



BROMLEY CIVIC CENTRE, STOCKWELL CLOSE, BROMLEY BRI 3UH

TELEPHONE: 020 8464 3333

CONTACT: Philippa Gibbs
philippa.gibbs@bromley.gov.uk

DIRECT LINE: 020 8461 7638

FAX: 020 8290 0608

DATE: 12 January 2016

EDUCATION INFORMATION BRIEFING

Meeting to be held on Tuesday 19 January 2016

- 1 EDUCATION OUTCOMES FOR CHILDREN IN CARE** (Pages 3 - 24)
- 2 MINUTES OF THE EDUCATION BUDGET SUB COMMITTEE MEETING HELD ON 14 JANUARY 2016**
To follow
- 3 CONTRACT ACTIVITY UPDATE** (Pages 25 - 32)
- 4 SCHOOLS PERFORMANCE UPDATE** (Pages 33 - 38)

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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Report No.
CS16010

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: CARE SERVICES POLICY DEVELOPMENT AND SCRUTINY COMMITTEE

EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEE

Date: Tuesday 12 January 2016

Tuesday 19 January 2016

Decision Type: Non-Urgent Non-Executive Non-Key

Title: EDUCATION OUTCOMES FOR LBB CHILDREN IN CARE

Contact Officer: Helen Priest: Head Teacher, Bromley Virtual School
E-Mail: helen.priest@bromley.gov.uk

Kay Weiss, Director: Children's Services
E-mail: kay.weiss@bromley.gov.uk

Chief Officer: Director: Children's Services (ECHS)

Ward: All Wards

1. Reason for report

- 1.1 The annual attainment and attendance report of the virtual school is presented for Members' consideration.
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2. **RECOMMENDATION(S)**

- 2.1 Member of the Care Services and Education Policy, Development and Scrutiny Committees are asked to note and comment upon the content of this report

Corporate Policy

1. Policy Status: Existing Policy
 2. BBB Priority: Children and Young People
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Financial

1. Cost of proposal: No Cost
 2. Ongoing costs: Not Applicable
 3. Budget head/performance centre: 808180 – Children in Care Education
 4. Total current budget for this head: £360,910 (controllable)
 5. Source of funding: RSG and Pupil Premium Funding distributed to schools
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Staff

1. Number of staff (current and additional): 5
 2. If from existing staff resources, number of staff hours:
-

Legal

1. Legal Requirement: Statutory Requirement
 2. Call-in: Not Applicable
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Customer Impact

1. Estimated number of users/beneficiaries (current and projected): N/A
-

Ward Councillor Views

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

3. COMMENTARY

- 3.1 The Virtual School was established in 2008 to focus upon improving outcomes for children looked after. The school offers additional support to students, and tracks progress, attainment and attendance ensuring that concerns are flagged and acted upon without delay.
- 3.2 Since 2014, the virtual school has been tasked with ensuring that the pupil premium for children looked after, including children in early years settings is used in a way that actively supports positive outcomes.
- 3.3 The 2014/15 academic year report outlining attainment and attendance is attached.

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

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REPORT OF THE HEAD TEACHER, BROMLEY VIRTUAL SCHOOL

Children Looked After Attainment and Attendance 2014 – 2015 Academic Year

1. Introduction

- 1.1 Local authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after by them. This includes a particular duty to promote the child's educational achievement, wherever they live or are educated. The authority must therefore give particular attention to the educational implications of any decision about the welfare of those children, including children who have been placed for adoption until the court makes the adoption order giving parental responsibility to the adoptive parents.
- 1.2 Every local authority is required to ensure that a Virtual School Head Teacher is in place, giving that officer responsibility for arrangements which ensure that looked after children have access to a suitable range of high quality education placement options and that there are robust procedures in place to monitor the attendance and educational progress of the children in its care.
- 1.3 The role and function of the Virtual School are underpinned by the core activities of maintaining an up-to-date roll of looked after children who are in school or college settings and gathering information about their education placement, attendance and educational progress;
- ensuring up-to-date, effective and high quality Personal Education Plans (PEPs) that focus on educational outcomes are in place for looked after children.
 - ensuring social workers, designated teachers and schools, carers and independent reviewing officers (IROs) understand their role and responsibilities in initiating, developing, reviewing and updating the child's Personal Education Plan (PEP) and how they help meet the needs identified in that PEP.
 - administering Pupil Premium Plus and other resources in such a way that they target children according to need effectively and have an impact on outcomes.
 - providing support and challenge to educational settings where school placements are at risk of breakdown.
- 1.4 During the academic year 2014/15, the Virtual School has had over 300 children on roll, with every child over the age of 3 who becomes looked after becoming entitled to a service, regardless of whether they remain in care for a few days or for several years. At any time during the year, the average number of children on roll is around 270.
- 1.5 Staff of the Virtual School are often the most consistent local authority professional during the care experience of a child, including a substantial amount of face-to-face contact. One of the strengths of the service is its knowledge and understanding of the child's journey and the impact of change and decision-making on the eventual outcomes for that individual.

- 1.6 The changing nature of the age profiles of looked after children in Bromley has continued to have an impact on the work of the Virtual School. During the 2014/15 academic year, we have seen unprecedented growth in size of the year group cohorts in key stages 1 and 2. Where we would previously have been working with a YR1 group of 5 or 6 children, the group was as large as 11 at one stage during the year. Many of these children have placement orders, so are already in pre-adoptive placements or awaiting matching. This means that Virtual School involvement with the children can be very brief but is very intensive as we ensure that we assist in the adoption process and secure places in new schools when children are placed.
- 1.7 The year 6 cohort, normally 12-14 children rose to 20 during the year. Unlike the younger, YR1 children, these children are likely to stay in care for longer periods and we expect to monitor them throughout the secondary school careers and beyond. This 'bulge' year group is likely to grow still further through KS3 and 4 and may be almost double that size by YR11.
- 1.8 In response to statutory requirements that commenced during the academic 2014/15 year, the role of the virtual school was expanded to include years 12 and 13. The role has been further expanded to undertake Personal Education Planning activity and administer Pupil Premium Plus for children aged three and four. An Early Years PEP has been developed and PEP meetings are now being held for children up to two years before they enrol in statutory education. Many of these children will be adopted or will return home before they enter school or during KS1. Work with them is intensive and specialist and provides valuable information that has never previously been captured and it is highly valued by Early Years settings and by the new schools in which children placed for adoption are enrolled.
- 1.9 The reporting cohort for KS4 was made up of 19 students who had been in care for at least a year on 31st March 2015. In addition to the outcome report for the year group, a more detailed, pupil-level report in Annex A shows how the length of time each student has been in care and their attainment levels at the point of accommodation. Most students even those who had performed significantly below expectation previously made good or very good progress.
- 1.10 Changes in national attainment reporting in the last year mean that most schools have abandoned national curriculum levels and level descriptors. Each school or group of schools has made its own decisions about the methodology they use to codify levels of attainment and how it measures success. The changes have made it very difficult for them to contextualise the progress of children against their previous individual trajectories and against other children nationally. The outcome of this change for the local authority and for the Virtual School is that the attainment and monitoring data that has been collected through the year cannot be used for the purpose of trend analysis or comparison with other years but can only be seen as stand-alone data and as the start of a collection of new data sets for individuals. The issue of comparing individuals in different schools, especially when up to half of the schools are in other authorities will remain a significant challenge for some time to come. This has not yet affected SATs reporting for the academic year, but the DfE has announced that how 'sufficient progress' is measured from KS1 to KS2 will not be decided until the first new KS2 tests are sat in the summer of 2016.

2. KEY Stage 1 Outcomes Summer 2015 (Age 7 years)

(N.B. All 2015 figures are provisional and subject to change. National comparative data will not be available until after the publication of the First Statistical release in December 2015)

- 2.1 Key Stage 1 outcomes in 2015 were lower than any previous year. As can be seen in the table at 3.2.6, below, this outcome reflects the high level of special needs experienced by the children and reflected in the number of statements of SEN.
- 2.2 Out of 9 looked after children who completed KS1 in August 2015 only **6** of these had been continually looked after during the reporting period (April 2014 to March 2015). These 6 children form the **reporting cohort**.
- 2.3 The national age-related expectation at age 7 is level 2.
- 2.4 Four of these children (66%) have Statements of SEN or EHC plans.
- 2.5 Two children were adopted out of authority during year 2. Both had been placed in their new schools during YR1 and both achieved at national expectation in KS1 SATs tests, despite the disruption and short periods out of school. In both cases, the Virtual School had secured places in new schools and provided significant support to the schools to integrate the children.
- 2.6 **Key Stage 1 Pupil Level Data, 2015.** (Please see the end of this report for a glossary of terms)

 = in reporting cohort

 = in care at end YR2 but not in reporting cohort

Date of Birth	In/Out of Borough	Date became CLA	SEN	Reading	Writing	Maths
2008	OUT	05/11/2012	S	1	P8	1b
2008	IN	10/04/2012	S	B	B	B
2008	IN	adopted		2b	2c	2c
2008	IN	23/11/2012	S	1	2	W
2007	OUT	adopted		2a	2c	2a
2008	IN	07/02/2014	S	1b	P7	1c
2007	OUT	29/04/2015		2b	2b	2b
2008	IN	27/01/2015	S	P8	P8	1c
2008	IN	31/10/2014	SA+	1b	1c	1c

2.7 **Key Stage 1 Outcome data 2015 with historical context. Pupils achieving level 2 or above:**

Indicator	2015	2014	2013	2012	2011
Reading	33% (2 of 6 pupils)	55% (6 of 11 pupils)	60% (3 of 5 pupils)	57% (4 of 7 pupils)	76% (6 of 9 pupils)
Writing	50% (3 of 6 pupils)	55% (6 of 11 pupils)	60% (3 of 5 pupils)	57% (4 of 7 pupils)	44% (4 of 9 pupils)
Speaking and Listening		64% (7 of 11 pupils)	Not reported	Not reported	Not reported
Maths	33% (2 of 6 pupils)	55% (6 of 11 pupils)	60% (3 of 5 pupils)	42% (3 of 7 pupils)	76% (6 of 9 pupils)


3. **Key Stage 2 Outcomes Summer 2015 (Age 11 years)**

(N.B. All 2015 figures are provisional and subject to change. National comparative data will not be available until after the publication of the First Statistical release in December 2015)

- 3.1 Key Stage 2 outcomes are in line with the expectations of the Virtual School. They reflect the current requirement to report how many children have reached a common target and not the progress on the individual child against his or her starting point. The table at 3.3.6 gives pupil level information, including the pleasingly high number of 7 year-old looked after children who made more than the expected two levels of progress between KS1 and KS 2, even if they did not reach national age-related expectation. This demonstrates that schools are setting high targets for children and that support and resources are being effectively targeted.
- 3.2 Twenty children in care ended KS2 in August 2015. Of these, **11** had been continuously looked after for at least 12 months (to 31st March 2015) and these pupils form the **reporting cohort**.
- 3.3 National age-related expectation at age 11 is level 4.
- 3.4 Two children in the reporting cohort (18%) have Statements of SEN or EHC plans and a further 4 are at School Action Plus, making a total of 6 (34%) with identified special educational needs.
- 3.5 All but one of the children in the YR6 cohort achieved *an increase of two or more levels of attainment or better in both English and Maths between YR2 and YR 6, including one who was working below the level of assessment*. The remaining pupil also exceeded expectations at the end of the key stage, national curriculum level 1 in his teacher assessments

3.6 **Key Stage 2 Pupil Level Data 2015** (Please see the end of this report for a glossary of terms)

 = in reporting cohort

 = in care at end YR 6 but not in reporting cohort

Figures in brackets represent KS1 attainment

DOB	In/Out of Borough	Date became LAC	SEN	Reading	Writing	Grammar, Spelling Punctuation	Maths	2 or more levels of progress
2004	IN	07/08/2013	SA+	4 (1b)	4c (1b)	4	4 (1b)	Eng ✓ + Maths ✓
2003	IN	30/04/2010		4A (2a)	4A (2b)	5C	5B (3)	Eng ✓ Maths ✓
2003	IN	12/06/2009	SA	3 (1b)	4 (1b)	3	4 (1b)	Eng ✓ + Maths ✓ +
2004	OUT	17/06/2009		5a (3c)	5b (2b)	5a	6b (3c)	Eng ✓ + Maths ✓ +
2004	IN	03/02/2014		4 (1a)	3 (1)	3	4 (2c)	Eng ✓ + Maths ✓ +
2004	IN	11/03/2011		4 (2b)	4 (2b)	4	4 (2b)	Eng ✓ Maths ✓
2004	IN	04/03/2010		4 (2b)	4 (2c)	3	4 (2a)	Eng ✓ Maths ✓
2004	IN	27/11/2009	S	2b (P6)	2c (P6)		2a (P7)	Eng ✓ + Maths ✓
2003	OUT	24/08/2012	S	1 (b)	1 (b)		1 (b)	Eng N/A Maths N/A
2004	IN	27/02/2009	SA	3 (2c)	3 (1)	3	3 (1)	Eng ✓ Maths ✓
2004	In	23/03/2010		5 (1a)	4 (1b)	4	4 (2c)	Eng ✓ + Maths ✓ +
2003	IN	02/06/2008	SA	5 (2b)	5 (2c)	5	4 (2a)	Eng ✓ + Maths ✓
2004	IN	30/07/2014		2 (1c)	3 (1c)	3	3 (1c)	Eng ✓ Maths ✓
2003	IN	05/06/2015		5	4	4	4	Eng ✓ Maths ✓
2004	IN	17/09/2014		4 (1)	4 (1)	4	4 (2c)	Eng ✓ + Maths ✓
2004	OUT	30/06/2014	S	3 (1)	3 (1)	3	3 (2c)	Eng ✓ Maths ✓

3.7 Key Stage 2 Outcome Data with Historical Context

Indicator	2015	2014	2013	2012	2011
NI 99: Percentage of children in care reaching level 4 in English at KS2	Combined Reading, Writing and Maths scores Bromley 58% (7 of 12 pupils)	Combined Reading, Writing and Maths scores Bromley 63% (5 of 8 pupils)	Combined Reading, Writing and Maths scores Bromley 55% (5 of 9 pupils)	Bromley 28% (2 of 7 pupils)	Bromley 50% (5 of 10 pupils)
NI 100: Percentage of children in care reaching level 4 in Maths at KS2		National 48%	National 45%	Bromley 28% National 56%	Bromley 40% National 52%

4. Key Stage 4 Outcomes 2015 (to be confirmed)

- 4.1 GCSE outcomes for Bromley Looked After children in academic year 2014/15 were the best since reporting began. The small cohort size means that this data will be suppressed in national reporting, however, the figure of 26% of LAC leaving year 11 with five or more GCSEs at grade A*-c including English and Maths will place Bromley within the top 10% of all authorities in England this year. This outcome also compares favourably with geographical neighbours (National reporting not available at time of writing).
- 4.2 28 children in care ended YR11 in August 2015. Of these, 19 had been continuously looked after *and* on roll in YR11 for at least 12 months (to 31st March 2015) and these pupils form the **reporting cohort**.
- 4.3 37% of the reporting cohort has identified special educational needs, with **5 young people having a Statement of SEN**. This equates to 26% of the cohort having a Statement of SEN against a national figure of 2.8%.
- 4.4 Seven of the young people in this year group were accommodated by the local authority at the end of YR9 (after April 2013) or during Key Stage 4. Most of these young people continued to experience placement changes in the months after they become looked after although all were finally able to have a period of stability.
- 4.5 Two students in this cohort are unaccompanied minors.
- 4.6 Only 7 young people in last year's reporting group were in Bromley schools and of those one was on roll in alternative provision. All of the children achieving the expected outcome of 5 GCSEs at A*-C including English and Maths were in Bromley Schools.
- 4.7 A notable feature of these results is that all of the highest-achieving children in this group have experienced a period of long term, stable care in foster placements. This stability is

a nationally recognised contributor to academic and personal success for Looked After children and is promoted by children's social care and the Virtual School.

4.8 Of the students placed out of authority, 7 were in specialist residential or school settings and only 4 in mainstream out of authority schools.

4.9 GCSE Outcomes, reporting cohort 2015

DOB	Date LAC most recent episode	In/Out of Borough	SEN	Total Number of GCSEs	Acquired Maths A-C grade?	Acquired English A-C grade?	5 A*-C including English and Maths?	5 A* - C?
1999	27/06/2013	IN		11	•	•	•	•
1998	12/05/2012	IN		10		•		•
1999	29/06/2007	IN		10	•	•	•	•
1998	08/11/2010	IN		9	•	•	•	•
1998	21/04/2013	IN		8	•	•	•	•
1999	12/08/2005	IN		9	•	•	•	•
1999	25/11/2012	OUT	S	8	•			•
1998	20/02/1999	OUT	S	8		•		
1999	31/07/2013	OUT	S	7				
1999	11/10/2012	OUT		7		•		
1999	05/12/2013	OUT		6				
1998	18/02/2009	OUT	SA	6	•			
1997	15/11/2012	OUT		6				
1999	12/11/2013	OUT	S	5	•			
1999	20/09/2011	OUT	SA+	4				
1999	13/03/2014	OUT		2				
1999	04/02/2008	OUT	S	0				
1999	13/11/2013	OUT		0				
1999	27/03/2013	IN	SA+	0				

4.10 GCSE outcomes 2014 with some historical context

GCSE results	2015 Reporting Cohort of 19 pupils	2014 Reporting Cohort of 28 pupils	2013 Reporting cohort of 19 pupils	2012	2011	2010	2009
5 A* - C including English and Maths	26% (5 pupils)	14% (4 pupils)	16% (3 pupils)	11 % (2 pupils)	8.6% (3 pupils)	25% (4 pupils)	10% (2 pupils)
5 A* - C	37% (7 pupils)	25% (7 pupils)	21%	22%	26%	43%	29%
5 A*-G	63% (12 pupils)	46% (13 pupils)	21%	55%	49%	63%	48%
1 A*-G	84% (16 pupils)	74% (20 pupils)	26%	88%	74%	75%	71%

4.11 A table showing results for individual looked after pupils with detail showing progression since becoming looked after and KS2 attainment with brief commentary can be found at **appendix A**. The virtual School collects and collates this level of data about all children, including their attainment level at entry in to care. The judgements made by the Virtual School about the appropriateness of that attainment level both in the context of the underlying ability of the individual and of national expectation drive the allocation of resources and support that goes into schools and also dictate the degree of challenge that is directed towards them.

5. Exclusions

5.1 There have been no permanent exclusions of Bromley looked After Children for 7 years.

5.2 Table showing fixed term exclusions of Bromley Looked After Children 2009-2015

	Total number of days FX	No. of pupils represented	Bromley schools	Other schools	Total schools
2009/10	232	33	9	21	30
2010/11	134	24	9	13	22
2011/12	126	23	11	12	23
2012/13	91	13	5	6	11
2013/14	120	22	9	9	18
2014/15	80	20	8	11	19

5.3 During academic year 2014/15, exclusions for Bromley looked after children reduced significantly, to the lowest number of days of fixed term exclusions since reporting began and resuming the downward trend after last year's spike. This reduction is a result of partnership working with schools, to develop their understanding of the effects of trauma and neglect and encouraging them to view social, emotional and mental health difficulties as special needs and not simply as behavioural problems that need managing. Schools inside and outside the authority have responded well, finding new ways of managing the behaviour of these children without the need for repeated fixed term exclusions and have supported the Virtual School in managing school changes when it has become clear that children are in the wrong provisions. This activity has been supported by the changes in the role and function of Core Panel and by the re-establishment of the Children Out of Mainstream Education (COOME) working group.

5.4 17 days are accounted for by one student. This student has been successfully transferred to a smaller, maintained alternative provision in another local authority and has successfully negotiated a whole term without further exclusions

5.5 7 of the students who experienced fixed term exclusions during the year were in year 11 and were had come into care with histories of difficult behaviour in school. Of those, 5 are now securely established in post-16 education.

5.6 6 of the excluding schools were primary schools, four of which were in Bromley. With the exception of one child, who was placed in alternative provision while awaiting a long term

placement, all of the children involved had only a single exclusion and all have remained settled in their schools.

5.7 The Virtual School attends re-integration meetings wherever possible.

6. Young people in Higher Education

6.1 The Virtual School has a discrete but significant role in supporting young people access higher education.

6.2 At the beginning of the 2015/16 academic year 12 young people were attending university, with 6 in year one, 4 in year 2, one in year 3 and one in year 4. In addition, two young people had commenced Masters programmes.

7. Glossary of terms used in reporting tables:

Terminology	Definition
National curriculum levels	At Key Stages 1, 2 and 3, attainment in the National Curriculum has historically been measured against 8 national attainment levels between the ages for 5 and 14. Level 1 is the lowest level and level 8 is the highest and is attained by the most able pupils at age 14. Each level is divided into three sub-levels: C – starting to work at this level B - working well within the level A - the child has reached the top of the level and is working towards the next level Children are expected to be considered to be progressing well if they have made two sub-levels or progress in an academic year.
P scales	Performance scales (P scales) are used at the end of key stages 1, 2 and 3 for reporting teacher assessment in English, mathematics and science for children with special educational needs who are working below level 1 of the national curriculum. P levels can be recorded from P1 to P8, with P1 being the lowest. P levels can further broken down in to i or ii (e.g. P3ii being a higher level than P3i)
TA	Teacher assessment. A teacher assessment is recorded where a child is absent from school on the day of the test of is considered to be below the level of assessment, Teacher assessment levels are also used where a curriculum area is no longer subject to national testing.
S	Statement of Special Educational Needs
SA	School Action is used when there is evidence that a child is not making progress at school and there is a need for action to be taken to meet learning difficulties. SA can include the involvement of extra teachers and may also require the use of different learning materials, special equipment or a different teaching strategy.
SA+	School Action Plus is used where SA has not been able to help the child make adequate progress. At SA+ the school will seek external advice from the other support services, the local Health Authority or from Social Care.

Helen Priest, Head Teacher
Bromley Virtual School

December 2015

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GCSE results and progression commentary for 2015 reporting cohort.

This table shows KS4 outcomes for Looked After pupil who had been in care for at least one year to 31st March 2015. The 'RAG rated' column denotes levels of attainment at the point the young person became looked after. This is colour-coded green if the child was achieving at national expectation and/or achieving their potential. Amber and red denote the level of concern of the Virtual School at the time. The commentary column on this table gives a brief explanation of the situation of the child and details of some of the intervention and support provided by the Virtual School. It also provides details of post-16 destinations. Some of these students have had many hours of support in the form of meetings, phone calls and assessments during KS4, help with college applications, requests for bursary funding and the provision of laptops and other essential equipment.

P number	Date became LAC	In/Out of Borough	SEN	Total Number of GCSEs	Maths A-C grade?	English A-C grade?	5 A*-C including English and Maths?	5 A* - C?	5 A*-G?	1 GCSE A*-G?	Attainment level on entry	KS2 outcomes	Commentary
P9887	27/06/13	IN		11	.	.	.	.	.	.	Eng: 7B M: 6A TA	Eng: 5 M: 4	Student above national expectation when accommodated. Single foster placement throughout. Provided with English and Maths tuition through academic years 10 and 11 and February 1/2 term revision programme.
P7988	12/05/12	IN		10		.		.	.	.	Eng: 5A M: 4b	Writing:3 Reading: 5 M:3	Student made negligible progress between end of key stage 2 and being accommodated aged 13.5. Very positive change of foster placement provided robust support for education and aspirational environment. Provided with English and Maths tuition through academic years 10 and 11
P8536	29/06/07	IN		10	.	.	.	.	.	.	Reading:3a Writing: 2a Sp and List:2 M: 2a	Eng:4 M: 4	Below national expectation when accommodated at age 8. Student has been placed with a single carer since becoming looked after achieving at national expectation by end of Key stage 2 and significantly above at GCSE. Provided with English and Maths tuition through academic years 10 and 11

P number	Date became LAC	In/Out of Borough	SEN	Total Number of GCSEs	Maths A-C grade?	English A-C grade?	5 A*-C including English and Maths?	5 A* - C?	5 A*-G?	1 GCSE A*-G?	Attainment level on entry	KS2 outcomes	Commentary
P129510	08/11/10	IN		9	.	.	.	.	.	.	Eng: Absent M: 5 TA	Eng: Absent M: 5 TA	Student missing from education at end of Key stage 2 and beginning of KS3. Virtual School managed programme of home tuition and gradual integration into mainstream with additional support. Ended KS4 significantly above individual and national expectation. Provided with English and Maths tuition through academic years 10 and 11
P7953	21/04/03	IN		8	.	.	.	.	.	.	Eng: D M: F	Eng :4 M: 4	Student fully engaged and aspirational when accommodated. Successful and supportive foster placement. Provided with English and Maths tuition through academic years 10 and 11
P17050	12/08/05	IN		9	.	.	.	.	.	.	Reading: P8 Writing: P7 M: L1b	Eng: 4 M: 4	Student extremely vulnerable when accommodated aged 6 having suffered neglect and abuse and erratic school attendance. Single foster placement since becoming looked after but a period of disruption in the middle of year 11 which was overcome with support exceptional support from school. Provided with English and Maths tuition through academic years 10 and 11. Stayed on in school sixth form

P number	Date became LAC	In/Out of Borough	SEN	Total Number of GCSEs	Maths A-C grade?	English A-C grade?	5 A*-C including English and Maths?	5 A* - C?	5 A*-G?	1 GCSE A*-G?	Attainment level on entry	KS2 outcomes	Commentary
P44388	25/11/12	OUT	S	8	.			.	.	.	Eng: 2TA M:3TA	Writing: B Reading: B M:B (2TA)	Child with disabilities and mental health difficulties. History of multiple school changes and elective home education. School change at end of year 10 and a new residential environment provided opportunity for academic engagement and success. Stayed on i residential 6th form with access to FE college.
P7636	20/02/99	OUT	S	8	.				.	.		Eng: 5 M: 3	Student with significant SEMH. Moved from mainstream to special school for KS3 and to specialist provision for young people exhibiting sexualised behaviour for KS4. Provided with English and Maths tuition through academic years 10 and 11. Exceptional achievement. Now in mainstream FE college with support. Accessing level 3 programme.
P8715	31/07/13	OUT	S	7						.	Eng: 3 M:4	Reading:B Writing:B M: B	Student with SEBD and MLD placed in out of authority special school at the beginning of year 10. Progress and achievement (7 GCSEs at entry level), exceeded expectation based on all previous measures. Stayed on special school 6th form.

P number	Date became LAC	In/Out of Borough	SEN	Total Number of GCSEs	Maths A-C grade?	English A-C grade?	5 A*-C including English and Maths?	5 A* - C?	5 A*-G?	1 GCSE A*-G?	Attainment level on entry	KS2 outcomes	Commentary
P211574	11/10/12	OUT		7		.			.	.	Read:age: 8yr 10 m Spell: 9yr 7m		New arrival in Uk when accomodated with limited English although clearly educated in her own language. Overcame abandonment and language barrier with high levels of support from School and VS. Provided with English and Maths tuition through academic years 10 and 11. Attending 6th form college outside LA.
P246660	05/12/13	OUT		6					.	.	Eng: C M: D/C		Not in the Uk at KS2. Accommodated midway year 10 following permanent exclusion from high achieving school out of LA. Unsuccessful attempt at integrating student into mainstream resulted in eventual placement in alternative provision with expected outcome of 6-8 GCSEs at C or above. Provided with English and Maths tuition through academic years 10 and 11. However student absconded from placement and was missing from school during examination period. Now engaged in pre-apprenticeship programme.

P number	Date became LAC	In/Out of Borough	SEN	Total Number of GCSEs	Maths A-C grade?	English A-C grade?	5 A*-C including English and Maths?	5 A* - C?	5 A*-G?	1 GCSE A*-G?	Attainment level on entry	KS2 outcomes	Commentary
P22367	18/02/09	OUT	SA	6	.				.	.	Read: 4c Write: 3A	Eng: 4 M: 4	Student on track and meeting expectations until early year 11 when attendance dropped and student disengaged with all services. Foster placement broke down. Placed in alternative education provision. Refused tuition. Now refusing all attempts at engagement.
P7215	15/11/12	OUT		6					.	.	Eng:4TA M:5TA	Writing:3 Reading:3 M:3	Missing from education when accommodated. Provided with home tuition when placed in remote rural setting and returned to mainstream out of chronological year group in year 10. Provided with English and Maths tuition through academic years 10 and 11. Expected grades not achieved. No longer looked after.
P116579	12/11/13	OUT	S	5	.					.	Eng:4TA Maths:4TA	Eng:4 M: 4	Student missing from education when accommodated and at risk of CSE. Placed out of authority in residential provision with education on site. Exceeded expectation. No longer looked after.
P170663	20/09/11	OUT	SA+	4						.			Unaccompanied minor arrived in UK at end of year 6. No previous education and no English. Placed out of authority with culturally matched foster carers and enrolled in mainstream secondary school successfully. Provided with English and Maths tuition through academic years 10 and 11 and additional support for conversational English.

P number	Date became LAC	In/Out of Borough	SEN	Total Number of GCSEs	Maths A-C grade?	English A-C grade?	5 A*-C including English and Maths?	5 A* - C?	5 A*-G?	1 GCSE A*-G?	Attainment level on entry	KS2 outcomes	Commentary
													Achievement in line with expectation. Now in college accessing level 2 programme and apprenticeship.
P91755	13/03/14	OUT		2						•	Functional: Read: L1 Writing: L1	Eng: 4 M:4	Student in and on the edge of care for a number of years following an adoption breakdown and periods missing from home. High risk of CSE and difficult to foster. Period in secure accommodation from March 2014 then successful step down into out of authority residential provision. Student attending FE college accessing level 1 car mechanics.
P20482	04/02/08	OUT	S	0									Below level of assessment. Remains in residential special school.
P235233	13/11/13	OUT		0							Eng: 5 M: 3	Eng: 3 M: 2 TA	Young carer whose mother died during year 11. Disruptive, angry behaviour resulted in a multiple placement and school changes. Provided with English and Maths tuition through academic years 10 and 11. Engaged in alternative provision late in year 11 but not entered for GCSEs. Enrolled at FE college accessing Art & Design at level 1.

P number	Date became LAC	In/Out of Borough	SEN	Total Number of GCSEs	Maths A-C grade?	English A-C grade?	5 A*-C including English and Maths?	5 A* - C?	5 A*-G?	1 GCSE A*-G?	Attainment level on entry	KS2 outcomes	Commentary
P38711	27/03/13	IN	SA+	0							Eng: 4B M: G	Eng: M Read:M-TA4 Write:M Maths: M - 3TA	At risk of permanent exclusion when accommodated, this student had a history of poor attendance and family disengagement with education. Provided with an alternative education package which included work placement but unable to maintain acceptable levels of behaviour. Finally placed in independent, alternative school and achieved a short period of stability. Provided with English and Maths tuition through academic years 10 and 11.

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London Borough of Bromley

PART 1 - PUBLIC

Briefing for Education Budget Sub-Committee 19th January 2016

EDUCATION, CARE & HEALTH SERVICES CONTRACT REPORTS – EDUCATION CONTRACTS

Contact Officer: Wendy Norman, Procurement and Contract Compliance Manager, Education, Care & Health Services
Tel: 020 8313 4805 E-mail: wendy.norman@bromley.gov.uk

Chief Officer: Lorna Blackwood, Assistant Director, Commissioning, 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 34 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; there are 34 of these in total.
- 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 continue to be let during the next six months to support the sufficiency agenda for primary school places. These contracts for capital works will be funded through the Basic Needs Capital Grant and will be covered in a separate report.
- 2.4 To support the programme for primary and secondary schools, the Strategic Place Planning Team and ECHS Procurement Team have made use of various external frameworks to procure works and services. The teams are continually reviewing and researching the best available frameworks in the market to ensure the most appropriate are used going forward.

- 2.5 A Dynamic Purchasing System is 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.
- 2.6 The new Public Contracts Regulations 2015, which put EU Directives into UK law, has meant significant changes to tendering exercises undertaken within ECHS. The distinction between Part A Services (which were subject to the full rigour of the EU procurement rules) and Part B Services (including education, care and health services, which only required a Contract Award Notice to be published at award stage for service contract above £172k) has been removed – Education Care and Health services (as identified in the Regulations) are now covered by the ‘Light Touch Regime’ (LTR). This change has required:
- staff in the ECHS Procurement Team being trained on the new regulations and associated guidance, in liaison with Corporate Procurement, and
 - changes to the Council’s own Contract Procedure Rules and Financial Regulations, on which refresher training for the team will be required.
- 2.7 Members have requested that contract monitoring information on all contracts above a total value of £50,000 is collated, presented and reported in a standard format across all departments and PDSs. The Procurement and Contract Compliance Team have been working on capturing this information on the 200 ECHS contracts that need to be reported, 65 of which relate to Education PDS.
- 2.8 The Procurement Team has developed and adopted a work plan based on work arising from all contracts due to expire during the next three years. It also outlines the strategy to be adopted for commissioning, the responsible commissioner and key milestones. A traffic light mechanism is used to assess the current status of each project and any projects with red status are reported to fortnightly divisional management team meetings and quarterly to the ECHS Departmental Management Team. A red status to a project might be allocated for example when there is slippage in a project timeline resulting from an unexpected lack of interest from the market for a tender. Commissioners and Procurement and Contract Compliance staff implement recovery plans for projects with red status alerts in order to ensure that the department operates within financial regulations. There are no issues on Education projects which give rise to any concerns.

3. FINANCIAL AND LEGAL IMPLICATIONS

- 3.1 There are measures in place to ensure that procurement processes are rigorously adhered to. All Gateway reports where the contract value is above £500k are considered by a Council-wide Commissioning Board.
- 3.2 Procurement and Contract Compliance work is carried out in accordance with the Council’s Financial Regulations and Procurement Rules. Where appropriate procurement exercises are undertaken in accordance with EU regulations.

APPENDIX 1
EDUCATION PDS

* A new Contracts Register service hosted by Bravo Solutions is now in place and thus the old and new contract reference numbers are quoted here

Old CRS ID (NiP)	New CRS ID (Bravo)	Service Title	Suppliers	Total Contract Period To Date Months (inc extensions taken)	Duration Years	End Date (inc extensions taken)	Contract Total Value £	Original Contract Annual Value £	No of Variations / Extensions	Value of Variations / Extensions	Annual Budget £	Annual Projected £	Cost Difference £	Comments
N/A	ecm_21941	Education - Construction - Stage 1 Tender for 1.5 to 2FE Expansions at St George's and Scotts Park Primary Schools	ISG Construction Ltd	4	0.33	31-Dec-15	£252,025	£252,025	0	£0	£252,025	£252,025	£0	One-off building contract. Contract approved by AD 28 Aug 2015 following tender exercise, for Stage 1 tender. St George's £113,135 Scotts Park £138,890
N/A	ecm_36854	Education - Construction for 1 to 2 FE Expansion at Farnborough Primary School	The McAvoy Group Ltd	3	0.25	28-Feb-16	£212,165	£212,165	0	£0	£212,165	£212,165	£0	Contract approved by AD 04 Nov 2015 following tender exercise. Stage 1 tender only.
Contract-054721	ecm_3337	Education - Construction - Emergency H&S Works at Burwood PRU	Stonegrove Ltd	14	1.17	28-Feb-16	£368,836	£368,836	0	£0	£368,836	£368,836	£0	One-off building contract. Waiver approved by Portfolio Holder 16 Dec 2014, to enable emergency H&S works, having undertaken similar emergency works at another school.
Contract-054828	ecm_3335	Education - Construction Works for Single Class Expansion with Accommodation and External Works at Keston CE Primary School	Built Offsite Ltd	24	2.00	11-Mar-16	£596,005	£596,005	0	£0	£596,005	£596,005	£0	One-off building contract. Contract approved by Director 06 Jan 2014, following mini-competition from Lewisham Framework.
N/A	ecm_21538	Education - SIPS Support to Multiple Pre-schools and Nursery Settings	Multiple Pre-schools and Maintained Nurseries	12	1.00	31-Mar-16	£225,700	£225,700	0	£0	£225,700	£225,700	£0	Children attending pre-school and nursery settings may be allocated additional support for their special educational needs. This funding is paid directly to the pre school or nursery to purchase the additional support required. The funding per child is typically up to £5,800 per annum or less. Because the funding is paid directly it is a direct contract and requires authorisation to exempt from competitive tendering. Competitive tendering is obviously inappropriate as it is the parent/child choice as to which facility is used and the funding follows the child. A block exemption request to cover small value contract awards to multiple providers for all Inclusion Support allocations is completed in advance of the financial year. This has been done on an annual basis. Individual authorisations for each award are not practical due to the volume throughout the year.

Old CRS ID (NIP)	New CRS ID (Bravo)	Service Title	Suppliers	Total Contract Period To Date Months (inc extensions taken)	Duration Years	End Date (inc extensions taken)	Contract Total Value £	Original Contract Value £	No of Variations / Extensions	Value of Variations / Extensions	Annual Budget £	Annual Projected £	Cost Difference £	Comments
N/A	ecm_21608	Children's - BCP Approved Provider List 2015/16 for Early Intervention and Prevention Services	Academy Training and Consultancy Ltd; Advocacy for All; Be Totally You; Behaviour Matters; Boogie Mites UK Ltd; British Red Cross; Bromley Adult Education College; Bromley Healthcare Community Interest Company Ltd; 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 Education Services Ltd. T/A Fleet Tutors; Greenwich Association of Disabled People (GAD); Gymboree Bromley; JudyK; Little Fingers Baby Classes; Maria Ako; National Childbirth Trust; New Beginnings Care Ltd; Oxleas NHS Foundation Trust; Pre-School Learning Alliance; Prostars Football School; Relate London SE; Reprerent; Royal London	12	1.00	31-Mar-16	£219,290	£219,290	0	£0	£219,290	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 43 organisations, approved by AD 22 Apr 2015. 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. 2015/16 budget dependent on service usage. Work is progressing on schedule to ensure that the service is re-tendered in February 2016.
Contract-055328	ecm_3342	Education - Construction of New Reception Class at Churchfields Primary School	Parfit Ltd	16	1.33	30-Jun-16	£348,372	£348,372	0	£0	£348,372	£348,372	£0	One-off building contract. Contract approved by Director 03 Mar 2015 following tender process.
Contract-051074	ecm_3205	Education - Framework for Bromley Flexible Learning Programme	Academy21 Blingz Bromley College of Further and Higher Education Croydon IT Training Centre Educ8 Shears Academy Springboard Bromley <i>[no longer trading]</i> Streetvibes Youth Top Line Therapists Academy Wizeup	35	2.92	31-Jul-16	£761,923	£357,000	0	£0	£170,720	£170,720	£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. Extension to 31 Jul 2015 approved (Director 23 Jul 2014); £100k virement for BAP approved by Director & Portfolio Holder 25 Sep 2014. Final extension to 31 Jul 2016 approved by Education PDS 08 July 2015 (report no. ED15093). 2013/14: £315,926 2014/15: £275,277 2015/16: £170,720. The contracts are expected to end at the end of this period as this service will no longer be purchased by the Council.
Contract-053032	ecm_3340	Education - Construction of Temporary Classrooms and Ancillary Building Works at Clare House and James Dixon Primary Schools	Elliott Group Ltd	26	2.17	30-Aug-16	£248,047	£226,207	1	£21,840	£248,047	£248,047	£0	One-off building contract. Contract approved by Director 10 Jun 2014 following tender process. Contract completion date 10/11/14 due to additional hold up of contractor completing outstanding works. Variation/extension agreed by AD 9 Jun 2015, extending by 1 year and adding £21,840. contract will remain open until both temp class rooms are removed from site - Clare House summer 2015 and James Dixon in summer 2016.
Contract-055356	ecm_3345	Education - Construction Works at Bromley Road Primary School	Neilcott Construction Ltd	17	1.42	30-Aug-16	£720,612	£720,612	0	£0	£720,612	£720,612	£0	One-off building contract. Contract approved by Director 09 Mar 2015 following tender process.

Old CRS ID (NIP)	New CRS ID (Bravo)	Service Title	Suppliers	Total Contract Period To Date Months (inc extensions taken)	Duration Years	End Date (inc extensions taken)	Contract Total Value £	Original Contract Annual Value £	No of Variations / Extensions	Value of Variations / Extensions	Annual Budget £	Annual Projected £	Cost Difference £	Comments
Contract-055354	ecm_3192	Education - Construction of New Modular Nursery at Churchfields Primary School	The McAvoy Group Ltd	14	1.17	31-Aug-16	£378,747	£378,747	0	£0	£378,747	£378,747	£0	One-off building contract. Contract approved by Director 03 Mar 2015 following tender process. Contractor due on site 22 Jun 2015 and due to complete end of Aug 2015; defects liability ends 31 Aug 2016.
N/A	ecm_21726	Education - Construction - Urgent Refurbishment at Royston Children & Family Centre	Stonegrove Ltd	16	1.33	31-Aug-16	£426,220	£426,220	0	£0	£426,220	£426,220	£0	One-off building contract. Waiver approved by Portfolio Holder 10 Jun 2015, to enable urgent works to facilitate move from James Dixon Primary School.
N/A	ecm_21942	Education - Post-16 FE SEND Placements to Multiple Independent Specialist Providers for the Academic Year 2015/16	Foxes Academy Hereford College Lufton College Nash College National Star College Orchard Hill College St Elizabeth's College St Piers College Treloar College Westgate College	12	1.00	31-Aug-16	£3,561,198	£3,561,198	0	£0	£3,220,730	£3,064,787	£-155,943	Placements are reviewed and adjusted annually dependent on student needs which excludes the potential for competitive tendering and entering into longer term contracts with providers. Exemption from tendering is authorised annually. £3,561,198 total, of which £496,411 is funded by the EFA and £3,064,787 is funded from DSG. The £3,561,198 is split over financial years as follows: 2015/16 £2,043,192 2016/17 £1,518,006
N/A	ecm_21727	Education - Construction - UIFSM Kitchen Shutter & Fire Alarm Compliance at Bromley Schools & Academies	Stonegrove Ltd	14	1.17	01-Sep-16	£699,847	£699,847	0	£0	£699,847	£699,847	£0	One-off building contract. Contract approved by PH 17 Jun 2015 following tender process.
N/A	ecm_21613	Education - Construction Works at Parish CofE Primary School	Module-AR Ltd	19	1.58	11-Sep-16	£2,439,453	£2,439,453	0	£0	£2,439,453	£2,439,453	£0	One-off building contract. Contract approved by Executive 14 January 2015 following tender process.
N/A	ecm_21614	Education - Construction Works at Midfield Primary School	Lakehouse Construction Ltd	17	1.42	30-Sep-16	£720,612	£720,612	0	£0	£720,612	£720,612	£0	One-off building contract. Contract approved by Director 23 Apr 2015 following tender process.
N/A	ecm_21615	Education - Construction Works at Hawes Down Junior School	TAG Construction (UK) Ltd	17	1.42	30-Sep-16	£709,490	£709,490	0	£0	£709,490	£709,490	£0	One-off building contract. Contract approved by Director 23 Apr 2015 following tender process.
N/A	ecm_21786	Education - Construction Works at Charles Darwin Academy and Valley Primary School	Neilcott Construction Ltd	15	1.25	31-Oct-16	£934,745	£934,745	0	£0	£934,745	£934,745	£0	One-off building contract. Contract approved by AD 03 Jul 2015 following tender process.
N/A	ecm_21730	Education - Construction - Enabling Works Package at Beacon House	Randall Contracting Ltd	15	1.25	10-Nov-16	£485,068	£485,068	0	£0	£485,068	£485,068	£0	One-off building contract. Contract approved by AD 19 Jun 2015 following tender process. Start delayed from July to September. Includes 12 month defects liability period.
Contract-05399	ecm_3392	Education - Construction Works to Expand from a 2FE to 3FE at Worsley Bridge Primary School	Built Offsite Ltd	24	2.00	29-Nov-16	£3,607,599	£3,607,599	0	£0	£3,607,599	£3,607,599	£0	One-off building contract. Contract approved by Executive 15 Oct 2014 (Report ED15106), following direct call-off from Lewisham Framework.
Contract-05399	ecm_3390	Education - Construction of New 2FE Primary School and Ancillary Works inc. Demolition of Existing School at Clare House	Built Offsite Ltd	24	2.00	01-Jan-17	£5,462,187	£5,462,187	0	£0	£5,462,187	£5,462,187	£0	One-off building contract. Contract approved by Executive 15 Oct 2014 (Report ED15106), following direct call-off from Lewisham Framework.
N/A	ecm_21729	Education - Construction - Hall Extension with Hygiene Room, 2 Class Extension, Car Park Works at Unicorn Primary School	Bolt & Heeks Ltd	18	1.50	01-Jan-17	£896,208	£896,208	0	£0	£896,208	£896,208	£0	One-off building contract. Contract approved by CE 17 Jun 2015 following tender process.
N/A	ecm_36853	Education - Construction of new MUGA Pitch at Keston CoE Primary School	Blakedown Sport & Play Ltd	14	1.17	30-Jan-17	£258,451	£258,451	0	£0	£258,451	£258,451	£0	Contract approved by AD 04 Nov 2015 following tender exercise. End date includes Defects Liability.

Old CRS ID (NIP)	New CRS ID (Bravo)	Service Title	Suppliers	Total Contract Period To Date Months (inc extensions taken)	Duration Years	End Date (inc extensions taken)	Contract Total Value £	Original Contract Annual Value £	No of Variations / Extensions	Value of Variations / Extensions	Annual Budget £	Annual Projected £	Cost Difference £	Comments
Contract-053818	ecm_3452	Education - Intensive Supervision and Surveillance (ISS)	NACRO	36	3.00	31-Mar-17	£215,184	£71,728	0	£0	£71,728	£71,728	£0	New contract approved to March 2017 by Education PDS (report ED15101 - typo in recommendation; see 3.2.7); award of the new contract was delayed by a late agreement of the contract price which, at the request of the Council, NACRO have held at the previous year's level. (History: Contract approved for 2 years by exemption in 2011 which included authorisation for option to extend for one year. Extension option of one year approved at Education PDS January 2013. Contract allows for CPI increases, however CPI not approved to date).
Contract11486	ecm_3641	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	£290,440	£290,440	£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 and again in 2014/15 following agreement by Members to reduce the Bromley funding by £40k and £20k respectively.
Contract-051861	ecm_3409	Education - Consultancy Services - Multi-Disciplinary Lead Consultancy for expansion works at the Glebe	Pick Everard	40	3.33	30-Apr-17	£241,019	£230,469	0	£0	£241,019	£241,019	£0	Contract approved by Director 16 Dec 2013, following mini-competition process from Haringey Framework. Demolition works complete. Main contract awarded with start of site 22 June 2015. End of construction contract revised to April 2016. Pick Everard's consultancy services will therefore end April 2017. Retention of 2.5% of fee will be held April 2016 to April 2017. Fee increase due client request design changes & EA services.
N/A	ecm_21866	Training - Step Up To Social Work Project	Royal Holloway, University of London	22	1.83	30-Apr-17	£282,282	£153,972	0	£0	£153,972	£153,972	£0	Contract approved by Care Services PDS on 23 Jun 2015 (report CS15023) following tender process, for 22 months with option to extend for a further 22 months. Year 1 £153,972 (12 months) Year 2 £128,310 (10 months)
N/A	ecm_21957	Education - Construction - Main Fit-Out Works at Beacon House	Chas Berger & Sons Ltd	23	1.92	30-Aug-17	£2,064,320	£2,064,320	0	£0	£2,064,320	£2,064,320	£0	Contract approved by PH 06 Oct 2015 following tender process. Completion date includes 12 months defects liability period.
N/A	ecm_21699	Education - Construction of Modular Accommodation at Malcolm, Midfield, Scotts Park and Worsley Bridge Primary Schools	Built Offsite Ltd	28	2.33	31-Aug-17	£370,500	£370,500	0	£0	£370,500	£370,500	£0	One-off building contract. Waiver approved by Executive 19 Jun 2015 (Ref EDD15029), to vary contract.
Contract-052083	ecm_3521	Education - Consultancy Services - Project Management and Employer's Agent re new modular building and int/ext works at Princes Plain Primary School & Bishop Justus Secondary School	Bailey Partnership	43	3.58	30-Sep-17	£314,085	£115,050	1	£177,035	£314,085	£314,085	£0	Contract approved by Director 30 Jan 2014, following mini-competition process from Lewisham Framework. Variation agreed by Director 24 Oct 2014 (adding £177,035k to original fee). Further variation approved by AD 29 Jun 2015 (adding £22k).
Contract-052856	ecm_3514	Education - Consultancy Services - Project Management and Employer's Agent Services in support of the Expansion at Oaklands Primary School	Bailey Partnership	40	3.33	30-Sep-17	£251,000	£226,000	1	£25,000	£251,000	£251,000	£0	Contract approved by Director 08 May 2014, following mini-competition process from Lewisham Framework. Variation agreed by Director 11 Jul 2014 (adding £25k to original fee) to undertake specialist surveys in support of the planning application.

Old CRS ID (NIP)	New CRS ID (Bravo)	Service Title	Suppliers	Total Contract Period To Date Months (inc extensions taken)	Duration Years	End Date (inc extensions taken)	Contract Total Value £	Original Contract Annual Value £	No of Variations / Extensions	Value of Variations / Extensions	Annual Budget £	Annual Projected £	Cost Difference £	Comments
Contract-053897	ecm_3427	Education - Consultancy Services - Project Management and Employer's Agent re new school buildings and int/ext works at 4 no. Schools	Bailey Partnership	35	2.92	30-Sep-17	£545,113	£448,001	2	£97,112	£545,113	£545,113	£0	Contract approved by Director 24 Oct 2014, following mini-competition process from Lewisham Framework. Defects Liability Period ends Sep 2017. Variation approved by AD 13 Feb 2015, adding £21,650 to fee (£6,000 for James Dixon and £15,650 for Stewart Fleming). Further variation approved by AD 03 Mar 2015 for Stewart Fleming, adding £75,462 to fee. Contract period includes 12 months defects liability.
Contract-053898	ecm_3426	Education - Consultancy Services - Project Management and Employer's Agent re new school buildings and int/ext works at 3 no. Schools	Baily Garner LLP	35	2.92	30-Sep-17	£330,717	£330,717	0	£0	£330,717	£330,717	£0	Contract approved by Director 24 Oct 2014, following mini-competition process from Lewisham Framework. Defects Liability Period ends Sep 2017.
Contract-053899	ecm_3425	Education - Consultancy Services - Project Management and Employer's Agent re new modular building & int/ext works & 5 no. Hygiene Rooms at Farnborough, Dorset Rd, Mead Rd, Castlecombe, Mottingham, Redhill, Green St Green	Pellings LLP	35	2.92	30-Sep-17	£540,887	£540,887	0	£0	£540,887	£540,887	£0	Contract approved by Director 24 Oct 2014, following mini-competition process from Lewisham Framework. Defects Liability Period ends Sep 2017.

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Report No.
ED16008

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEE

Date: January 2015

Decision Type: Non-Urgent Non-Executive Non-Key

Title: SCHOLS PERFORMANCE UPDATE

Contact Officer: Jane Bailey, Assistant Director: Education
Tel: 020 8313 4146 E-mail: jane.bailey@bromley.gov.uk

Chief Officer: Assistant Director: Education (ECHS)

Ward: (All Wards);

1. Reason for report

Members of the PDS Committee require regular updates with regard to school performance and the implementation of the local policy of Academy conversion

2. **RECOMMENDATION(S)**

For members of the Education Policy Development and Scrutiny Committee to note the contents of this report.

Corporate Policy

1. Policy Status: Existing Policy
 2. BBB Priority: Children and Young People: his report relates to schools and their role in supporting Bromley's children to attain and achieve to their potential.
-

Financial

1. Cost of proposal: Not Applicable:
 2. Ongoing costs: Recurring Cost:
 3. Budget head/performance centre: Education
 4. Total current budget for this head: £n/a
 5. Source of funding: DSG/RSG
-

Staff

1. Number of staff (current and additional):
 2. If from existing staff resources, number of staff hours: n/a
-

Legal

1. Legal Requirement: Statutory Requirement: The London Borough of Bromley has a statutory duty under sections 13, 13A and 14 of the Education Act 1996 which require local authorities to: ensure that their education functions are exercised with a view to promoting high standards ensuring fair access to opportunity for education and learning, and promote the fulfilment of learning potential (DfE (2014) *Clarification of local authority statutory duties relating to services relevant to the Education Services Grant*)
 2. Call-in: Not Applicable:
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): n/a
-

Ward Councillor Views

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

3. COMMENTARY

3.1 Improving school standards - Ofsted Outcomes

3.1.1 No inspections have taken place in Bromley schools since the November 2015 PDS report was published so there is no change to the information provided in that report. This means that 6 'Requires Improvement' schools (3 Academy schools and 3 Maintained) have not received their expected 24-month inspection under the new Common Inspection Framework. Two 'Inadequate' Academy schools should also have now had their first post-conversion inspection.

3.1.2 Ofsted has published its Annual Report for 2014-15. The reported findings include the percentage of pupils educated in primary schools with a 'Good' or 'Outstanding' rating. In Bromley this is 77%, 4 points down on the previous year and means that Bromley is in the lowest quarter of authorities in the country (2 other London boroughs are also in this group). The south-east average is 85%. Bromley has the highest number of pupils educated in Academy primary schools. In terms of secondary performance the picture is much brighter. Bromley is second highest LA in the country for the number of children educated in good or outstanding schools with 95% of secondary pupils educated in Academies.

3.2 Academy Conversions

3.2.1 Worsley Bridge Primary School converted on January 1st 2016. Burwood School and Burnt Ash Primary Schools deferred their conversion dates to February 1st 2016.

3.3 Support and challenge for schools of concern

3.3.1 School improvement challenge and support is provided to all LA schools with an RI judgement. The number of schools requiring support is reducing and we are continuing to support 5 RI primary phase schools out of 6. These are St. Anthony's, St. Paul's Cray, Churchfields, Redhill and Southborough. All but Redhill should be inspected in the Spring term 2016 and we expect all schools to achieve at least a 'Good' outcome.

3.4 2015 Attainment data up to the end of Key Stage 2

3.4.1 Confirmed results data for 2015 is shown next from Foundation Stage up to the end of Key Stage 2. The column on the right shows data that is either new or changed from the provisional results reported in October 2015. Most results have been adjusted upwards.

3.4.2 Foundation Stage Results

Achievement of good level of development (achieving Expected or Exceeded in Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy and Mathematics (12 individual learning goals in total)

	2013	2014	2015
Percentage of children achieving good level of development	61	68	74
	(52)	(60)	(66)

National results in brackets

3.4.3 Phonics Screening Check

	Year 1				End of Year 2*			Change from provisional results
	2012	2013	2014	2015	2012/2013	2013/2014	2014/2015	
Percentage of children achieving the expected standard	61 (58)	75 (69)	82 (74)	83 (77)	89 (85)	92 (88)	93 (90)	New
Percentage of children not achieving the expected standard	37 (40)	23 (29)	16 (24)	~ ~	10 (14)	7 (10)	5 (9)	New
Disapplied	2 (2)	2 (2)	1 (2)	~ ~	2 (1)	1 (1)	~ ~	New

* this is based upon the results of pupils in year 1, updated with any recheck results from year 2, plus those who took the check in year 2

3.4.4 Key Stage 1

Change from provisional results

% Level 2+	2011	2012	2013	2014	2015	
Reading	87 (85)	88 (87)	91 (89)	92 (90)	93 (90)	-1
Writing	83 (81)	83 (83)	87 (85)	89 (86)	90 (88)	
Mathematics	91 (90)	91 (91)	92 (91)	94 (92)	94 (93)	1+

% Level 2B+	2011	2012	2013	2014	2015	
Reading	76 (74)	80 (76)	81 (79)	85 (81)	85 (82)	
Writing	62 (61)	65 (64)	70 (67)	74 (70)	75 (72)	
Mathematics	77 (74)	78 (76)	80 (78)	83 (80)	85 (82)	

% Level 3+	2011	2012	2013	2014	2015	
Reading	29 (26)	29 (27)	33 (29)	36 (31)	38 (32)	
Writing	14 (13)	15 (14)	18 (15)	20 (16)	23 (18)	
Mathematics	24 (20)	24 (22)	28 (23)	30 (24)	33 (26)	

Average Point Score	2011	2012	2013	2014	2015	
Reading	16.1 (15.8)	16.3 (16.0)	16.6 (16.3)	17.1 (16.5)	17.2 (16.6)	0.1+ new
Writing	14.6 (14.4)	14.7 (14.7)	15.2 (14.9)	15.6 (15.1)	15.8 (15.3)	new
Mathematics	16.0 (15.7)	16.1 (15.9)	16.4 (16.1)	16.7 (16.2)	16.9 (16.4)	new

Overall APS	15.6 (15.3)	15.7 (15.5)	16.1 (15.8)	16.5 (15.9)	16.6 (16.1)
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new

3.4.5 Key Stage 2 % Level 4 +

% Level 4+	2011	2012	2013	2014	2015
Grammar, Punctuation and spelling			79 (74)	82 (76)	86 (80)
Reading	88 (84)	90 (87)	89 (86)	92 (89)	94 (89)
Writing*	81 (75)	85* (81)	86 (83)	88 (85)	91 (87)
Mathematics	84 (80)	86 (84)	88 (85)	91 (86)	92 (87)
Reading, writing & maths combined		79 (75)	80 (75)	84 (79)	86 (80)

1+

1+

Joint 6th nationally

% Level 4B+	2013	2014	2015
Grammar, Punctuation and spelling	70 (65)	74 (68)	80 (73)
Reading	81 (75)	84 (78)	88 (80)
Writing*			
Mathematics	79 (73)	83 (76)	85 (77)
Reading, writing & maths combined	70 (63)	75 (67)	79 (69)

3.4.6 In Bromley the range across individual schools for children achieving Level 4+ in reading, writing and maths combined was between 100% (5 schools) and 61% (1 school).

3.4.7 The gap between disadvantaged pupils and other pupils was -15% nationally and -14% in Bromley. Across Bromley schools the gap ranged from 0 to -59%.

3.4.8 KS2 % Level 5+	2011	2012	2013	2014	2015
Grammar, Punctuation and spelling			55 (48)	59 (52)	62 (56)
Reading	49 (43)	54 (48)	52 (45)	58 (50)	59 (49)
Writing*	24 (20)	34* (28)	35 (30)	38 (33)	43 (36)
Mathematics	42 (35)	44 (39)	50 (41)	51 (42)	52 (42)
Reading, writing & maths combined		25 (20)	28 (21)	30 (24)	31 (24)

1+

1+

1+

1+

1+

* From 2012, the assessment of writing is based upon teacher assessments only

3.4.9 KS1-KS2 2 Levels Progress	2011	2012	2013	2014	2015
English	88 (84)	92 (89)			
Reading	91	89 (90)	90 (88)	94 (91)	95 (91)
Writing	88	92 (90)	92 (92)	95 (93)	96 (94)
Maths	86 (83)	88 (87)	91 (88)	94 (90)	94 (90)

new

new

new

new

new

new

3.4.10 Average Point Score	2011	2012	2013	2014	2015
English	28.1	28.7			
Grammar, Punctuation and spelling			28.9	29.6	30.1
Reading	29.0	29.4	29.3	29.7	29.9

Writing	27.1	27.9	28.0	28.4	28.9
Mathematics	28.3	28.9	29.8	30.2	30.3
All Subjects	28.2 (27.5)	28.9 (28.2)	29.2 (28.4)	29.7 (28.7)	29.9

* From 2012, the assessment of writing is based upon teacher assessments only

3.4.11 Across Bromley schools (excluding special schools) the average point score ranged from 32.6 to 26.2. A total of 30 schools achieved 29.9 or above.

4. POLICY IMPLICATIONS

4.1 LBB policy aims to ensuring all families have a choice of good and outstanding schools. We need to work with Academy Trust partners to enable this to happen.

Non-Applicable Sections:	Financial Implications Personnel implications Legal Implications
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