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## **EDUCATION INFORMATION BRIEFING**

**Meeting to be held on Wednesday 2 July 2014**

### **QUESTIONS ON THE INFORMATION BRIEFING**

The Briefing comprises:

- 1 MINUTES OF THE EDUCATION BUDGET SUB COMMITTEE HELD ON 24TH JUNE 2014 (To Follow)**
- 2 BROMLEY YOUTH COUNCIL MANIFESTO: 2013/14 CAMPAIGN UPDATE AND 2014/15 CAMPAIGN PRIORITIES (Pages 3 - 8)**
- 3 EARLY YEARS SERVICE (Pages 9 - 12)**
- 4 EDUCATION PORTFOLIO PLAN - JUNE 2014 UPDATE (Pages 13 - 50)**
- 5 MENTORING END OF YEAR REPORT 2013/14 (Pages 51 - 54)**
- 6 ANNUAL REPORT ON THE WORK OF THE VIRTUAL SCHOOL APRIL 2014 (Pages 55 - 76)**
- 7 BROMLEY ACADEMY PROGRAMME AND FREE SCHOOL UPDATE (Pages 77 - 86)**
- 8 EDUCATION CONTRACT MONITORING REPORT 2014/15 (Pages 87 - 92)**

Members and Co-opted Members have been provided with advanced copies of the Part 1 (Public) briefing via email. The Part 1 (Public) briefing is also available on the Council website at the following link: <http://cds.bromley.gov.uk/ieListMeetings.aspx?CId=559&Year=0>

**Paper copies of this Information Briefing will not be available at the meeting of Education PDS Committee.**

**Information Items will not be debated at Education PDS Committee unless a member of the Committee requests a discussion be held. 24 hours notice must be given to the Clerk.**

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## London Borough of Bromley

### PART 1 - PUBLIC

#### Briefing for Education Policy Development and Scrutiny Committee 2nd July 2014

## **BROMLEY YOUTH COUNCIL MANIFESTO 2013/14 CAMPAIGN UPDATE AND 2014/15 CAMPAIGN PRIORITIES**

Contact Officer: Linda King, Universal Youth Support Programme Manager  
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Chief Officer: Terry Parkin, Executive Director, Education, Care and Health  
Services

### 1. Summary

- 1.1 To update Committee Members on the outcome of the Bromley Youth Council Manifesto Campaign Programme for 2013/14 and to advise them of the BYC Manifesto Priorities for 2014/15.

### 2. **THE BRIEFING**

#### **Bromley Youth Council**

- 2.1 Bromley Youth Council is the elected youth forum of the London Borough of Bromley, which enables young residents of the Borough to have a voice in local decision making and encourages young people to take part in campaigns and projects to address the issues that affect them. The work of the Bromley Youth Council is managed and supported by the Bromley Youth Support Programme's Youth Involvement team.
- 2.2 Bromley Youth Council (BYC) has a current elected and co-opted membership of 41 young people aged 11-19 years old (up to 25 with a disability or special education need). Bromley Youth Council promotes key functions including youth leadership, volunteering, youth democracy, listening to young people and putting young people at the heart of decision making. The Youth Council hold biennial elections across Bromley Schools, Colleges, Youth Clubs and Voluntary services. In addition the Youth Council offers co-opted representation to the Living in Care Council, Bromley Young Advisers and Bromley Young Carers. The Youth Council has representatives on the British Youth Council and the United Kingdom Youth Parliament.
- 2.3 Each year the Youth Council host a youth manifesto event, to which all borough secondary schools and colleges are invited to send representation. The event is

planned, delivered and evaluated by youth councillors and supported by youth support programme staff. Key decision makers in the borough, including elected members, officers and service managers are invited as guests, to listen to the views and concerns and answer questions from young people either living, being educated or growing up in Bromley. The outcomes from this event contribute to and complete the BYC Manifesto for the forthcoming year. **A copy of the 2014/15 Youth Manifesto is available from the report author.**

#### **Youth Council Manifesto - 2013/14**

- 2.4 The Youth Council Manifesto 2013/14 identified 'Mental Health and Well-being' as the key issue, with youth activities, tuition fees and staying safe as the next most prioritised concerns. 'Mental Health and Well-being' became the primary campaign.

#### **End of year update**

- 2.5 The Youth Council ran a successful Mental Health and Well-being campaign involving all secondary schools in the borough, youth centres and voluntary sector services. The Youth Council has produced an End of Year Report detailing the impact of the individual campaigns as well as reporting individual and group outcomes and achievements. **A copy of the End of Year Report 2013/14 is available on request from the lead contact for this report.**

- 2.6 The key headline achievements for the Youth Council have been:

- During the year Bromley Youth Council has worked with, or surveyed, or listened to, or engaged in conversation with in excess of 6500 young people from across the borough.
- Young people have undertaken the research, planning and production of leaflets and a short infomercial style film to support the Mental Health and Wellbeing campaign message. (Link: <http://www.youtube.com/watch?v=Eq31G4F3MLE>.) The film and leaflet resources were launched alongside a green ribbon campaign on World Mental Health Day in October in Bromley. BYC were part of a consortium of groups offering mental health Information in the town centre on this day. During the event, Youth Councillors spoke to 628 young people, and 239 adults about mental health and wellbeing.
- Bromley Youth Council sent copies of their film and leaflets to all secondary schools across the borough. This was accompanied by a set of free core PSHE lesson plans produced by the Samaritans aiming to help students to develop an understanding of the meaning of the term 'emotional health' as it relates to them, and their friends/family/peers.
- The Bromley Youth Council Mental Health and Awareness Film was posted on Mindfull website. [www.Mindfull.org](http://www.Mindfull.org) This is a brilliant new service for 11-17 year olds. It provides support, information and advice about mental health and emotional wellbeing.
- 223 young people from across the Borough undertook a staying safe questionnaire and the recommendations were used to produce a

presentation given by young people at the Bromley Crime Summit in September 2013 to approximately 75 adult attendees.

- A copy of the Staying Safe campaign report and presentation was sent to Stephen Greenhalgh, Deputy Mayor for Policing and Crime for London.

### **Manifesto 2014/15**

- 2.7 At the manifesto event in March 2014, 78 young people from 14 schools and colleges identified their priority issues as a mandate for the Youth Council. 'Portrayal of Youth in The Media' was identified as the key issue and will be the Youth Council's primary campaign for 2014, with 'Domestic Violence' as the next most prioritised concern and the focus of the secondary campaign.
- 2.8 The aims and objectives and the proposed work plans of the 2014/15 campaigns are the subject of the remainder of this report.

### **3. Primary Campaign: The portrayal of Youth in the Media**

3.1 Bromley Youth Council want young people in Bromley to be portrayed as more than media stereotypes and want to raise the profile of the positive contribution young people make to their communities. Recent research commissioned by Women in Journalism suggests that more than half of the stories about teenage boys in national and regional newspapers (4,374 out of 8,629) were about crime. Nationally, 81% of teenagers felt they were negatively represented in the media and that this was having an adverse effect on their lives.

3.2 The campaign intends to address the following key priority areas:

- Young people were concerned that local press only seemed to run negative stories of young people re-enforcing stereotypes of young people undertaking bad or negative acts.
- Young people expressed that they would like to look at opportunities to work alongside local press to raise the profile of the positive achievements of young people and the positive contributions young people are making within their communities and the borough as a whole.
- There was significant discussion about the use of social media as a positive tool for young people and a way they can portray a better image of young people. Bromley Youth Council would like to look at ways which it could facilitate this.
- In addition young people raised concerns about the messages that the general media sometimes portrays to young people and the 'negative influences' it can have on young people. Young people also expressed the need for more positive images of 'youth' and youth role models to be encouraged across services, schools, advertising etc.

## **The portrayal of youth in the media campaign proposed work plan**

3.3 To address the issues the Youth Council are proposing to:

- Undertake a survey through school councils – seeking views of young people about how they are portrayed in the media. In addition BYC will work with schools to encourage a proactive approach to this campaign and engagement in profiling positive news stories via social media and local press.
- Work alongside LBB Communications Team to look at how BYC could forge closer relationships with local press and look the stories they publish about young people; with an aim to regress the balance and influence the decision making process.
- To develop a BYC Facebook/Twitter page to raise the profile of positive contributions made by Bromley young people via social media. To promote positive contributions of young people across schools, colleges youth organisations etc.
- Bromley Youth Council would like to work with the local authority to engage in and promote Takeover day on Friday 21st November with senior officers and members [http://www.childrenscommissioner.gov.uk/takeover\\_day](http://www.childrenscommissioner.gov.uk/takeover_day). This will give senior officers and young people the opportunity to work together to raise the profile of the positive contribution young people can and do make and provide an opportunity to attract positive press.

## **4. Secondary Campaign: Domestic Violence**

4.1 The Youth Council recognize that domestic violence affects children and young people in a number of ways. They can experience the abuse both directly and indirectly and the impact of this can be significant in terms of emotional, behavioural, mental and physical well-being. Children and Young people can also be affected by the impact of the abuse on their non-abusive parent, usually the mother. Teenagers also experience domestic violence in their own intimate relationships, in 2012 a new definition recognised 16 and 17 year olds as victims of domestic violence. The Youth Council see their key role in this campaign to be the need to raise awareness.

4.2 In 2009 the University of Bristol and the NSPCC looked at the issue of partner violence in teenage intimate relationships, this was the first report of its type on the UK. A confidential survey was completed by 1,353 young people, between 13 and 17 years old, from eight schools in England, Scotland and Wales.

- A quarter of girls and 18 per cent of boys reported some form of physical partner violence.
- One in nine girls and 4 per cent of boys reported severe physical violence.
- Three-quarters of girls and 14 per cent of boys stated that the physical violence had negatively impacted on their welfare.
- Nearly three-quarters of girls and half of boys reported some form of emotional partner violence.

- A third of girls and 6 per cent of boys stated that the emotional violence had negatively affected their wellbeing.
  - One in three girls and 16 per cent of boys reported some form of sexual partner violence.
  - 18% of children and 24% of young adults have experienced domestic abuse between adults in their homes during childhood.
- 4.3 Figures provided are from “Partner exploitation and violence in teenage intimate relationships”, NSPCC 2009.
- 4.4 BYC recognise that they need to work with the ‘experts’ to effect change through this campaign. The Youth Council are consulting with the Domestic Abuse & Violence Against Women and Girls Strategy Coordinator, to discuss the opportunities to influence and shape services for young people working alongside already existing provision.
- 4.5 The campaign intends to address the following key priority areas:
- Ensuring that other young people had the knowledge to identify if they were in a domestic violent relationship, or were part of a family where domestic violence was a feature.
  - The Youth Council felt it was important to explain the range of verbal/physical violence, address some of the stereotypes of who is affected and raise awareness of rape and that no means no.
  - A further priority was to ensure that Schools prioritize the topic in PSHE and citizenship lessons.
  - Following the desire to raise awareness of the issue, the Youth Council were keen to ensure young people had knowledge of support mechanisms and information, and the personal effects of domestic violence, including lack of confidence and self-esteem.

### **Domestic Violence Campaign Proposed Work Plan:**

- 4.6 To address the issues the Youth Council is proposing to:
- Work with Health Improvement Service on the review/evaluation of Your Choice Your Voice programme for year 9 students. The programme supports and compliments PSHE delivery in schools. The programme comprises four main sessions: Bodies and Sexuality, Sexual Health, Relationships and Substance Misuse and Risky Behaviour. BYC will work with programme deliverers/leaders to ensure that the programme addresses issues which may lead to domestic violence situations.
  - Develop further plans/actions with the Borough’s Domestic Abuse & Violence Against Women and Girls Strategy Coordinator including looking at how BYC could be involved in/support the Bromley Domestic Violence Conference planned for November, how they can be involved in the

consultation on the new domestic violence strategy, and the ‘This is Abuse’ campaign <http://thisisabuse.direct.gov.uk/>.

- Bromley Youth Council would like to hold an awareness raising event in the town centre perhaps using the ‘white ribbon campaign’. This campaign is a worldwide effort of men working to end men’s violence against women. The campaign uses wearing a white ribbon as a personal pledge never to commit, condone or remain silent about violence against women. The campaign focuses on November 25, the International Day for the Eradication of Violence Against Women [www.whiteribboncampaign.co.uk](http://www.whiteribboncampaign.co.uk).
  - The Youth Council will seek to raise awareness across schools, colleges and youth organisations in the borough and encourage a curriculum focus on domestic violence and engagement with the “This is Abuse” campaign.
  - They will seek funding to supply schools, colleges and youth groups with Women’s Aid educational resources promoting the hideout website and the educational tool kit Expect Respect. (Link: [www.thehideout.org.uk](http://www.thehideout.org.uk)).
  - The new BYC Facebook page will be used to send out regular updates on the campaign and raise awareness of key dates, information and activities and resources.
- 4.7 The Youth Council is currently in the process of seeking funding and exploring opportunities to resource both campaigns.

## **5. CAMPAIGN PROGRESS REPORTING**

- 5.1 The Youth Council will produce a mid-term progress report during October 2014; copies will be available on request mid October 2014 via the lead contact officer for this report.
- 5.2 The Youth Council will also produce an End of Year Report which will look at the impact of the campaign as well as reporting individual and group outcomes and achievements; copies will be available on request from April/May 2015 from the lead contact officer for this report.



*Briefing ED15061*

## London Borough of Bromley

### PART 1 - PUBLIC

#### Briefing for Education Services Policy Development and Scrutiny Committee on 2<sup>nd</sup> July 2014

## EARLY YEARS' SERVICE

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Chief Officer: Terry Parkin, Executive Director, ECHS

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### 1. Summary

1.1 This paper is to provide an overview of the Early Years' Service in Bromley, outlining the statutory duties linked to the service, the challenges the service faces over the next 12-18 months, and an indication of planned changes which may have an impact on service delivery. This is in response to a request for clarification at Education Budget Sub-Committee, and by the Education Portfolio Holder.

### 2. Background

2.1 Bromley has historically encouraged the development of a diverse and independent Early Years sector, with the majority of Early Years Foundation Stage (EYFS) education being delivered in the private, voluntary and independent sector (PVI). There are 12 school nurseries, attached to maintained schools or academies, but these make up a small proportion of Early Years provision in Bromley, where there are currently 58 day nurseries, 111 pre-schools and 636 child-minders delivering over 6300 Free Early Education (FEE) places for 2,3, and 4 year olds under contract to the Local Authority.

2.2 There is **universal** eligibility for **all** children from the term following their third birthday until they start school to 15 hours of Free Early Education (FEE) for 38 weeks per annum. Some two year olds are also eligible from the term following their second birthday for 15 hours of FEE for 38 weeks per annum. This is **statutory non-compulsory education**.

- 2.3 The provision of FEE places is governed by the *Early Education and Childcare - Statutory Guidance for Local Authorities 2013(revised for September 2014)*. This means that providers **cannot charge** for any part of the FEE, nor can they place any condition on the delivery of a free place(compulsory purchase of a uniform for example). This **effectively caps** the amount a provider can earn for a free place to the level that Bromley pay. This varies according to the supplements which a provider can attract, from a minimum of £3.66 per child per hour, to a maximum of £4.83 per child per hour. There is a flat sum of £6 per child per hour for two year olds.
- 2.4 Some of these providers **additionally** deliver childcare places, for which they **can** charge.

### **Statutory Duties**

- 2.5 There are several statutory duties, some linked specifically to childcare, and some to the provision of statutory Free Early Education for 2,3,and 4 year olds. They are listed below.

#### Childcare

**Childcare Act Section 6** - Duty to provide sufficient childcare for working parents (or parents in education/training)

**Childcare Act Section 11** –Duty to assess the sufficiency of childcare provision and report on its findings

**Childcare Act Section 12.** - Duty to provide information, advice and assistance, in particular to parents from groups likely to find it more difficult to access suitable childcare, e.g. parents of disabled children.

**Childcare Act Section 13** - Duty to provide information, advice and training to childcare providers and prospective providers to help deliver sustainable affordable and high quality childcare that meets the needs of the community. ( N.B. this will be amended in the Children and Families Bill and statutory duties will only be in respect of providers judged to be below ‘good’)

#### Education

**Childcare Act Section 7** - Duty to secure prescribed early years provision free of charge at point of delivery

Early Education and Childcare - **Statutory Guidance for Local Authorities 2013(revised for September 2014)**

## **Challenges**

### Quality of Provision

- 2.6 Bromley early years settings are generally of high quality, with 90% of day nurseries, 93% of pre-schools, 81% of child-minders being good or outstanding. We currently provide support to settings which have been categorised as high priority (those which are graded below good or new providers). This is in line with the statutory requirements of the Childcare Act Section 13. In order to try and support all settings to maintain high quality, a Quality Improvement Programme (QIP) has been developed which can be used by settings to support their own continuous improvement. It is hoped that settings will proactively seek to improve their practice. There is a significant risk, if they don't, that the number of settings judged to be below good will increase and there may not be capacity within the team to provide the statutory level of support required. This in turn may limit the available FEE places.

### Creation of places for two year olds

- 2.7 Over 600 new places for funded two year olds were successfully created for 2013/14. During 2014/15 we shall need to create the same amount again. This will present a real challenge, as those places can only be funded in settings judged to be good or above, and because they are available to those families on low income, or in receipt of workless benefits is a greater demand for places in certain areas in the borough where worklessness and low income is a greater problem.
- 2.8 In order to meet the demand there is a need to create additional high quality places, and at the same time stimulate demand so parents are aware of and take up, their entitlement.
- 2.9 £743, 903 of capital funding has been made available for this purpose. Initial feasibility is underway exploring the option of developing four large schemes, which was the subject of previous reports. In addition, where a school is being expanded to provide additional places for primary aged children, where this is in an area of need for FEE places, the possibility of creating a space suitable for nursery provision is being considered.
- 2.10 If sufficient places cannot be created there is a risk that Bromley will not be able to provide sufficient places for funded two year olds. This will in turn have an impact on the Dedicated Schools Grant (DSG), as from 2015 funding will be allocated on take up of places.

## Provision for Children with Special Educational Needs and Disability (SEND)

- 2.11 Support is available for children with high levels of identified SEND to enable them to access their FEE place, however at present there is no support for settings to assist them to include children with lower levels of need, or where there is not a diagnosis. Such children can sometimes display challenging behaviour, or need more adult support to enable them to access activities safely. Universal early years provision is key in developing the Local Authority local offer for SEN for the 0-5 age range under the revised SEN code of practice. Additional funding has been identified within DSG to provide additional financial support for inclusion, and this will need to be carefully administered and monitored.

### Internal and External Audit.

- 2.12 The Early Years team administer a budget of in excess of £15m in direct payments to Early Years settings. This will increase as the number of two year olds increases. The processes are subject to annual internal audit, and periodic external audit. This is the direct responsibility of 2 members of staff, with double checks and balances being undertaken at a more senior level. The systems have been streamlined considerably over the past two years. Returns from settings are collected electronically, and consideration is being undertaken to further automate the process.

### Future considerations

- 2.13 Changes and modifications to statutory duties will inevitably result in changes to the structure of the service, however consideration needs to be given to the impact of potential future changes in the sector. The following changes are likely to be implemented within 12 months:-

- The introduction of pupil premium for children in the early years by April 2015
- A re-emphasis on separate Ofsted inspections for the Early Years Foundation Stage in schools.
- A statutory requirement that two year olds can only access their FEE in a setting judged to be good or above.
- Changes to Ofsted regulations from September 2014.

Further suggested changes:-

- An increase in FEE from 15 hours to 25 hours

London Borough of Bromley

PART 1 - PUBLIC

Briefing for Education  
Policy Development and Scrutiny Committee  
Tuesday 2<sup>nd</sup> July 2014

**EDUCATION PORTFOLIO PLAN – JUNE 2014 UPDATE**

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1. Summary

1.1 This information briefing provides the Education Portfolio Holder and PDS Committee with an updating report on the 2014 Education Portfolio Plan priorities as agreed at the Education PDS Meeting on 12<sup>th</sup> November 2013. A further update on progress against the Summer Term Portfolio Plan priorities will be presented to the September 2014 PDS meeting.

2. **THE BRIEFING**

2.1 The 2014 plan focuses on seven key priorities, covering both the changing environment and the statutory duties of the local authority (ensuring an adequate supply of school places, determining the special educational needs of qualifying pupils), in support of the Education Covenant and Commitments.

- Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers
- Work with governing bodies, the Department for Education and others to expand popular and successful schools
- Use the academy and free school programme to promote and develop further that choice
- Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents
- Encourage parents, faith groups, and others to work with the borough to increase the range and diversity of the outstanding schools on offer
- Ensure those pupils with special educational needs have good outcomes
- Ensure high quality provision continues for vulnerable groups, those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education

## June 2014 update

2.2 Progress can be reported against all priorities as at June 2014, and a full update is attached as **Appendix 1**

2.3 Key notable successes include:-

- The Primary School academy conversion programme has achieved 31 conversions with a further 15 conversions in progress and 23 schools exploring conversion
- Created 375 reception places with a further 195 places at three free schools opening for September 2014
- Achieved 85% (6,098) of all school leavers aged 16 and 17 in Education, Employment and Training as at the end of March 2014
- 106 enrolments this academic year for Early Years course for prospective child minders wishing to practice in the borough
- Options appraisal for delivery of Phase 2 of the Bromley Youth Employment completed

2.4 The table below shows the summary progress for each priority

Priority	June 2014 update (RAG)
Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers	<b>All four actions on track (Green)</b>
Work with governing bodies, the Department for Education and others to expand popular and successful schools	<b>All four actions on track (Green)</b>
Use the academy and free school programme to promote and develop further that choice	<b>Both actions are on track (Green)</b>
Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents	<b>All three actions on track (Green)</b>
Encourage parents, faith groups, and others to work with the borough to increase the range and diversity of the outstanding schools on offer	<b>All three actions on track (Green)</b>
Ensure those pupils with special educational needs have good outcomes	<b>All seven actions on track (Green)</b>
Ensure high quality provision continues for vulnerable groups, those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education.	<b>All nine actions on track (Green)</b>

Key challenges remain across all areas with particular focus continuing on:-

- Increasing the supply of primary school places to respond to the significant escalation in pupil numbers in Bromley driven by increases in the dwelling stock, the birth rate and migration.
- Implementation of the SEN Education Reform as laid out in the Children and Families Bill
- Supporting primary schools in the process of conversion, or exploring conversion, to Academy status

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# **Education Portfolio Priorities**

(Including the Education Covenant & Commitments)

January – December 2014

**Mid Year update – June 2014**

# Contents

Education Covenant	3
Education Commitments	5
Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers	7
Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity	10
Use the academy and Free School programme to promote and develop further that choice	13
Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents	15
Encourage parents, faith groups and others to work with the borough to increase the range & diversity of the outstanding schools on offer	19
Ensure those pupils with special educational needs have good outcomes	21
Ensure high quality provision continues for the vulnerable, those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education	26

**This Covenant complements our 17 Education Commitments approved by the Full Council on 21 January 2013**

Our 17 Educational Commitments set out this Council's educational philosophy and general principles. In those Commitments we make it clear that the LEA working with Governing bodies welcome and encourage all schools to become Academies with all the independence of action that such Academy status brings. We support the creation of new Free Schools and the expansion of selective education. Three Free Schools have only recently been approved to open in the north of the Borough.

We are mindful of the fact that education in this Borough is being provided through public funds, in buildings which in many cases were paid for by the local community or by the churches and with public support to provide an education for the children of the Borough and surrounding area. We as a Council and indeed as a community all have an obligation to children and young people and we outline our commitments to them and our expectation of them below.

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**As a Council:**

We retain more than 250 statutory educational duties including some major overarching responsibilities. As the civic leader of the community, we have a duty to the residents of the borough: to ensure that there are sufficient school places; that the quality of the education provided is of the highest standard; that our children leave school prepared for a successful and fulfilled adult life; and that our young people are able to play their part as citizens in a democratic, economic prosperous Britain.

**For Parents:**

We will provide a choice of good and outstanding schools (including academies and Free Schools) in which your children can thrive socially and academically. In return, we expect you to support your children by ensuring they attend school, behave well, undertake school and homework, and co-operate with school staff.

**For Pupils:**

We will work to ensure that your school provides a first rate education suited to your needs in safe and secure buildings. In return, we expect you to attend regularly, work hard, be well behaved and co-operate with your teachers.

**Of School Governors:**

Rightly we are very grateful for the voluntary service you give to your community as Governors. Your school or academy will give you access to high quality training and development to enable you to do your job well. In return, you will be expected to take an active part in the governance of your school, ensuring that it delivers a high quality education in a safe and secure environment, providing good value for public money.

**For School Leaders:\***

To work with children and young people is a huge privilege. We expect all our schools to co-operate with the local authority in delivering on the five outcomes given in Every Child Matters:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing

**For Residents:**

We will ensure: that there are sufficient school places in the borough; that schools are monitored to ensure a high quality of education and behaviour; and that there is value for money provided to the tax payer. In return, we hope that you will support your local school in fundraising, charitable and other activities to support the wider community they serve.

**For Local Business:**

We will encourage schools to ensure: that pupils leave school well equipped for the world of work; and that they have the skills and attributes to be good citizens. In return, we hope that you seek to employ local young people wherever appropriate and provide Saturday part-time work or work experience where possible. We will also encourage and welcome applicants from local businesses to play an active role as school governors.

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**\* Academies**

Academies have a Section 10 of the Children Act 2004 duty to co-operate with the LA to ensure children's well-being. The LA has a duty under Section 11 of the Children Act 2004 to safeguard children in its area.

There is a statutory obligation on academies to co-operate with LAs pursuant to Section 10 of the Children Act 2004; Section 10 provides for "co-operation and well-being".

It is considered that such obligations do not interfere with an academy's independence; the creation of an academy does not rid the LA of its (pre)existing obligations regarding the welfare of children. Academies should view this in the spirit of co-operation rather than bureaucracy.

(We would expect that this duty to co-operate would include the provision of statutory information and data to the Council).

<p><u>Priorities</u> →</p> <p><u>Commitments</u> ↓</p>	<p><b>1</b> Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers</p>	<p><b>2</b> Work with governing bodies, the Department for Education and others to expand popular and successful schools</p>	<p><b>3</b> Use the academy and free school programme to promote and develop further that choice</p>	<p><b>4</b> Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents</p>	<p><b>5</b> Encourage parents, faith groups, and others to work with the borough to increase the range and diversity of the outstanding schools on offer</p>	<p><b>6</b> Ensure those pupils with special educational needs have good outcomes</p>	<p><b>7</b> Ensure high quality provision continues for vulnerable groups, those leaving school and others over the school leaving age, whether through preparation for employment, apprenticeships or higher education</p>
<p><b>1</b> We believe in the right of parents (where practicable) to have as much choice of schools as possible including faith schools</p>	✓	✓					
<p><b>2</b> We will support and encourage all Bromley LA schools to convert to academy status</p>			✓	✓			
<p><b>3</b> We support the creation of 'Free Schools' and, where appropriate, will encourage local parents to apply for one</p>			✓		✓		
<p><b>4</b> We will continue to support the expansion of selective education, including Grammar Schools, in particular in the central and northern part of the borough</p>		✓	✓				
<p><b>5</b> We will continue to improve the provision of SEN education in the borough</p>						✓	
<p><b>6</b> We support the concept of an education voucher system which gives additional support to children with different educational needs, including academically gifted pupils</p>						✓	
<p><b>7</b> We will continue to encourage all Bromley secondary schools to ensure that all suitable pupils are prepared for the universities which best meet their aspirations</p>							✓
<p><b>8</b> We support the concept of a University Technical College (UTC) providing high quality technical education for 14-19 year olds</p>							✓
<p><b>9</b> We support the creation of 'modern apprenticeships' for a wide variety of skilled trades</p>							✓

<p><u>Priorities</u> →</p> <p><u>Commitments</u> ↓</p>	<p><b>1</b> Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers</p>	<p><b>2</b> Work with governing bodies, the Department for Education and others to expand popular and successful schools</p>	<p><b>3</b> Use the academy and free school programme to promote and develop further that choice</p>	<p><b>4</b> Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents</p>	<p><b>5</b> Encourage parents, faith groups, and others to work with the borough to increase the range and diversity of the outstanding schools on offer</p>	<p><b>6</b> Ensure those pupils with special educational needs have good outcomes</p>	<p><b>7</b> Ensure high quality provision continues for vulnerable groups, those leaving school and others over the school leaving age, whether through preparation for employment, apprenticeships or higher education</p>
<p><b>10</b> We support the concept of 'lifelong learning' and the important work of adult education</p>							✓
<p><b>11</b> We support schools in ensuring that all teachers and other staff are competent in their role</p>	✓						
<p><b>12</b> We support schools in maintaining good discipline</p>	✓						
<p><b>13</b> We work to improve school governance</p>		✓					
<p><b>14</b> We work to improve the chances for under performing children, particularly in the early and primary years and will work to encourage the continuing development of high quality early years provision in the Borough through existing and new primary and voluntary providers</p>	✓						
<p><b>15</b> We encourage schools to identify children with exceptional talents or academic ability and ensure that their needs are provided for</p>						✓	
<p><b>16</b> We support changes to improve the quality and rigour of the exam system</p>	✓						
<p><b>17</b> We support measures (including reading through Phonics) to ensure that no child leaves primary school unable to read and write English and without a good competence in basic maths</p>	✓						

Note:- Ticks are hyperlinked to the relevant Priority

**Priority 1**

**Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; Education Commitments 1, 11, 12, 14, 16 and 17**

**This will be achieved by:**

Aims	Actions for 2014	
	Summer Term	Autumn Term
<p><b>Aim 1a</b> Undertake a process of market testing for the Admissions and School Improvement Services, developing recommendations for the future delivery and quality monitoring of these services</p> <p><b>Lead Officer: Laurence Downes, Commissioner</b></p>	Market testing tendering in process	Report back to Members on the outcome of the market testing exercise, presenting recommendations for consideration on the future delivery of services based on a 'best value' approach
<p><b>June 2014 Update</b> Green</p>	Specification workshops are in place with drafts in progress. Information briefings given to: all schools; early years providers, LBB staff and school governors.	
<p><b>Aim 1b</b> Through a continuous review of school categorisation based on risk, agree intervention and support to ensure improvement in under-performing schools</p> <p>Provide intensive support to Category 4 (High Priority) schools, building capacity to bring about the necessary improvements with achievements and standards</p> <p><b>Lead Officer: Nina Newell Head of Schools and Early Years Commissioning and Quality Assurance</b></p>	<p>Provide an update to Education PDS on the schools identified as under performing</p> <p>Half termly Primary Support Team meetings led by Head of Service to plan levels of school support and evaluate impact</p> <p>'High priority' challenge meeting with the Head Teacher, Chair of Governors, Head of Service and Assistant Director</p> <p>Half termly Primary Support Advisory Group meetings to identify schools which may require early intervention</p>	<p>Improvements to under performing schools reported to Education PDS</p> <p>Half termly Primary Support Team meetings led by Head of Service to plan levels of school support and evaluate impact</p> <p>'High priority' challenge meeting with the Head Teacher, Chair of Governors, Head of Service and Assistant Director</p> <p>Half termly Primary Support Advisory Group meetings to identify schools which may require early intervention</p>

**Priority 1**

**Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; Education Commitments 1, 11, 12, 14, 16 and 17**

**This will be achieved by:**

<b>Aims</b>	<b>Actions for 2014</b>	
	<b>Summer Term</b>	<b>Autumn Term</b>
<b>June 2014 Update</b>  Green	<p>Support and challenge provided to schools is co-ordinated using a combination of the Local Authority staff team, externally commissioned consultants, and brokered school to school support.</p> <p>The detailed process of categorisation will be undertaken in August 2014, when updated data will be available from this year's tests and assessments.</p> <p>A detailed analysis of the categorisation of schools, outlining the process used, the support to be provided, and detailed risk analysis will subsequently be reported to Education PDS.</p> <p>A full report is available on this agenda under report reference ED 15057 'Update on underperforming schools – including an update on categorisation report, risk analysis, support being provided by the LA'.</p>	
<b>Aim 1c</b> Undertake a programme of support and challenge for Early Years providers (including child minders), in line with revised statutory requirements, focusing on those achieving 'below good' in Ofsted and those taking two year olds  <b>Lead Officer: Nina Newell</b> <b>Head of Schools and Early Years Commissioning and Quality Assurance</b>	<p>In conjunction with Bromley Adult Education College, deliver the 'Child Minding: Understand how to set up a home based child care service' module to prospective child minders who wish to practice in the borough</p> <p>4 courses planned for Summer term (max 15 places each course)</p> <p>Deliver focused support in individual settings and group workshops as identified by the QIP and safeguarding audit tools</p>	<p>In conjunction with Bromley Adult Education College, deliver the 'Child Minding: Understand how to set up a home based child care service' module to prospective child minders who wish to practice in the borough</p> <p>4-5 courses planned for Autumn term (max 15 places each course)</p> <p>Deliver focused support in individual settings and group workshops as identified by the QIP and safeguarding audit tools</p>



**Priority 1**

**Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; Education Commitments 1, 11, 12, 14, 16 and 17**

**This will be achieved by:**

Aims	Actions for 2014	
	Summer Term	Autumn Term
<b>June 2014 Update</b> Green	Three courses have taken place during the summer term and a further three are planned for the autumn. 106 enrolments this academic year and interest in the autumn term course is high.  Paediatric First Aid for students on the child minding courses is now offered with 48 enrolments this academic year.  Support is provided to settings categorised as 'high priority' (those which are graded below good, or new providers). In order to support all settings to maintain high quality, the Quality Improvement Programme (QIP) has been developed which can be used to support their own continuous improvement and assist settings to proactively seek to improve their practice.	
<b>Aim 1d</b> Ensure, through ongoing review, the efficiency of the admissions service both to schools and parents  <b>Lead Officer: Iain Johncock</b> <b>Head of Strategic Place Planning</b>		
<b>June 2014 Update</b> Green	97% of the 4,015 Primary school applications and 94% of the 3,324 Secondary school applications received for the 2014/15 academic year were submitted online.	

**We will measure achievement by:**

Zero schools will be causing concern by 2015  
 No school will remain in a high priority category for more than 18 months  
 85% of on time school applications to be submitted on line for 2014 admissions

**Priority 2**

**Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity; Education Commitments 1, 4 and 13**

**This will be achieved by:**

Aims	Actions for 2014	
	Summer Term	Autumn Term
<b>Aim 2a</b> Undertake a process of market testing for Governor and Early Years Services, developing recommendations for the future delivery and quality monitoring of these services  <b>Lead Officer: Laurence Downes, Commissioner</b>	Market testing tendering in process	Report back to Members on the outcome of the market testing exercise, presenting recommendations for consideration on the future delivery of services based on a 'best value' approach
<b>June 2014 Update</b>  Green	Specification workshops are in place with drafts in progress. Information briefings given to: all schools; early years providers, LBB staff and school governors.	
<b>Aim 2b</b> Implementation of the Primary Schools development plan (including expansions) will provide additional reception places for September 2014 and beyond  <b>Lead Officer: Iain Johncock            Head of Strategic Place Planning</b>	Place planning commences with consideration of 2015 and beyond   Deliver the basic needs programme as defined in the Spring term	Report 'Updated Primary Schools Development Plan' to Education PDS in light of primary admissions for 2014/15, taking into account revised population projections and making further recommendations for changes in primary school capacity for admissions in the school year 2014/15   Review basic need programme, designing and developing school enlargement options to meet the expansion needs of the Primary School Development Plan

**Priority 2**

Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity; Education Commitments 1, 4 and 13

This will be achieved by:

Aims	Actions for 2014	
	Summer Term	Autumn Term
<b>June 2014 Update</b> Green	The outcomes of Pupil Placement Working Group and an update on the Basic Need Programme were reported to Education PDS on 17 <sup>th</sup> September 2013 and 18 <sup>th</sup> March 2014 respectively. <a href="#">Proposed school expansions for 2014/15</a> <a href="#">Review of Primary School Development plan</a>  <a href="#">Basic Needs Provision Update</a> <a href="#">Basic Needs Programme</a> <a href="#">Section 106 allocation schedule</a>  Planning commenced for 2014/15 and 15/16 Primary School expansion.	
<b>Aim 2c</b> Development of the strategic plan to create additional secondary school places 2016 – 22 (inc feasibility study)  <b>Lead Officer: Iain Johncock</b> <b>Head of Strategic Place Planning</b>	Commence implementation of Strategic Plan recommendations	Update Education PDS on the implementation of the strategic plan.
<b>June 2014 Update</b> Green	Secondary school review <a href="#">Update on School expansions</a> reported to January 2014 Education PDS.  Next round of discussions under way as well as further consideration of a new Catholic Secondary School and a University Technical College or similar provision.  Proposal has been submitted for a new Free School in the north west of the borough.	

**Priority 2**

Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity; Education Commitments 1, 4 and 13

This will be achieved by:

Aims	Actions for 2014	
	Summer Term	Autumn Term
<p><b>Aim 2d</b> Build capacity to deliver an additional 600 places (1200 overall) for two year olds within the private, voluntary, independent and maintained early years provision by September 2014</p> <p><b>Lead Officer: Nina Newell</b> <b>Head of Schools and Early Years Commissioning and Quality Assurance</b></p>	Implement adopted schemes to create additional places by autumn 2014	
<p><b>June 2014 Update</b></p> <p>Green</p>	<p>Following the government announcement of additional funding to schools to develop childcare provision, this will be linked closely to the school expansion programme.</p> <p>A full update on the Basic Needs Provision (Capital) was presented to Education PDS on 18<sup>th</sup> March 2014.  <a href="#">Basic Needs Provision Update</a>  <a href="#">Basic Needs Programme</a>  <a href="#">Section 106 allocation schedule</a></p> <p>780 places have been created for two year olds. An additional 320 children have been approved but are not yet attending. Approximately 25 referrals are received weekly, the majority on line.</p>	
<b>We will measure achievement by:</b>		
<p>All on time applicants are able to receive a school place within published timescales (2013 - all children who applied for a primary place on time received a school place. Of the 3820 children, 76% received their first choice (compared to 78% last year) and 5% were directed).            Increase the number of early years places by an additional 600 (1200 overall) by September 2014</p>		

<b>Priority 3</b>		
<b>Use the academy and Free School programme to promote and develop further that choice; Education Commitments 2, 3 and 4</b>		
<b>This will be achieved by:</b>		
<b>Aims</b>	<b>Actions for 2014</b>	
	<b>Summer Term</b>	<b>Autumn Term</b>
<p><b>Aim 3a</b> Support organisations to open Free Schools, (including identification of potential sites in areas of basic need)</p> <p>(Application phases January 2014 and May 2014 for proposed Free Schools opening in 2015)</p> <p><b>Lead Officer: Jo Twine</b> <b>Interim Project Manager</b> <b>Academies and Free Schools</b></p>	<p>Support the schools who have submitted applications for Free Schools in their interviews with the DfE to be held this term</p> <p>Report to Education PDS updating on Free School submissions</p>	<p>Support the schools who have submitted applications for Free Schools with their land and property matters</p> <p>Report to Education PDS updating on Free School submissions</p>
<p><b>June 2014 Update</b></p> <p>Green</p>	<p>Consultation on the joint application sponsored by Langley Park Boys and Girls Schools to provide a two Form Entry Primary School from September 2015 on their grounds to serve both Planning Areas 2 and 3 (Copers Cope, Kelsey and Eden Park; Shortlands, West Wickham, Hayes and Coney Hall) closed on 2nd December 2013. Support from the London Borough of Bromley remains in place, as required, throughout the process.</p> <p>Proposal has been submitted for a new secondary Free School in the north west of the borough.</p> <p>Bromley Technical School is being proposed by Bromley College.</p>	

<b>Priority 3</b>		
<b>Use the academy and Free School programme to promote and develop further that choice; Education Commitments 2, 3 and 4</b>		
<b>This will be achieved by:</b>		
<b>Aims</b>	<b>Actions for 2014</b>	
	<b>Summer Term</b>	<b>Autumn Term</b>
<b>Aim 3b</b> Promote partnership working for school improvement. Ensuring that school improvement opportunities are sustained into the future (VfM).  <b>Lead Officer: Nina Newell</b> <b>Head of Schools and Early Years Commissioning and Quality Assurance</b>		
<b>June 2014 Update</b>  Green	Forum to support new Head Teachers in the borough well received. It is envisaged that this will continue, with leadership responsibility transferring to the Academies.  Funding application for National Leaders of Education (NLE) approved. This will fund the provision of support for 'Special Measures' and schools requiring improvement.	
<b>We will measure achievement by:</b>		
All schools involved in a collaborative developing structure to move forward to become academies. Three or more Free School providers exploring opportunities within Borough.		

<b>Priority 4</b>		
<b>Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents;</b>		
<b>Education Commitment 2</b>		
<b>This will be achieved by:</b>		
<b>Aims</b>	<b>Actions for 2014</b>	
	<b>Summer Term</b>	<b>Autumn Term</b>
<b>Aim 4a</b> Undertake a process of market testing for Workforce Development, developing recommendations for the future delivery and quality monitoring of the service  <b>Lead Officer: Laurence Downes, Commissioner</b>	Market testing tendering in process	Report back to Members on the outcome of the market testing exercise, presenting recommendations for consideration on the future delivery of services based on a 'best value' approach
<b>June 2014 Update</b>  Green	Specification workshops are in place with drafts in progress. Information briefings given to: all schools; early years providers, LBB staff and school governors.	

**Priority 4**

**Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents;  
Education Commitment 2**

**This will be achieved by:**

<b>Aims</b>	<b>Actions for 2014</b>	
	<b>Summer Term</b>	<b>Autumn Term</b>
<p><b>Aim 4b</b> Support all financially viable schools to convert to academy status by December 2015</p> <p>Ensure that all remaining primary schools are in discussion with the Local Authority on federations/sponsors by December 2015</p> <p>(Primary schools conversion status as at 7<sup>th</sup> October 2013 :- 23 (31%), converted 13 (18%), conversion in progress 11 (15%), potential conversion 27 (36%), maintained)</p> <p><b>Lead Officer: Jo Twine Interim Project Manager Academies and Free Schools</b></p>	<p>Explore all options with maintained schools for conversion to academy status, including formal and informal collaborative groups</p> <p>Facilitate partnership arrangements between primary and secondary academies with schools yet to convert</p> <p>Provide packages of support (HR/Finance/Legal/Brokerage) to schools proactively converting and tailored support to the 'hard to reach' sector</p> <p>Positively support popular outstanding schools to become local academy sponsors (two per term)</p> <p>Report to Education PDS updating on Academy progress</p>	<p>Explore all options with maintained schools for conversion to academy status, including formal and informal collaborative groups</p> <p>Facilitate partnership arrangements between primary and secondary academies with schools yet to convert</p> <p>Provide packages of support (HR/Finance/Legal/Brokerage) to schools proactively converting and tailored support to the 'hard to reach' sector</p> <p>Positively support popular outstanding schools to become local academy sponsors (two per term)</p> <p>Report to Education PDS updating on Academy progress</p>
<p><b>June 2014 Update</b> Green</p>	<p>As at 3<sup>rd</sup> June 2014, the Primary School Academy conversion programme had achieved 31 (42%), converted 15 (20%), conversion in progress 23 (31%), exploring conversion 5 (7%), not actively exploring conversion</p> <p>The Bromley Academy Programme update is available on this agenda under Briefing Item reference ED 15065.</p>	



**Priority 4**

**Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents;  
Education Commitment 2**

**This will be achieved by:**

Aims	Actions for 2014	
	Summer Term	Autumn Term
<p><b>Aim 4c</b> Work with the Archdiocese of Southwark to enable the Catholic cluster of schools to move forward to become academies</p> <p>(Primary school RC conversion status as at 7<sup>th</sup> October 2013 :- Converted - 1 Application received by DfE – 5 No formal application – 2)</p> <p>Work with the Diocese of Rochester to enable the Church of England (CE) cluster of schools to move forward to become academies</p> <p>(Primary school CE conversion status as at 7<sup>th</sup> October 2013 :- Academy Order received - 1 No formal application – 6)</p> <p><b>Lead Officer: Jo Twine Interim Project Manager Academies and Free Schools</b></p>	<p>Support a minimum of one CE school per term to achieve academy status</p> <p>Maintain dialogue with the Archdiocese providing support as required</p>	<p>Support a minimum of one C of E school per term to achieve academy status</p> <p>Maintain dialogue with the Archdiocese providing support as required</p>
<p><b>June 2014 Update</b>  Green</p>	<p>Work has continued to assist the conversion of the Church of England and Roman Catholic clusters of maintained schools to become academies.</p> <p>Two Church of England schools converted to academy status on 1<sup>st</sup> April 2014 and academy orders have been received for six Roman Catholic schools.</p>	

<b>Priority 4</b>		
<b>Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents;</b>		
<b>Education Commitment 2</b>		
<b>This will be achieved by:</b>		
	<b>Actions for 2014</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
<b>We will measure achievement by:</b>		
<p>December 2015 all Bromley schools that are financially viable will be academies.</p> <p>December 2015 all remaining maintained primary schools will be in discussions with the LA on Federations/sponsors.</p> <p>The range of models will include standalone convertors, MAT, Umbrella Trusts, informal partnerships, Federations and sponsored academies.</p>		

**Priority 5**

**Encourage parents, faith groups and others to work with the borough to increase the range & diversity of the outstanding schools on offer; Education Commitments 3**

**This will be achieved by:**

Aims	Actions for 2014	
	Summer Term	Autumn Term
<b>Aim 5a</b> Support the Diocese of Rochester to undertake primary school expansion in the borough  <b>Lead Officer: Jo Twine</b> <b>Interim Project Manager</b> <b>Academies and Free Schools</b>	Support Bishop Justus with the progression of an application for a 2 Form Entry Free School in an area of basic need in Bromley	Support Bishop Justus with the progression of an application for a 2 Form Entry Free School in an area of basic need in Bromley
<b>June 2014 Update</b>  Green	Initial discussions have taken place. Support from the London Borough of Bromley remains in place, as required, throughout the process.	
<b>Aim 5b</b> Support the Archdiocese of Southwark as to the feasibility of secondary school expansion in the borough  <b>Lead Officer: Jo Twine</b> <b>Interim Project Manager</b> <b>Academies and Free Schools</b>	Work with the Archdiocese of Southwark on proposals for a Catholic Secondary Free School	Work with the Archdiocese of Southwark on proposals for a Catholic Secondary Free School
<b>June 2014 Update</b>  Green	Dialogue continues with the Archdiocese with a new Catholic secondary school provision in the Borough supported in principle. <a href="#">Update on School expansions</a>	

**Priority 5****Encourage parents, faith groups and others to work with the borough to increase the range & diversity of the outstanding schools on offer; Education Commitments 3****This will be achieved by:**

Aims	Actions for 2014	
	Summer Term	Autumn Term
<b>Aim 5c</b> Ensure that the good working relationship continues with the Diocese and Archdiocese through open dialogue and challenge during the categorisation process and intervention in under-performing schools  <b>Lead Officer: Nina Newell</b> <b>Head of Schools and Early Years Commissioning and Quality Assurance</b>	Undertake annual categorisation process and work in partnership with the Diocese and Archdiocese in delivering a package of support to schools identified as under performing	Work in partnership with the Diocese and Archdiocese in delivering a package of support to schools identified as under performing in the summer term annual categorisation process
<b>June 2014 Update</b>  Green	Support and challenge provided to schools is co-ordinated using a combination of the Local Authority staff team, externally commissioned consultants, and brokered school to school support.  The detailed process of categorisation will be undertaken in August 2014, when updated data will be available from this year's tests and assessments.  A detailed analysis of the categorisation of schools, outlining the process used, the support to be provided and detailed risk analysis will subsequently be reported to Education PDS.  A full report is available on this agenda under report reference ED 15057 'Update on underperforming schools – including an update on categorisation report, risk analysis, support being provided by the LA'.	
<b>We will measure achievement by:</b>		
100% Church of England schools converted under MAT or 'chain' arrangement with relevant Diocese by December 2015. 100% Roman Catholic schools converted under MAT or 'chain' arrangement with relevant Diocese by December 2015.		

**Priority 6****Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15****This will be achieved by:**

<b>Aims</b>	<b>Actions for 2014</b>	
	<b>Summer Term</b>	<b>Autumn Term</b>
<b>Aim 6a</b> Undertake a process of market testing for SEN Inclusion Support, developing recommendations for the future delivery and quality monitoring of this service  <b>Lead Officer: Laurence Downes, Commissioner</b>	Market testing tendering in process	Report back to Members on the outcome of the market testing exercise, presenting recommendations for consideration on the future delivery of services based on a 'best value' approach
<b>June 2014 Update</b>  Green	Specification workshops are in place with drafts in progress. Information briefings given to: all schools; early years providers, LBB staff and school governors.	
<b>Aim 6b</b> Commence discussions with relevant schools on management arrangements for the primary and secondary hearing impairment units  <b>Lead Officer: Laurence Downes, Commissioner</b>	Development of recommendations for consideration by Members	Implementation of recommendations
<b>June 2014 Update</b>  Green	Initial discussions held with schools and senior managers of the provision.	

**Priority 6****Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15****This will be achieved by:**

Aims	Actions for 2014	
	Summer Term	Autumn Term
<b>Aim 6c</b> Implement the SEN Education Reform as laid out in the Children and Families Bill. Commence the process for transition of Statements of Special Educational Needs to Education, Health and Care (EHC) plans  <b>Lead Officer: Mary Çava</b> <b>Head of SEN and Disability</b>	Roll out Education, Health and Care plans in line with annual reviews  All new assessments will follow the Education, Health and Care framework	Roll out Education, Health and Care plans in line with annual reviews  All new assessments will follow the Education, Health and Care framework
<b>June 2014 Update</b>  Green	Discussions are in place for the transition pending confirmation of the requirements of the Code of Practice. Paper presented to January 2014 Care Services and Education PDS highlighting the implications of the new legislation.  <a href="#">SEN Pathfinder Project</a> <a href="#">SEN Pathfinder Project - Code of Practice</a>	
<b>Aim 6d</b> Establish the SEN local offer provision of both schools and the Local Authority as specified in the draft Special Educational Needs (SEN) Code of Practice for 0-25 year olds (Oct 2013)  <b>Lead Officer: Mary Çava</b> <b>Head of SEN and Disability</b>	Publication of the School local offer	

**Priority 6****Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15****This will be achieved by:**

Aims	Actions for 2014	
	Summer Term	Autumn Term
<b>June 2014 Update</b> Green	Banded funding guide workshop with Special Educational Needs Co-ordinators took place on 5 <sup>th</sup> February 2014. Further workshops are planned to ensure that the information and process is embedded consistently across schools.  Banded funding guide completed and distributed to all Secondary Head Teachers (January 2014) and Primary Head Teachers in Quarter Three.  SEN Local Offer template for schools completed and distributed.	
<b>Aim 6e</b> Expand the Glebe School by two forms of entry from September 2014 to extend good practice and high quality provision for children with Autistic Spectrum Disorder (ASD)  <b>Lead Officer: Mary Çava</b> <b>Head of SEN and Disability</b>	Building works to be undertaken to deliver additional capacity  Support school with preparation for additional 16 Autistic Spectrum Disorder (ASD) pupils from September 2014	Opening of expanded Glebe School
<b>June 2014 Update</b> Green	Feasibility study for Glebe School options considered by Education PDS. Works realigned in line with demand for places, with one form of entry now planned for September 2014 when the school will take 145 pupils, an increase of 8 pupils. A further 8 pupils will be admitted from September 2015.  <a href="#">Basic Needs Provision Update</a> <a href="#">Basic Needs Programme</a> <a href="#">Section 106 allocation schedule</a>	

**Priority 6****Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15****This will be achieved by:**

Aims	Actions for 2014	
	Summer Term	Autumn Term
<b>Aim 6f</b> In conjunction with Croydon, Merton and Bexley, proactively manage SEN educational placements with the independent market focusing on market development, negotiation and commissioning strategies, modelling future demand and sharing best practice. Use collective 'voice' to negotiate consistency in practice as well as seeking increased value for money.  <b>Lead Officer: Mary Çava</b> <b>Head of SEN and Disability</b>	Undertake a review of eight schools (per borough) using outcomes to drive local market provision and ensure consistency and cost effectiveness of placements  Use review data to develop a value for money market to meet future need and shape place planning	
<b>June 2014 Update</b>  Green	Launched joint approach to the market at a provider event at November 2013.  Targeted meetings held with 'top ten' providers in terms of spend.  Ongoing engagement with the market to shape future provision including development of a joint commissioning strategy to maximise the benefits of collaboration.	



**Priority 6****Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15****This will be achieved by:**

Aims	Actions for 2014	
	Summer Term	Autumn Term
<b>Aim 6g</b> Enable young people with more complex Learning Difficulties and/or Disabilities (LDD) to live, learn and work within their own community by developing mixed education packages across mainstream and specialist provision  <b>Lead Officer: Debi Christie, Commissioning Manager (Specialist Provision)</b>	Packages of support developed and agreed and detailed in each young person's Education, Health and Care Plan. Provision/support commissioned through the 2014/15 High Needs Student (HNS) placement process	Young people move from school to their further education placement, with appropriate package of support in place to meet need
<b>June 2014 Update</b>  Green	Cohort of 5 young people with complex needs have been assessed at Bromley College with the support of social care and health to ensure a holistic package is in place to enable them to remain within their local community. The partnership between schools, colleges, young people, families and the voluntary sector continues to strengthen. Strong partnership with Oxleas NHS Trust is now in place with skills and knowledge developed at Bromley College around therapies in education and in particular speech and language being integrated within the core curriculum instead of being a separate intervention. Setting up a project that supports focused link courses from school to college for young people that suffer significant anxieties and for whom change in environment and people puts them at high risk of placement breakdown and presenting with behaviours that challenge.	
<b>We will measure achievement by:</b>		
September 2014: <ul style="list-style-type: none"> <li>• Reduction in reliance on out borough placements for ASD complex and Aspergers Syndrome</li> <li>• 16 additional ASD places at Glebe School</li> <li>• the Single statutory Education, Health and Education Plan (EHC) will be in place for those children with the most complex and enduring needs including Pathfinder modifications.</li> </ul>		

**Priority 7**

**Ensure high quality provision continues for vulnerable groups, those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10**

**This will be achieved by:**

Aims	Actions for 2014	
	Summer Term	Autumn Term
<p><b>Aim 7a</b> Undertake a process of market testing for the Behaviour Service, developing recommendations for the future delivery and quality monitoring of this service</p> <p><b>Lead Officer: Laurence Downes, Commissioner</b></p>	Market testing tendering in process	Report back to Members on the outcome of the market testing exercise, presenting recommendations for consideration on the future delivery of services based on a 'best value' approach
<p><b>June 2014 Update</b> Green</p>	Specification workshops are in place with drafts in progress. Information briefings given to: all schools; early years providers, LBB staff and school governors.	
<p><b>Aim 7b</b> Undertake a full market test of the Bromley Adult Education Service, to establish the opportunities for maintaining high quality education opportunities, representing good value for money for the local authority, taxpayers and clients of the service</p> <p><b>Lead Officer: Debi Christie, Commissioning Manager (Specialist Provision)</b></p>	Outcome of market testing exercise and best value analysis completed, presented to Education PDS for decision to appoint and contract	Contract negotiations complete and contract commences with smooth transition from existing to new service
<p><b>June 2014 Update</b> Green</p>	Approach and timeline agreed by Members. Investigative work with internal colleagues and meetings with the Skills Funding Agency (funder) taken place. The SFA have provided four possible options to Local Authorities in their approach to potentially externalising the service, which are currently being evaluated.	

**Priority 7**

**Ensure high quality provision continues for vulnerable groups, those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10**

**This will be achieved by:**

Aims	Actions for 2014	
	Summer Term	Autumn Term
<p><b>Aim 7c</b> In conjunction with Job Centre Plus (JCP), deliver approved qualification courses for adult learners designed with employability in mind</p> <p><b>Lead Officer: Carol Arnfield, Head of Service, Adult Education</b></p>	<p>Review progress made towards Skills Funding Agency allocation targets in spring term. Plan interventions if underperformance identified (provision in addition to that listed below)</p> <p>Key targets for summer term</p> <ul style="list-style-type: none"> <li>• 5 CV Writing courses</li> <li>• 5 Level 1 Award in Computing courses</li> <li>• 2 Level 1 Award in Retail courses</li> <li>• 3 Job Search and Interview Skills courses</li> <li>• 3 Level 1 Office Skills courses</li> </ul> <p>Plan SFA funded provision for autumn term to meet 2014/15 SFA funding targets</p>	<p>Submit final data return to Skills Funding Agency reporting end of 2013/14 full year performance</p> <p>Review progress against enrolment targets for full year courses</p>
<p><b>June 2014 Update</b></p> <p>Green</p>	<p>Mid year review indicated Skills Funding Agency shortfall. Additional provision planned including four ESOL (English for Speakers of Other Languages) courses, seven maths and English, two Level 1 Caring for Children, two CV writing, two Internet and E mail and intensive study courses in ESOL for July 2014.</p> <p>Courses currently in progress:-</p> <ul style="list-style-type: none"> <li>• CV writing courses: two completed, one in progress, two planned for June/July</li> <li>• L1 Computing courses: one in progress, two planned for June/July</li> <li>• L1 Retail courses: one in progress</li> <li>• Job search and interview skills: one cancelled due to low demand. Job Centre Plus clients directed to Universal Job Match courses with two completed and one planned for July</li> <li>• L1 Office Skills: two completed, one planned for July</li> </ul> <p>Planning process for 2014/15 underway. Enrolments commenced 9<sup>th</sup> June 2014 for all Phase One planned provision</p>	

**Priority 7**

**Ensure high quality provision continues for vulnerable groups, those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10**

**This will be achieved by:**

Aims	Actions for 2014	
	Summer Term	Autumn Term
<p><b>Aim 7d</b> In partnership with the voluntary and third sector, devise and deliver a programme of educational support for 'hard to reach' groups</p> <p><b>Lead Officer: Carol Arnfield, Head of Service, Adult Education</b></p>	<p>Develop and deliver a programme of courses enriching life and enhancing employment opportunities</p> <p>Key targets for Summer term</p> <ul style="list-style-type: none"> <li>• Work with 1 new partner delivering basic IT to low income families</li> <li>• Work with 11 partners to deliver 23 enrichment courses</li> </ul>	<p>Undertake a needs analysis of 'hard to reach' groups for targeted provision for 2014/15</p> <p>Develop and deliver a programme of courses enriching life and enhancing employment opportunities</p>
<p><b>June 2014 Update</b></p> <p>Green</p>	<p>Bromley Adult Education is working with a new partner – Crystal Palace Community Development Trust (CPCDT) delivering three courses.</p> <p>27 enrichment courses are being delivered, working with 13 partners.</p>	
<p><b>Aim 7e</b> In partnership with local providers and further education colleges, build on the recently approved alternative provision for Key Stage 4 pupils to minimise the numbers 'Not in Education, Employment or Training' (NEET)</p> <p><b>Lead Officer: John Burrell KS4 Alternative Provision Manager</b></p>	<p>Work with cohort to ensure that they remain in education, employment and training</p> <p>Undertake needs analysis to ensure provision for 2014/15 academic year is sufficient in both terms of places and breadth of subjects covered. Where appropriate, commission additional provision from partner organisations</p>	<p>Work with cohort to maximise likelihood of remaining in education, employment and training</p>

**Priority 7**

**Ensure high quality provision continues for vulnerable groups, those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10**

**This will be achieved by:**

Aims	Actions for 2014	
	Summer Term	Autumn Term
<b>June 2014 Update</b>  Green	There are currently 55 Year 11 students enrolled in Local Authority alternative provision.  The new 14-16 provision for Key Stage Four students at Bromley College will open in September 2014 and will take up to 60 students.  Kingswood Pupil Referral Unit (PRU), in the process of converting to academy status from 1 <sup>st</sup> September 2014 and sponsored by Bromley College, will provide additional vocational opportunities for up to 25 Key Stage Four students.	
<b>Aim 7f</b> Review provision of home/hospital and respite education services to students unable to attend mainstream school. Aim to :- - improve outcomes for individuals, - promote social inclusion - minimise the numbers 'Not in Education, Employment or Training'  This action will feed into the Behaviour Services element of the Education Commissioning Programme  <b>Lead Officer: John Burrell</b> <b>KS4 Alternative Provision Manager</b>	In partnership with providers, commission provision to minimise the numbers 'Not in Education, Employment or Training'	In partnership with providers, commission provision to minimise the numbers 'Not in Education, Employment or Training'

**Priority 7**

**Ensure high quality provision continues for vulnerable groups, those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10**

**This will be achieved by:**

Aims	Actions for 2014	
	Summer Term	Autumn Term
<b>June 2014 Update</b>  Green	Currently 23 students attend Respite education.  There are also students who are unable to attend mainstream education who receive group tuition (max 10 students) from the joint 'Home and Hospital and Respite' provision. There are 40 students who receive home tuition elsewhere (home or libraries), and 23 at the Nightingale centre.  The service also monitors those who have Elected to Home Educate (180 students) and works with those in Year 11 to assure transition to post 16.	
<b>Aim 7g</b> Embed the Raising the Participation Age (RPA) Strategy, Action Plan and Commissioning priorities  <b>Lead Officer: Paul King</b> <b>Head of Service, Bromley Youth Support Programme</b>	Draft revised Action Plan for 2014-15	Review and report on progress against the Raising the Participation Age Action Plan
<b>June 2014 Update</b>  Green	Not in Education, Employment or Training/Raising the Participation Age report presented to Education PDS 30 <sup>th</sup> January 2014 outlining a) The Borough's performance relating to the identification of, and provision of, support for young people currently not participating, or at risk of not participating, in Education, Employment or Training b) The Borough's strategies for improving the participation of young people in Education, Employment or Training  <a href="#">Not in Education, Employment or Training (NEET) - Strategies for improving the participation of young people in EET</a>  <a href="#">Not in Education, Employment or Training (NEET) Appendix 1</a>	

**Priority 7**

**Ensure high quality provision continues for vulnerable groups, those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10**

**This will be achieved by:**

Aims	Actions for 2014	
	Summer Term	Autumn Term
<p><b>Aim 7h</b> Ensuring the Borough's participation information and tracking services are comprehensive and, in particular, that they provide a practical basis for identifying and supporting young people who are at risk of not participating in EET or who are NEET</p> <p><b>Lead Officer: Paul King</b> <b>Head of Service, Bromley Youth Support Programme</b></p>	<p>Implement any changes following review required to ensure that the Borough's participation, information and tracking services are comprehensive and able to support the timely identification of young people who are at risk of not participating in EET or who are NEET</p> <p>Implement September Guarantee tracking exercise and ensure that those identified as without an order of EET for September are provided with support</p>	<p>Conduct annual survey of student destinations</p> <p>Conclude September Guarantee tracking exercise and ensure that all young people without an offer of EET are provided with support</p>
<p><b>June 2014 Update</b></p> <p>Green</p>	<p>Existing arrangements reviewed and exemption sought to remain with present provider as most cost effective means of providing participation tracking services.</p> <p>Service leads briefed on all tracking requirements through Participation in Education, Employment or Training (PEET) meetings. RPA briefing page published on the Council's web site on 16<sup>th</sup> January 2014. <a href="#">Raising the Participation Age Bromley Web Site Page</a></p>	
<p><b>Aim 7i</b> Through a second phase of investment, support youth employment opportunities for Bromley Residents</p> <p><b>Lead Officer: Hannah Jackson</b> <b>Project Officer, Renewal and Recreation</b></p> <p>Note: Aim amended to reflect revised parameters of project</p>	<p>This aim is monitored and reported via the Renewal and Recreation Portfolio Plan</p> <p><a href="#">Recreation and Renewal Portfolio Plan 2013/14 (Aim 3d page 23)</a></p>	<p>This aim is monitored and reported via the Renewal and Recreation Portfolio Plan</p> <p><a href="#">Recreation and Renewal Portfolio Plan 2013/14 (Aim 3d page 23)</a></p>

<b>Priority 7</b>		
<b>Ensure high quality provision continues for vulnerable groups, those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10</b>		
<b>This will be achieved by:</b>		
	<b>Actions for 2014</b>	
<b>Aims</b>	<b>Summer Term</b>	<b>Autumn Term</b>
<b>June 2014 Update</b>	Phase One of the project has created employment opportunities for 48 young unemployed residents.	
Green	Options appraisal for Phase Two completed.	
<b>We will measure achievement by:</b>		
At the end of the Summer Term the Borough will have a comprehensive overview of support that is available to young people in Bromley to enable them to participate in EET. By Dec 2014		
<ul style="list-style-type: none"> <li>the Borough will know the EET participation of school leavers - 95% of all school leavers and others of school leaving age;</li> <li>more than 85% of all school leavers and others of school leaving age will be in EET</li> </ul>		
At the end of the three year project (2013-2016) a minimum of 66 apprenticeships and 132 internships		
Adult Education College (available at the end of the Summer Term reported in Autumn):		
<ul style="list-style-type: none"> <li>retention at adult skills courses for post 16 years is greater than 92%</li> <li>attendance at adult skills courses for post 16 years is greater than 88%</li> <li>achievement at adult skills courses for post 16 years is greater than 92%</li> </ul>		



## **Glossary**

AD	Assistant Director
ASD	Autistic Spectrum Disorder
BAEC	Bromley Adult Education College
BEBP	Bromley Education Business Partnership
BYSP	Bromley Youth Support Programme
CE	Church of England
CPD	Continuing Professional Development
DFE	Department for Education
EET	Education, Employment or Training
EHC	Education, Health and Care
ESF	European Social Fund
HNS	High Needs Student
IAG	Information, Advice and Guidance
JCP	Job Centre Plus
LA	Local Authority
LAC	Looked after Children
LBB	London Borough of Bromley
LDD	Learning Difficulties and/or Disabilities
MAT	Multi Academy Trust
NEET	Not in Education, Employment or Training
NQT	Newly Qualified Teachers
PAP	Pre Apprenticeship Programme
PDS	Policy, Development and Scrutiny
PEET	Participation in Education, Employment or Training
PSAG	Primary Schools Advisory Group
QIP	Quality Improvement Programme
RC	Roman Catholic
RONIS	Risk of NEET Indicators
RPA	Raising the Participation Age
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability
SFA	Skills Funding Agency
VFM	Value for Money
YOT	Youth Offending Team

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## London Borough of Bromley

### PART 1 - PUBLIC

#### Briefing for Education Policy Development and Scrutiny Committee Wednesday 2 July 2014

## MENTORING END OF YEAR REPORT 2013/14

Contact Officer: Paul King, Head of Bromley Youth Support Programme  
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Chief Officer: Terry Parkin, Executive Director of Education, Care & Health Services  
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### 1. Summary

1.1 This report provides an annual update on the outcomes achieved by the Bromley Mentoring Initiative (BMI) and the expenditure of the BMI for the 2013/14 financial year with particular reference to the service provided to young people identified as being most at risk of developing criminal and anti-social behaviours. Through the Public Protection and Safety Portfolio the service has received a MOPAC grant contribution of £54,110 in 2013/14 with a similar level of allocation expected for the three financial years 2014/17.

### 2. THE BRIEFING

2.1 The following provides details of the BMI's outcomes and expenditure by the end of the 2013/14 financial year.

#### General Performance of the BMI

2.2 The BMI provides mentors to a number of Council teams working with young people. These are Youth Offending Team, Anti-Social Behaviour Unit, Behaviour Service, Leaving Care 16+ Team, Young Carers. Additionally, mentor services are purchased from the BMI by central government funded contractors providing programmes of support to young people at risk of dropping out of education, employment and training (EET).

2.3 BMI's general mentor recruitment, training and mentor/mentee matching performance is summarised in the table below:

Bromley Mentoring Initiative	27/02/2013 to 18/06/2013	19/06/2013 to 01/10/2013	02/10/2013 to 28/01/2014	29/01/2014 to 06/05/2014
Mentors				
Active (available to mentor)	118	136	116	111
In matching process	62	71	43	33
Active Matches - Matched to Mentee (actual mentoring relationships)	60 *	65 *	76 *	80 (Of these 16 are

				<i>LAC and 3 YOS)</i>
Trained awaiting CRB	0	3	3	3
Waiting to attend next training - BMI	20	12	13	10
Waiting to attend next training - YOT	38	34	24	34
Number of mentor relationships – accumulative	-	-	130	142
	2013/14	2013/14	2013/14	2013/14
	Q1 Apr to Jun	Q2 Jul to Sep	Q3 Oct to Dec	Q4 Jan to Mar
New mentors recruited by quarter	23	16	14	9
Mentors trained by quarter	38	31	9	11
Mentors matched by quarter	22	16	40	27

2.4 The matching process is key to the success of mentoring. It takes, on average, 7 hours to achieve each successful match to ensure that the best possible mentor is found to support the varying needs of each individual young person. This includes ensuring that parent/carer permission is received before mentoring can take place. It is rare for a mentoring relationship to fail because of the rigour of the BMI's matching process.

### **Community Safety Programme**

2.5 In the interests of addressing anti-social and criminal behaviour, the Community Safety Programme is focused on young people who have come to the notice of the Anti-Social Behaviour Unit and young people who are known to the Youth Offending Service.

2.6 **Anti-social Behaviour Unit (ASBU):** currently there are 51 mentors working with young people who have come to the notice of the ASBU. Of the 77 young people who had a mentor in the 2012-2013 academic year, only 1 escalated to receiving an ABC.

2.7 **Bromley Youth Offending Service (YOS):** There are currently 3 mentors matched with young people from YOS, 5 young people have been supported through a mentoring relationship during 2013/14. Mentors have also supported 39 group sessions (supporting 5 young people at each workshop) including healthy lifestyle workshops, prison visits, boxing training sessions and the YOS reparation activities. To increase the number of mentors working with YOS, mentoring is also being introduced into the Pre Court Service. This covers Triage, Triage 2, Youth Caution and Youth Caution Conditional. On meeting with the YOS worker the young person is assessed and at that point a recommendation for mentoring will be made. The mentoring will start as the young person is taking part in the Pre Court Disposals and will continue as the young person leaves the YOS.

2.8 In February 2014, Mr Boris Johnson, Mayor of London, visited Bromley's Youth Offending Service and was introduced to three mentors and a mentee discussing with them their involvement in the programme. He was very complimentary about the work that was being carried out.

2.9 The BMI continues to receive positive feedback. Evaluation for academic year 2013/14 is currently taking place but to date the following comments from link officers in each of the mentoring programmes has been received.

“We would like more mentors or mentor time to spend with all of the students we currently work with (6). This would help develop the students’ ability to develop positive relationships and overcome barriers to learning” (Behaviour Service Programme)

“The pupil was at risk of permanent exclusion and was only attending school part time. They have developed a very positive relationship over time. The mentor is incredibly adaptable and this has inevitably helped. There is no doubt the child would have been permanently excluded without the mentor’s support” (Community Safety Programme)

“The mentors have worked so well with these boys, we will miss them when the boys both move on to secondary school” (Community Safety Programme)

“The mentee felt able to speak to her mentor about issues which were worrying her and valued her response” (LAC Programme)

- 2.10 The funding from MOPAC via the PPS continues to assist the BMI significantly by increasing the staff establishment who are assigned to the BMI by the BEBP Manager. This has enabled the BMI to increase the number of mentors.
- 2.11 The award amounts to £54,110 for each of the financial years 2013/2014, 2014/2015, 2015/2016, 2016/2017.
- 2.12 The first year of performance against the MOPAC agreed indicators has been completed and the BMI has achieved the following:

Provide 100 volunteer mentor relationships per annum	141 relationships have taken place.
% of successfully completed mentoring relationships annually	Out of 141 relationships, 3 were not successful – 2%. This was due to the young person not engaging with the process
% of participants receiving an ABC	Out of 77 mentees, only 1 escalated to an ABC – 1%
% of participants who report an improvement in Education, Employment or Training	By undertaking self-assessment questionnaires for all participants, 81% reported an improvement in EET
% of participants who report an improvement in self esteem	By undertaking self-assessment questionnaires for all participants, 84% reported an improvement in self esteem

## **Looked After Children**

- 2.13 The MOPAC funding has allowed the BMI to extend the mentoring to provide a service for Pre-16 Looked after Children. Criteria have been agreed with Social Care Managers and referrals are being received for young people who are; LAC 14+ and experiencing difficulties in school; at risk or having short periods of exclusion; and 15+ with no plans for their post 16 education, employment and training.
- 2.14 Currently the BMI have 3 mentors working with LAC young people referred directly from their social workers, but a monthly programme of referrals has been planned. Mentors are reporting very successful meetings. The issues they are raising range from encouragement into further education, support to sustain work experience and emotional support.
- 2.15 The mentoring service is offered to young people who are NEET (Not in education, employment or training). The BMI are offering mentoring to NEET young people to offer them motivation and support, encouraging them to access positive activities and accompany them to interviews (work experience, training provider, college or job). This builds on the work undertaken by the Targeted Youth Support Programme and helps to build capacity for the TYS workers. Mentors will also be involved in a pilot programme to take place in the summer term to support group work activities in the Bromley Youth Support Programme Hubs. BMI mentors are also supporting young people on transition from year 11 to year 12.

## London Borough of Bromley

### PART 1 - PUBLIC

#### Briefing for Education PDS Committee Wednesday 2<sup>nd</sup> July 2014

## ANNUAL REPORT ON THE WORK OF THE VIRTUAL SCHOOL APRIL 2014

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Chief Officer: Terry Parkin, Executive Director of Education, Care & Health Services

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### 1. Summary

- 1.1 Section 99 of the Children and Families Act 2014 came into force on Tuesday 13th May making the role of Virtual School Head Teachers statutory. The Virtual School Head Teacher should be the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the authority's Looked After children, including those placed out of authority. Representing the corporate parents, the Virtual School Head Teacher should, therefore, have arrangements in place to ensure the educational attainment and progress of children looked after by the local authority are monitored and evaluated as if those children attended a single school.
- 1.2 In recognition of the importance of the work of the Virtual School in the work of improving outcomes for Looked After Children, the new Ofsted Framework for the Inspection of Services for Children in Need of Help and Protection, Children Looked After and Care Leavers requires the publication of a Virtual School Annual Report as part of the data provided by the authority.
- 1.3 Members are asked to read and note the Annual Report on the Work of the Virtual School 2014.

### 2. **THE BRIEFING**

- 2.1 See attached report and Appendix.

### 3. **SUPPORTING DOCUMENTS**

- Annual Report on the Work of the Virtual School, April 2014
- Delivering a First Class Education: Bromley Virtual School Development Plan.

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# **Annual Report on the Work of the Virtual School**

**April 2014**

<b>Point</b>	<b>Contents</b>	<b>Page</b>
1	<b>Background and Current National Profile on the Attainment of Looked After Children</b>	<b>3</b>
2	<b>Statutory Duties on Local Authorities as Corporate Parents</b>	<b>3</b>
3	<b>The Work and Impact of the Virtual School</b>	<b>4</b>
4	<b>Challenges Faced by Bromley Virtual School</b>	<b>7</b>
5	<b>Virtual School Achievements</b>	<b>9</b>
6	<b>Attendance and Exclusions</b>	<b>12</b>
7	<b>Looking Forward – the New Challenges</b>	<b>14</b>

## **1. Background and current National Profile on the Attainment of Looked After Children**

- 1.1 Ensuring that Looked After Children (LAC) receive a high quality education is fundamental to improving their life chances and future success as active and emotionally and economically secure adults.
- 1.2 Nationally, numbers of Looked After Children have increased by 9% since 2007 and despite seeing improvements in educational outcomes since 2000, progress has been at a slow rate and significantly lower when compared with the rest of the school age population. The Department for Education Statistical First Release in December 2012 showed that, in the academic year ending in the summer of 2012, only 14.6% per cent of looked after children who have been looked after for at least a year achieved five good GCSEs including English and maths, compared to 58.1% per cent for non-looked after children.
- 1.3 Like previous governments, the current administration has made narrowing of the gap between the achievement of looked after children and that of other children and young people a high priority. Everyone involved in the life of a Looked After Child can do more to support them to succeed in education and reach their full potential and overcome the structural barriers which exist in education hindering their overall progress.

## **2. Statutory Duties on Local Authorities as Corporate Parents**

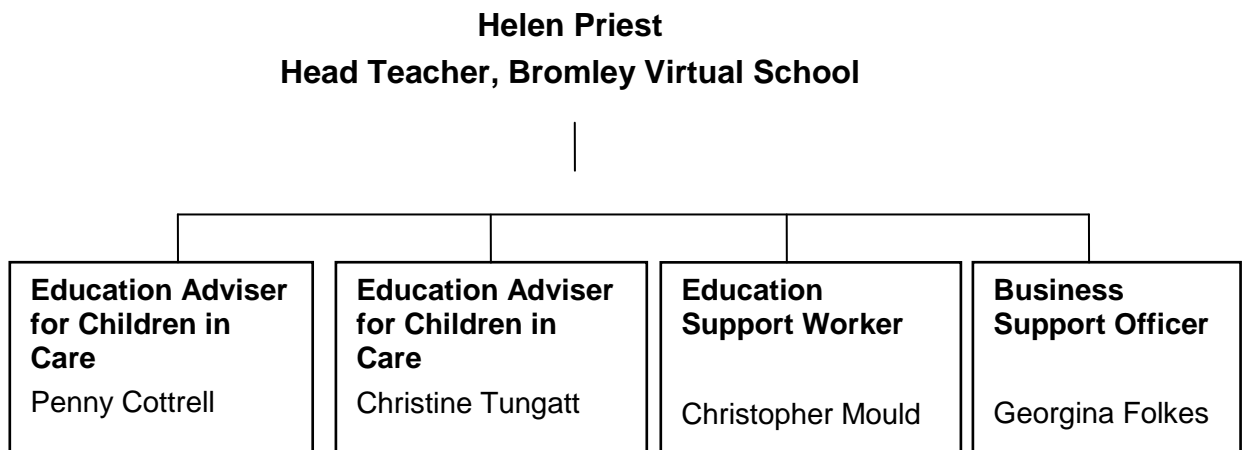
- 2.1 In March 2010, the government published 'Promoting the Educational Achievement of Looked After Children: Statutory Guidance for Local Authorities'. This guidance makes it clear that the duty of a local authority to safeguard and promote the welfare of a child looked after by them includes a particular duty to promote the child's educational achievement. In April 2011, the revised legal framework for looked after children came into force and the government also responded in detail to the Select Committee Report on looked after children.
- 2.2 Care Planning, Placement and Case Review (England) Regulations came into force in 2011 and outlined how local authorities should seek to ensure, as an integral part of care planning, that all looked after children are supported to achieve educational outcomes that are comparable to those of their peers.
- 2.3 Improving educational outcomes and ensuring that young people have access to education, employment or training post statutory education is one of the strategic priorities in Bromley's Corporate Parenting Strategy 2014-16.

### 3. The Work and Impact of the Virtual School

#### 3.1 Bromley Virtual School: Development and Service Delivery 2013/14

3.1.1 The Bromley Virtual School (formerly the Children in Care Education Service) was formed in September 2013. The Role of Virtual School Head Teacher is held by Helen Priest, whose former job title was Specialist Education Adviser for Children in Care

3.1.2 The Virtual School organisational structure chart is shown below.



3.1.3 During the 2013 calendar year, there was a complete change of personnel in the Virtual School. A period of recruitment and staff induction has taken place and the new team is working well and making an impact on the backlog of work as well as tackling new tasks and reviewing practice.

3.1.4 All of the roles within the Virtual School are now permanent and share the core responsibility to contribute to raising the attainment and improving the life chances of Looked After Children. The Education Advisers provide specialist support for Looked After Children with Special Educational Needs and those with additional needs. They ensure that children are in appropriate educational placements that that they are adequately supported. The Education Support Worker is responsible for monitoring and tracking attendance and exclusion of Looked After Children and supporting social workers and foster carers of children in KS4 to ensure that plans for transition to post 16-provision are in place.

3.1.5 With the exception of the Business Support Officer, all staff in the Virtual School attend PEP meetings when there are concerns about the stability of a school placement or the failure of a child to meet expected levels of attainment.

## 3.2 The Objectives of the Virtual School

### 3.2.1 Bromley Virtual School Statement of Purpose

Bromley's Children in Care, regardless of their location, deserve the best start in life. Enabling them to secure good educational outcomes is key to ensuring that their dreams and aspirations can be realised. As Corporate Parent, Bromley Council is committed to ensuring that children and young people in care have access to high quality education provision and timely and appropriate support when it is needed. Securing good educational outcomes for children in care will enable them to live economically independent, successful and fulfilling adult lives.

The Bromley Virtual School works strategically across the local authority and in partnership with schools and other agencies, in order to improve standards of achievement for this group of children and young people, whether they are placed in Bromley or far from home.

#### **Vision**

To ensure that Bromley's children and young people in care have access to high quality educational provision and achieve at a similar level to all other children and young people.

#### **Objectives**

- to ensure that children and young people looked after the LB Bromley have access to appropriate, high quality education provision
- to champion high academic expectations, working with social workers, carers, designated teachers and Head Teachers to ensure every looked after child has an ambitious and challenging personal education plan
- to track and monitor the academic progress of children and young people in care, ensuring they are making progress in line with National expectations, by maintaining effective monitoring and recording systems
- to monitor the education provision and expectations for children, especially those with disabilities, who are working below the level of assessment and/or age-related expectation
- to provide training that will raise awareness of the importance of education for children in care, inform of changes to statutory guidance, provide clarity of roles and responsibilities for key professionals and share good practice
- work with within the local authority and with partner agencies to ensure continuity of schooling for children in care

- to support and challenge schools and other education providers to promote stability and success for children
- provide additional, personalised support through access to advice and guidance, 1:1 tuition and additional resources whenever need is identified
- to celebrate success

### Measurements of success

- Improved school attendance
- All children in care make progress in line with National expectations
- Reduction in disruptions to education through exclusion and unnecessary changes of school
- An increase in the number of children in care achieving 5 good GCSEs
- An increase in the numbers of children in care successfully making the transition into further and higher education

3.2.2 The main objectives of the Virtual School are supported by the Virtual School Development Plan (**Attached as Annex 1**), in which the first priority is to 'Ensure that all looked after children and young people make progress that is at least as good as all other Bromley children'. This will be achieved by implementing tracking and monitoring processes which allow us to measure the progress of individual children. Attainment at the point of accommodation is collected as a benchmarking exercise, by the collection of data the first Personal Education Plan (PEP) and from the National database. Regular collection of attainment data and educational targets allows us to measure progress, both against the national expectation of two sub-levels of attainment per year and against the child's own prior attainment.

3.2.3 A new pupil monitoring form is being utilised alongside the existing PEP. It requires the designated teacher to record current attainment as well as end of year and end of key stage projections. This information allows the Virtual School to ensure that target setting in the PEP is focused on academic targets and national curriculum attainment levels rather than softer targets frequently seen previously. The monitoring form also provides information about current interventions and support activities provided by school and links them to the use of Pupil Premium payments.

3.2.4 As a result of the difficulties experienced by children in care, it might be expected that the service provided by the Virtual School is highly individualised and, indeed, almost all of the work of the service is at individual child level reflecting, as it were, the concerns of the corporate parent. As with most services, the provision offered by the Virtual School can be loosely classified as universal or targeted support for the children, their carers, social workers and schools. Although not entirely comprehensive, a grid showing the core offer of the Virtual School can be found at **Annex 2**. In addition to the management and delivery of the services described in the grid are very many hours spent visiting schools and residential provisions and the

detailed telephone conversations often involving a degree of challenge directed towards the provider and frequently requiring negotiations over additional resources or requests for more detailed information.

## **4. Challenges Faced by Bromley Virtual School**

### **4.1 Monitoring, Tracking and Reporting of Attainment**

- 4.1.2 As described, one of the key priorities for the Virtual School at the start of last academic year was to develop a more robust and secure system for tracking the attainment and progress of our statutory school aged Looked After Children. Over time, the collection of attainment data has developed from the annual collection of end-of-year national curriculum levels, which were recorded on spread sheets, to the more frequent and sophisticated collection of data showing projected attainment and progression that is in use today. The recording of this information, and the associated requirement to produce reports for a variety of purposes and audiences has continued to present a challenge, both in terms of human and time resources involved in the chasing of outstanding monitoring forms .
- 4.1.3 Bromley has developed capacity on its Integrated Children's System (ICS), Carefirst, for the recording of Early Years and Key Stage qualifications and has had a slightly modified version of the Pan London PEP created within Carefirst so that PEPs can be treated in the same way as other assessments. After an initial bedding-in period, we have seen a significant improvement in the standard of PEPs, all of which as quality assured by the Virtual School.
- 4.1.4 The creation of the Carefirst PEP has coincided with the development of more sophisticated system for recording and reporting attainment and progression data but, although an improvement on the previous system, it has not entirely overcome the on-going problems associated with reporting requirements and nor has it resolved the difficulties of the collection of the data from schools in a timely and efficient manner. We recognise, too, current systems only capture the data at a moment in time and in order to allow early intervention we need to have a live system that alerts us to concerns in respect of education immediately.
- 4.1.5 In recent months, as a result of the requirements of Virtual Schools, there have been significant developments in the data collection services available from a number of providers, both existing and new in the market. In December and January, as part of a business case for development of data capture for the Virtual School, a review of these providers was undertaken and it resulted in the extension of existing Welfare Call contract to include 'Track'. Welfare Call currently contacts every school of every Bromley looked after child every day to monitor attendance and exclusion. The Track element of the contract means that from June 2014, the daily calls will also collect 'live' attainment and progression data and will provide us with a reporting facility that is fit for purpose.

## 4.2 Other Challenges

- 4.2.1 Many children who become looked after do so with histories of multiple school changes and poor attendance. They may have missed whole sections of the curriculum and may have unidentified special needs as a result of not having been in school for sufficiently long for assessments to be undertaken. While there is an unquestionable expectation that the attainment trajectory for children who remain in foster care will rise, it is frequently the case that accessing education remains low on the child's hierarchy of need, taking a lower priority than social and emotional issues. Children who have experienced extreme neglect or domestic violence expend a lot of energy being hyper-vigilant or defensive in the classroom and may not be able to concentrate. They may have become young carers and be anxious about siblings or parents from whom they have been separated. For such children, it is not appropriate to assume a rapid improvement towards age-related expectations, but to recognise and praise small improvements. Sometimes, regular school attendance becomes a giant step forward. Working with partners in schools, it is important to achieve the right balance between raising expectations for children who are settling into foster care and recognising that they may have huge barriers to overcome before there are signs of improved behaviour and academic outcomes.
- 4.2.1 A higher than average proportion of last year's cohort had been moderately or completely disengaged during year 11. This figure had been impacted by the higher than normal number of young people that became accommodated at aged 15 plus. Many of the late entrants to the cohort were already refusing to attend their education provision and some had no identified school at all when they became looked after. Some young people, including a number who had previously been high achieving, experienced placement breakdowns or other serious disruption which caused them difficulties in engaging at any level. For some of our young people it is hard for them to focus on education. Most schools work hard to keep young people on track but, ultimately, academic targets are missed despite high levels of support.
- 4.2.3 The alternatives to school that are on offer are sometimes not suitable for looked after young people in crisis or for those with complex and challenging behaviour. For example, we had a small number of young people that had been the perpetrators of sexual assault against other young people. Maintaining these young people in any educational resource whilst at the same time safeguarding other young people, can present a significant challenge.
- 4.2.4 The impact of removal of GCSE Equivalence. Last year, a number of young people who might, in previous years, have achieved a number of GCSEs by virtue of having gained other qualifications which had GCSE equivalence now have no GCSE successes at all. It is not clear if this will have any impact on their future education, training or employability.



## 5. Virtual School Achievements

### 5.1 Increasing Support

5.1.2 The Virtual School is increasingly offering children and young people opportunities for engagement in aspirational or resilience-building activities with their foster carers. These range from visits to universities to drumming classes and opportunities to learn to play the ukulele. During the last 18 months, 17 young people and their foster carers have visited Cambridge University for taster days, either with a subject-specific focus or to provide a taste of university life. This year, we are planning a Gamelan drumming programme for younger children as well as theatre trips and other exciting activities. These activities represent an investment in the futures of our children and young people as fully contributing members of society. Following such a visit, one young person took pains to explain to workers that he now felt enabled, for the first time, to contribute to conversation about a recent visit to a theatre. Previously, he had found excuses to exclude himself from such discussions, having never been inside a theatre.

5.1.3 The Virtual School invited a number of foster carers to take part in the pilot of a project designed to improve reading age and comprehension scores. Text Now is a reading programme in which foster carers are taught to become reading coaches. Once trained, carers commit to listening to children read for 20 minutes every weekday for 10 weeks. Children on the programme are given new books at the start of the programme as well as a 'pot' of incentive points. They are rewarded with additional points every time that they read these. Accumulated points can be used at any stage to buy books online from an 'amazon-type' Internet shop. Reading (word recognition) and comprehension age tests were undertaken on all of the children at the beginning and end of the project and the outcomes are very pleasing. Although foster carers initially found it challenging to set aside time to listen to reading in such a structured way, all reported finding it a rewarding experience. All but one of the starting children completed the programme and with one exception, all children made significant progress in reading age and reading comprehension age; the mean average gain in reading age was 9.2 months. Reading comprehension age improvement was even greater, with the mean average gain of 11.6 months. The smallest gain in reading comprehension was 6 months and the greatest a staggering 21 months. Even those children with smaller gains in word recognition made significant gains in reading for meaning.

5.1.4 The Virtual School funds a programme of targeted 1:1 tuition. Children in national curriculum year group 6 are offered 1 hour of literacy and maths combined in a single session each week for 20 weeks as they prepare for KS2 SATs. Students in Key Stage 4 are offered two hours per week for a similar period in both years. Generally, this tuition will be for English and Maths, though, occasionally, one subject is substituted for a science option. Offers of tuition are not always taken up by students, who sometimes find that tuition after school eats into too much of their personal time or who simply see the concept of additional school support as punitive rather than supportive. However, during the last year, the Virtual School saw its highest ever demand for 1:1 tuition.

5.1.6 The annual Celebration of Achievement of Looked After Children took place at the Warren on 15<sup>th</sup> November 2013. Over a hundred young people were nominated for achievements ranging from improvements in self-care skills to gaining an MSc. The event was well attended by the young people, their carers and social workers and by officers and elected members of the council. 60 young people were awarded certificates by the Mayor. As always, the evening was enjoyable, moving and great fun. We are grateful to the management and staff of the Warren for their support and for the free use of the facilities.

## 5.2 Academic Attainment

5.2.1 Because cohort sizes are very small, data represented as percentages can appear distorted although, because this the national reporting requirement, it is the only way that comparison can be made with national outcomes and statistical neighbour results. Wherever possible, we have shown outcomes as numbers of children as well as percentages.

### 5.3 Key Stage 1 SATs 2013 (age 7)

5.3.1 11 Bromley children in care ended KS1 in August 2013. Of these, 5 had been continuously looked after during the reporting period. For the purpose of this report, it is these 5 children that form the **reporting cohort** for academic year 2012/13.

5.3.2 3 children (66%) achieved level 2 in Reading, Writing and Maths  
The remaining two children both have Statements of Special Educational Needs and are working below the level of assessment.

#### 5.3.3 Key stage 1 achieving level 2 or above

		2013	2012	2011
<b>Reading</b>	<b>Bromley</b>	60% (3 of 5 pupils)	57%	66%
	<b>National</b>	69%	67%	59%
<b>Writing</b>	<b>Bromley</b>	60% (3 of 5 pupils)	57%	44%
	<b>National</b>	61%	57%	53%
<b>Maths</b>	<b>Bromley</b>	60% (3 of 5 pupils)	57%	66%

	<b>National</b>	71%	71%	63%
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#### 5.4 Key Stage 2 SATs (Age 11)

5.4.1 15 Bromley children in care ended KS2 in August 2013. Of those 9 had been continuously looked after during the reporting period. These 9 children form the **reporting cohort**.

5.4.2 All but one of these children has made two or more levels of progress in English and Maths during KS 2 (8 out of 9 pupils). The child who has not made this progress is a severely disabled child, who is making progress below national curriculum levels.

##### 5.4..3 Key Stage 2 achieving level 4 or above

<b>Indicator</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>
N 99: Percentage of children in care reaching level 4 in English at KS2	New combined Reading, Writing and Maths scores  <b>Bromley 66%</b> (5 of 9 pupils)	<b>Bromley</b> 28% (2 of 7 pupils)  <b>National</b> 64%	<b>Bromley</b> 50% (5 of 10 pupils)  <b>National</b> 59%	<b>Bromley</b> 100% (5 of 5 pupils)  <b>National</b> 54%	<b>Bromley</b> 40% (4 of 10 pupils)  <b>National</b> 59%
N100: Percentage of children in care reaching level 4 in maths at KS2	<b>National</b> Not available	<b>Bromley</b> 28%  <b>National</b> 56%	<b>Bromley</b> 40%  <b>National</b> 52%	<b>Bromley</b> 80%  <b>National</b> 47%	<b>Bromley</b> 20%  <b>National</b> 47%

- **8(88%)** pupils made 2 levels of progress or more in English.
- **8(88%)** pupils made 2 levels of progress or more in Maths.

**These results for Looked After children in Bromley match national outcome data for progression of Looked After children in KS2**

#### 5.5 Key Stage 4 Outcomes 2013 (age 16)

5.5.1 In the academic year 2012/13 the YR11 cohort was exceptionally small with 33 children in care ending the year in care. Of these, **19** had been continuously looked after for at least 12 months (to 31<sup>st</sup> March 2013) and these pupils form the **reporting cohort**.

#### 5.5.2 GCSE outcomes

<b>GCSE Results</b>		<b>2013 Reporting Cohort (19 pupils)</b>	<b>2013 All LAC Pupils (33 pupils)</b>	<b>2012</b>	<b>2011</b>
<b>5 A*-C Including English and Maths</b>	Bromley	16% (3 pupils)	18%	11% (2 pupils)	8.6% (3 pupils)
	National	15.3%	Not available	15.0%	13.6%
<b>5 A*-C</b>	Bromley	21%	27%	22.2%	25.7%
	National	36.6%	Not available	37.2%	33.4%
<b>5A*-G</b>	Bromley	21%	27%	55%	48.6%
<b>1A*-G</b>	Bromley	26%	33%	88%	74.3%
Sat GCSE or equivalent	Bromley	26%	36%	88%	66%

Of the reporting cohort:

- **16%** of pupils (3) achieved **5 GCSEs at A\*-C** including English and Maths. **In percentage terms, this is above National outcomes for KS4 looked after children**
- **78%** pupils (15) in the reporting cohort have identified **SEN**:
  - 3** (16%) have Statements of Special Educational Needs.
  - 6** (32%) are at School Action Plus

## 6. Attendance and Exclusions

### 6.1. Attendance

6.1.1 Attendance data is collected daily, on behalf of Bromley, by Welfare Call Ltd. This data is reported to Bromley daily, weekly and termly. If a child is absent from school without authorisation, Welfare Call will telephone the foster carer to ensure that the

carer knows the whereabouts of the child. If the foster carer is unavailable or if they were unaware of the child's absence, Welfare Call will then notify the child's social worker. The Education Support Worker within the Virtual School monitors the daily and weekly Welfare Call reports and liaises with other members of the team on a daily basis as well as in weekly pupil monitoring exercises.

6.1.2 The key indicator for the reporting of pupil absence from school is persistent absence. Persistent absentees are defined as having around 15 per cent overall absence rate For 5 terms of absence data, this equates to 46 or more sessions of absence (authorised and unauthorised), or 23 days. This definition was introduced in 2011. Before 2011 it was 20 per cent, equating to 25 days). The percentage is calculated by dividing the number of persistent absentees by the total number of children with absence data.

6.1.3 Persistent absence for Bromley LAC (*all figures report persistent absence over 5 half terms*).

<b>Academic Year</b>	<b>2012/13</b>	<b>2011/12</b>	<b>2010/11</b>	<b>2009/10</b>	<b>2008/09</b>
Bromley	8.2%	6.0%	10.1%	8.2%	6.0%
All outer London	5.1%	6.7%	7.1%	8.1%	6.7%
All England	5.0%	6.0%	7.3%	7.8%	8.8%

## **6.2 Exclusions**

6.2.1 Bromley has had no reported permanent exclusions of looked after children since 2008 and the number of fixed term exclusions has decreased year on year over this period. This is the result of increased levels of support offered to both individual pupils and their schools by the Virtual School and of improved collaborative working between the Service and colleagues in the Behaviour Service, SEN and Education Welfare and our local schools.

6.2.2 Permanent Exclusions have largely been avoided by managed moves (planned transfer to other maintained or alternative provisions). The decision to affect a managed move rather than allow a 'natural progression' to permanent exclusion and subsequent placement in a pupil referral unit is usually driven by two factors: (a) the reluctance to allow the pupil to have a permanent exclusion on their record and (b) the nature of pupil referral unit provisions and the mix of students already attending.

6.2.3 The expectation of the Virtual School is that children will remain in mainstream schools and that schools are challenged and supported to keep pupils on roll. Bromley provides both the challenge and support very well, often keeping children in school and allowing them to complete courses and take national examinations.

However, when a student is experiencing multiple fixed term exclusions, there is a judgement to be made about the value of continuing to make them attend a provision in which they are extremely unhappy and are not engaging (or are being purposely being disruptive) and then removing them to a new provision in which they can make a new start. Both options present challenges and both carry the risk of a poor outcome.

6.2.4 Fixed term exclusions of looked after children have been reducing consistently since 2009. This represents a reduction both in the number of days and in the number of pupils experiencing exclusion. This trend is not borne out among our statistical neighbours, most of whom saw an increase in the numbers of fixed term exclusions in 2011.

6.2.3 This table shows fixed term exclusions from 2009 to 2013:

	<b>no. days total FX</b>	<b>no. pupils represented</b>	<b>Bromley Schools</b>	<b>Other Schools</b>	<b>total schools</b>
<b>2009/10</b>	232	33	9	21	30
<b>2010/11</b>	134	24	9	13	22
<b>2011/12</b>	126	23	11	12	23
<b>2012/13</b>	91	13	5	6	11

6.2.4 48 of the 91 days of exclusion in 2012/13 were for a single pupil. This demonstrates both the challenge of keeping pupils in school and the success of the collaboration between the Virtual School and other schools. It also highlights the complexities of the assertion that school stability is paramount. While the reluctance of the child's school to permanently exclude was evident and laudable, despite high levels of support and considerable joint working between professionals, the accumulation of his exclusions strongly suggested that the provision could no longer meet his needs. Reluctantly, the decision to move him was made.

## **7. Looking Forward – the New Challenges**

7.1 In addition to the on-going work to improve the quality and timeliness of PEPs and develop recording and reporting mechanisms, the Virtual School faces two new major challenges in 2014. These are the creation of a local protocol for the management, delivery, use and monitoring of the Pupil Premium under new guidance published in March this year; and the creation of new support pathways for looked after children in Bromley with the implementation of Education, Health and Care Plans and the new (as yet draft) statutory code.

### **7.2 Changes to Pupil Premium Arrangements**

- 7.2.1 There is a significant change in arrangements for Pupil Premium for Looked After Children from April 2014. The overall amount of Pupil Premium for LAC will be based on numbers of LAC aged 4-15 with a mid-year revision to account for additional children and a notional £1900 per child.
- 7.2.2 The Department for Education Conditions of Grant 2014-2015 states '*The grant allocation for Looked After Children must be managed by the designated Virtual School Head -in the authority that looks after those children to be used for the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP). The Virtual School Head should ensure there are arrangements in place to discuss with the child's education setting – usually with the designated teacher – how the child will benefit from any pupil premium funding. The local authority is not permitted to carry forward funding held centrally into the financial year 2015-2016. Grant held centrally that has not been spent by 31 March 2015 will be recovered.*'
- 7.2.2 Unlike in previous years, there is no requirement for the authority to pass a set amount of funding onto the school. Instead the money must be managed by the Virtual School to be used to improve outcomes as identified in the Personal Education Plan in consultation with the designated teacher. Criteria for the distribution of this funding and the tools for monitoring outcomes will need to be created and time and human resources allocated this task.

### **7.3 The Implementation of Education Health and Care Plans**

- 7.3.1 Education, Health and Care Plans (EHC plans) are being implemented during 2014. They are being prepared instead of the current 'Statement of Special Educational Needs' for the children with high levels of education and health needs and can be requested if the child or young person is in a mainstream setting and their needs require a high level of support to enable them to access the curriculum. They will be required for all children and young people with special educational needs and/or disabilities who are placed in special school settings. The new plans will be from birth to the age of 25 and will be reviewed regularly in response to changing needs. They will have a focus on outcomes for the child or young person and local services will work in a multi-agency way to ensure they are straightforward and recognise the support that is required and the aspiration families have for their child.
- 7.3.2 The Virtual School is working closely with professionals from SEN and Disability Services to identify pathways to assessment for looked after children who are identified as a priority group in the new, draft Code of Practice. This work is recognises and is consolidating existing good practice in which the process of Personal Education Plans contributes to the identification of previously un-recognised Special Educational Needs, changes to known needs or concerns about the suitability of provision.
- 7.3.3 Much of the current practice will remain unchanged but the way that assessments are undertaken and the plans are drawn up will be different and the Virtual School

will play a vital part in training and supporting education and social care professionals during the implementation phase. During the late Spring and Summer of 2014, the Virtual School will take part in a series of meetings during which a selection of cases will be presented to identify criteria for rapid conversion from Statements of SEN to EHC plans.



**Delivering a First Class Education  
Bromley Virtual School Development Plan, Academic Years 2013 -2015**

<b>Priority and Activities</b>	<b>Outcomes</b>	<b>Lead</b>	<b>Other measures of success</b>
<b>Priority</b>			
<b>1. Ensure that all looked after children and young people make progress that is at least as good as all other Bromley children</b>			
<ul style="list-style-type: none"> <li>• Drive up quality and timeliness of PEPs</li> </ul>	All LAC to have current PEP by June 2014	HP/HOS	<ul style="list-style-type: none"> <li>• Children achieve two sub levels of progress in any academic year</li> <li>• Increase in number of children achieving 5 GCSEs A*-C including English and Maths</li> <li>• All Bromley LAC become confident readers.</li> </ul>
<ul style="list-style-type: none"> <li>• Accurate benchmarking of attainment at the point of accommodation</li> </ul>	Extend Welfare Call Contract to include collection of attainment data by end of Spring Term 2014	HP	
<ul style="list-style-type: none"> <li>• Maths GOAL assessments for all year 10 looked after pupils to ascertain areas of weakness and target tuition</li> </ul>	By end of autumn term 2013 and ongoing for new LAC	HP	
<ul style="list-style-type: none"> <li>• Early identification of failure to make progress</li> </ul>	Ongoing	HP	
<ul style="list-style-type: none"> <li>• Build on Text Now pilot project, introducing it across the Virtual School</li> </ul>	September 2014	HP	
<b>Priority</b>			
<b>2. Increase accountability and performance management of Virtual School</b>			
<ul style="list-style-type: none"> <li>• Create a Governing Body for the Virtual School</li> </ul>	Governing body in place and terms of reference agreed by end June 2014	HP/IL	

<ul style="list-style-type: none"> <li>Complete 1<sup>st</sup> Annual Report</li> </ul>	February 2014	HP	
<b>Priority</b>			
<b>3. Raise the aspirations of children and young people in care and the professionals that work with them</b>			
<ul style="list-style-type: none"> <li>Develop or purchase information relating to choices at transition to further or higher education</li> </ul>	Who Cares? Trust 'Finding Your Way' booklets purchased and included in KS4 Welcome Pack	HP/MB-A	
<ul style="list-style-type: none"> <li>Increase exposure of young people and their carers to experiences of higher education institutions</li> </ul>	<i>Increase to 25 visits per year by summer 2015</i>	HP/MB-A/SN	
<ul style="list-style-type: none"> <li>Investigate the possibilities of a 'Near Peer Mentoring' project, using our own care leavers with university experience.</li> </ul>	Feasibility report complete by end summer term 2014	HP/MB-A	
<ul style="list-style-type: none"> <li>Create Bromley Designated Teacher Forum</li> </ul>	First forum meeting by end of summer term 2014	HP/JB	
<b>Priority</b>			
<b>4. To further embed personal education planning within care and pathway planning</b>			
<ul style="list-style-type: none"> <li>Ensure requirement on IROs to check date of most recent PEP</li> </ul>	Visit IRO team meeting January 2014	HP	<ul style="list-style-type: none"> <li>Roll out of post-16 PEP to all YR 12 LAC in EET and subsequent reduction in YR12 drop-out rate</li> </ul>
<ul style="list-style-type: none"> <li>Develop fit for purpose post 16 PEP</li> </ul>	Completion January 2014	HP	

<ul style="list-style-type: none"> <li>Update PEP in line with EYFS developments</li> </ul>	Add to Carefirst Work programme January 2014	HP/DK	
<ul style="list-style-type: none"> <li>Build capacity on CareFirst PEP for recording post 16 destination</li> </ul>	Add to Carefirst Work programme January 2014	HP/DK	
<b>Priority</b> <b>Improve post 16 engagement in EET</b>			
<ul style="list-style-type: none"> <li>Recording YR 11 transition plan data on PEPs and CareFirst</li> </ul>	January to March 2014	HP/AB/GG	<ul style="list-style-type: none"> <li>Improved tracking of YR11 students and Youth Contract work will increase engagement in EET for YR 12 in September 2014</li> </ul>
<ul style="list-style-type: none"> <li>Increase referrals to TYSS for all LAC year 9 and above and all new entries</li> </ul>	Social Workers advised to refer all new LAC on notification of accommodation from	HP/PK	
<ul style="list-style-type: none"> <li>Improve access to information, advice and guidance through sign posting services and providing published careers advice</li> </ul>	Ensure 'Your Shout' website contains up to date IAG information and weblinks to advice agencies	HP/PK/MB-A	
<b>Priority 6</b> <b>Reduction of persistent absence and fixed term exclusions</b>			
<ul style="list-style-type: none"> <li>Early intervention by ensuring review of PEP at first return from exclusion (reintegration) meeting</li> </ul>	Reduction of fixed term exclusions for all Bromley LAC to under 80 days per year by summer 2015	HP	<ul style="list-style-type: none"> <li>Reduction of managed moves</li> </ul>
<ul style="list-style-type: none"> <li>Ensuring that Statements of SEN are a true</li> </ul>	VS attendance at all LAC annual reviews of Statements in 2014/15 and all subsequent first annual reviews for	HP/MC	

reflection of pupils' needs and that pupils are receiving their entitlement	new LAC		
<ul style="list-style-type: none"> <li>Identifying further support needs and challenging schools to meet those needs</li> </ul>	Ongoing	HP	
<ul style="list-style-type: none"> <li>Re-launch Virtual School Attendance Protocol</li> </ul>	September 2014		Reduce persistent absenteeism to 7% by Summer 2015
<b>Priority 7</b>			
<b>Increase awareness and competencies of foster carers and social workers to ensure high quality support for children</b>			
<ul style="list-style-type: none"> <li>Develop Virtual School's contribution to foster carer induction and ongoing training calendar</li> </ul>	Foster carer training events booked termly from January 2014	HP/SN	
<ul style="list-style-type: none"> <li>Provide regular, topical, training events for foster carers, social workers and other professionals</li> </ul>	1 training event per term from summer 2014	HP	
<ul style="list-style-type: none"> <li>Evaluate Text Now pilot project</li> </ul>	Completed	HP	
<ul style="list-style-type: none"> <li>Increase education opportunities available to children and carers</li> </ul>	4 events per year by summer 2015	HP/SN	

HP=Helen Priest; MB-A=Melissa Bob-Amara; PK=Paul King; SN=Susan Noonan; MC=Mary Cava; DK=David Kidsley; AB=Andy Bravery; GG=Graham Glazier; IL=Ian Leadbetter

## London Borough of Bromley

### PART 1 - PUBLIC

#### Briefing for Education Policy Development and Scrutiny Committee Tuesday 2<sup>ND</sup> July 2014

## BROMLEY ACADEMY PROGRAMME AND FREE SCHOOL UPDATE

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### 1. Summary

- 1.1 This briefing provides the Education PDS with an update on both the Bromley Academy Programme and Free School initiatives.
- 1.2 This is the updated information for Members on the academy conversion programme as at 19<sup>th</sup> June 2014. There are now 47 academies within Bromley, an increase of three since the last report was presented. The new academies are Keston (part of a multi-academy trust with the Aquinas Trust); Scotts Park (part of a multi-academy trust with The Ravensbourne School); and St Johns (a sponsored academy with the Diocese of Rochester. Twenty three more schools are in the process of converting and a further twenty one are in the initial stages of exploring conversion. Thirteen schools converted in 2013/14 and three have converted in 2014/15 to date.
- 1.3 The information also indicates formal partnership or sponsorship arrangements relevant to Bromley schools where these are known.
- 1.4 At the time of this briefing there are currently four free schools with DfE approval (three primary and one Pupil Referral Unit PRU) there are also a further four schools proposed currently without DfE approval (2 primary and 2 secondary).

## 2. THE BRIEFING

### 2.1 Overall Summary of the Academy Programme as at 19<sup>th</sup> June 2014.

Type	Converted		Maintained - Conversion in Progress		Maintained - Exploring Conversion		Maintained – Not Actively Exploring Conversion		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
<b>Secondary</b>	16	94%	0	0%	1	6%	0	0%	17	100%
<b>Primary</b>	31	42%	22	30%	16	21%	5	7%	74	100%
<b>Special</b>	0	0%	0	0%	4	100%	0	0%	4	100%
<b>PRU</b>	0	0%	1	100%	0	0%	0	0%	1	100%
<b>Total</b>	<b>47</b>	<b>49%</b>	<b>23</b>	<b>24%</b>	<b>21</b>	<b>22%</b>	<b>5</b>	<b>5%</b>	<b>96</b>	<b>100%</b>

### 2.2 Schools which have converted to Academy Status

A	PRIMARY SCHOOLS	POSITION	TIMESCALE
1	<p><b>Hayes Primary School</b></p> <p>Actively exploring sponsorship of other schools. Application for sponsored conversion of St Mary Cray approved and sponsor status granted.</p> <p>Linked to the Realise Academy Partnership Trust – a schools partnership arrangement in the borough</p>	Conversion	1 July 2011
2	<b>Warren Road Primary School</b>	Conversion	1 July 2011
3	<b>Balgowan Primary School</b>	Conversion	1 August 2011
4	<p><b>Biggin Hill Primary School</b></p> <p>Consulting with parents and public about a potential sponsored or multi-academy trust arrangement with Charles Darwin school.</p>	Conversion	1 August 2011
5	<b>Darrick Wood Infant School and Nursery</b>	Conversion	1 August 2011
6	<b>Green Street Green Primary School</b>	Conversion	1 August 2011
7	<p><b>Pickhurst Infant School</b></p> <p>Linked to the Realise Academy Partnership Trust – a schools partnership arrangement in the borough</p>	Conversion	1 August 2011
8	<p><b>Pickhurst Junior School</b></p> <p>Exploring potential MAT or Umbrella Trust arrangements (Endeavour).</p>	Conversion	1 August 2011
9	<b>The Pioneer Academy (formerly Stewart Fleming Primary School)</b>	Conversion	1 August 2011

A	PRIMARY SCHOOLS	POSITION	TIMESCALE
	Part of the The Pioneer Academy Trust and exploring potential MAT arrangements in the borough. The Pioneer Trust sponsors a school in Bexley.		
10	<b>Valley Primary School</b>	Conversion	1 August 2011
11	<b>Crofton Junior School</b>	Conversion	1 December 2011
12	<b>Tubbenden Primary School</b>	Conversion	1 March 2012
13	<b>St James' RC Primary School</b>	Conversion	1 April 2012
14	<b>Crofton Infant School</b>	Conversion	1 September 2012
15	<b>Hillside Primary School</b> Hillside is sponsored by The Priory as part of a MAT.	Sponsored Conversion	1 September 2012
16	<b>Parish Primary School</b> Parish is part of the Aquinas Trust with Bishop Justus.	Conversion	1 August 2013
17	<b>Alexandra Juniors</b>	Conversion	1 September 2013
18	<b>Highfield Infants' School</b> Joint Head Teacher with Highfield Junior	Conversion	1 September 2013
19	<b>Raglan Primary School</b>	Conversion	1 September 2013
20	<b>Harris Academy Kent House (formerly Royston Primary)</b> Part of the Harris Federation, which in Bromley includes Harris Kent House, Harris Crystal Palace, Harris Bromley and Harris Beckenham.	Sponsored Conversion	1 September 2013
21	<b>Harris Academy Crystal Palace (formerly Malcolm Primary School)</b> Part of the Harris Federation, which in Bromley includes Harris Kent House, Harris Crystal Palace, Harris Bromley and Harris Beckenham.	Sponsored Conversion	1 September 2013
22	<b>Gray's Farm Primary School</b> Part of The Kemnal Academies Trust	Sponsored Conversion	1 September 2013
23	<b>Highfield Junior</b> Joint Head Teacher with Highfield Infants	Conversion	1 October 2013
24	<b>Alexandra Infants</b>	Conversion	1 December 2013
25	<b>Farnborough Primary</b>	Conversion	1 December 2013
26	<b>Manor Oak</b>	Conversion	1 December 2013
27	<b>Perry Hall Primary</b>	Conversion	1 December 2013

<b>A PRIMARY SCHOOLS</b>		<b>POSITION</b>	<b>TIMESCALE</b>
28	<b>Castlecombe</b> Linked to the Realise Academy Partnership Trust – a schools partnership arrangement in the borough	Conversion	1 January 2014
29	<b>Keston</b> MAT with Aquinas Trust	Conversion	1 April 2014
30	<b>Scotts Park</b> MAT with The Ravensbourne School	Conversion	1 April 2014
31	<b>St Johns</b> Sponsored academy with the Diocese of Rochester	Sponsored Conversion	1 April 2014

<b>B SECONDARY SCHOOLS</b>		<b>POSITION</b>	<b>TIMESCALE</b>
1	<b>Kemnal Technology College</b> Part of the The Kemnal Academies Trust. This includes Gray's Farm Primary.	Conversion	1 September 2010
2	<b>Darrick Wood Secondary School</b> Linked to the Realise Academy Partnership Trust – a schools partnership arrangement in the borough	Conversion	1 December 2010
3	<b>Beaverwood School for Girls</b> Linked to the Realise Academy Partnership Trust – a schools partnership arrangement in the borough	Conversion	1 March 2011
4	<b>Bishop Justus CE Secondary School</b> Bishop Justus has set up the Aquinas Trust and is exploring MAT arrangements in the borough. Keston may join the Trust.  Parish and Keston are part of the Trust. Chislehurst (St Nicholas, Cudham , Princes Plain and St Marks are all in the process of converting as part of the Aquinas Trust.  Bishop Justus has been approved as a sponsor and is considering sponsorship arrangements.	Conversion	1 March 2011
5	<b>Coopers Technology College</b> Coopers applying to DfE to become a sponsor  Proposed MAT with Leasons in development	Conversion	1 March 2011
6	<b>Charles Darwin School</b>	Conversion	1 April 2011



B	SECONDARY SCHOOLS	POSITION	TIMESCALE
7	<p><b>Hayes School (Bromley) (formerly Hayes School)</b></p> <p>Linked to the Realise Academy Partnership Trust – a schools partnership arrangement in the borough</p>	Conversion	1 April 2011
8	<p><b>Langley Park School for Boys</b></p>	Conversion	1 April 2011
9	<p><b>Newstead Wood School (formerly Newstead Wood School for Girls)</b></p>	Conversion	1 April 2011
10	<p><b>Ravens Wood School</b></p> <p>Ravens Wood sponsors a school outside the borough.</p>	Conversion	1 April 2011
11	<p><b>The Ravensbourne School</b></p> <p>The Ravensbourne School has set up the Education for the 21<sup>st</sup> Century Trust and is exploring MAT arrangements in the borough.</p> <p>Scotts Park is part of the Trust.</p>	Conversion	1 April 2011
12	<p><b>Bullers Wood School</b></p>	Conversion	1 May 2011
13	<p><b>Langley Park School for Girls</b></p> <p>Linked to the Realise Academy Partnership Trust – a schools partnership arrangement in the borough</p> <p>Academy order received for a multi-academy trust with Hawes Down Infants and Hawes Down Junior</p>	Conversion	1 August 2011
14	<p><b>Harris Academy Beckenham (formerly Kelsey Park Sports College)</b></p> <p>Part of the Harris Federation, which in Bromley includes Harris Kent House, Harris Crystal Palace, Harris Bromley and Harris Beckenham.</p>	Sponsored Conversion	1 September 2011
15	<p><b>Harris Academy Bromley (formerly Cator Park School)</b></p> <p>Part of the Harris Federation, which in Bromley includes Harris Kent House, Harris Crystal Palace, Harris Bromley and Harris Beckenham.</p>	Conversion	1 September 2011
16	<p><b>The Priory School</b></p> <p>The Priory School sponsors Hillside Primary as part of a MAT.</p>	Conversion	1 May 2012

## 2.3 Schools In The Process of Conversion to Academy Status

A	PRIMARY SCHOOLS	POSITION	TIMESCALE
1	<p><b>Holy Innocents Catholic Primary School</b></p> <p>Part of the catholic school umbrella trust</p>	<p>Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.</p> <p>Academy Order received 23 October 2013</p> <p>School has confirmed (February 2014) that conversion will be delayed, no estimated date as yet</p>	TBC
2	<p><b>St Josephs</b></p> <p>Part of the catholic school umbrella trust</p>	<p>Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.</p> <p>Academy Order received 23 October 2013</p>	1 July 2014 (tbc)
3	<p><b>St. Marys RC Primary School</b></p> <p>Part of the catholic school umbrella trust</p>	<p>Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.</p> <p>Academy Order received 23 October 2013</p> <p>School has confirmed (Feb 2014) that conversion will be delayed, no estimated date as yet</p>	TBC
4	<p><b>St Peter and St Pauls</b></p> <p>Part of the catholic school umbrella trust</p>	<p>Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.</p> <p>Academy Order received 23 October 2013</p>	1 July 2014 (tbc)
5	<p><b>St Philomena's RC Primary School</b></p> <p>Part of the catholic school umbrella trust</p>	<p>Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.</p> <p>Academy Order received 23 October 2013</p>	1 July 2014 (tbc)
6	<p><b>St Vincents</b></p> <p>Part of the catholic school umbrella trust</p>	<p>Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.</p> <p>Academy Order received 23 October 2013</p>	1 July 2014 (tbc)
7	<p><b>Dorset Road Infants</b></p>	<p>Conversion as part of a MAT with Mead Road and Pratts Bottom.</p> <p>Academy Order received (March 2014)</p>	1 August 2014
8	<p><b>Mead Road Infants</b></p>	<p>Conversion as part of a MAT with Dorset Road and Pratts Bottom.</p> <p>Academy Order received (March 2014)</p>	1 August 2014
9	<p><b>Pratts Bottom</b></p>	<p>Conversion as part of a MAT with Mead Road and Dorset Road.</p> <p>Academy Order received (March 2014)</p>	1 August 2014

A	PRIMARY SCHOOLS	POSITION	TIMESCALE
10	<b>Princes Plain Primary</b>	Application received by DfE (February 2014 list)  The governing body has resolved to convert as a sponsored academy with the Aquinas Trust	TBC
11	<b>Leesons Primary</b>	Leesons are consulting on a proposal to convert to Foundation status.  Application to DfE for conversion as part of a MAT with Coopers (April 2014).	1 June 2014 (Foundation status)  1 September 2014 (academy status)
12	<b>St Mary Cray Primary</b>	Application (Apr 2014) to DfE for conversion as a sponsored academy, sponsored by Hayes Primary.  Application approved May 2014.	TBC
13	<b>Burnt Ash Primary</b>	Burnt Ash consulted with parents on the question of conversion to academy status in March 2013  DfE indicated that an application is expected but no application showing on DfE website as at May 2014.	TBC
14	<b>Hawes Down Infants</b>	Academy Order (June 2014) for conversion as part of a multi-academy trust with Hawes Down Junior, Langley Park School for Girls and Langley Park School for Boys.  Consultation (May 2014) by Langley Park on the proposal for a multi-academy trust	TBC
15	<b>Hawes Down Junior</b>	Academy Order (June 2014) for conversion as part of a multi-academy trust with Hawes Down Infants, Langley Park School for Girls and Langley Park School for Boys.  Consultation (May 2014) by Langley Park on the proposal for a multi-academy trust	TBC
16	<b>Chislehurst (St Nicholas)</b>	Confirmation from Aquinas Trust (June 2014) that Chislehurst governing body has resolved to apply for conversion as part of the Aquinas Trust (subject to academy order)	1 September 2014 (estimated)
17	<b>St Marks</b>	Confirmation from Aquinas Trust (June 2014) that St Marks governing body has resolved to apply for conversion as part of the Aquinas Trust (subject to academy order)	1 September 2014 (estimated)
18	<b>Cudham CE Primary</b>	Confirmation from Aquinas Trust (June 2014) that Cudham governing body has resolved to apply for conversion as part of the Aquinas Trust (subject to academy order)	1 September 2014 (estimated)
19	<b>Wickham Common Primary</b>	Governing body resolution to convert to academy status as part of a MAT with Marian Vian, Oak Lodge and Unicorn.	TBC
20	<b>Marian Vian Primary</b>	Governing body resolution to convert to academy status as part of a MAT with Wickham Common,	TBC

A PRIMARY SCHOOLS		POSITION	TIMESCALE
		Oak Lodge and Unicorn.	
21	<b>Oak Lodge Primary</b>	Governing body resolution to convert to academy status as part of a MAT with Marian Vian, Wickham Common and Unicorn.	TBC
22	<b>Unicorn Primary</b>	Governing body resolution to convert to academy status as part of a MAT with Marian Vian, Oak Lodge and Wickham Common.	TBC

B PUPIL REFERRAL UNIT		POSITION	TIMESCALE
1	<b>PRU (Kingswood &amp; Grovelands)</b>	Academy Order in place for conversion to academy sponsored by Bromley College of Further & Higher Education	1 September 2014

## 2.4 Schools Actively Exploring Conversion to Academy Status

A PRIMARY & SPECIAL SCHOOLS		POSITION	TIMESCALE
1-13	<b>Thirteen Primary Schools</b>	Exploration of potential partnerships and early stages of MAT discussions.	N/A
14	<b>James Dixon Primary</b>	Notification to LA in February 2013 of Governor decision to apply for academy conversion. No formal application logged by DfE.  Confirmation to LA in September 2013 of intent to change status from community to foundation school as of December 2013.	N/A
15	<b>Southborough Primary</b>	Southborough consulted with parents on the question of conversion to academy status in March 2013.  Exploration of potential partnerships but no firm plans.	N/A
16	<b>St Anthony's RC Primary</b>	Notification that conversion as part of an umbrella trust with local catholic schools is being explored by the Archdiocese.  No formal application logged by DfE as yet.	TBC
17-20	<b>Four Special Schools</b>	Exploration of potential partnerships but no firm plans.	N/A

<b>B</b>	<b>SECONDARY SCHOOLS</b>	<b>POSITION</b>	<b>TIMESCALE</b>
1	<b>St Olave's Grammar School</b>	Notification to Local Authority (October 2010).  Conversion approval 'on hold' pending resolution of governance composition between the Diocese of Rochester, the School and the Department for Education.	TBC

## 2.5 Status of Other Schools

<b>A</b>	<b>PRIMARY SCHOOLS</b>	<b>POSITION</b>	<b>TIMESCALE</b>
1 - 5	<b>Five Primary Schools</b>	Either the position is to be confirmed or they are not considering conversion at this time.	N/A

## 2.6 The current position of the eight free schools

### 2.6.1 Three proposals with DfE approval - Primary Schools

- The Harris Federation was given approval to open the Harris Beckenham Primary is a 2FE school to be built on the site of the Harris Beckenham Academy in Manor Way. It is due to open in temporary buildings (planning application pending consideration) in September 2014, with a new school due to be completed a year later. It will recruit at reception and gradually fill year by year.
- Harris Shortlands Primary is a 2FE school also due to open in September 2014. In the first year it will open on the Westmoreland Road site on a temporary basis, and is due to move to a permanent building on the Shortlands site when that is completed. The school will recruit from reception classes upwards, as above.
- Both Harris schools took part in the 2014 co-ordinated admissions round are now likely to be full in reception classes for September 2014.
- La Fontaine Primary School is due to open in September 2014 and was originally approved as the Bromley Bilingual School. During the course of its development it has increased in size from 2 to 3 Forms of Entry. Class size was initially proposed to be 25 per class, but it is intended this will increased to a standard class size of 30 once the school is in permanent accommodation.
- La Fontaine Primary School will initially open in the EDC and will recruit initially with two reception, one year 1 and year 2 classes. The sponsor is now the STEP Academy Trust (Striving for Excellence in Partnership) and the school will teach in both English and French. Initially the school will open on the Princes Plain site in the former EDC accommodation.
- La Fontaine opted to conduct their own admissions in the first year, but would be part of the co-ordinated arrangements from 2015 onwards. In relation to admissions, the normal priority criteria apply but include children of founders. Of the remaining places, 50% are offered according to distance from the school with the remaining 50% on a random allocation basis.

### **2.6.2 One proposal with DfE approval - Pupil Referral Unit (PRU)**

- The Harris Federation was also given approval to open a PRU in 2013 which will offer up to 135 places from September 2014 across Key Stages 2, 3 and 4 although this will open gradually as buildings become available. Placements may be by Harris academies, academies and free schools as well as local authorities. It is opening initially on the Harris Bromley site in Lennard Road.

### **2.6.3 Proposals submitted in January 2014 and not yet approved - Primary Schools:**

- Langley Park Primary School is a 2FE primary proposed jointly by Langley Park Boys and Girls Secondary Schools. It would be located on a site adjacent to the Boys School and if approved would expect to open in September 2015, with the mainstream Bromley admissions criteria.
- The school was not included as a successful free school applicant within the list published by the DfE on 19 June 2014 which makes opening in September 2015 unlikely should the schools chose to resubmit their application.
- Crystal Palace Free School is an approved proposal from a parents' group for a 2FE Primary Free School to be located in Crystal Palace. The school was included as a successful free school applicant within the list published by the DfE on 19 June 2014. Although the announcement stated that the school was within the London Borough of Croydon, its admissions policy will be based on a nodal point in Crystal Palace at the junction of Westow Hill and Church Road with the admissions zone covering a radius of roughly 1 mile from this point. Children from anywhere in the zone, including Anerley, will be given an equal chance of securing a place at the school.

### **2.6.4 Proposals submitted in May 2014 and not yet approved - Secondary Schools (for opening in September 2016)**

- Beckenham Academy is a proposal for a 6FE secondary school proposed for a site in the north west of the borough which has not yet been identified. The application would include a 6<sup>th</sup> form and would provide up to 1200 places in total. It is being sponsored by The Ravensbourne School. Admissions would be based on the normal Bromley criteria with priority given to children attracting the pupil premium.
- Bromley Technical School is being proposed by Bromley College and is for a 4.8FE school with a sixth form offering a total of some 1,000 places. No site has yet been identified although some options have been put forward for discussion with the Council.

## London Borough of Bromley

### PART 1 - PUBLIC

#### Briefing for Education PDS Committee 2<sup>nd</sup> July 2014

## EDUCATION CONTRACT MONITORING REPORT 2014/15

Contact Officer: Wendy Norman, Procurement and Contract Compliance Manager Education & Children's Social Care  
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Chief Officer: Terry Parkin, Executive Director Education, Care & Health Services

### 1. Summary

- 1.1 The Executive and Resources Policy Development and Scrutiny (PDS) Committee has agreed a template report for London Borough of Bromley Contracts. The report details the current status of all contracts with a whole life value of £200k or more, with all relevant contracts identified from the Contract Register.
- 1.2 Executive and Resources PDS recommended that the PDS Committee for each portfolio reviews the Contract Register report relevant to their portfolio, providing any comments as appropriate.
- 1.3 The Contract Register report for all contracts relevant to the Education Portfolio is included as **Appendix One** to this paper. In addition, the paper provides a brief update on planned contract activity over the next six months.

### 2. THE BRIEFING

- 2.1 **Appendix One** details all current contracts relevant to the Education Portfolio with a whole life value of £200k or more.
- 2.2 Monitoring of the contracts is the responsibility of the relevant service team within the Education division of the Education, Care & Health Department.
- 2.3 A significant number of contracts will be let during the next six months in order to support the sufficiency agenda for primary school places. These contract for capital works will be funded through the Basic Needs Capital Grant and will be covered in a separate report.
- 2.4 A Dynamic Purchasing System has been put in place to facilitate the procurement of School Improvement and School Support Officers, Supply Teachers for Behaviour Service and Tutors for Looked after Children. This has introduced a wider range of potential providers who are competing for the opportunity to deliver these services.

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Education PDS Contracts Briefing Jun 2014

= Comments confirmed

Contact	ID	Contract Name	Suppliers	Duration Months	Duration Years	End Date	Original Contract Total Value £	Original Contract Annual Value £	No of Waivers	Value of Contract Waivers Approved	No of Variations / Extensions	Value of Variations / Extensions	2014/15 Budget £	2014/15 Projected £	Cost Difference £	Comments
Rob Bollen	Contract-052306	Education - Construction of Additional SEN class for Crofton Infant School to expand the Busy Bees unit	Cosmur Construction (London) Ltd	4	0.33	21-Jul-14	£321,930	£321,930	0	£0	£0	£0	£321,930	£321,930	£0	Contract awarded by Director 12 Mar 2014, following tender process.
John Burrell	Contract-051074	Education - Bromley Flexible Learning Programme Framework	Academy21 Blingz Bromley College of Further and Higher Education Croydon IT Training Centre Educ8 Shears Academy Springboard Bromley Streetvibes Youth Top Line Therapists Academy Wizeup	12	1.00	31-Jul-14	£357,000	£357,000	0	£0	0	£0	£275,570	£275,570	£0	Due to the uncertainty of the continuation of this programme and the ongoing review of the Behaviour Service, approval was given by the Portfolio Holder for provision as a Framework for a year. Appointments to Framework following tender approved by Director 29 Jul 2013. Values quoted are estimated and overall budget figures.
Debi Christie	Contract-051317	Education - Post-16 FE SEND Placements to Multiple Independent Specialist Providers	David Lewis Fortune Centre of Riding Therapy Hereford College Hereford College Lufton College Mount Camphill Community Nash College National Star College Oakwood Court College Orchard Hill Orpheus Centre Treloar College Westgate College Young Epilepsy	12	1.00	01-Aug-14	£3,742,714	£3,742,714	0	£0	1	£34,899	£3,682,120	£3,508,120	£174,000	New LA responsibility under Education Funding Reforms (EFR). Overarching contract for academic year 13/14 awarded by Portfolio Holder 02 Sep 2013. Contract is based on a needs-led approach with planning and forecasting carried out to support the Council's 14/15 high needs cost placement submission, which is due to be with the EFA by 23 Dec 2013. Placement decisions made through Post-16 Placement Panel in April of preceding academic year (next panel April 2014). Difference of £615,551 based on 13/14 Financial Year placement value and 13/14 Financial Year Budget. At time of forecasting and learner number submission, there was lack of clarity around how the Education Funding Agency (EFA) would account for their contribution of placements (estimated to be £430k). The Council made the decision to include projected EFA contribution when setting budget to minimise risk of overspend. This will remain within the budget until we are certain EFA are not intending to claw funds back.  In real terms, current difference is £185,551, due to reduced placement cost (£49,555 through LA negotiation), together with increase in EFA contribution (£135,996). Difference provides buffer for emergency placements and potential increased support identified during 13/14 Financial Year.
Debi Christie	Contract-052718	Education - Post-16 FE SEND Placements to Multiple Mainstream FE Colleges	K College Lambeth College Plumpton College LeSoCo Bromley College of Further and Higher Education	12	1.00	01-Aug-14	£515,115	£515,115	0	£0	0	£0	£366,580	£366,580	£0	New LA responsibility under Education Funding Reforms (EFR). Overarching contract for academic year 13/14 awarded by Portfolio Holder 02 Sep 2013. Contract is based on a needs-led approach with planning and forecasting carried out to support the Council's 14/15 high needs cost placement submission, which is due to be with the EFA by 23 Dec 2013. Placement decisions made through Post-16 Placement Panel in April of preceding academic year. See also Contract-051317.
Mike Miles	Contract-051860	Education - Construction Works at Riverside School (Phase 2) to support school expansion of secondary ASD specific provision	Gea Construction Co Ltd	7	0.58	06-Aug-14	£853,223	£853,223	0	£0	0	£0	£853,223	£853,223	£0	Contract awarded by Executive 20 Nov 2013, following tender process.
Mike Miles	Contract-051861	Education - Consultancy Services - Multi-Disciplinary Lead Consultancy for expansion works at the Glebe	Pick Everard	21	1.75	30-Dec-14	£230,469	£230,469	0	£0	0	£0	£230,469	£230,469	£0	Contract awarded by Director 16 Dec 2013, following mini-competition process from Haringey Framework.
Sandra Buller	Contract-052366	Education - SIPS Support to Multiple Pre-schools and Nursery Settings	Multiple Pre-schools and Maintained Nurseries	12	1.00	31-Mar-15	£200,000	£200,000	0	£0	0	£0	£225,700	£225,700	£0	Multiple grant awards for Supporting Inclusion in Pre-schools (SIPS) Support for multiple pre-schools and nursery settings. No single award expected to exceed £5800 per child, per contract year. Under spend (£20,000) expected due to a change in base line criteria to more complex needs and base line review expectations. Service level for these children needs to continue into 2014/15. A further exemption for a year will be applied as there are no alternative providers of this service.

Rachel Dunley	Contract-052376	Children's - Early Intervention and Prevention Services - BCP Approved Provider List	Academy Training and Consultancy Ltd, Advocacy for All, Be Totally You, Boogie Mites UK Ltd, British Red Cross, Bromley Adult Education College, Bromley Healthcare Community Interest Company Ltd, Bromley Libraries, Archives and museum services, Bromley Mencap, Bromley Women's Aid, Bromley Y, Burgess Autistic Trust, Child Communication, Chrysalis Art Psychotherapy, CXK, Diving for Development Ltd, DSM Assessment & Training Fleet	12	1.00	31-Mar-15	£334,980	£334,980	0	£0	0	£0	£334,980	(dependent on usage)	£0	The Approved List is refreshed each December and re-tendered Feb/Mar. Current provision is provided via BCP Preferred Provider List of 38 organisations, approved by Director 19 Mar 2014. Services are commissioned for no longer than one year as required, with values below the £200k threshold. Commissioning is revised to match the annual budget. 2014/15 budget dependent on service usage.
Maya Vadgama	Contract-031124	Children's SEN & Disability - Home to School Transport for children with Special Educational Needs	Stratford's Private Hire Ltd	60	5.00	31-Aug-15	£2,162,480 (based on original routes - see comments)	N/A - Values updated each year as routes are confirmed	0	£0	0	£0	£451,446	Dependent on usage	£0	Sourced through a framework with multiple providers. Routes for each provider are agreed annually in September and vary significantly year to year. Annual contract value is updated each year as routes are confirmed. RPI uplift built into the framework. Project sponsored by Dan Jones & Lorna Blackwood for transport procurement and delivery strategy with a view to commence June-August 2015.
Maya Vadgama	Contract-031120	Children's SEN & Disability - Home to School Transport for children with Special Educational Needs	P J Yeocell	60	5.00	31-Aug-15	£237,525 (based on original routes - see comments)	N/A - Values updated each year as routes are confirmed	0	£0	0	£0	£63,780	Dependent on usage	£0	Sourced through a framework with multiple providers. Routes for each provider are agreed annually in September and vary significantly year to year. Annual contract value is updated each year as routes are confirmed. RPI uplift built into the framework. Project sponsored by Dan Jones & Lorna Blackwood for transport procurement and delivery strategy with a view to commence June-August 2015.
Maya Vadgama	Contract-031123	Children's SEN & Disability - Home to School Transport for children with Special Educational Needs	Stage Two	60	5.00	31-Aug-15	£1,216,995 (based on original routes - see comments)	N/A - Values updated each year as routes are confirmed	0	£0	0	£0	£208,509	Dependent on usage	£0	Sourced through a framework with multiple providers. Routes for each provider are agreed annually in September and vary significantly year to year. Annual contract value is updated each year as routes are confirmed. RPI uplift built into the framework. Project sponsored by Dan Jones & Lorna Blackwood for transport procurement and delivery strategy with a view to commence June-August 2015.
Maya Vadgama	Contract-031105	Children's SEN & Disability - Home to School Transport for children with Special Educational Needs	Cannon Cars	60	5.00	31-Aug-15	£909,163 (based on original routes - see comments)	N/A - Values updated each year as routes are confirmed	0	£0	0	£0	£171,091	Dependent on usage	£0	Sourced through a framework with multiple providers. Routes for each provider are agreed annually in September and vary significantly year to year. Annual contract value is updated each year as routes are confirmed. RPI uplift built into the framework. Project sponsored by Dan Jones & Lorna Blackwood for transport procurement and delivery strategy with a view to commence June-August 2015.
Maya Vadgama	Contract-031114	Children's SEN & Disability - Home to School Transport for children with Special Educational Needs	Kelly Kar Hire	60	5.00	31-Aug-15	£2,059,350 (based on original routes - see comments)	N/A - Values updated each year as routes are confirmed	0	£0	0	£0	£478,917	Dependent on usage	£0	Sourced through a framework with multiple providers. Routes for each provider are agreed annually in September and vary significantly year to year. Annual contract value is updated each year as routes are confirmed. RPI uplift built into the framework. Project sponsored by Dan Jones & Lorna Blackwood for transport procurement and delivery strategy with a view to commence June-August 2015.
Maya Vadgama	Contract-031100	Children's SEN & Disability - Home to School Transport for children with Special Educational Needs	1st Class Cars	60	5.00	31-Aug-15	£1,494,253 (based on original routes - see comments)	N/A - Values updated each year as routes are confirmed	0	£0	0	£0	£323,692	Dependent on usage	£0	Sourced through a framework with multiple providers. Routes for each provider are agreed annually in September and vary significantly year to year. Annual contract value is updated each year as routes are confirmed. RPI uplift built into the framework. Project sponsored by Dan Jones & Lorna Blackwood for transport procurement and delivery strategy with a view to commence June-August 2015.
Maya Vadgama	Contract-031101	Children's SEN & Disability - Home to School Transport for children with Special Educational Needs	21st Century Cars	60	5.00	31-Aug-15	£694,203 (based on original routes - see comments)	N/A - Values updated each year as routes are confirmed	0	£0	0	£0	£175,378	Dependent on usage	£0	Sourced through a framework with multiple providers. Routes for each provider are agreed annually in September and vary significantly year to year. Annual contract value is updated each year as routes are confirmed. RPI uplift built into the framework. Project sponsored by Dan Jones & Lorna Blackwood for transport procurement and delivery strategy with a view to commence June-August 2015.
Maya Vadgama	Contract-031115	Children's SEN & Disability - Home to School Transport for children with Special Educational Needs	Kensway Tours	60	5.00	31-Aug-15	£1,940,720 (based on original routes - see comments)	N/A - Values updated each year as routes are confirmed	0	£0	0	£0	£306,995	Dependent on usage	£0	Sourced through a framework with multiple providers. Routes for each provider are agreed annually in September and vary significantly year to year. Annual contract value is updated each year as routes are confirmed. RPI uplift built into the framework. Project sponsored by Dan Jones & Lorna Blackwood for transport procurement and delivery strategy with a view to commence June-August 2015.
Maya Vadgama	Contract-031116	Children's SEN & Disability - Home to School Transport for children with Special Educational Needs	Ladybirds	60	5.00	31-Aug-15	£262,943 (based on original routes - see comments)	N/A - Values updated each year as routes are confirmed	0	£0	0	£0	£19,444	Dependent on usage	£0	Sourced through a framework with multiple providers. Routes for each provider are agreed annually in September and vary significantly year to year. Annual contract value is updated each year as routes are confirmed. RPI uplift built into the framework. Project sponsored by Dan Jones & Lorna Blackwood for transport procurement and delivery strategy with a view to commence June-August 2015.

Maya Vadgama	Contract-031118	Children's SEN & Disability - Home to School Transport for children with Special Educational Needs	Lightning Cars	60	5.00	31-Aug-15	£519,140 (based on original routes - see comments)	N/A - Values updated each year as routes are confirmed	0	£0	0	£0	£104,551	Dependent on usage	£0	Sourced through a framework with multiple providers. Routes for each provider are agreed annually in September and vary significantly year to year. Annual contract value is updated each year as routes are confirmed. RPI uplift built into the framework. Project sponsored by Dan Jones & Lorna Blackwood for transport procurement and delivery strategy with a view to commence June-August 2015.
Maya Vadgama	Contract-031112	Children's SEN & Disability - Home to School Transport for children with Special Educational Needs	Centaur Overland Travel	60	5.00	31-Aug-15	£1,685,228 (based on original routes - see comments)	N/A - Values updated each year as routes are confirmed	0	£0	0	£0	£370,790	Dependent on usage	£0	Sourced through a framework with multiple providers. Routes for each provider are agreed annually in September and vary significantly year to year. Annual contract value is updated each year as routes are confirmed. RPI uplift built into the framework. Project sponsored by Dan Jones & Lorna Blackwood for transport procurement and delivery strategy with a view to commence June-August 2015.
Maya Vadgama	Contract-031125	Children's SEN & Disability - Home to School Transport for children with Special Educational Needs	The Keen Group	60	5.00	31-Aug-15	£620,278 (based on original routes - see comments)	N/A - Values updated each year as routes are confirmed	0	£0	0	£0	£158,587	Dependent on usage	£0	Sourced through a framework with multiple providers. Routes for each provider are agreed annually in September and vary significantly year to year. Annual contract value is updated each year as routes are confirmed. RPI uplift built into the framework. Project sponsored by Dan Jones & Lorna Blackwood for transport procurement and delivery strategy with a view to commence June-August 2015.
Maya Vadgama	Contract-051391	Children's SEN & Disability - Framework for Home to School Transport for children with Special Educational Needs	1st Class Cars 21st Century Cars Access Mobility Service Ltd ACS Express BATH Cannon Cars Carlton Motors Centaur Overland Travel Kelly Kar Hire Kensway Tours Ladybirds Lightning Cars Olympic South Limited P J Yeoell Robert Childs Ruskin Private Hire Ltd Sherberts Stage Two Stratfords Private Hire STREAMLINE The Keen Group	60	5.00	31-Aug-15	£16,500,000 (based on original routes - see comments)	£3,300,000 (based on original routes - see comments)	0	£0	0	£0	£3,531,930 RSG & £330,000 DSG	Dependent on usage	£0	Values quoted are Budget figures and projections based on spend to date and route allocations - call off contracts listed separately. The routes for each provider are reviewed on an annual basis and vary significantly from year to year. Annual RPI inflationary uplift built into the framework. The contracts are due to expire at the end of August 2015 and a project is underway sponsored by Dan Jones & Lorna Blackwood for transport procurement and delivery strategy with a view to commence June-August 2015.
Mike Miles	Contract-052835	Education - Construction of Reception Bulge Class for Parish C of E Primary School	Built Offsite Ltd	18	1.50	31-Dec-15	£223,960	£223,960	0	£0	0	£0	£223,960	£223,960	£0	Contract awarded by Director 08 May 2014, following direct call-off from Lewisham Framework.
Paul King	Contract-050005	Education - Development of young people in Bromley's musical abilities	Bromley Youth Music Trust	120	10.00	31-Mar-17	£5,180,975	£350,440	0	£0	0	£0	£305,650	£305,650	£0	Previously, the Department for Education Music Grant was routed through LBB and included in the contract value for this provision. From 2012/13, this funding passed directly to the provider from the Arts Council. The budget reduced further in 2013/14 following agreement by Members to reduce the Bromley funding by £40k.
Mike Miles	Contract-052856	Education - Project Management & Employers Agent Services in support of the Expansion at Oaklands Primary School	Bailey Partnership	40	3.33	30-Sep-17	£226,000	£226,000	0	£0	0	£0	£226,000	£226,000	£0	Contract awarded by Director 08 May 2014, following mini-competition process from Lewisham Framework.

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