



THE LONDON BOROUGH
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DATE: 12 September 2016

EDUCATION SELECT COMMITTEE

Meeting to be held on Thursday 15 September 2016

Please see the attached additional report(s) and information for the meeting due to be held on 15 September 2016.

9a EDUCATION PORTFOLIO PLAN (PAGES 3 - 24)

**12e WRITTEN STATEMENT FROM THE HEADTEACHER OF BROMLEY
BEACON ACADEMY AND BROMLEY TRUST ACADEMY (PAGES 25 -
32)**

***In addition please note that Item 6 – Review of the Select Committee Process has
been deferred for consideration at the Education Select Committee meeting on
23 March 2017**

***Copies of the documents referred to above can be obtained from
<http://cds.bromley.gov.uk/>***

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Report No.
ED 17010

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: **EDUCATION PORTFOLIO HOLDER**

Date: **For consideration by the Education Select Committee on Thursday 15th September 2016**

Decision Type: Non-Urgent Executive Non-Key

Title: **DRAFT 2016/17 ACADEMIC YEAR EDUCATION PORTFOLIO PLAN**

Contact Officer: Jane Bailey, Director of Education
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Chief Officer: Doug Patterson, Chief Executive
Tel: 0208 313 4354 E-mail: doug.patterson@bromley.gov.uk

Ward: (All Wards);

1. Reason for report

This report presents the Education Select Committee with the draft portfolio priorities and aims for the 2016/17 academic year. The priority outcomes reflect the Building a Better Bromley vision for our children and young people and set out the direction of travel for education in the borough.

2. **RECOMMENDATIONS**

The Education Select Committee is requested to comment on the draft Education Portfolio Plan for 2016/17.

The Education Portfolio Holder is requested to agree the 2016/17 draft Education Portfolio Plan.

Corporate Policy

1. Policy Status: Existing Policy:
 2. BBB Priority: Children and Young People Supporting Independence:
-

Financial

1. Cost of proposal: No Cost:
 2. Ongoing costs: Not Applicable:
 3. Budget head/performance centre: Education Portfolio
 4. Total current budget for this head: £5.245m
 5. Source of funding: Dedicated Schools Grant; Education Services Grant; Council's General Grant
-

Staff

1. Number of staff (current and additional): 272 FTE
 2. If from existing staff resources, number of staff hours: N/A
-

Legal

1. Legal Requirement: None:
 2. Call-in: Applicable:
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): All children and young people within the borough of Bromley.
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments: N/A

3. COMMENTARY

3.1 The March 2016 Education White Paper 'Educational Excellence Everywhere', clearly defined the expected role of the Local Authority in relation to education, focusing duties on the following areas:-

- Ensuring that there are sufficient schools, special schools and alternative provision places to ensure that every child has a school place;
- Ensuring the needs of vulnerable children are met, including: identifying, assessing and making provision for children with Special Educational Needs (SEN); promoting school attendance and tackling absence; ensuring alternative provision is available for excluded pupils or those who cannot attend mainstream schools; safeguarding children and working with schools to ensure they understand and discharge their safeguarding duties; and supporting vulnerable children;
- Acting as champions for all parents and families including: listening to and promoting the needs of parents, children and the local community; supporting parents in navigating the admissions system; supporting parents to understand and navigate local SEN arrangements; and championing high standards locally for all pupils, working with the Regional Schools Commissioner to address underperformance.

3.2 Key achievements against the 2015/16 plan include:-

- Expansion of educational provision to meet the 4,040 primary and 3,492 secondary on time applications for school places.
- 84% of secondary school and more than 90% of primary school on time applicants received their first or second preference.
- Pilot 'Job Coaching and Systemic Instruction' programme supported seven young people with more complex needs into paid employment.
- Education, Health and Care Plans completed for all young people leaving school and moving to further education.
- Of a cohort of 10,503 16-18 year olds, 332 (3.2%) young people were recorded as 'Not in Education or Employment' (NEET), and 684 (6.5%) young people's participation status was 'Not Known' as at December 2015. This reflects a significant improvement on the December 2014 performance of 4.5% and 8.2% (864 young people).
- 58 governor training sessions delivered, attended by over 1,200 governors. Four Local Authority panels held with six candidates accepted.
- 35 courses delivered through the Mottingham and Cotmandene Centres engaging with 163 local residents (267 enrolments) on courses such as Excel spreadsheets and working with tablets and laptops.
- 54 learners undertook courses delivered in conjunction with Job Centre Plus, covering areas such as CV writing and Office IT.

3.3 The Education Portfolio Plan for 2016/17 (Appendix 1) focuses on ensuring the best possible future for the children and young people of Bromley, through:-

- Fulfilling our duty of care to ensure the health, wellbeing and achievements of our vulnerable children;
- Safeguarding children and young people within schools and the community;
- Encouraging excellent educational opportunities from the early years through to further and higher education for all Bromley children and young people, including those with Special Educational Needs.

3.4 These priority outcomes will be underpinned by supporting aims, and key areas for the 2016/17 Portfolio include:-

The Basic Need Programme is responding to demand for additional school places through a combination of bulge classes, permanent expansion of existing schools and new free schools;

Improving life outcomes for young people with Special Educational Needs (SEN) and Social, Emotional and Mental Health Needs (SEMH) through both the Local Offer and expansion of provision to meet local need and reduce reliance on out of borough places;

Education for those over the school leaving age, delivered through the Bromley Adult Education College, provides lifelong learning and training for employment and career development, and learning for personal development. Working in partnership with the voluntary and third sector, BAEC continues to focus on delivering a range of courses to develop core skills, including for those students with Special Educational Needs.

3.5 Progress against the Portfolio priorities will be reported to the Education Select Committee throughout 2016/17.

4. POLICY IMPLICATIONS

The proposed Portfolio Plan for 2016/17 reflects the Building a Better Bromley vision and both the local and national priority direction for Education Services.

5. FINANCIAL IMPLICATIONS

The Four Year Financial Strategy provides an overview of the key service and financial pressures facing the Council and identifies in detail the cost pressures facing the Education, Care and Health Services department.

6. LEGAL IMPLICATIONS

There are no legal implications arising directly from this report. Any legal implications arising from the implementation of the various actions contained within the plan will be reported to the PDS Committee separately.

Non-Applicable Sections:	Personnel Implications
Background Documents: (Access via Contact Officer)	N/A



Education Portfolio Priorities

September 2016 – August 2017

DRAFT

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**The London Borough of Bromley
'Building a Better Bromley' objective**

In Support of our Children and Young People

We will ensure the best possible future for the children and young people of Bromley, through:-

- Fulfilling our duty of care to ensure the health, wellbeing and achievements of our vulnerable children
- Safeguarding children and young people within schools and the community
- Encouraging excellent educational opportunities from the early years through to further and higher education for all Bromley children and young people, including those with Special Educational Needs.

Priority 1

We will ensure the best possible future for the children and young people of Bromley, through:-

- Fulfilling our duty of care to ensure the health, wellbeing and achievements of our vulnerable children

This will be achieved by:

Aims	Actions for 2016/17		
	Autumn Term	Spring Term	Summer Term
Aim 1a Establish new Community Learning Advisory Consortium (CLAC) to provide local intelligence and help inform curriculum planning to ensure provision meets the needs of vulnerable groups Lead Officer: Carol Arnfield Head of Service, Adult Education	Identify and establish membership of the Community Learning Advisory Consortium, to include representation from Public Health, Adult Social Care, and appropriate third sector organisations First meeting to be held by 30/11/16. Terms of Reference for the Community Learning Advisory Consortium agreed	Second meeting to take place before February half term 2017. Aim of identifying new cohorts/vulnerable groups and agree priorities for remainder of academic year	Third meeting to take place in May 2017. Aims of the meeting are to <ul style="list-style-type: none"> - Review progress made in engaging vulnerable adults - Identify new target groups and/or provision types for 2017/18 academic year

Priority 1

We will ensure the best possible future for the children and young people of Bromley, through:-

- Fulfilling our duty of care to ensure the health, wellbeing and achievements of our vulnerable children

This will be achieved by:

Aims	Actions for 2016/17		
	Autumn Term	Spring Term	Summer Term
Aim 1b Improve life outcomes for young people with Special Educational Needs and Disabilities (SEND), transitioning from Children's Services to adult life Lead Officer: Debi Christie Commissioning Manager 16-25 (Specialist Provision)	<p>Through the Social Care Innovation Fund (Phase 2), develop a focused project that reinvents the 'short break' model to broaden community inclusion</p> <p>Develop a Post-16 policy for placement decision making at independent schools that include off-site/sub contracted provision to ensure young people are connected to their local communities through high quality and appropriate Post-16 placements</p> <p>Pilot programme with SEN Transport in partnership with independent out of borough schools to promote independence and social interaction with peers, which will support broader options for young people as they prepare for employment</p>	<p>Completion of all Statements of Special Educational Needs to Education, Health and Care Plans for young people leaving school and moving to further education, outlining outcomes that support preparing for adult life</p> <p>Facilitate stronger partnerships between schools and colleges to map the curriculum across provision, with a focus on employment</p> <p>Facilitate partnerships to set up link programmes (were possible) between out of borough schools and Bromley College</p> <p>Develop and test materials that support professionals and families to think about holistic outcomes across education health and social care from the earliest years, in line with the SEND Code of Practice</p>	<p>Completion of conversions from Statements of Special Educational Needs to Education, Health and Care Plans for young people in year 9, outlining outcomes across the four life pathways that support a more effective transition to further education or employment</p> <p>Review the supported employment programme at Bromley College and report on 'paid employment' outcomes</p>

Priority 1

We will ensure the best possible future for the children and young people of Bromley, through:-

- Fulfilling our duty of care to ensure the health, wellbeing and achievements of our vulnerable children

This will be achieved by:

Aims	Actions for 2016/17		
	Autumn Term	Spring Term	Summer Term
Aim 1c Through collaborative work with Bromley schools, improve and support inclusive practice for pupils with Social, Emotional and Mental Health needs (SEMH) Lead Officer: Julia Cavalli Head of Special Educational Needs and Disability (SEND)	Develop robust Special Educational Needs systems to identify and support pupils with Social, Emotional and Mental Health needs Review Local Authority Advisory Support systems to deliver a responsive and equitable service to all Bromley schools	Define and agree roles and responsibilities between all partners (schools, Bromley Trust Academy and the Local Authority)	Reduce permanent exclusions in Bromley Primary schools to zero
Aim 1d Improve the efficiency and delivery of services for children with the most complex and specialised needs Lead Officer: Mary Çava Special Educational Needs and Disability (SEND) Reforms Implementation Manager	Commence roll out of Dynamic Purchasing system to proactively manage the commissioning of provision of places at independent special schools Quality Assure at least 50 independent special schools	Quality assure a further 30 independent special schools to enable the South London Commissioning Group to provide a wider choice of provision and value for money	Review implementation of Dynamic Purchasing system

Priority 1

We will ensure the best possible future for the children and young people of Bromley, through:-

- Fulfilling our duty of care to ensure the health, wellbeing and achievements of our vulnerable children

This will be achieved by:

Aims	Actions for 2016/17		
	Autumn Term	Spring Term	Summer Term
Aim 1e Implement the Special Educational Needs Education Reform as laid out in the Children and Families Act through a skilled and knowledgeable workforce, ensuring the confidence of parents and families Lead Officer: Julia Cavalli Head of Special Educational Needs and Disability (SEND) Mary Çava Special Educational Needs and Disability (SEND) Reforms Implementation Manager	Ensure young people in statutory specified transition groups, and their parents and carers, are informed of the Education, Health and Care transition process through refreshed Local Offer information, advice and guidance on Bromley MyLife	50% of Special Educational Needs statements, in the statutory specified groups, converted to Education, Health and Care Plans	85% of Special Educational Needs statements, in the statutory specified groups, converted to Education, Health and Care Plans

We will measure achievement by:

Reduction in exclusions in Bromley schools

85% of Special Educational Needs statements in the statutory specified groups converted to Education, Health and Care Plans

The funding allocation target for Community Project provision is achieved – 100%

Targets of 135 courses, achieving 1,000 enrolments with 700 participating adults from identified vulnerable groups

Priority 2

We will ensure the best possible future for the children and young people of Bromley, through:-

Safeguarding children and young people within schools and the community

This will be achieved by:

Aims	Actions for 2016/17		
	Autumn Term	Spring Term	Summer Term
Aim 2a In partnership with local schools and Children and Family Centres (CFC's), devise and deliver a programme of family learning activities that supports English, maths and language skills, and family cohesion Lead Officer: Carol Arnfield Head of Service, Adult Education	Plan and deliver a programme of family English, maths and language activities: 14 courses in primary schools 3 courses in Children and Family Centres Plan and deliver within Children and Family Centres 25 courses aimed at improving the lives of families and communities through better parenting and greater community engagement	Review autumn term provision Plan and deliver a programme of family English, maths and language activities: 12 courses in primary schools 3 courses in Children and Family Centres Plan and deliver within Children and Family Centres a further 15 courses aimed at improving the lives of families and communities through better parenting and greater community engagement	Review spring term provision Plan and deliver a programme of family English, maths and language activities: 12 courses in primary schools 6 courses in Children and Family Centres Plan and deliver within Children and Family Centres a further 12 courses aimed at improving the lives of families and communities through better parenting and greater community engagement Identify priorities for 2017/18
Aim 2b Deliver support and intervention to early years providers to safeguard young children below five years of age in childcare and early learning settings Lead Officer: Carol Arnfield Head of Service, Adult Education	Deliver up to date safeguarding training to all providers requiring training to ensure they meet Early Years Foundation Stage requirements Initiate and support safeguarding investigations with the Local Authority Designated Officer (LADO), involving Ofsted as required	Deliver up to date safeguarding training to all providers requiring training to ensure they meet Early Years Foundation Stage requirements Initiate and support safeguarding investigations with the Local Authority Designated Officer (LADO), involving Ofsted as required	Deliver up to date safeguarding training to all providers requiring training to ensure they meet Early Years Foundation Stage requirements Initiate and support safeguarding investigations with the Local Authority Designated Officer (LADO), involving Ofsted as required

Priority 2

We will ensure the best possible future for the children and young people of Bromley, through:-

Safeguarding children and young people within schools and the community

This will be achieved by:

Aims	Actions for 2016/17		
	Autumn Term	Spring Term	Summer Term
Aim 2c Establish, through a needs assessment, the revised model of nursing staff health input into the safeguarding process for children aged 5-19 Lead Officer: Dr Jenny Selway Consultant, Public Health	Review of the health safeguarding role for children aged 5-19 to be completed	New service to commence in April 2017	
Aim 2d Implement the 2016/17 Youth Offending Service (YOS) improvement plan ensuring that national and local standards for the Bromley YOS are met consistently throughout the service Lead Officer: Jane Bailey Director of Education	Review progress against the <ul style="list-style-type: none"> - 4 actions due to complete in summer 2016 to ensure required improvements have been achieved - 26 actions in course and due to complete in the autumn term 2016/17 - 59 actions in course and due to complete in the spring and summer terms of 2016/2017 	Review progress against the <ul style="list-style-type: none"> - 36 actions in course and due to complete in the spring term due to commence by the end of the autumn term 2016/17 - 23 actions in course and due to complete in the summer term 2016/17 	Review progress against the <ul style="list-style-type: none"> - 23 actions in course and due to complete in the summer term 2016/17

Priority 2

We will ensure the best possible future for the children and young people of Bromley, through:-

Safeguarding children and young people within schools and the community

This will be achieved by:

Aims	Actions for 2016/17		
	Autumn Term	Spring Term	Summer Term

We will measure achievement by:

Monitoring compliance of Early Years settings with safeguarding training and evidence of active participation in safeguarding investigations

The funding allocation target for Family Learning is achieved

For Family Learning English, maths and language provision attendance and retention rates are at least 90%

For Family Learning provision supporting family cohesion delivered in Children and Family Centres attendance and retention rates are at least 80%

Priority 3

We will ensure the best possible future for the children and young people of Bromley, through:-

- Encouraging excellent educational opportunities from the early years through to further and higher education for all Bromley children and young people including those with Special Educational Needs

This will be achieved by:

Aims	Actions for 2016/17		
	Autumn Term	Spring Term	Summer Term
Aim 3a Implementation of the Primary and Secondary School Development Plans (including expansions) to provide additional school places for September 2017 and beyond, with focus on the following areas of concentrated demand:- Beckenham Central Bromley Cray Valley Penge and Anerley Lead Officer: Rob Bollen Head of Strategic Place Planning	Complete permanent expansion of Edgebury Primary School from 1 FE to 2 FE Award contract for refurbishment and permanent expansion of St Georges Church of England Primary School from 1.5 FE to 2 FE Award contract for permanent expansion of Stewart Fleming Primary School from 2 FE to 3 FE Commencement of permanent expansion of Farnborough Primary School from 1 FE to 2 FE (subject to planning permission) Completion of Phase 1 of Bishop Justus 2 FE permanent expansion	Commencement of permanent expansion works at both Poverest and Leesons Primary schools from 1 FE to 2 FE Report updated Basic Need programme to Education Select Committee	Completion of permanent expansion works at Poverest and Leesons Primary schools Completion of permanent expansion works (Phase 1) at Stewart Fleming Primary School Implement next phase of the Basic Need Programme to deliver permanent expansion and bulge classes where required

Note:- 1 Form of Entry (FE) = 30 places

Priority 3

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- Encouraging excellent educational opportunities from the early years through to further and higher education for all Bromley children and young people including those with Special Educational Needs

This will be achieved by:

Aims	Actions for 2016/17		
	Autumn Term	Spring Term	Summer Term
Aim 3b Work with the Education Funding Agency (EFA) to support the creation of free schools where they address basic need or diversity of provision Lead Officer: Rob Bollen Head of Strategic Place Planning	Continue dialogue with the Education Funding Agency (EFA) and free school proposers to meet the demonstrable need for school places	Continue dialogue with the Education Funding Agency (EFA) and free school proposers to meet the demonstrable need for school places	Continue dialogue with the Education Funding Agency (EFA) and free school proposers to meet the demonstrable need for school places
Aim 3c Ensure sufficient supply of specialist and alternative education provision to meet local need and reduce reliance on out of borough places Lead Officer: Rob Bollen Head of Strategic Place Planning	Commence expansion of Key Stage 2 and Key Stage 3 provision at The Bromley Beacon Academy (for children with social, emotional and mental health needs), to co-educational provision for up to 48 pupils (subject to funding and planning permission) Open Key Stage 4 and Key Stage 5 Bromley Beacon Academy co-educational provision for up to 77 children with social, emotional and mental health needs	Commence development of 1 FE Key Stage 2 increased special educational needs provision at Tubbenden Primary School	Implement next phase of works to deliver Key Stage 2 and Key Stage 3 provision for children with social, emotional and mental health needs. Implement next phase of works to deliver 1 FE Key Stage 2 increased special educational needs provision

Priority 3

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- Encouraging excellent educational opportunities from the early years through to further and higher education for all Bromley children and young people including those with Special Educational Needs

This will be achieved by:

Aims	Actions for 2016/17		
	Autumn Term	Spring Term	Summer Term
Aim 3d Agree intervention and support to remaining maintained schools below 'Good' to ensure improvement in under performing schools Lead Officer: Carol Arnfield Head of Service, Adult Education	Virtual Schools Action Group identifies schools which require early or rapid intervention, as well as issues of concern. Develop action plan to monitor impact Provide support to Local Authority Maintained schools, building capacity to bring about the necessary improvements with achievements and standards, provided either through in house resources or through commissioning specialist school improvement expertise Improvements to under performing schools reported to Education Select committee on request	Virtual Schools Action Group identifies schools which require early or rapid intervention, as well as issues of concern. Develop action plan to monitor impact Provide support to Local Authority Maintained schools, building capacity to bring about the necessary improvements with achievements and standards, provided either through in house resources or through commissioning specialist school improvement expertise Improvements to under performing schools reported to Education Select committee on request	This will no longer be a Local Authority function

Priority 3

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- Encouraging excellent educational opportunities from the early years through to further and higher education for all Bromley children and young people including those with Special Educational Needs

This will be achieved by:

Aims	Actions for 2016/17		
	Autumn Term	Spring Term	Summer Term
Aim 3e Deliver support and challenge for Early Years providers, in line with statutory requirements, focusing on those receiving a less than 'Good' Ofsted inspection outcome and those registered but which have not yet had their first inspection Lead Officer: Carol Arnfield Head of Service, Adult Education	Identify settings in need of support, develop and deliver action plans in individual settings Deliver 2016/17 training plan for Early Years settings including updating settings on latest requirements and developing good and outstanding practice in safeguarding, leadership, high quality early years provision and child care	Identify settings in need of support, develop and deliver action plans in individual settings Deliver 2016/17 training plan for Early Years settings including updating settings on latest requirements and developing good and outstanding practice in safeguarding, leadership, high quality early years provision and child care	Identify settings in need of support, develop and deliver action plans in individual settings Develop 2017/18 training plan for Early Years settings

Priority 3

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- Encouraging excellent educational opportunities from the early years through to further and higher education for all Bromley children and young people including those with Special Educational Needs

This will be achieved by:

Aims	Actions for 2016/17		
	Autumn Term	Spring Term	Summer Term
Aim 3f Support 9 remaining Primary Maintained schools (excluding special schools) to convert to academy status Lead Officer: Jane Bailey Director of Education	Explore options with maintained schools for conversion to academy status including, <ul style="list-style-type: none"> - Formal and informal collaborative groups - Partnership and cluster arrangements - Trust options Provide packages of support (HR/Finance/Legal/Brokerage) to schools undergoing conversion Report to Education Select committee on academy conversion progress	Explore options with maintained schools for conversion to academy status including, <ul style="list-style-type: none"> - Formal and informal collaborative groups - Partnership and cluster arrangements - Trust options Provide packages of support (HR/Finance/Legal/Brokerage) to schools undergoing conversion Report to Education Select committee on academy conversion progress	Explore options with maintained schools for conversion to academy status including, <ul style="list-style-type: none"> - Formal and informal collaborative groups - Partnership and cluster arrangements - Trust options Provide packages of support (HR/Finance/Legal/Brokerage) to schools undergoing conversion Report to Education Select committee on academy conversion progress

Priority 3

We will ensure the best possible future for the children and young people of Bromley, through:-

- Encouraging excellent educational opportunities from the early years through to further and higher education for all Bromley children and young people including those with Special Educational Needs

This will be achieved by:

Aims	Actions for 2016/17		
	Autumn Term	Spring Term	Summer Term
Aim 3g Deliver a range of courses for adults with special educational needs to develop core skills, confidence and independence Lead Officer: Carol Arnfield Head of Service, Adult Education	Provide and deliver a total of 32 courses of which <ul style="list-style-type: none">- 9 focused on developing core skills of speaking and listening- 13 focused on developing independent living skills	Provide additional courses for adults with special educational needs and delivered in community venues Target outcomes to be agreed early spring term	Identify progression needs of participating adults with special educational needs. Plan provision to meet identified needs or signpost to alternative providers. Use market intelligence to plan provision targeted at non participating adults with special educational needs

Priority 3

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- Encouraging excellent educational opportunities from the early years through to further and higher education for all Bromley children and young people including those with Special Educational Needs

This will be achieved by:

Aims	Actions for 2016/17		
	Autumn Term	Spring Term	Summer Term
Aim 3h Provide a range of English and maths qualification courses with structured progression from Entry 1 to Level 2 Functional skills/GCSE for adults wishing to improve their core skills Lead Officer: Carol Arnfield Head of Service, Adult Education	Provide and deliver a total of 26 English and maths courses of which: <ul style="list-style-type: none"> - Entry level, 8 courses - Level 1, 8 courses - Level 2, 4 courses - GCSE, 6 courses Review enrolment and plan for any identified additional need	Provide progression courses for those learners completing English and maths. Awards and provision to meet needs of new learners with a target of an additional 16 courses to start in February 2017	Identify progression needs of participating adults. Plan provision to meet identified needs or signpost to alternative providers
We will measure achievement by:			

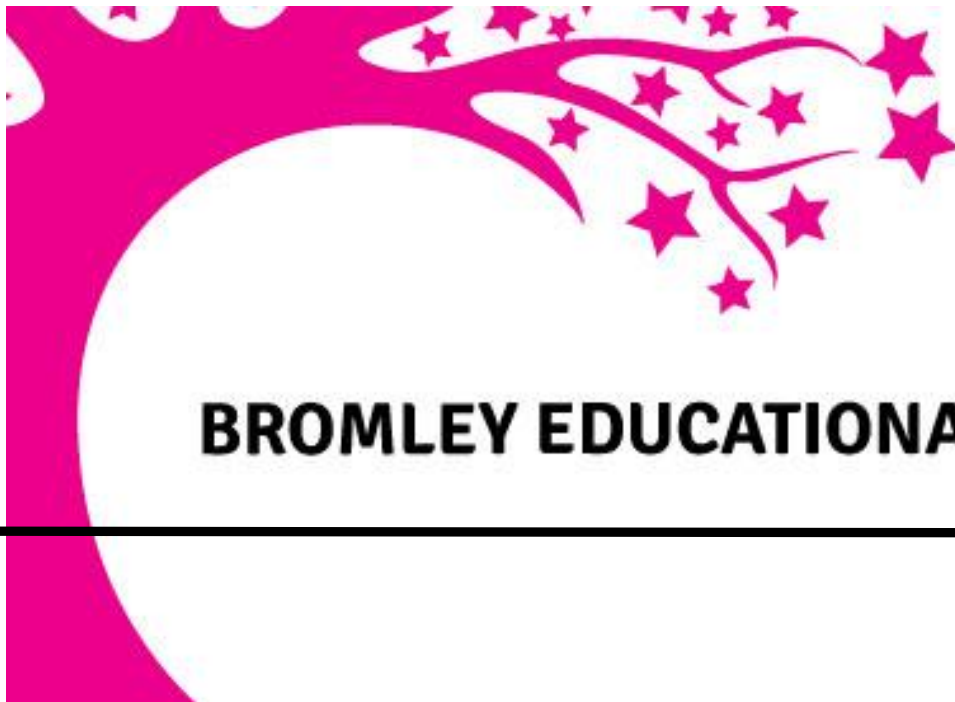
Priority 3

We will ensure the best possible future for the children and young people of Bromley, through:-

- Encouraging excellent educational opportunities from the early years through to further and higher education for all Bromley children and young people including those with Special Educational Needs

This will be achieved by:

Aims	Actions for 2016/17		
	Autumn Term	Spring Term	Summer Term
All on time applicants are able to receive a school place within published timescales			
Percentage of on time applicants receiving their first choice of school.			
Schools and Early Years settings improving attainment and Ofsted outcomes of 'Good' or above			
Achieving school conversions to academy status planned for 2017			
Funding allocation target for Special Educational Needs, English and maths provision is achieved – 100%			
Final outcomes for adults with Special Educational Needs: Achievement rate 90%, Retention rate 90%, Attendance rate 90%			
Final outcomes for adults and maths provision; Achievement and Retention rates to meet national benchmarks (yet to be released), Attendance rate 81%			



Education Select Committee Report 15th September 2016

Executive Summary

This report provides an overview of Bromley Educational Trust, the specific schools within it including how they are performing at this time as well as future strategy to support the ever changing educational landscape both locally and nationally. It also highlights key risks that the Trust and London Borough of Bromley need to be aware of and work in partnership to ensure the most vulnerable and disadvantaged young people within the borough have an outstanding educational experience moving forward.

Introduction

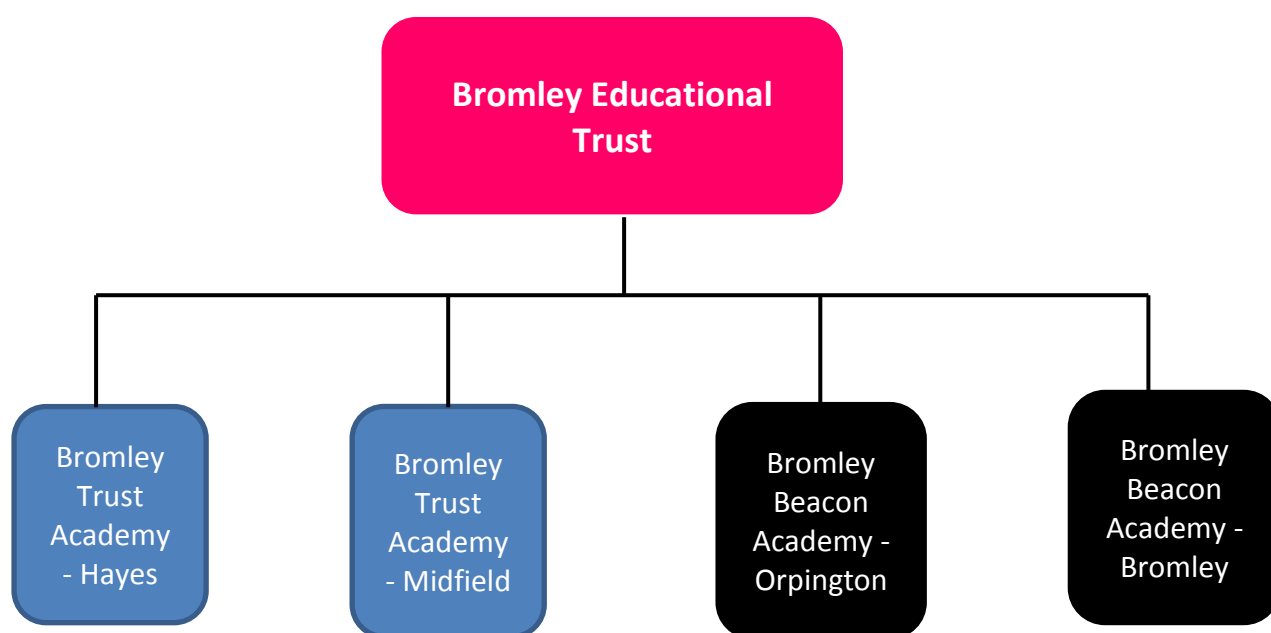
In 2013 Bromley College was invited by the Department for Education and the London Borough of Bromley to become an Academy sponsor. This was based on its track record for driving up standards and subsequently learner outcomes across the College, a reputation for responsiveness to local needs, and the successful merger with Orpington College the previous year. Following the merger, it had achieved a grade 2 'Good with Outstanding features' inspection report.

In 2014 the College established Bromley Educational Trust (BET) as a Multi-Academy Trust sponsored by the College to provide the very best education and training opportunities for children and young people within the Bromley Borough. In September 2014, BET became the sponsors of the PRUs within Bromley, formerly known as Kingswood and Grovelands.

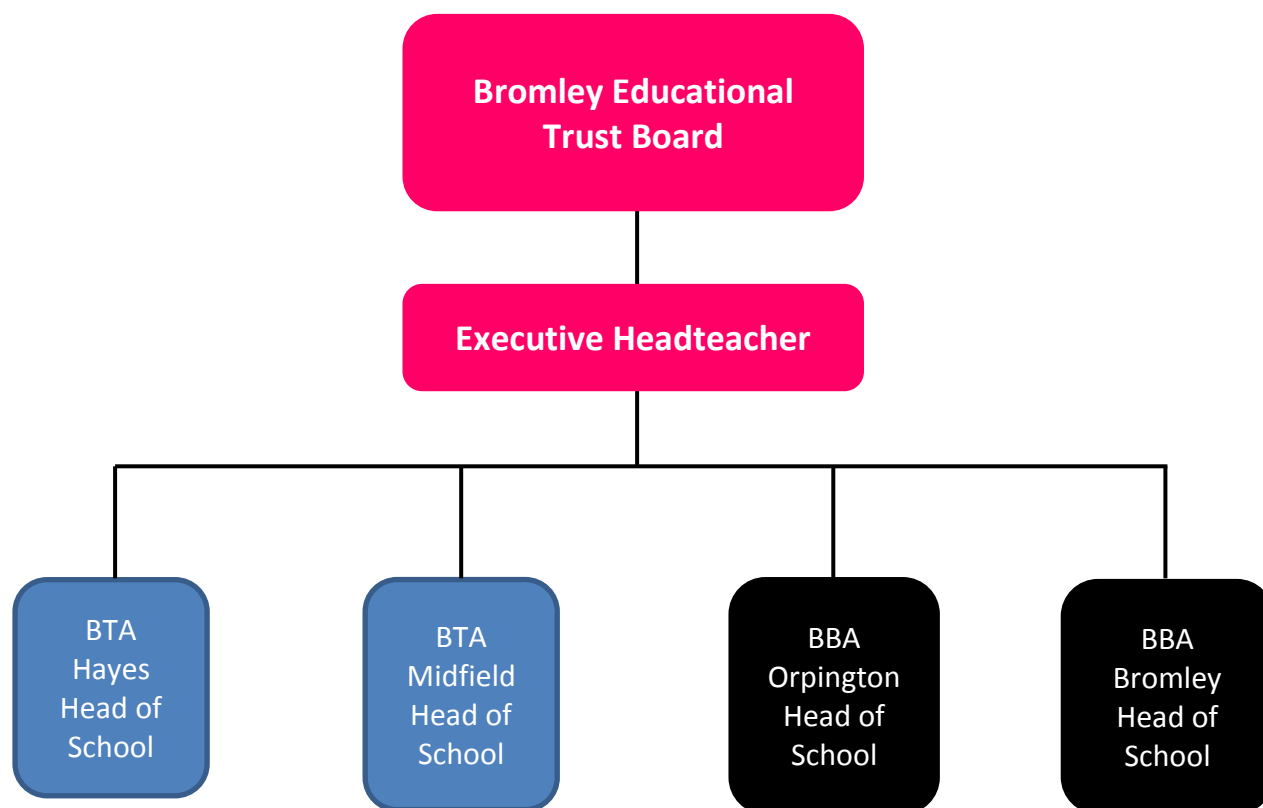
The Trust has continued to develop its partnership working with LBB and as a consequence in February 2016, Burwood School successfully converted to Bromley Beacon Academy and become the second school within the Trust.

The focus of the BET to date has been on Special and Alternative Provision servicing the needs of the most disadvantaged and vulnerable young people in the Borough. The success of the Trust is well-recognised by the Local Authority, the partner schools and most importantly the young people and their parents. We believe that the success we have achieved has been through relentless raising of standards and providing children and young people with a more relevant and focused curriculum.

Present structure of BET



Leadership Structure of the Trust



Bromley Beacon Academy

Bromley Beacon Academy (formerly known as Burwood School), up to 1st September 2016 was a SEMH Special School for Key Stage 3 and Key Stage 4 boys only. Since conversion in February 2016, the academy has submitted a successful application to the DfE for significant changes to both the gender and age range. The academy is now a co-educational academy for Key Stage 2 to 5. The academy has also expanded in terms of sites due to the introduction of Beacon House which the London Borough of Bromley has funded to allow for a successful expansion of gender and roll numbers. The Orpington site is the Key Stage 2 and 3 provision where the focus is developing core skills in English and maths whilst the Bromley site is the Key Stage 4 and 5 specialist vocational provision.

All students who attend this Special School have an EHCP with funded places available for this year of 70, with the numbers increasing year on year until finally 120 young people (2018/19) are placed within the academy.

Places are funded at £19,000 top up for each student.

Bromley Trust Academy

Bromley Trust Academy (formerly known as Kingswood and Grovelands) is an Alternative Provision for Key Stage 1 to 4 boys and girls. The AP is located across two sites, Hayes Campus (age 11 to 16) and Midfield Campus (age 5 to 11).

Midfield Campus has historically been a multi-purpose provision, providing places for Permanently Excluded young people as well as placement for primary SEMH pupils as no other provision has been available within the borough. From September 2016, the provision will become a short stay provision and PRU, with SEMH pupils transferring to Bromley Beacon Academy over the duration of the next term. 45 places are funded for this provision however the number last year was exceeded by 10 places. At this time, Midfield Campus has 36 pupils.

Hayes Campus has operated as a PRU however the number of young people returning to mainstream is limited at this time due to the pupils level of need as well as the difficulties trying to reintegrate pupils into mainstream schools, who are under significant pressures with performance outcomes and a new additional young person could impact on this significantly.

At this time, Hayes Campus has 50 pupils, including 33 Year 11 students.

Places for the two provisions are funded as follows:

Midfield - £14,000 for EHCP students, £17,000 for Non EHCP students

Hayes - £8,000 for all students

Summary of key outcomes from BET schools for 2015/16

Table 1 – Year 11 Outcomes Data Summer 2016 for BTA Hayes and BBA

Bromley Trust Academy			Bromley Beacon Academy		
Descriptors	2015	2016	Descriptors	2015	2016
% 5+ A*-C Passes	7%	19%	% 5+ A*-C Passes	0%	0%
% 5+ A*-C Passes (inc EM)	3%	19%	% 5+ A*-C Passes (inc EM)	0%	0%
% 5+ A*-G Passes	52%	69%	% 5+ A*-G Passes	71%	40%
% 1+ A* - G Passes	87%	100%	% 1+ A* - G Passes	71%	100%
English 3 Levels Progress	13%	44%	English 3 Levels Progress	0%	70%
Mathematics 3 Levels Progress	7%	31%	Mathematics 3 Levels Progress	14%	100%
English 4 Levels Progress	7%	31%	English 4 Levels of Progress	0%	70%
Mathematics 4 Levels Progress	3%	25%	Mathematics 4 Levels Progress	0%	100%
Non FSM % 5A*-G Passes	69%	67%	Non FSM % 5A*-G Passes	100%	50%
FSM %5 A*-G Passes (inc EM)	50%	57%	FSM % 5 A*-G Passes (inc EM)	50%	33%

Table 2 – Analysis of Year 6 Outcomes for BTA Midfield

Reading		SPaG		Maths	
Proportion meeting standard	%	Proportion meeting standard	%	Proportion meeting standard	%
4/8	50%	5/9	56%	3/10	30%

Table 3 – Analysis of Progress Data All Years BTA Midfield

Reading		SPaG		Maths	
Expected Progress %	Exceeding Expected Progress %	Expected Progress %	Exceeding Expected Progress %	Expected Progress %	Exceeding Expected Progress %
73%	64%	68%	32%	89%	11%

Table 4 - Attendance Data for the different schools

	Overall Attendance 2014/15	Overall Attendance 2015/16	PAs 85% 2014/15	PAs 90% 2014/15	PAs 85% 2015/16	PAs 90% 2015/16
BTA Midfield	92.86	91.5	4	12	4	13
BTA Hayes	84.08	81.28	55	74	57	75
BBA	66.86	80.75	70	83	51	64

Table 5 - Emergency Call Outs to BET Schools

	Number of 999 incidents	Number of 999 incidents	Number of 999 incidents
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	2013/14	2014/15	2015/16
BTA Midfield	Unknown	3	0
BTA Hayes	30	20	1
BBA	58	28	2

Table 6 - Multi agency working

	TTF	CAF	Teenage/ Parent	CP	CIN	MASE	PREVENT	R&A	CAIT	CLA	YOT
Hayes	16	10	8	5	3	3	2	1	1	4	10
Midfield	2	24	0	4	9	0	0	0	0	1	
BBA	12 CLOSED	13	0	4	4	0	1	0	0	6	6

Table 7 - Work with parents summary

	Different Types of meetings/ workshops with parents	Impact
BTA Midfield	Behaviour meetings Academic Review Afternoons SEN Review-Education Health Care Plan meetings Team Around Child ,Children In Need, Child Protection meetings	Closer liaison and support from parents Majority of parents attending and closer involvement with child's education Closer liaison and support from parents Closer liaison and support from parents – opportunity to work closer, in partnership with parents.
BTA Hayes	New student integration interviews Behaviour meetings Academic Review Days Bromley Children Project workshops Appointment of family worker as first point of call for concerns	All students and parents aware of expectations prior to start date. Behaviour improvement and reduction of repeat incidents. Positive attendance and improved parental understanding of student progress. Multi agency approach. Parental engagement. Improved relationships with families.
BBA	Behaviour meetings Academic Review Days Numeracy class Acceptable Behaviour Contract meetings Anti-Bullying meetings	Closer liaison and support from parents Majority of parents attending and closer involvement with child's education Linked with Bromley Adult Education, one parent attended although all year 7 and 8 parents invited Parents supportive of school and initiatives to reduce bullying incidents

Table 8 – Parent Survey Summary

	March 2016			July 2016		
Question	Strongly Agree -	Agree	Positive Overall	Strongly Agree	Agree	Positive Overall

			%			
Happy at school	25%	60%	85%	27%	56%	83%
Safe at school	35%	50%	85%	27%	67%	94%
Making progress	50%	40%	90%	39%	61%	100%
Looked after at school	40%	60%	100%	42%	47%	89%
Taught well	55%	45%	100%	42%	58%	100%
Introducing homework	35%	50%	85%	35%	53%	88%
Behaviour better	40%	60%	100%	44%	50%	94%
Bullying dealt with	25%	60%	95%	47%	47%	94%
School well led	50%	35%	85%	50%	50%	100%
Able to raise concerns	45%	55%	100%	56%	44%	100%
Receive information	50%	50%	100%	61%	33%	94%
Recommend school	35%	45%	80%	56%	33%	89%

Table 9 - Year 11 Progression data

	Number of Year 11 Students 2015/16	Number of students with 6 th places
BBA	11	9 at moment
BTA Hayes	22	22

Table 10 - Work Experience/ Career Days/ Alternative Provision (AP) Placements

	Work Experience Placements	Number of students placed at AP placements	Career Events
BTA Hayes	2	Archway – 1 Ilderton – 3 Street Vibes – 1 B/C – 14 Turnaround - 1	Post 16 Careers Convention at Excel
BBA	5 students	8 students: Archway – 5 students Ilderton - 3 students	One to one career advice by LA and private company

BET Future Strategy

Bromley Futures Academy

In March 2016, BET submitted a Free School Application for a Medical AP which was endorsed by LBB. The proposed purpose for Bromley Futures Academy (BFA) is to provide a high quality education for highly vulnerable students aged 11-18 who are unable to access mainstream provision, due to a range of medical and mental health issues. These mental health issues may present as:

- Highly vulnerable young people with a range of mental health issues, leading to behaviours such as self-harm, eating disorders, body dysmorphia, amongst others;
- School phobic students, and those that find significant difficulties in working with large groups of people;
- Students with medical issues which mean that they cannot attend a mainstream environment;
- Students who have experienced severe trauma, bereavement, sexual exploitation and other experiences which lead to, amongst other issues, post-traumatic stress disorders;
- Girls of school age who are pregnant;
- High needs ASD.

BFA will provide a first class therapeutic learning environment with wrap-around nurture and emotional care through the work of a team of therapists, as well as excellent learning opportunities with outstanding, qualified teachers, in order to reinstate self-esteem and self-confidence.

BET were interviewed in July following a successful two day visit to our Trust schools to ensure we have the capacity to expand further. We are now awaiting to hear from the DfE following further discussions in August regarding placement funding as they are concerned about financial viability on the proposed budget submitted.

BET Therapeutic Approach

BET have introduced a Therapeutic Approach across all Trust Schools from this September. Previously this has not been part of the educational experience of our young people however it is vital to support the SEMH, which is the leading issue within our settings. We have approached other agencies within LBB to financially support this approach however to date this has not been successful. This is disappointing as research shows with earlier intervention, our young people are less likely to progress to drugs and criminal activity which leads to a huge drain on public resources and funding in the future.

AP in the Future

With the introduction of the DfE White Paper in March 2016, Alternative Provision is facing uncertainty - "We will reform the alternative provision (AP) system so that mainstream schools remain accountable for the education of pupils in AP and are responsible for commissioning high quality provision" (DfE Educational Excellence Everywhere, March 2016).

BET has been working with LBB and primary/ secondary Headteachers to formulate significant developments in behaviour structures within the borough. It is hoped this partnership is sustained over time and the mainstream schools see the significant benefits of working with BET in the future.

Referral Process to BET

Our young people are referred in various ways including FAP, CORE and SEN Panel.

The majority of FAP referrals are placed at BTA Hayes however the reintegration process through FAP is not as fluid due to reasons provided earlier concerning mainstream schools and the key pressures they are under to hit performance indicators.

The majority of Core Panel referrals are for BTA Midfield. There were no returns from this panel last year into mainstream which intimates that the young people are arriving too late and by then they are not mainstream pupils. The mainstream schools need to be educated that this panel is not simply for those they want to remove but also to gain support, advice and guidance to ensure the child stays in mainstream.

The SEN Placement Panel is the main referral process for BBA. A good relationship has been created between the two parties in the last academic year and this process has worked well.

Key Risks

- I) There is a concern that the BTA funding contract could be affected due to numbers on roll moving forward with the new short stay model at Midfield as if we do not meet 80% of our PAN at May Census then we are financially penalized. This contradicts the focus of returning young people to mainstream as soon as they are ready as we might have to retain specific numbers to ensure appropriate funding.
- II) FAP needs to be able to support our schools with the reintegration of pupils when required and ensure mainstream schools take the young people in the appropriate year group to support their academic and emotional wellbeing. If this doesn't happen then numbers will increase significantly and a risk of being full early on.
- III) Core Panel needs to be reviewed to allow earlier intervention moving forward with BTA Midfield now reverting to Short Stay/ PRU. The young people need to be moved at an earlier stage to allow for support and intervention and then return to mainstream. If this doesn't happen then once again there is a significant risk of the provision becoming full very quickly.
- IV) The White Paper stating mainstream schools will be commissioning places with Aps provides significant uncertainty for our AP provisions in the future. To be successful, you need "the best teachers" (Educational Excellence Everywhere March 2016), however without financial certainty you will not be able to keep your best teachers and therefore the workforce will be weak and changeable, leading to inadequate outcomes for the most challenging and vulnerable young people.
- V) With the High Needs Funding Reforms as part of the national spending reforms, significant uncertainty has been created regarding the SEN funding for BET and the impact of how this is going to have on our provisions.

- VI) Appropriate levels of funding required for Bromley Futures Academy to ensure the education provided is outstanding as well as being able to deliver an appropriate therapeutic approach to support these most vulnerable young people.