation</b>					
Business as Usual	Deliver all school organisation proposals including academy conversions, changes in age range / Published Admission Number / school status. Preparation for academy conversion in response to the DfE proposed changes to the education landscape	Jaswinder Didi ally / Elizabeth Peddle / Dave Marlow	On-going	All statutory processes are followed for school status changes, with minimum risk to BCC	No of statutory consultations and proposals completed within required timescales
<b>Contracts Management: Operational and Strategic</b>					
Business as Usual	Management of all operational contracts management activities for PPP1, PPP2 and BSF schools, including ICT contract management	Mike Jones	March 2016	New model of contracts management implemented in partnership with schools	PFI affordability gap reduction  Deductions resulting from contracts management
Service Improvement	Contract analysis and commercial negotiations including benchmarking exercise to reduce funding gap in PFI contracts  Service redesign with schools to secure fit for purpose resource to meet future contractual obligations				

<b>Education Infrastructure Finance management</b>					
Business as Usual	Management of schools capital grants, capitalisation of staffing costs related to delivery of schools capital programme, administration of dual funding schemes, traded service subscriptions & contracts variations for PFI/BSF	Jaswinder Didiaily	Ongoing	All finance processes effectively managed across education infrastructure programme	Expenditure profile against forecast  Efficiency measures for processing of invoices and variations
<b>Use of Data / I.T. systems</b>					
Service Improvement	Develop improved use of data and systems on assets and place planning including Tech Forge (TF) and mapping tools	Elizabeth Peddle / Dave Marlow	September 2016	Education property details are uploaded on corporate TF and available for schools and settings	Fully operational TF available to all EdSI staff  TF and mapping tools available as part of the traded offer
<b>Communications</b>					
Service Improvement	Annual cycle of communications to rationalise and improve reach across schools and settings	Jaswinder Didiaily	September 2016	Improved engagement with key stakeholders	Customer satisfaction survey and feedback at HT fora
<b>Escalations and risk management</b>					



Service Improvement	Develop and embed processes for risk management and escalation across Education Infrastructure functions	Jaswinder Didially	November 2016	Mitigations and escalations transparent and effective	Risk management at appropriate level  EdSI risk register linked to overall education/corporate risk register
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6. School Admissions and Pupil Placements				Lead: Julie Newbold (Head of Service)	
'Ensuring that all school-age children in Birmingham are in receipt of a suitable education'				Staffing: 54 FTEs	
				Budget: £4,270,725	
Ref	Priorities / Deliverables	Owner	Timeframe	Measures	Outcomes & Impact
Business as Usual	Coordinate the offer of places in normal admissions round (ie transfer from primary to secondary school, offer of Reception class places, , Year 2 to Year 3 (Infant to Junior schools) and Year 9 to Year 10 (14-19 Academies) , promoting use of online applications by parent/carers	Julie Newbold/Jason Sheargold	April 2017	% of places offered in accordance with statutory deadlines  % of on-line applications	All children either starting or transferring to a new school are offered a school place or are in receipt of a suitable education.  5% increase of online applicants to to 90% in 16/17
	To consult on the proposed coordinated admissions scheme for all maintained schools, academies and free schools (excluding special schools) in Birmingham and consult on proposed admission arrangements for community and voluntary controlled schools. Facilitate the consultation of proposed admission arrangements on behalf of own admission authorities in Birmingham .	Julie Newbold/Jason Sheargold	March 2017	% of proposed admission arrangements that are compliant with statutory regulations  % of Local Government Ombudsman complaints received and upheld	Ensure all school places for maintained schools (excluding maintained special schools) and academies and free schools are allocated and offered fairly, comply with all relevant legislation and do not disadvantage unfairly any child or family.
Service Improvement	To oversee in-year admissions as administered by schools through i) a robust process of data exchange ii) sharing of information with parents and families on vacancies	Julie Newbold/Jason Sheargold/Jane Currier	October 2017	% of LA placed children offered a place within 20 school days	Reduction in the number of children requiring a school-place in-year who do not secure a suitable education within 20 school days

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Ref	Priorities / Deliverables	Owner	Timeframe	Measures	Outcomes & Impact
	iii) robust process for LA placing of children who do not successfully secure a suitable school place through direct approach to schools  To identify, track and action any child, whose parents have refused the school place offered to their child iv)	Julie Newbold/Gareth Wood	April 2017	% of schools issuing regular notification to LA of in-year joiners and leavers  % of children tracked and appropriate action taken within 10 school days	All children whose parents have refused the place offered to their child or who have removed their child from the allocated school are identified, tracked and actioned.
Service Improvement	Implement new data exchange, analysis and sharing to ensure that vacancies in schools are visible to families, speeding up in-year admissions and informing school place planning	Julie Newbold	October 2016	% of schools for whom live vacancies are visible	Vacancies in schools are made visible to families and LA services
Service Improvement	Deliver an efficient, effective and fair process of appeals within the normal and in-year admissions processes; to include providing timely and accurate advice and guidance for parents	Julie Newbold / Jason Sheargold	1 April 2016 – 1 September 2016	No. and % of appeals received and upheld  No. and % of Local Government Ombudsman complaints received and upheld	All parents able to express reasons for obtaining a place at their preferred school/s in-line with their legal rights.
Business as Usual	To administer the LA Fair Access protocol in partnership with all schools strengthening existing	Claudine Patterson/Jane	Ongoing	No & % of children referred through Fair	All schools engage appropriately to assist in fair placements for children

6. School Admissions and Pupil Placements				Lead: Julie Newbold (Head of Service)	
'Ensuring that all school-age children in Birmingham are in receipt of a suitable education'				Staffing: 54 FTEs	
				Budget: £4,270,725	
Ref	Priorities / Deliverables	Owner	Timeframe	Measures	Outcomes & Impact
	processes through effective use of data and oversight of local Fair Access arrangements	Currier		Access Protocol placed within 20 school days	under the FAP. There is a fair distribution of FAP placed children across schools, supporting system-wide school improvement
Service Improvement	To carry out full review of the Fair Access protocol in order to address inequalities in access for students without a school place and increased demand for school places in-year	Julie Newbold	January 2017		New FAP approved and implemented across all schools and settings
Business as Usual	Deliver a programme of support and training to secure improved attendance across Birmingham schools	Edwina Langley	Ongoing	% persistent absence	Attendance improved by x
	Ensure timely identification of children who are without a school place and effective use of school attendance orders as a mechanism to ensure children are in receipt of a suitable education	Sahiqa Kauser		No. of schools accessing training and demonstrating improved attendance as a result of implementing Spotlight % of School Attendance Orders issued within statutory timelines.	All children are in receipt of a suitable education
	Ensure effective penalty notices and prosecutions on behalf of schools and settings to ensure children attend school; implement new online administration of penalty notice system to	Edwina Langley		No of penalty notices and prosecutions	Improved attendance

<b>6. School Admissions and Pupil Placements</b>  'Ensuring that all school-age children in Birmingham are in receipt of a suitable education'				<b>Lead: Julie Newbold (Head of Service)</b>  <b>Staffing: 54 FTEs</b>  <b>Budget: £4,270,725</b>	
Ref	Priorities / Deliverables	Owner	Timeframe	Measures	Outcomes & Impact
	improve efficiency				

<p><b>7. Early Years</b>– ensuring there is sufficient, good quality childcare for children aged 0-14 (16 with SEN) and access to early education places for all 3 and 4 year olds and targeted 2 year olds. There is a range of support that includes information, advice, challenge and CPD opportunities to the workforce. The service also ensures that there are sufficient childrens centres to deliver the core purpose and improve outcomes for young children and their families. The service oversees the quality assurance of provision and integration of services.</p>				<p><b>Lead:</b> Lindsey Trivett (Head of Service)</p> <p><b>FTE staff:</b> 44.27 (Central Team)</p> <p><b>Budget: £79,396,000 including Children Centres, Early Years Entitlement, Public Health funding</b></p>	
Ref	Priorities / Deliverables	Owner	Timeframe	Measures	Outcomes & Impact
<b>Early Education</b>					
Business as Usual	To ensure that an increasing proportion of all 3 and 4 year old and targeted 2 year old children are accessing the flexible free entitlement to EEE across the city.	Kevin Caulfield	March 2017	<p>% of eligible 3 and 4 year old children taking up a place by Spring Term 2017.</p> <p>% of eligible 2 year old children taking up a place by Spring Term 2017.</p>	<p>90% of 3 &amp; 4 yr olds and 85% of eligible 2 yr olds are in early education</p> <p>70% of children achieving a good level of development at the end of the Foundation Stage</p>
Service Improvement	Development of termly headcount process to enable multiple points of admission throughout the term enabling an eligible child to take up provision sooner.	Kevin Caulfield	March 2017	% of eligible children taking up a place in the first term.	Children seeking a place at any point during a school term are admitted into settings with funding following the child from date of entry.
Service Improvement	Further develop processes for securing sufficient places in all localities through <ul style="list-style-type: none"> <li>i) use of data to inform sufficiency decisions and provide visibility for settings of likely demand</li> <li>ii) assessments of space requirements and potential for expansion</li> <li>iii) allocation of capital funds to</li> </ul>	Kevin Caulfield / Claire Nankivell	March 2017	<p>Suite of data reports available with details of places available and occupied supported by trend analysis.</p> <p>Reports for each BCC asset detailing space available and current utilisation.</p> <p>Plan with Capital Resources</p>	Detailed knowledge of sufficiency for early education and childcare across the city supporting decisions evidenced by data.

	support growth in demand where most needed			allocated to individual projects with identified timescales for delivery.  £ gained through the DfE Capital Grant application process.	
Service Improvement	To complete the review of BCC full time funded places from September 16 and implement approved changes to processes for assessing eligibility and oversight of Full Time (FT) funded places.	Lindsey Trivett	July 2016	% children from disadvantaged groups accessing EEE.  Number and distribution of FT places across settings and localities.	The provision of full time places are fairly and equitably targeted to those children most in need.
Service Improvement	To prepare for system changes from 17/18 through review of funding rates, development of sustainable models and preparation for implementation of full time places for working parents.	Lindsey Trivett	March 2017	Costed models for sustainable nursery provision.	Funding rates for 17/18 are agreed in sufficient time for settings to proactively manage cost reductions and develop sustainable models for delivery, including readiness for FT places for working parents
<b>Childrens Centre Services</b>					
Business as Usual	To secure continuity of service delivery across all children's centre services to September 2017, during a period of system change.	Elaine Austin / Chris Atkins / Julie Wall / Clare Nankivell	Ongoing	% of children under 3 yrs registered and seen in Childrens Centres.  % Good and Outstanding Ofsted results.  % CCs rated Green in each strand at Quality Monitoring.	90% of children under 3yrs registered and 50% seen in children's centres meaning that more children and families across the city have access to high quality children's centres services within their local area.

Service Improvement	To revise the current support offered to Childrens Centres with regards to assets and buildings and to align the asset management for early years to that of schools.	Julie Wall	March 2017	% of Childrens Centres compliant with Health & Safety (H&S) procedures inc Duty Holder requirements.	Childrens Centres assets are H & S compliant.  Childrens Centres asset changes managed within agreed timescales.
Service Improvement	To contribute to the service specification for the new Early Years (EY) Health and Wellbeing model ensuring effective delivery of our statutory children's centre duties, ensuring the contribution of existing providers and leaders in the service redesign process	Emma Leaman, Lindsey Trivett	Ongoing	Revised service specification agreed for 16/17 and 17/18 onwards.	Childrens centres services recommissioned within the Health and Wellbeing offer from September 2017.
Service Improvement	To support effective change management across existing EY providers during Early Years review through effective provider and trade union (TU) engagement	Emma Leaman, Lindsey Trivett	Ongoing	Calendar/schedule of meetings with providers and TUs.	Well-informed providers and TU colleagues engaged in the service planning activities associated to the early years review.
Service Improvement	To ensure effective use of early years assets through the review of Childrens Centres Asset; identifying requirements and mitigating risks for the delivery of the future Health and Wellbeing offer.	Lindsey Trivett, Julie Wall	Ongoing	Utilisation rates  Premises related costs for service delivery  £ Clawback avoided	Completed asset review documents support options appraisal and effective use of space and assets.. Asset base rationalised to increase utilisation of suitable, well located spaces for service delivery operating at reduced premises-related costs.



Service Improvement	To develop the current work of the Foundation Years Parenting Support (FYPS) team and consider options for future models of delivery from September 2017.	Lindsey Trivett, Elaine Austin	Ongoing	Number of under 5's supported by parent support programmes within children's centres.  % of children being removed from CIN and CP that have received support from FYPS team.	Higher proportion of families in need of parenting support being engaged with FYPS.  Decreased number of children under 5 with CIN and CP plans.
Service Improvement	To review BCC daycare in order to deliver a sustainable long-term offer , carrying out options appraisal for each setting and implementing changes where required	Chris Atkins	March 2017	Sustainable business plan for each centre with clear options appraisal.	No BCC daycare operating at a financial loss.
<b>Quality Improvement and Safeguarding</b>					
Business as Usual	Full range of Early Years Consultant (EYC) and commissioned project support targeted to:- i) Private, Voluntary and Independent (PVI) settings rated Requires Improvement (RI) or Inadequate by Ofsted to ensure improved quality at next inspection. ii) Newly registered PVI settings yet to be inspected by Ofsted to ensure good quality at first inspection. iii) Childminders registered with Ofsted rated as RI and Inadequate. iv) Out of School childcare providers registered with Ofsted rated as RI and Inadequate.	Tracey Linton	Ongoing	% childcare provision judged as Good/Outstanding by Ofsted.  % of RI/Inadequate settings engaged with an EYC.	90% of all childcare provision judged as Good/Outstanding by Ofsted enabling sufficient high quality childcare and early education provision available across the city to support parents or carers in work or training.
Business as Usual	Deliver full range of safeguarding and prevent measures related to early Years settings including:-	Tracey Linton, Chris Atkins	Ongoing	Number of safeguarding referrals received by EYCC	100% of Early education settings and CCs attendance at Right Service Right

	<ul style="list-style-type: none"> <li>i) Programme of WRAP/PREVENT/RSRT workshops to PVI childcare settings.</li> <li>ii) Scoping requests as required by BSCB, Independent Management Review's (IMR's) for Domestic Homicide and Serious Case Reviews as required.</li> <li>iii) Provision of the Early Years Duty line and other associated activities to ensure that PVI childcare settings can report Safeguarding concerns to provide the link to the LADO process.</li> <li>iv) Co-ordination and management of weekly panel meetings for the corporate childcare scheme ensuring vulnerable children and families can access childcare quickly.</li> </ul>			<p>categorised – LADO, EYFS, CP.</p> <p>Number of children accessing childcare place through corporate funding.</p>	<p>Time/WRAP/PREVENT so they understand their role in safeguarding children and demonstrate awareness of how they implement this in practice in line with BSCB guidance.</p> <p>Increased % of Children and families supported are removed from CIN and CP and engaged in support activities with Childrens centres and FYPS workers.</p>
Service Improvement	To develop a process for identifying and tracking children "missing" from EY Education and align to the process for children of Statutory School Age.	Tracey Linton	March 2017	<p>No. children "missing" from EY Education.</p> <p>% children "missing" from EY Education tracked and identified.</p>	<p>Increase in the potential to ensure that children under the age of 5 are safeguarded.</p> <p>Increase in the number of children benefiting from their full Early Education Entitlement.</p>
Service Improvement	To review and refine the process for the Corporate Childcare places to ensure greater efficiency of funding process and tracking of impact.	Chris Atkins	March 2017	Revised process agreed for 17/18 onwards.	Increased ability to identify Impact of the Corporate Funding for children.
Service Improvement	Redesign of the Quality Improvement services across Early Years to cover both Health and Wellbeing and Early Education and Childcare offers within the overall early years offer, exploring possible	Lindsey Trivett, Tracey Linton.	Ongoing	Revised service specification agreed for 17/18 onwards.	Quality improvement services recommissioned within the Early Years offer from September 2017.

	alternatives models for delivery.				
<b>Inclusive Childcare</b>					
Business as Usual	Oversee range of commissioned projects to deliver :- i) Access to childcare for children with complex needs. ii) Behaviour management training support to PVI settings to reduce the level of exclusions within early years settings. iii) Medical needs training support to PVI settings to enable child with specific needs to access early years and childcare provision. iv) Access for children with additional needs and disabled children to Out of School and holiday childcare provision.	Tracey Linton	Ongoing	% children with SEND accessing EEE and CCs.  % children from disadvantaged groups accessing childcare and EEE (under and over 5s).  Nos of children receiving support from ISEY funding.	Increasing % of Children with additional needs are able to access Early Education and Childcare, contributing to narrowing the gap at the end of the Foundation Stage.
Service Improvement	Review current provision for children with additional needs across the Early Years offer, delivering system-wide improvements aligned to improving inclusive practise, early help and Think Family.	Emma Leaman, Lindsey Trivett	Ongoing	% children with SEND accessing EEE and CCs.  % children from disadvantaged groups accessing childcare and EEE (under and over 5s).  Nos of children receiving support from ISEY funding.	Increasing % of Children with additional needs are able to access Early Education and Childcare, contributing to narrowing the gap at the end of the Foundation Stage.  Increased % of childcare providers offering places to children with additional needs.
<b>Central Services</b>					
Business as Usual	Embed the new EEE portal and strengthen use of data and systems to provide effective co-ordination and monitoring of performance across the early Years system	Clare Nankivell	March 2017	EEE Portal fully operational.  Impulse/EYMIS used to generate data reports for monitoring performance.	Improved quality of data and improved reporting to enable evidence of impact of service delivery.

Service Improvement	Further develop the Early Years Networks to strengthen accountability and co-ordination of the existing model.	Tracey Linton	Ongoing	<p>% networks represented and reporting to EYIG and EY Forum.</p> <p>% of schools, settings and children's centres engaged in the networks.</p>	<p>100% networks reporting to EYIG and EY Forum.</p> <p>Increased % of schools, settings and children's centres attending local networks enabling more effective communication and support for raising quality of services across the local area.</p>
Service Improvement	Develop governance structure for Dedicated Schools Grant funded EY services in advance of funding changes from 2017, working towards a joint commissioning model for all DSG funded services	Emma Leaman	July 2016	<p>Governance board established.</p> <p>Performance monitoring framework available.</p>	More informed representation of DSG funded Early Years services at Schools Forum.
Service Improvement	To contribute to the Open for Learning Future Council programme linked to the EY Asset Review.	Lindsey Trivett	Ongoing	Asset review reports available for each of the nursery schools and children's centres sites.	<p>Increased utilisation of assets as Early years services are delivered alongside other local services.</p> <p>Birmingham citizens would be getting a more streamlined local offer.</p>

<b>8. Special Educational Needs and Disability Information, Advice &amp; Support Service (SENDIASS)</b> <b>Relevant legislation:</b> <b>Primary</b> Sections 19(c), 26(3), 32 and 49 of the Children and Families Act 2014 <b>Regulations:</b> The Special Educational Needs and Disability Regulations 2014 The Special Educational Needs (Personal Budgets) Regulations 2014				<b>Lead: Nasreen Hussain – Head of Service</b>  <b>Staffing: 6 FTE</b>  <b>Budget: £295,200</b>	
Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
Business as Usual	To provide impartial, confidential, and relevant information, advice and support to: <ul style="list-style-type: none"> <li>the parents of children and young people between 0 and 25 years who have, or may have, SEN or a disability</li> <li>children and young people who have, or may have, SEN or a disability.</li> </ul>	Nick Taynton	Ongoing	High quality service delivery that results in service user satisfaction.	100% Compliance with National Guidance for Information, Advice and Support services  Annual Report for the academic year 2015/16
Business as Usual	Ensure all staff in SENDIASS are legally qualified (accredited by the Bar Association) to provide impartial, confidential, and relevant information, advice.	Nasreen Hussain	Ongoing	High quality service delivery that results in service user satisfaction.	Training courses completed  Training course evaluation
Service Improvement	Deliver a programme of engagement to strengthen the voice of the Parent Carer Forum and local voluntary groups and organisations to inform policy and practice at the Local Authority, CCG and National level	Nasreen Hussain	Ongoing	Issues arising from SENDIASS casework are used as a basis for improving practice.	Involvement in strategic policy development within the LA.  Links (including commissioning arrangements) established with the CCG.

Service Improvement	To build a comprehensive network of Independent Supporters that is geographically well spread over the city, to provide independent support and guidance to families of children with SEND.	Nasreen Hussain	March 2017	Representative cohort providing increased support and advice to families	Number of independent supporters, their sphere of influence and activity
Business as Usual	<p>Deliver a calendared programme of training a) to early years settings, mainstream schools, special schools, governing bodies, colleges, statutory and voluntary agencies, to include: working with parents, children and young people and the law relating to SEN and disability, as it applies to education, health and social care</p> <p>b) to parents on: working with professionals; involvement in decision making and the law relating to SEN and disability, as it applies to education, health and social care in collaboration with parent carer forums.</p>	Nick Taynton	March 2017	<p>Calendar of training distributed to increase take-up with impact on sector-wide understanding of law and next steps.</p> <p>Impact on settings' application of SEND processes and parents' experience of SEND processes.</p>	<p>Participation rates from target sectors</p> <p>Evaluations from training sessions indicate 90% satisfaction levels</p>
Business as Usual	Contribute to policy and practice at the regional and national level by delivering a programme of working with other providers and relevant stakeholders to share, promote and develop best practice.	Nick Taynton	Ongoing	Evidence of SENDIASS influence on local, regional and	Calendar of engagement meetings demonstrates strategic use of time and resource to influence service development and improvement at

				national best practice; to include references in policy documentation, evidence from lessons learned / practice improvements.	local, regional and national level
Service Improvement	To provide representation and support to families that have submitted a statutory appeal against the decisions made on the support needs of their children.	Nick Taynton	Ongoing	<p>Appeals are resolved before Tribunal hearings</p> <p>Support SENAR decision making to decrease number of appeals</p> <p>Develop stronger working relationship with SENAR</p>	<p>Decreased number of appeals</p> <p>Decreased number of tribunal hearings</p>

<b>9. School and Governor Support</b>  Provides professional support and advice to subscribing schools and academies on all aspects of school management, governance and administration. Provides a comprehensive programme of governor training. Monitoring and support and oversight to ensure that there are robust and effective governance arrangements in place and working effectively in our schools.				<b>Lead: Chris Atkinson - Assistant Director, Children with Complex Needs</b>  <b>Lead Officer(s): Vacant Post</b>  <b>Staffing: 8 FTEs</b>  <b>Budget: £746,000</b>	
Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
Business as Usual	<p>Delivery of Traded offer to schools and academies – for all Traded services as outlined in Traded service offer for 2016/17.</p> <p>Professional information, advice and support to subscribing schools on all aspects of school management, governance and administration.</p> <p>Signpost, commission and provide a comprehensive programme of governor training, guidance and briefing documents.</p>	<p>SGS Lead</p> <p>David Bridgman, Dave Yardley, Kathy McDonough</p> <p>Steve Edmonds</p>	Ongoing	<p>Maximise capacity and resilience in schools and academies for responding to management and governance issues.</p> <p>Schools compliant with own and statutory duties</p> <p>Take up and delivery</p> <p>OFSTED monitoring reports in relation to governance comments</p>	<p>Buy back within range of 80 to 85% of all schools and academies 2016/17.</p> <p>Maintain current trend of service subscription to achieve full cost recovery.</p> <p>Schools subscribing to services rated as Good or Outstanding.</p>
Business as Usual	<p>Effectively discharge statutory and core service functions of BCC education that relate to school and governor support.</p> <p>Model policies /procedures and guidance documents.</p> <p>Co-ordination of critical incident responses</p>	<p>David Bridgman, Dave Yardley, Kathy McDonough, Steve Edmonds</p>	Ongoing	<p>Meeting the needs of children in BCC schools and citizens through service delivery.</p> <p>Strengthen governance.</p>	<p>Warning Notices/Interim Executive Boards</p> <p>School Organisation proposals- establishment discontinuation, federation.</p> <p>Model policies /procedures</p>



					<p>and guidance documents.</p> <p>Responses to complaints about schools including enquiries from Ofsted, Members of Parliament, Councillor and parents.</p>
Service Improvement	<p>Embed delivery of the governance oversight work stream that gathers information and reports on the quality of governance in maintained schools and academies. Work collaboratively with governors, school leaders, colleagues in BCC and the Birmingham Education Partnership (BEP) to identify governing bodies that are in need of extra support, challenge and/or intervention.</p>	Steve Edmonds	September 2017	<p>Clearer processes for identifying school governance that is weak and/or ineffective. Swift and decisive intervention.</p>	<p>Tracking reports, recorded interventions. RAG rating of Governing Bodies.</p> <p>Reducing trajectory in the number of governing bodies on the oversight list - linked to school performance.</p>
Business as Usual	<p>Deliver successful governor recruitment and retention strategy for BCC nominated governors and work with partners including inspiring governors' alliance, School Governors One-Stop Shop and the Corporate Social Responsibility city initiative to encourage skilled professionals from the commercial and third sectors to volunteer as school governors.</p> <p>Evaluation of on-line governor skills survey.</p>	Steve Edmonds	September 2017	<p>Increased capacity (pool of volunteer governors) to effectively support and challenge those responsible for governance in schools.</p> <p>Strengthen governance.</p>	<p>Improving trend compared to previous year and statistical neighbours.</p>
Service Improvement	<p>Increase S&amp;GS involvement in the quality assurance of clerking services provided to</p>	Steve Edmonds	September 2017	<p>Improved standards of clerking to enable</p>	<p>Number of providers on BCC register.</p>

	maintained and academy school governing bodies.			professional governance.	<p>Percentage of governing bodies using clerks on the register.</p> <p>Documented Quality Assurance process.</p> <p>Percentage of clerks attending training and briefings provided by S&amp;GS.</p>
Service Improvement	<p>Publish revised BCC model Code of Conduct (COC) for governing bodies, including Cabinet Member approval.</p> <p>Develop and implement a COC response survey</p>	Steve Edmonds	<p>May 2016 for survey</p> <p>September 2016 for amended COC</p>	More consistent approach towards adoption of COC by Birmingham governing bodies, leading to robust and effective governance at Birmingham schools.	<p>Survey complete, Cabinet approval of changes and revised code published.</p> <p>Percentage of governing bodies adopting code of conduct.</p>
Service improvement	Implement new management and operating model for S&GS. (subject to change).	SGS Lead	Implement in April 2017	<p>Costs of services defined more clearly.</p> <p>Increased flexibility in income generation.</p> <p>Effective response to proposed changes in legislation.</p>	Design, delivery and deployment of new operating model. To reflect need to establish separate teams to address statutory and non-statutory functions.

<b>10. Early Years Inclusion Support</b>  Early Years Inclusion Support (Early Support Service and Area SENCOs) – ensuring very young babies and pre-school children (0-5) with SEND receive timely assessment, early intervention and co-ordinated multi-agency Team Around the Child (TAC) support for their special educational needs, either at home or in local settings.				<b>Lead: Chris Atkinson – Assistant Director, Children with Complex Needs</b>  <b>Lead Officer(s): Gill King – Early Years Inclusion Support Manager</b>  <b>Staffing: 32 FTE</b>  <b>Budget: £1,674,000</b>	
Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
Service Improvement	Embedding the SEN reforms a) Area SENCO training modules for Private, Voluntary and Independent (PVI) settings (understanding and Implementing the Code of Practice)	Karen Thorpe	March 2017	Setting-based SENCOs have knowledge, confidence and skills to provide inclusive early educational support through their 'local offer' of support to children and families, and to contribute to Education, Health and Care (EHC) assessments as required.	Delivery and evaluation of modules, including confidence measure.  Timeliness/quality of educational advice provided by setting SENCOs.  Use of SEN and Early Support (ES) Plans.
Business as Usual	b) Co-ordinate the multi-agency Early Support networks for the identified ES Champions in the city (SENCOs, Family Support Workers and Health Visiting teams), making the necessary links with other multi-agency groups eg Pre-School Liaison Group (PSLG) and Operational Forum.	Stephanie Edwards	March 2017	Parents/carers of very young children with complex needs will be facilitated as active partners in the support their child receives, working towards adulthood and promoting both child and family	ES Champion involvement in PSLG/Operational forum.

				independence	
Business as Usual	<p>c) Promote Parent Engagement by delivering the accredited Early Support Training Programme:</p> <ul style="list-style-type: none"> <li>- Parent/Carer Workshops (Training for Trainers)</li> <li>- Keyworking</li> </ul>	<p>Oenca Fontaine (Parent Trainer Lead) Stephanie Edwards Cathy Spruce</p>	July 2016	<p>Parents/carers will be facilitated to contribute their views and expertise to the ongoing SEND Reform Programme.</p>	<p>Delivery and evaluation of modules.</p> <p>Feedback of key messages to SEND Stakeholder group.</p>
Business as Usual	<p>d) Contribute to multi-agency audit processes of EHC Plans.</p>	<p>Gill King/Catherine Rann</p>	March 2017	<p>Children/young people will have outcomes-focused EHC Plans that reflect their aspirations and promote their independence working towards adulthood.</p>	<p>Quality Assurance group reports.</p>
Service Improvement	<p>Sustaining Inclusion in Education</p> <p>a) EY Review – work with partners from Education and Infrastructure, Centre for Commissioning Excellence, Birmingham Community Healthcare, Complex Needs and Disabled Children’s Social Care to develop a cohesive and inclusive early years offer with a clear priority on early identification, timely intervention to meet educational, health and care needs through local offer of services, supporting through statutory EHC assessment where required and well planned transitions into mainstream settings wherever possible</p>	<p>Gill King</p> <p>Stephanie Edwards/Karen Thorpe</p>	March 2017	<p>Children with SEND will access inclusive early educational provision in their local community (PVI or maintained setting) , be supported through statutory EHC assessment where required and make smooth and planned transitions into their future school placements, encouraging appropriate mainstream inclusion.</p>	<p>Early Identification pathway between LA and Health in place</p> <p>Establish baseline and increase number of children who access appropriate and inclusive mainstream placements on their first transition into maintained school provision.</p> <p>Delivery and evaluation of</p>

	<p>b) Work with A2E colleagues and receiving schools to prepare for transition with a focus on sustaining inclusion and reducing risk of placement breakdown and exclusion</p> <p>c) Develop/deliver training and work with children, families and settings to support the access of children with SEND to their 2 year /3 year Early Educational Entitlement (EEE) building capacity to meet needs in local mainstream settings</p>	Karen Thorpe		<p>Parents report positive experience of SEND system</p>	<p>new training module for meeting needs of 2 year olds with SEND in mainstream settings.</p> <p>Evidence of individual child progress in relation to EYFS.</p> <p>Coordinated multiagency support evidenced via use of SEN and Early Support Plans.</p> <p>Parent satisfaction measures.</p> <p>Increase in number of children with SEND accessing their 2 year/3 year old EEE</p>
Business as Usual	<p>d) Promote fair access and inclusion in PVI settings by leading the Inclusion Support in the Early Years (ISEY) Moderation Group, administering ISEY funding, including transfer of funding from ISEY to SENAR for children with completed EHC Plans in PVI settings.</p>	Karen Thorpe	March 2017	<p>Children with SEND able to access their EEE with top-up funding where required to enable and sustain their educational inclusion.</p>	<p>Administration of ISEY funding within the allocated budget.</p> <p>Evidence of risk management to prevent placement breakdown.</p> <p>ISEY applications supported by SEN and ES Plans.</p>

Business as Usual	e) Autism Education Trust (AET) Early Years Hub: Area SENCO team to continue to work in partnership with the Communication and Autism Team to build capacity across the Early Years sector for supporting children with Autism Spectrum Condition (ASC) through the delivery of the accredited AET training modules	Karen Thorpe/Carol Davis	March 2017	Children with ASC will be supported to access their EEE in their local PVI or maintained setting.	Delivery and evaluation of modules as part of the accredited AET Early Years Programme
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<b>11. Access 2 Education</b>  Providing quality advice and support for children and young people with additional educational needs aged 0-25 years in schools and homes, including Communication and Autism Team, Educational Psychology, Physical Difficulties Support, Pupil and School Support and Sensory Support.				<b>Lead: Chris Atkinson- Assistant Director, Children with Complex Needs</b>  <b>Lead Officer(s): Jill Crosbie- Head of Service, A2E</b>  <b>Staffing: 152 FTEs</b>  <b>Budget: £10,283067</b> <b>DSG £5,812567; Non DSG £2,159600; Traded Income £2,31090</b>	
Ref	Priorities / Deliverables	Owner	Timeframe	Measures	Outcomes & Impact
Business as Usual	<b>Embedding SEN Reforms</b> To ensure active Parent and young person engagement in Education, Health and Care Plans and electronic Personal Education Plans (ePEPs), cohesive parents participation in strategy and developments and engagement with young people.	Amanda Daniels	July 2017	EHC and ePEP Quality Assurance group criteria.  Evidence of Citizen Voice and “you said, we did”.	Strategic as well as individual coproduction with young people and families
	To further develop a 0-25 information, advice and support offer from all support services to all settings and colleges.	Nik Morgan	July 2017	Number and percentage of settings and colleges accessing support services.	Timely identification of needs. Ongoing review of SEN Support by education settings
	To develop and improve Local Offer website which is coproduced and well used.	Jill Crosbie	July 2017	Surveys.	High quality and useful information available to parents and young people.
Business as Usual	<b>Sustaining inclusion in Education</b> To work with schools to enhance their capacity to meet increasingly challenging needs in	Lesley Baker	July 2017	Exclusions of SEN reduced.	Mainstream schools are part of a self-improving system and are more confident to meet a wide range of

	mainstream schools and promote inclusion positively alongside our other equal opportunities work to protect and champion our vulnerable children				needs.
	To support schools in only making EHCP referrals when appropriate.	Amanda Daniels	July 2017	Number of requests down.  Number of requests refused reduced.	Schools more confident to use the local offer and develop appropriate provision in house.
	To further develop Resource Base (RB) provision for identified needs	Cherry Thomas	July 2017	Sufficiency of appropriate RB places especially at secondary.  Fewer RB primary children moving to Special.	Increased choice and control for children, young people and families.
Business as Usual	<b>Improving outcomes for SEN+ CiC</b> To work in all schools to ensure every school is a good school for SEN.	Heather Wood	July 2017	Ofsted reports Strategic SEN Audit Continued rise in numbers of good schools and positive comments re SEN.	Quality teaching and learning for all. Children's needs are identified and assessed and they are supported to make progress.
	To reduce SEN NEET by developing Information, advice and support to Further Education colleges, promoting work based placements and developing guidance for transitions to meaningful occupation.	Nik Morgan	July 2017	SEN NEET	SEN young people maintain placements or access work placements and apprenticeships



	To raise educational outcomes of children and young people with SEN by providing quality educational advice and support, targeting KS2 maths and KS2 with SEN Support in mainstream schools.	Heather Wood	July 2017	SEN EYs, KS2, KS4, KS5 measures of attainment	Raise the bar and narrowing the attainment gap of all Key Stage measures and a) Birmingham average b) Statistical Neighbours and c) national
Service Improvement	<b>Developing efficient traded services</b> To simplify Corporate processes and stream line IT systems	Amanda Daniels	July 2017	Timeliness of recruitment.  Vacancy measures.  Efficiency measures for processing of invoices and variations.	Commercially agile SEN Support Services
	To clarify funding streams and full cost recovery for separate services.	Frances Murphy	July 2017	Percentage of buy back/income.  Expenditure profile against forecast.	Support Services provide value for money.
	To re-locate and re configure teams.	Frances Murphy	July 2017		Teams more agile and efficient.  Buildings released for pupils.

<b>12. Special Educational Needs Assessment and Review (SENAR)</b>  Co-ordinating the statutory assessment process that can lead to an Education Health and Care plan, High Needs funding and placements in mainstream schools, Resource Bases, Special Schools and Alternative Provision.				<b>Lead: Chris Atkinson – Assistant Director, Children with Complex Needs</b>  <b>Lead Officer:</b> <b>Simon Wellman – Head of SENAR and Travel Assist</b>  <b>Staffing budget 1.04m – CORE and 1.16m - SEN Grant High Need DSG £76,868,480</b>	
Ref	Priorities / Deliverables 1. To embed the SEN Reforms	Owner	Timeframe	Outcomes & Impact	Measures
Business as usual	1a) To co-ordinate the statutory assessment process that can lead to an Education Health and Care (EHC) plan, High Needs funding and brokering placements in mainstream schools, Resource Bases, Special Schools and Alternative Provision.	Operational Lead (Simon Wellman) & Interim Quality Assurance Lead  Kathy Jarrard Lyn Woodus Denise Watts Alex Mroczkowski	Ongoing	School placements for all children with EHC Plans and appropriate support mechanisms in place to promote progress. Golden thread from aspiration to needs to outcomes to provision.	Timeliness to statutory targets.  New EHC Plans completed within 20 weeks.  Feedback/Surveys from schools, parents and young people.  Percentage of EHC plans audited as good per month.
Service Improvement	1b) Refresh and re-launch Special Education Development Plan (SEN Strategy) and develop position papers.  Engage with schools and key stakeholders.  Develop and embed guidance/key messages for operational managers and front line staff.	Chris Atkinson	Oct 2016 (for re-launch)  Mar 2017 and ongoing	Shared understanding and set of beliefs that binds the education system and SEN together.  Sustainable high needs funding model.	Proportion of high needs funding in mainstream settings

Service Improvement	1c) Enhancing communication with key stakeholders including good practice guidelines for SENAR staff, review and refresh all written communication, Tribunal pilot and project with SENDIASS.	Lesley Baker Interim QA lead. Halit Hulusi	July 2016	Child/young person centred delivery with focus on supportive partnerships with schools and post 16/19 establishments.	Reduction in complaints received.  Increased use of mediation to resolve disagreements and reduction in appeals to Special Educational Needs and Disability Tribunal (SENDIST).  No exclusions of pupils with EHCPs.
Service Improvement	1d) Building on recent performance improvement regarding timeliness, volume and quality with particular regard to the transfers of statements of SEN to EHC plans.	Transfer Co-ordinator to be appointed. Interim Post 16 Lead. Interim QA lead	Mar 2017 ongoing to April 2018	LA compliance with statutory requirements.  Published Transfer Plan revised annually.	Number of transfers completed.  Phase transfers and Learning Difficulty Assessment (LDA) transfers completed to deadlines.
Service Improvement	1e) Use of IT systems. Implement tactics to improve use of Impulse and other IT systems including training, reporting, data quality checking and budget management.	Interim QA lead. Dan Dawson. Saadiya Kamran. PSS.	Dec 2016	Safeguarding and efficient use of resources via pupil level tracking.	Reduced adjustments to school placement returns.  Increased accuracy of banded funding at pupil and school level.
Ref	Priorities / Deliverables 1. Sustaining Inclusion	Owner	Timeframe	Outcomes & Impact	Measures
Business as usual	2a) High Needs Pupil Place Planning Sufficiency requirements for high needs places and forecasting. Requirement clarified and shared with all providers and DfE to secure co-ordinated approach.	Simon Wellman/ Jas Didiaily	March 2017	Children are safeguarded by having a school place.	Perenatge of accuracy of forecast. Number of children out of school/waiting for specialist placement.
Business as usual	2b) Market Development and Shaping. Innovative approaches and value for money solutions through data/intelligence, Position	Simon Wellman. Andy Wright.	March 2017	Improved offer with local choice and control for parents and carers/young	Reduced number of children placed out of city in independent provision.

	Papers and partnerships/networks.	Jill Crosbie. Daniella Gilligan-King.		people.	Reduce overspend in exceptional funding.
Service Improvement	2c) Commissioning cycle and annual activity plan aligned with schools, social care and health partners.	Chris Atkinson/Simon Wellman, Daniella Gilligan-King, David Coles, John Freeman /Narinder Saggu, Steve Hughes, Rosemary Adams.	March 2017	Joint planning and commissioning of services in partnership with NHS and schools. Personal budgets policy.	Shared Commissioning intentions for the next 3 years
Service Improvement	2d) Working towards joint solutions between the Local Authority, health and special schools regarding key issues, with a particular focus on information sharing, accommodation, Speech and Language provision and personal budgets (PBs).	Simon Wellman. Claire Paintain. Special School HTs	March 2017	A holistic approach to meeting the needs of children and young people is developed. Improved Local Offer	Feedback/Surveys from schools, parents and young people. Increased number of PBs across Education, Health and Care.
Service Improvement	2e) To embed the SEN reforms by strengthening service capacity for operational activity.	Chris Atkinson, Simon Wellman, Lesley Baker, Interim Quality Assurance Lead	Dec 2016	A solid foundation that enables the business to respond effectively to statutory requirements.	
Ref	Priorities / Deliverables 1. High Needs: Contract and finance	Owner	Timeframe	Outcomes & Impact	Measures

	management				
Business as usual	Robust contract management and quality assurance processes	Daniella Gilligan-King	March 2017 and ongoing	High quality provision providing value for money	Cost savings for placements purchased.  Reduce high needs funding gap.  Contractual compliance.
Service Improvement	Develop a single fit for purpose IT system that supports case and information management, commissioning and contracting.	Simon Wellman. Interim QA lead	Sept 2017	Safeguarding, efficient use of resources and compliant with statutory returns through pupil level tracking and monitoring.	Increased accuracy of process payments for schools.  Positive feedback from School/HT survey.
Service Improvement	Strengthen planning, contracting and QA with a focus on Special Schools and post 16/FE establishments including Independent Specialist Providers.	Simon Wellman. Interim QA Lead. Kathy Jarrard. Interim Post 16 Lead .	March 2017	Young people have pathways to participation and meaningful occupation	Percentage of NEET for SEN

<b>13. Travel Assist</b>  Assessing eligibility and arranging for assistance with travel between home and school and arranging transport for approximately 4,000 pupils on 900 routes, including those with special educational needs and/or disability.				<b>Lead: Chris Atkinson – Assistant Director, Children with Complex Needs</b> <b>Lead Officer:</b> <b>Simon Wellman – Head of SENAR and Travel Assist</b>  <b>Staffing: 26 FTE</b> <b>Budget: £936,000</b> <b>Pupil Guides: 269 FTE £4,660,300</b> <b>Contract Hire Vehicles: £7,934,100</b> <b>Savings required for 16/17: £2,463,000</b>	
Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
Business as usual	To assess eligibility and arranging travel assistance that empowers families, children and young people to access education as independently as possible, including those with special educational needs and/or disability.	Joe Yarnold/Marie Healy	Ongoing	Pathways for children and young people that provide safe access to education.	Increase in the number of applicants on enabling travel assist pathways (1 to 3) and a decrease in the number on specialist pathway (no 4).
Service improvement	To maximise independence by a) working with key stakeholders to co-produce and share the future Travel Assist offer with a focus on moving away from a paternalistic approach to enablement, underpinned by clear policy.	Simon Wellman/ Joe Yarnold/ Marie Healy	July 2016	Enabling solutions to provide travel assistance promoting greater choice and control for families.	Feedback/Surveys from schools, parents and young people.  Development of new Travel Assistance policy.
Service improvement	b) delivering more enabling solutions to travel assistance including Personal Transport Budgets (PTBs) and Independent Travel Training (ITT).	Joe Yarnold / Marie Healy	March 2016	Enabling solutions to provide travel assistance, promoting greater choice and control for families.	57 PTBs and 393 ITT delivered in 16/17.
Service improvement	c) developing an adult education transport policy.	Simon Wellman	July 2016	Clarity of LA position that helps young adults to decide on post 19	Policy in place.

				educational placements.	
Service Improvement	To develop sustainability by a) reviewing contractual arrangements with transport providers to maximise cost effectiveness; including the provision of pupil guides where we have vacancies or where new routes are required; and reviewing the appeal procedure in line with budget proposals.	Joe Yarnold/ Marie Healy	September 2016	Reduction in overall spend.	No increase in spend with transport providers.  Increased use of pupil guides from contractors.  Reduction in appeals upheld.
Service Improvement	b) reducing the number of high cost individual programmes of travel and enabling more pupils to change from a low occupancy taxi to more creative travel solutions.	Joe Yarnold/ Marie Healy	January 2017	Enabling solutions to provide travel assistance promoting greater choice and control for families.	40% reduction in high cost programmes compared to 15/16.
Service Improvement	Service and workforce redesign to maximise implementation of new ways of working and create the most efficient system to implement processes.	Simon Wellman	March 2017	Reduction in overall spend.	10% increase in guide workforce delivered through alternative delivery model.  Workforce review of Travel Assist team.

<b>14. Virtual School for Looked after Children</b>  The service provides quality educational advice and support for children in care and their carers in early years, schools, post 16 education and homes.				<b>Lead: Chris Atkinson - Assistant Director, Children with Complex Needs)</b>  <b>Lead Officer: Andy Wright - Head Teacher of Virtual School For Looked After Children And Social And Emotional Health Partnerships</b>  <b>Staffing: 32 FTEs</b>  <b>Budget: £4,352,075</b>	
Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
Business as Usual	1. Overseeing the education of Birmingham Looked After Children (LAC) , as if they were in a single school, to raise education outcomes	Andy Wright, Anne Jordan, Naomi Molesworth, Matt Osborne	August 2016	Narrowing the gap of Pupils outcomes in all Key Stage measures between LAC and (a) Bham average (b) National average  PEP completion ensures that pupil progress is identified in line with age-expected.  Increase in numbers of LAC progressing to: (a) Apprenticeships (b) universities	Key Stage Two (Reading, Writing, Maths, Spelling, Punctuation and Grammar)  Key Stage Four Progress 8 Attainment 8 % 5A*-C's (E&M) EBacc  Post 16 EET NEET
Business as Usual	2. Provide quality educational advice and support for children in care to raise the attendance of LAC to school/educational placement	Andy Wright, Anne Jordan, Naomi	August 2017	Increase in pupil attendance to national average at Primary/Secondary level: (a) Bham (b) Out of area	Weekly attendance data  Termly attendance data  Annual attendance data



	(a) Birmingham (b) Out of area	Molesworth, Matt Osborne		PA reduction in line with: (a) statistical neighbours (b)national level	PA data
Service Improvement	1. To increase engagement of LAC in education through a reduction in the number of permanently exclusions: (a) Birmingham Schools (b) Out of area	Andy Wright	December 2016	Alternative learning pathways identified at primary/secondary level	Number of permanent exclusions of LAC pupils at least in line with national level  Emotional Well Being Training Programme delivered in Schools

<b>15. Sustaining Inclusion</b>  Providing a level of support and challenge to schools and academies when head teachers and principals make the decision to permanently exclude a young person. Team members attend all governors meetings and independent review meetings where permanent exclusion is considered, ensuring that legislation is adhered to and that young people and families have a voice and are aware of their rights.				<b>Lead: Chris Atkinson - Assistant Director, Children with Complex Needs</b>  <b>Lead Officer: Andy Wright - Head Teacher of Virtual School For looked After Children And Social And Emotional Health Partnerships</b>  <b>Staffing: Contained with Virtual School</b>  <b>Budget: Contained with Virtual School Budget</b>	
Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
Business as Usual	1. Provide support and challenge to schools and academies when head teachers and principals make the decision to permanently exclude a young person. Attend all governors meetings and independent review meetings where permanent exclusion is considered.	Steve Parton	Mar 2017 ongoing	Legislation is adhered to and that young people and families have a voice and are aware of their rights.	Number of exclusions.
Service Improvement	2. To agree strategic approach and system-wide leadership of inclusion.	Chris Atkinson	July 2016	Reduce demand for specialist provision  Children are safe and well when they have a school place.	Reduce number of primary, secondary and special school permanent exclusions.  All children are placed in an educational provision within 6 days.
Service Improvement	3. To develop a rigorous system of support and challenge for schools with high exclusions.	Chris Atkinson/ Andrew Wright/Jill Crosbie	October 2016	Number of exclusions in line with: (a) statistical neighbours (b) national level	Exclusion RAG ratings for schools.  Fixed term exclusion data.

<p>Service Improvement</p>	<p>4. to successfully develop a more sustainable approach to commissioning Alternative Provision (AP) for Primary and Secondary children</p> <p>(a) Network/District Model</p> <p>(b) Localised City Of Birmingham School (COBS) Provision</p> <p>(c) Collaborative AP Free School Provision</p>	<p>Chris Atkinson/ Andy Wright</p>	<p>August 2017</p>	<p>A consistent approach to 'Sharing Panels' is established at Primary and Secondary level in all areas of the city.</p> <p>Groups of schools working together to develop a robust SEN support offer.</p> <p>Learning pathways of individuals managed within resources available in districts.</p>	<p>Resources delegated and distributed across Networks/Districts.</p> <p>COBS facility directly linked to each District.</p> <p>Access Protocol for AP Free School Network agreed and applied.</p>
<p>Service Improvement</p>	<p>5. To develop, shape and influence schools' own Emotional Health and Wellbeing offer through Whole-school training programmes that underpin Quality First Teaching and Learning and Curriculum Offer, Avoiding Exclusion Toolkit and Audit tools.</p>	<p>Andy Wright/ Heather Wood/ Deb Benjamin/Kay Jackson</p>	<p>September 2016</p>	<p>Strategic lead within schools for emotional well-being.</p> <p>Training offer integrated into the Headstart Programme.</p> <p>Focus on schools as self-sustaining and improving systems.</p> <p>The Avoiding Exclusion Toolkit is embedded across schools/collaborations</p>	<p>Individual schools have 'Champion Lead'/designated Emotional Well Being Lead.</p> <p>Personalised training programme delivered 'in-house' in schools.</p> <p>Strategic Inclusion Audit results.</p> <p>School Ofsted Reports for behaviour.</p>

Service Improvement	6. To develop and embed a transition programme for personalised learning pathways for pupils in Primary, Secondary and Special phases, including COBS, Social Emotional Mental Health (SEMH) and AP.	Andy Wright	March 2017	Numbers within COBS reviewed on a weekly basis, creating learning pathways back into mainstream, SEMH, AP Free Schools.  Year 10 employment routes are created and developed.	COBS roll data.  AP Free Schools data.  Fair Access Protocol Panel Data.  Reduction in NEET for vulnerable groups.
Service Improvement	7. To develop the network of emotional health and well-being partnerships across Birmingham, integrating the work of schools, police, mental health workers, Clinical Commissioning Groups & Public Health, Early Years Team, Educational Psychologists and SEN specialists.	Andy Wright	December 2016	A cohesive emotional health and well-being offer is available across groups of schools  Inclusive Early Years offer linked to Early Years reviews.  Resources available are clearly identified and distributed equitably across groups of schools to support and maximise inclusion.	Strategic group meeting calendar established.
Business as Usual	8. To reduce and minimise the number of Children in Care (CiC) without a school place/missing out on education	Andy Wright	December 2016	CiC are allocated school places in a timely fashion	Weekly No School Place data

<b>16. Disabled Children's Social Care (DCSC)</b>  Providing specialist social care services for disabled children and their families, including assessment and planning, court work and review of disabled children's specialist packages of support.				<b>Lead: Chris Atkinson - Assistant Director, Children with Complex Needs</b>  <b>Lead Officer : Chris Bush</b> <b>Head of Disabled Children's Social Care</b>  <b>Staffing: 49 FTE</b>  <b>Budget: £6,348,300</b>	
Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
Business as Usual	<b>1) Business As Usual</b> - Aim is to provide specialist social care services for disabled children and their families				
	A) Assessment and Support planning, including multi-agency interventions	Chris Bush	March 2017	Need identified and plans in place to achieve good outcomes. Good information sharing, data and tracking re missing children and young people at risk of CSE. Effective response to people at risk of radicalisation.	Assessments - 95% % of SWs Supervision in month Unallocated cases open for < 7 days
	B) Court work, including child protection, and children living in long term family	Chris Bush	March 2017	Children are Safeguarded improved care planning including return home or move swiftly to long term arrangements Stronger focus on Adoption/SGO	% C P - Visits % C in C – Visits Court Proceedings (>26 weeks) Increase use of Family Group Conference
	C) Children in Need including review of disabled children's specialist packages	Chris Bush	March 2017	Coherent Think Family/Family Support Offer, including	% & # CIN Reviews > 1 year % & # OT Assessments

	of support.			relationship with local universal plus services. Children in Need are enabled. OT provision benefits children in timely way	Number of Direct Payments
	D) Workforce development plan and recruitment supporting a culture of high expectation and high achievement	Chris Bush	March 2017	Practice improvement, learning, management oversight and focus on direct relationship based social work interventions. Training and awareness to prevent radicalisation.	Retain social workers. Reduce reliance on agency workers. Feedback from AYSEs (Assisted Supported Year of Employment)
Service Improvement	<b>2) Sustaining Inclusion &amp; Maximising Independence, Strengthening Families</b>				
	a) Implement a 0 – 25 Service for Disabled Children’s Social Care – implement a seamless service which focusses on enablement and outcomes.	Chris Atkinson/ Carl Griffiths	December 2016	Children & Young People are more independent  Person Centred Assessments & Services for a 0 -25 service  Practice Evaluations ( including feedback from consumers Positive)  Young people in care aged 16+ have an active pathway plan that they have contributed to, and for 18+ care leavers accommodation and support are of good quality and value for money.	Phase 2 Operation Service implemented  Phase 2 Milestones  % care leavers 18+ with active plans  % CIC and Care Leavers NEET  Increase use of internal fostering and reduce placements and residential use

	b) Deprivation of Liberty/Mental Capacity Act – Explore legal issues and identify young people who need Capacity and Deprivation of Liberty Assessments. Reduce risk to individuals and the authority	Chris Atkinson	March 2017	That eligible 16 & 16 year olds are subject to the minimum level of Deprivation of Liberty	DCSC Dashboard Numbers of 15/6 yr olds eligible
	c) Implement Social Care Advice for SEN reforms, including Strengthening Families Approach and Voice of Child.	Chris Bush	March 2017	Increase in C/YP who have some Social Care outcome information on their EHC plan  Families Empowered to support their own children  Young People Consumer feedback reports improved wellbeing and outcomes	1) DCSC Dashboard
Service Improvement	<b>Embedding SEN Reforms</b>				
	a) Work Experience for disabled children to offer more placements as part of European initiative	Chris Bush /Kathy Jarrard	Ongoing	60 more placements  COPM feedback – improved wellbeing	Lessons learned from Pilot (06/16)  COPM <sup>1</sup>
	b) BCCP Redesign/ link to Transforming Care Initiative	Chris Bush	September 2016	Improved Partnership Working to have one plan for YP  More YP placed local to B'ham  Safe step down from tier 4 to residential and community	BCCP Performance Monitoring

<sup>1</sup> COPM = Canadian Occupational Performance Measure. This is standard assessment test of occupational performance and therefore wellbeing.





<b>17. Full Participation</b>  <b>Delivering skills for the future</b>  1. secure sufficient high quality, education and training provision, which provides appropriate & accessible learning pathways for all young people aged 14-19+ (*25 SEND cohort)  2. maintain a tracking system of young people's participation, in order to identify young people aged 14-19 years old (*25 SEND cohort), who are not in education or training.				<b>Lead: Julie Young - Interim Assistant Director, 14+ Pathways</b>  <b>Lead Officers:</b> <b>Parminder Garcha –Full Participation &amp; Skills</b> <b>Julie Stirrup – Full Participation &amp; Skills</b>  <b>Staffing: Currently within Education Infrastructure</b>  <b>Budget: Currently within Education Infrastructure</b>	
Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
Service Improvement	Establish an implementation plan and governance structure to ensure future 14-19* learning pathways are suitable and sufficient to meet the needs of learners.	Parminder Garcha	September 2017	Active & effective collaboration between the LA, schools and post 16 providers.  Broader range of 14-19 Learning Pathways available across Birmingham.	X% of school sixth forms are reported to be in line with BCC's guiding principles.  X % of learner satisfaction survey data shows .....,
Service Improvement	Refine the cycle for tracking of young people throughout the 14-19 journey within education, training and employment.	Parminder Garcha/ Julie Stirrup	April 2017	Clarity of roles & resources available, in the tracking and performance monitoring processes.	Close the gap with national average. <b>5.6%</b> increase in rates of EET  (Baseline- National 82.5% for 16-18 Jan 2016 3 month average) Birmingham – 76.9%)  Close the gap with the National Average by 8.5%. Reduction in

					<p>the number of 16-18 young people whose destination is not known</p> <p>(Baseline - National ave 8.4% (Jan 2016). B'ham 16.9%)</p>
Service Improvement	Extend the range of effective mechanisms for identification and support available to pre 16 young people at risk of becoming NEET to participation in education, employment or training.	Assistant Director	April 2017	Coherent early intervention & support plans for vulnerable learners	<p>Increased number of vulnerable learners in EET by age 19</p> <p>Close the gap with the National Average with all young people receiving an 'offer' under the September Guarantee.</p> <p>(Baseline – National Average 94.4% Sept 15. B'ham 93.3%)</p>
Service Improvement	Develop curriculum pathways & progression opportunities for 14-19 year olds so that those who do not choose A-Level pathway have high quality options that deliver a good outcome and access to skilled employment.	Assistant Director	March 2017	<p>Raised attainment and skill levels across all learning pathways.</p> <p>Reduction in the skills gap of young people and those skills demanded by employers.</p>	<p>6.8% of 16-19 year olds taking up apprenticeships</p> <p>(Baseline: 4.2% in Jan 2016)</p> <p>pre apprenticeship programmes available to Young People in Birmingham</p> <p>Increase the number of young people achieving level 3 qualifications by age 19 (Baseline XXX TBC)</p>

Business as Usual	Ensure Birmingham's secondary schools are compliant & effective in the delivery of the Careers strategy being launched in May 2016.	Julie Stirrup	March 2017		<p>50% of schools achieve a national CEIAG Award</p> <p>100% of schools are reporting to Governors the Career's audit and improvement plan</p> <p>Close the gap with the national average DfE Sustained Destination data for KS4 (Baseline: Nat Ave:</p> <p>B'ham :</p> <p>KS5:</p> <p>(Baseline: Nat Ave</p>
Service Improvement	Embrace the role as a strategic leader in championing the needs of the local economy so young people aged 14-19* are able to improve the quality of their life through education and skills development.	Assistant Director	September 2016		<p>Reduction in youth unemployment rate: Close the Gap between Youth Claimant National Average (2.9%) and Birmingham Average (4.6%) <i>ONS January 16</i></p> <p>Increase HE participation (inc Higher Apprenticeships)</p>

<b>18. Cityserve</b>  Cityserve is the leading provider of non-education services to schools in Birmingham. Currently Cityserve feeds over 70,000 children within a 90 minute window every school day. Over half a million cleaning hours are spent every year on maintaining the school environment and offers an emergency service that allows business continuity to the school. This service is available to over 400 schools every year.				<b>Lead:</b> Dale Wild – Head of Cityserve  Staffing: 1180 FTE Budget: 15/16 turnover of 40m per annum. Around £33m is generated from school meal service, £6.5m from cleaning services and £0.5m for the caretaking services making a £2m contribution to the council budget.	
Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
Business as Usual	<b>Proactively manage our finances in order to deliver excellence to our customers</b>  Cityserve operates a number of bespoke charging arrangements for its clients within school meals and a cleaning service and full Building Service Supervisor services for each school also based on their bespoke requirements.	Cityserve Senior Management Team (SMT)	April 2017	<b>Financially stable and successful business</b>	Cityserve works to ensure all of its clients receive best value and ensure schools benefit from their agreed partnership with Cityserve. Cityserve will continue to identify areas where it can ensure excellence in delivery of services and will: <ol style="list-style-type: none"> <li>1. Develop an investment strategy thereby identifying and creating income generation opportunities</li> <li>2. Establish financial lines of accountability and areas of responsibility</li> <li>3. Create financial performance indicators</li> <li>4. Introduce robust monitoring and review procedure for financial performance purposes and customer feedback</li> </ol>

Business as Usual	<p><b>Support the development of an empowering culture that enables our current and future colleagues to be the best they can be.</b></p> <p>This will be delivered in accordance with the core values for Cityserve of:</p> <ul style="list-style-type: none"> <li>• Trust</li> <li>• Respect</li> <li>• Accountability</li> <li>• Commitment</li> </ul>	SMT	April 2017	<p><b>Valued and passionate workforce</b></p> <p><b>Empowering business culture</b></p>	<p>Over the coming months Cityserve will be exploring different structures for the business that better empowers the workforce to contribute to the strategic direction of the business. Cityserve will achieve this by creating forums for discussion, debate and decision making. Ensuring its colleagues have a voice in shaping the current and future business direction and shape.</p> <p>In 2016/17 Cityserve will:</p> <ol style="list-style-type: none"> <li>1. Create a workforce development strategy</li> <li>2. Build on the work of the ambassador initiative</li> <li>3. Create a decision making group with terms of reference</li> <li>4. Agree a recruitment process for implementation of a consultation group</li> </ol>
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Business as Usual	<p><b>Build networks and partnerships that support othe brand, encourage innovation and creativity and positively contribute to the local economy.</b></p> <p>Cityserve will work to align Cityserve’s values and behaviours to the City Council’s values of:</p> <ul style="list-style-type: none"> <li>• Putting citizens first</li> <li>• Acting courageously</li> <li>• Being true to our word</li> <li>• Achieving Excellence</li> </ul>	SMT	April 2017	<p><b>Raised profile within the industry and with partners</b></p>	<p>Cityserve recognises the importance of its Partnerships and the positive impact they have on the children of Birmingham and the communities in which schools are located. In turn Cityserve will continue to raise its profile and measure its effectiveness within the industry by:</p> <ol style="list-style-type: none"> <li>1. Measuring food miles/transport miles</li> <li>2. Monitoring the Birmingham Social Charter responsibilities</li> <li>3. Continuation of the Cityserve Employment Partnership to recruit local residents to Cityserve vacancies</li> <li>4. Further enhance alliances with Association of Public Service Excellence (APSE) / Lead Association for Catering in Education (LACA)/ Academy trusts</li> <li>5. Continue to work with colleagues in Public Health on issues such as obesity and diabetes and contribute to the established local partnerships including Healthy Villages and Combined food and physical activity schools groups.</li> <li>6. Using its Development kitchen as a unique, creative and innovative facility. City Kitchen Live is where our Development Chef works with students and nutritionists to create exciting food that kids want to eat.</li> </ol>
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<p>Service Improvement</p>	<p>Establish the optimum service delivery model for Cityserve, including whether the service would deliver better outcomes to schools and children within a delivery model outside of the City Council</p> <p>A cabinet report is due in May/June 2016 to approve a procurement strategy to obtain the best delivery model for the council.</p>	<p>Shabir Ladak</p>	<p>April 2017 –</p>	<p>Encourage the growth and development of the service</p> <p>Increased ability to compete in the market place</p>	<p>Decision on future Delivery model</p> <p>Level of business secured by Cityserve compared to previous years</p> <p>Increased level of investment in development of services</p> <p>Development of new service offering</p> <p>School satisfaction levels</p>
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<b>19. Schools Financial Services</b>  Schools Financial Services (SFS) offers a comprehensive range of financial management and business support services and products to schools and academies that are designed to meet individual requirements. The range of services and products available include: Financial Consultancy service, Financial Bursary service, Services for Academies, Tailored services, Financial Cover service, School Business Management service, support for the Schools Financial Value Standard, Finance Training for Governors, Budget Management Training for school staff, Strategic Financial Forecasting and Auditing of School Funds.				<b>Lead: David Waller – Assistant Director, People’s Finance</b>  <b>Lead Officer: Sue Beer – Head of Schools Financial Services</b>  <b>Budget 2016-17:</b> <b>£366,000 Non-trading funding to meet LA Financial</b> <b>Monitoring Role</b> <b>£1,543,000 Annual Income Target, achieved by trading with schools and academies</b>	
Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
Business as Usual	Maintain current business levels from schools in order to minimise the risk of loss of business to competitors and to achieve the annual income target.	Sue Beer	Ongoing	Maintain/increase buy back levels  Maintain/overachieve the annual income target	Undertake termly Quality Review Assessments.  Feedback from schools.
Service Improvement	Continue to develop accountancy support packages for Academies and Free Schools in order to minimise the risk of loss of income  Train and develop SFS staff in academy accounting practices and processes.	Sue Beer	Ongoing	Increased buy back from Academies and Free Schools  Level of income derived from Academies and Free Schools	Development of accounting service packages.  Number of staff providing support to Academies and Free Schools.
Business as Usual	Ensure that all maintained schools comply with the mandatory requirement to complete the Schools Financial Value Standard (SFVS).  Provide support, training and up to date guidance to schools on meeting the SFVS  Issue Notices of Concern for non-compliance with	Sue Beer	Ongoing/Annual	100% compliance with the requirement for every school to meet the SFVS on an annual basis  Notices of Concern issued in all cases of non-compliance	Number of schools achieving the SFVS each year.



	the SFVS and report to the Chief Finance Officer and the DfE as appropriate				
Business as Usual	<p>Undertake the Local Authority financial monitoring role ensuring that financial probity is being maintained in Local Authority schools.</p> <p>Report to the Chief Finance Officer within agreed timescales.</p> <p>Liaison with Birmingham Audit as appropriate.</p>	Sue Beer	Ongoing	All schools complying with BCC Financial Regulations and guidance within the Schools Financial Procedures Manual.	<p>Monitoring meetings with schools.</p> <p>Production of the termly Schools Causing Financial Concern Report to the CFO.</p>
Business as Usual	<p>Support Local Authority schools that are in, or predicted to be in, financial difficulty</p> <p>Assist schools in the formulation of Deficit Repayment Plans.</p>	Sue Beer	Ongoing	<p>Approved Deficit Repayment Plans agreed for all relevant schools.</p> <p>Reduction in the number of schools in financial difficulty.</p>	Termly meetings with schools causing financial concern.
Service Improvement	Undertake a structure review of the senior management team within SFS to ensure that it is fit for purpose.	Sue Beer	By July 2016	Implementation of structure changes by July 2016.	<p>Complete each stage of the restructure within HR agreed timescales</p> <p>Consult with staff and Trade Unions</p>

<p><b>20. School HR and Employee Relations</b> - Provides a professional HR and ER service to subscribing schools and academies, in addition to maintained schools and schools which it is the employer of staff.</p> <p>Schools HR support and advise on all aspects of HR and ER, including our statutory functions. We work in partnership with internal and external stakeholders to ensure that targeted support and intervention is provided where necessary.</p>				<p><b>Lead: Dawn Hewins - HR Director</b></p> <p><b>Lead Officer: Rebecca Ellis - Business Manager, Schools HR</b></p> <p><b>Accountable:</b></p> <p><b>Expenditure                    £4,365,497</b></p> <p><b>Income                            <u>£4,036,557</u></b></p> <p><b>Bottom line budget        £ 328,940</b></p> <p><b>FTE 50.15</b></p>	
Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
Business as Usual	Delivery of 2016/17 Traded service offer to schools and academies within agreed Service Level Agreements (SLA) as outlined in our Traded Services offer booklet.	Janet Smith & David Willey	Ongoing 2016/17	Delivery of a sharp, responsive, visible service to schools.	Take up and delivery within SLA. Buy back within range of 80 to 85% of all schools and academies 2016/17. Maintain current trend of service subscription to achieve full cost recovery.  Feedback from internal and external stakeholders

<p>Business as Usual</p>	<p>Delivery of statutory and core service functions that relate to Schools HR, working in partnership with schools and other BCC internal and external stakeholders. Including:</p> <ul style="list-style-type: none"> <li>• Teacher terms and conditions (for schools where BCC is the employer)</li> <li>• Support staff pay and conditions for those on the Birmingham Contract</li> <li>• Contracts of Employment &amp; pre-employment checks</li> <li>• Dismissal of staff when a governing body determines that the employee should cease to work at the school</li> <li>• Disclosure &amp; Barring service</li> <li>• TUPE</li> <li>• Undertake &amp; support statutory consultation with trades unions &amp; employees</li> <li>• Policies &amp; procedures for all governing bodies of schools where BCC is the employer</li> </ul> <p>Identify governing bodies and/or Head Teachers that are in need of extra support, challenge and or intervention</p>	<p>Janet Smith</p>	<p>Ongoing 2016/17</p>	<p>Delivery of a sharp, responsive, visible service to schools, providing targeted intervention as necessary.</p>	<p>Number of industrial disputes, Employment Tribunals (ETs), complaints, compliments,</p>
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<p>Service Improvement</p>	<p>Review the efficiency and cost-effectiveness of our traded services offer, including content, charging mechanisms and length of contract.</p> <p>Review resources required to trade in a changing market, ensuring we are in the best place to externally promote the service</p> <p>Consider branding and marketing of our product, imperative for attracting the best teachers and to become an employer of choice.</p>	<p>Rebecca Ellis</p>	<p>September 2016</p>	<p>Increased Income</p> <p>Improving quality of service delivery</p> <p>Become an 'employer of choice'</p>	<p>%age of schools who buy-back our services</p> <p>Client feedback</p>
<p>Service Improvement</p>	<p>Pro-actively work with schools and build stronger relationships with governing bodies, to gather insight and intelligence to enable BCC to more effectively plan and support schools, gaining competitive advantage for when schools convert to academies or when competitor contracts are up for renewal.</p> <p>Work in partnership with governors, school leaders, colleagues in BCC and the Birmingham Education Partnership (BEP) to share intelligence and offer a joined up comprehensive BCC traded service offer.</p> <p>Work with all traded services within BCC to develop and deliver a comprehensive joined up service offer.</p> <p>Consider impact when funding disappears. How can we help schools to think differently about ways of working.</p>	<p>Rebecca Ellis</p>	<p>September 2017</p>	<p>More robust plans for academy conversion</p> <p>Ability to flex resource as necessary to ensure academies are able to convert according to their plans.</p> <p>Improved BCC traded service offer</p> <p>Increased buy-back</p>	<p>Academy conversion plan with timescales</p> <p>Number of academies buying back our service</p>

<p>Service Improvement</p>	<p>Design, develop and implement recruitment and retention strategies for teachers, working effectively with BEP and all other key internal and external stakeholders.</p> <p>These include:</p> <p>Review effectiveness of Teacher Talent Team work and agree a sustainable position going forwards &amp; deliver contractual obligations for those already on the programme.</p> <p>Look for other innovative ways to improve flexibility for teachers in schools, e.g. work/life balance, ability to work part-time or in job share roles as this is the main reason that teachers leave their jobs.</p> <p>Consult on and roll-out Model Workload Policy for adoption by governing bodies in schools. It is intended to bring together the workload, well-being and mental health agenda into one easy to use Policy for schools.</p> <p>Review the career path for teaching assistants to become teachers. What support and development is provided.</p> <p>Deliver effective workforce planning to ensure that there are sufficient high quality teachers in the city.</p> <p>Continue to monitor turnover and exit analysis</p>	<p>Rebecca Ellis</p>	<p>September 2016</p>	<p>Increase number of teachers in Birmingham Schools</p> <p>Higher quality of teachers in Birmingham</p>	<p>Improving trend compared to previous year and statistical neighbours.</p>
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Service Improvement	Work with DfE, and our internal school & governor support team, in response to the Educational Excellence Everywhere white paper to develop a competency framework defining core skills and knowledge needed for governance in different contexts.	Rebecca Ellis	September 2017	Improved skills for everyone involved in governance	Development & delivery of competency based framework
Business as Usual	Develop and deliver the annual HR conference	Nicola Taylor	10 November 2016	180+ delegates Projected profit of £22,756.87	Number of delegates Client feedback
Business as Usual	Develop and deliver the 3 day Head Teacher induction programme, taking on board previous feedback. Need to consider if this is a chargeable service going forwards.	Laura Hackett	May 2016	Induction into Birmingham City  Develop relationships & market our offer	Client feedback
Business as Usual/Service improvement	Support & process all HR activities relating to academy conversions, including TUPE arrangements. Need to develop our charging structure for this.  Facilitate the HR processes for all coasting schools to become academies, in accordance with the new Education and Adoption Act.  Develop a 'becoming an academy' BCC package, including other traded services	David Willey	Charging structure agreed by end May 2016  On-going  Sept 2016	Smooth process planned and delivered within defined timeframe	Number of academy conversions  No complaints  No E.T's  No deadlines missed
Service improvement	Develop our 5 year HR plan and service offer, allowing us to effectively work towards the BCC vision and deliver the Educational Excellence Everywhere white paper.	Rebecca Ellis	Sept 2016	Future Delivery Model for Schools HR	Plan in place

	Encourage and support schools to work together effectively to allow for better resource and business planning. Create an HR forum, initially across the combined authority; to discuss key issues e.g. teachers pay and poaching of staff, similar to that of the children's services model, to mitigate against potential spiralling of teachers pay.				
Business as Usual	Implementation of the Future Council Workforce Contract for support staff and associated workforce savings	Rebecca Ellis & Janet Smith	Consultation -end of June.  Voluntary offer letter, potential dismissal & re-engagement Sept/Oct 2016  Implement Sept 2017	Avoidance of equal pay risk.	Savings achieved
Business as Usual	Replacement of Content Management System (CMS) on Schools HR Portal	Janet Smith	End Sept 2016	Accessibility to advice and guidance for schools and academies on the Portal	Improved feedback from Schools Portal Users.
Business as Usual	Development of services on the Schools HR Portal to a) meet customer demand for additional management information b) increase cost efficiency of the service	Janet Smith	End March 2017	Capitalise on USP of management information which should improve/retain take up of the service.	Improved feedback from Schools Portal Users  Reduction of cost or reallocation of resources to meet alternative need

				Reduce the running costs of Schools HR through the introduction of leaner processes.	
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<b>21. Legal Services</b>  Provides legal advice and assistance to schools and the Education Service on statutory obligations, government guidance, disputes, contract and land concerns, employment issues, data law and other legal issues relating to schools, child safeguarding and the Council's education functions.				<b>Lead: City Solicitor / Monitoring Officer</b>  <b>Lead Officer: Ian Burgess - Head of Law, Education and Schools</b>  <b>Staffing: Education Legal Team – 5 FTE; Appeals – 3FTE</b>  <b>Budget: £436,000</b>	
Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
Service Improvement	<b>Service Review</b> - Review of how instructions to Legal Services are presented, received and processed including a review of the levels of demand for different areas of legal work and whether work that is not of a legal nature should be returned to the Education Service. Financial clarity concerning the demand for legal services across different education service areas.	Ian Burgess	September 2016	Strengthened working arrangements with the Education Service to enable legally compliant education service delivery with cost effective legal input focussed on Education Service priorities.	System efficiencies and improvements including a new instruction process.  Quarterly reporting on demand for legal services by worktype.
Business as Usual	<b>School Appeals</b> - To make arrangements for the administration of school admission appeals and pupil exclusion reviews (estimate - 3000 hearings) and for the appeal hearings to be run in accordance with statutory requirements. LEAN process review to identify system efficiencies and improvements.	Ian Burgess	31 March 2017	Ensures the independence of appeal panels and that all appeals are conducted in an efficient, fair and transparent way.	Appeals heard by an Independent Appeal Panel within 40 school days (30 school days for in-year admissions)
Business as Usual	<b>Whistleblowing</b> – co-ordination; assistance and advice	Michael	June 2016	Numbers of referrals /	Revised policy produced and

Usual	in relation to whistleblowing complaints/ investigations; improvement of whistleblowing processes. Review of the existing Whistleblowing and Serious Misconduct Policy.	Day		whistleblowing received and tracking relating to governance and case tracking of responses to closure. Effectiveness of any intervention made through case tracking and reporting of any emerging trends.	approved by Cabinet.  Number of complaints received compared with number of complaints closed.  80% of response times met.
Service Improvement	<b>Education and Adoption Act / Academies / School Organisation and asset management</b> – increased demand for advice and assistance to navigate the changes in the law relating to schools causing concern; intervention; ‘coasting schools’; more academy conversions; responsibility to facilitate conversions; and the changes to the statutory guidance on School Organisation proposals; advice on responding to local demand and population changes, and the areas where a statutory process must be followed.	Ian Burgess	May 2016 +	Compliance with the law and transparent decision making regarding school places, premises, staff and asset management.	Advice, guidance and briefings provided on the Education and Adoption Act and School Organisation guidance changes.
Service Improvement	<b>Traded Offer - Legal Services for Schools</b> –Development of a new way of working with schools. Dependencies include offer and framework development; finance and invoice arrangements; Fair Funding Scheme review; approvals; consultation; Solicitor Regulation Authority requirements and waivers; and marketing.	Ian Burgess	March 2017	Client and lawyer relationship with schools.  Improved legal support and risk management for schools.  General fund savings.	Consultation and approval stages. Service Level Agreement in place.
Business as Usual	<b>Engagement and partnership working; and the provision of high quality, efficient and effective legal advice to the Education Service and schools.</b>	Ian Burgess	Ongoing	Strengthened and improved working arrangements with the	Legal support provided for projects and work streams including, e.g. Home to School

				<p>Education Service and schools to provide best value legal support which is effective and efficient and to act as an enabler to education service delivery.</p>	<p>Transport; Early Years Review; Cabinet and other executive reports.</p> <p>Engagement with schools; the Department for Education; Schools Forum; and joint-working with other providers of legal services.</p>
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<b>22. Communication and Stakeholder Engagement</b>  The Stakeholder Engagement team designs, develops and delivers internal and external stakeholder engagement and communication strategies to meet the needs and legislative changes which are impacting on the Directorate for People.				<b>Lead: Laura Hendry</b> <b>Line Manager: June Marshall, Head of Stakeholder Engagement</b>  <b>Staffing: 1 Education Stakeholder Engagement Manager</b>  <b>Budget: Contained with Strategic Leadership budget that supports Leadership and Business Unit Service Plan</b>	
Ref	Priorities / Deliverables	Owner	Timeframe	Outcomes & Impact	Measures
Business as Usual	Improve BCC's communication with schools and education providers through, but not limited to, regular production of the weekly School Noticeboard, termly newsletters, close working with BEP and proactive use of social media.	Laura Hendry	Ongoing during 2016/17	Stakeholders are engaged and have a common understanding of "who does what" across Education. Closer working relationships between BCC and schools.	Monitor the effectiveness by: <ol style="list-style-type: none"> <li>1. Volume, number of hits, access, comments etc</li> <li>2. Feedback from stakeholders</li> <li>3. How "engaged" stakeholders are, for example, suggestions for new content and approaches</li> </ol>
Business as Usual	Improve BCC's engagement with internal staff and stakeholders through, but not limited to, regular briefings, email updates, documents like the Education Core Offer and Traded Services booklet and information packs for new Headteachers. Proactive use of social media to share Education news with the wider Birmingham community.	Laura Hendry	Ongoing during 2016/17	Staff are well informed and aware of the current priorities for Education both operationally and in the context of the new Education Plan 2016/17.	Monitor the effectiveness by: <ol style="list-style-type: none"> <li>1. Good attendance by staff and schools at the various briefings.</li> <li>2. Suggestions of content and structure from stakeholders</li> </ol>
Service Improvement	Improve Education's web presence by working with services to separate school facing from public facing web content and rewriting and restructuring Education pages of the	Laura Hendry	December 2016	Information about Education services is available online in a consistent, easy to read format. The customer journey around the website is easy and intuitive.	Monitor the effectiveness by: <ol style="list-style-type: none"> <li>1. Statistics on the visits to web pages, comparing with the 2015/16 levels</li> <li>2. Feedback from staff and public using a variety of channels,</li> </ol>

	BCC website in preparation for the new content management system. Review Education web content held on other websites in advance of the move to the new content management system and undertake ongoing reviews.			Information for schools is available in one place.	including corporate web surveys of users 3. Feedback from schools about the accessibility of information.
Business as Usual	Improve the opportunities for schools and stakeholders to provide feedback to BCC and ensure the feedback is analysed and reported on.	Laura Hendry	Ongoing during 2016/17	Schools and stakeholders feel able to give their feedback and feel that BCC listens and acts on it. BCC is able to show improvement based on feedback.	Monitor the effectiveness by: 1. Increased responses to school survey 2. Feedback from briefings and other engagement events 3. You said, We did reports