



THE LONDON BOROUGH  
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DATE: 5 March 2019

To: Members of the  
**EDUCATION, CHILDREN AND FAMILIES SELECT COMMITTEE**

Councillor Nicholas Bennett J.P. (Chairman)

Councillor Neil Reddin FCCA (Vice-Chairman)

Councillors Marina Ahmad, Kathy Bance MBE, Yvonne Bear, Judi Ellis, Chris Pierce,  
Will Rowlands and Stephen Wells

Church Representatives with Voting Rights  
Reverend Roger Bristow and Joan McConnell

Parent Governor Members with Voting Rights  
Emmanuel Arbenser, Michelle Fribbens and David Hullah,

Non-Voting Co-opted Members  
Angela Leeves, Early Years Representative  
Tajana Reeves, Young People's Representative

A meeting of the Education, Children and Families Select Committee will be held at  
Committee Rooms, Bromley Civic Centre on **WEDNESDAY 13 MARCH 2019 AT**  
**7.00 PM**

MARK BOWEN  
Director of Corporate Services

**Paper copies of this agenda will not be provided at the meeting. Copies can be printed off at <http://cds.bromley.gov.uk/>. Any member of the public requiring a paper copy of the agenda may request one in advance of the meeting by contacting the Clerk to the Committee, giving 24 hours notice before the meeting.**

**Items marked for information only will not be debated unless a member of the Committee requests a discussion be held, in which case please inform the Clerk 24 hours in advance indicating the aspects of the information item you wish to discuss**

**All Committee Members are invited to the Preparation Meeting which will take place from 6.30pm in the Committee Rooms at the Civic Centre.**

# **A G E N D A**

## **PART 1 (PUBLIC) AGENDA**

**Note for Members:** Members are reminded that Officer contact details are shown on each report and Members are welcome to raise questions in advance of the meeting.

## **STANDARD ITEMS**

### **1 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS**

### **2 DECLARATIONS OF INTEREST**

### **3 MINUTES OF THE EDUCATION, CHILDREN & FAMILIES SELECT COMMITTEE MEETING HELD ON 29 JANUARY 2019 (Pages 5 - 16)**

### **4 QUESTIONS TO THE SELECT COMMITTEE CHAIRMAN FROM COUNCILLORS AND MEMBERS OF THE PUBLIC ATTENDING THE MEETING**

In accordance with the Council's Constitution, questions to the Chairman of this Committee must be received in writing 4 working days before the date of the meeting and must relate to the work of the scrutiny committee. Please ensure questions are received by the Democratic Services Team by 5pm on Thursday 7<sup>th</sup> March 2019.

### **5 MATTERS ARISING AND WORK PROGRAMME (Pages 17 - 24)**

### **6 ANNUAL SCRUTINY REPORT 2018/19 (Pages 25 - 26)**

## **HOLDING THE PORTFOLIO HOLDER TO ACCOUNT**

### **7 QUESTIONS TO THE PORTFOLIO HOLDER FROM COUNCILLORS AND MEMBERS OF THE PUBLIC ATTENDING THE MEETING**

In accordance with the Council's Constitution, questions to the Education, Children & Families Portfolio Holder must be received in writing 4 working days before the date of the meeting and must relate to the work of the Portfolio. Please ensure questions are received by the Democratic Services Team by 5pm on Thursday 7<sup>th</sup> March 2019.

### **8 PORTFOLIO HOLDER UPDATE**

## **SELECT COMMITTEE CONSIDERATION**

### **9 SCRUTINY OF THE DIRECTOR OF EDUCATION**

### **10 EDUCATION INFORMATION ITEMS**

#### **a MINUTES OF THE EDUCATION, CHILDREN AND FAMILIES BUDGET AND PERFORMANCE MONITORING SUB COMMITTEE MEETING HELD ON 23RD JANUARY 2019 (Pages 27 - 36)**

## **SHORT ITEM**

**11 ST OLAVES UPDATE (Pages 37 - 58)**

**12 CORPORATE PARENTS - THE ROLE OF THE ELECTED MEMBER (Pages 59 - 60)**

## **SUBSTANTIVE ITEM: LIFELONG LEARNING IN A RAPIDLY CHANGING WORLD OF WORK**

**13 PURPOSE OF MEETING**

*To examine how further opportunities for learning can be provided for individuals who are navigating a rapidly changing world of work.*

**14 WRITTEN EVIDENCE: LIFELONG LEARNING IN A RAPIDLY CHANGING WORLD OF WORK (Pages 61 - 92)**

**15 WITNESS SESSION:**

**(A) CAROL ARNFIELD, HEAD OF EARLY YEARS, SCHOOL STANDARDS AND ADULT EDUCATION, LBB**

**(B) TRACEY DAVIS, LONDON SOUTH EAST COLLEGE**

**(C) COLIN MACLEAN, CHIEF EXECUTIVE, COMMUNITY LINKS BROMLEY**

**(D) SHAKEELA SHOURIE, WORKFORCE DEVELOPMENT PROJECT LEAD – STEP UP TO SOCIAL WORK, LBB**

**16 COMMITTEE CONCLUSIONS AND RECOMMENDATIONS**

## **DATES OF FUTURE EDUCATION, CHILDREN & FAMILIES SELECT COMMITTEE MEETINGS**

9<sup>th</sup> July 2019

8<sup>th</sup> October 2019

30<sup>th</sup> January 2020

10<sup>th</sup> March 2020

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## **EDUCATION, CHILDREN AND FAMILIES SELECT COMMITTEE**

Minutes of the meeting held at 7.00 pm on 29 January 2019

### **Present:**

Councillor Nicholas Bennett J.P. (Chairman)  
Councillor Neil Reddin FCCA (Vice-Chairman)  
Councillors Marina Ahmad, Kathy Bance MBE,  
Yvonne Bear, Judi Ellis, Chris Pierce and Stephen Wells

Reverend Roger Bristow and Joan McConnell  
Emmanuel Arbenser and David Hullah  
Angela Leeves

### **Also Present:**

Councillor Nicky Dykes  
Councillor Peter Fortune, Children, Education & Families Portfolio  
Holder

### **34 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS**

Apologies for absence were received from Cllr Will Rowlands, and Michelle Fribbens (Primary Parent Governor Representative).

The Chairman welcomed the new Director of Education, Jared Nehra, to the meeting. The new Director of Education outlined his background and reported that since taking up his post at the beginning of January 2019, he had spent a considerable time in schools meeting Head Teacher colleagues. The Director outlined that he had inherited a number of priorities which he was looking forward to progressing. These included the key priorities of:

- Narrowing/filling the gap – ensuring that progress for disadvantaged pupils in Bromley was in line with their peers; and
- Implementing the SEND Reforms.

### **35 DECLARATIONS OF INTEREST**

During the course of the substantive item; Cllr Peter Fortune declared an interest as a Non-Executive Director of Clarion Charitable Foundation. The Committee noted that the declaration was reflected on Cllr Fortune's Register of Interest. There were no additional declarations of interest.

**36 MINUTES OF THE EDUCATION SELECT COMMITTEE MEETINGS  
HELD ON 16 OCTOBER 2018 AND 12 DECEMBER 2018**

The minutes of the meetings held on 16<sup>th</sup> October 2018, and 12<sup>th</sup> December 2018 (excluding exempt information) were agreed, and signed as a correct record.

Turning to matters arising from the minutes and the issue of the proposed transfer of £1m from the Schools' Block to the High Needs Block. A Member queried whether the discussion with Head Teachers had taken place in advance of the Committee's meeting on 12<sup>th</sup> December 2018. In response, the Portfolio Holder stressed that it was not in the power of the Local Authority to transfer funding between funding blocks. It had been necessary to make a disapplication request to the Secretary of State. The Portfolio Holder reported that conversations between the Council's Education Department and Head Teachers and their Schools took place all the time. The Interim Executive Director of ECHS confirmed that the meeting of the Schools Forum took place in January after the Select Committee's meeting on 12<sup>th</sup> December 2018.

**37 QUESTIONS TO THE SELECT COMMITTEE CHAIRMAN FROM  
MEMBERS OF THE PUBLIC AND COUNCILLORS ATTENDING THE  
MEETING**

No questions had been received.

**38 QUESTIONS TO THE PORTFOLIO HOLDER FROM MEMBERS OF  
THE PUBLIC AND COUNCILLORS ATTENDING THE MEETING**

No questions had been received.

**39 EDUCATION, CHILDREN AND FAMILIES SELECT COMMITTEE  
WORK PROGRAMME  
REPORT CSD190002**

The Committee considered a report dealing with the Committee's business management.

In relation to the School Place Planning Executive Working Group the following Membership was proposed in addition to the Portfolio Holder and Executive Assistant:

Cllrs Nicholas Bennett, Neil Reddin, Chris Pierce, Marina Ahmad, Stephen Wells, Judi Ellis, Yvonne Bear, Emmanuel Arbenser, and David Hullah. It was noted that the Clerk would canvass Members and Officers for suitable dates.

*(NB: Following the meeting the Portfolio Holder confirmed that he endorsed the proposed Membership)*

**RESOLVED: That**

- 1. Progress on matters arising from previous meetings be noted;**
- 2. The following Members join the School Place Planning Working Group for 2018/19: Cllrs Nicholas Bennett, Neil Reddin, Chris Pierce, Marina Ahmad, Stephen Wells, Judi Ellis, Yvonne Bear, Emmanuel Arbenser, and David Hullah; and**
- 3. The 2018/19 work programme be agreed.**

#### **40 PORTFOLIO HOLDER UPDATE**

The Portfolio Holder for Children, Education and Families, Cllr Peter Fortune, attended the meeting to respond to questions from the Committee. The Portfolio Holder gave a brief introduction highlighting the following issues:-

- The Council had welcomed the new Director of Education, Jared Nehra, who had joined the Council at the beginning of January. The recruitment process had been very positive involving Members, Head Teachers and Bromley children. The Director had hit the ground running and had already been involved in a number of meetings.
- The Portfolio Holder expressed his thanks to Lynda Doel who had recently hosted him at St John's Primary School.
- The official decision in relation to the Bullers' Wood Planning application had been received and it was pleasing that the application could now be progressed.
- At the beginning of January a week long Ofsted Inspection of Adult Education Services had taken place following the restructure and redesign of the Service. The outcome of the Inspection would be published later in February.
- The Portfolio Holder reported that he was "desperately proud" of the work that had been done within Children's Services at Bromley. Significant investment had been made in improving services. There were now more permanent staff. The Council had invested in technology to ensure sure that the staff had the right tools to do their job and provide support to the most vulnerable children. In addition, schools now had dedicated social workers. The Portfolio Holder stressed that the turnaround, which had been validated by the published outcome of the Ofsted Inspection, was a testament to all those involved including staff, the departmental leadership, and Members. The Portfolio Holder concluded by emphasising that everyone across the Council needed to ensure that "the child was at the centre of all that we do."

Cllr Fortune then responded to questions making the following comments:-

- The Portfolio Holder confirmed that in relation to the opening of Bullers' Wood School for Boys at the St Hughes site, representatives from the Council had met extensively with the ESFA and representatives from the School. The Planning Application had been submitted for

temporary accommodation and assurances had been given that subject to planning everything was in place to open on the temporary site in September 2019. A suggestion had been made by the Council that an extension to the use of the Westmoreland site would be a useful safety net, however the ESFA had been clear that they would not entertain this.

- The Local Authority was under pressure in relation to finances. The money that had been invested in Children's Services in the Borough was money well spent. At each visit, Ofsted inspectors had challenged the Local Authority about the sustainability of the budget. The Portfolio Holder confirmed that he was confident that the budget was sustainable and would enable the delivery of further improvements.
- In relation to the provision of a Catholic Secondary School in the Borough; the Local Authority itself did not have the power to open schools, the Diocese would have to do this. Officers from the Council had been liaising with the Diocese, discussions were ongoing but no firm plans were yet in place. The statutory responsibility of the Council was to ensure that there were sufficient school places. Whilst it was acknowledged that there were seven Catholic primary schools in the Borough and no Catholic secondary school for the children to move on to, the Council had met its statutory responsibility to provide sufficient school places.
- In relation to the Dedicated Schools Grant; the Portfolio Holder emphasised that it was unquestionable that school finances were under pressure. Over the last 10 to 15 years there had been a number of changes to the way in which schools operated. In addition to this there was an ever increasing need for provision for children with special educational needs and disabilities funded through the High Needs Funding Block. The Local Authority responding to recommendations from the SEND4Change review to manage these pressures. The Council had also agreed to fund £2m from its reserves as well as applying to the Secretary of State for permission to transfer £1m from the Schools Block to the High Needs Block. Furthermore, the Local Authority had been notified that the DfE had allocated additional High Needs funding of £788k for both 2018/19 and 2019/20. The decision to continue to pursue the disapplication request was taken in order to enable further lobbying on the issue of High Needs Funding as it was important to emphasise that the High Needs Block in Bromley was underfunded. The Portfolio Holder stressed the importance of lobbying in order to ensure that Bromley schools and their pupils had the necessary level of funding. Once a meeting had been secured with the relevant Minister this point would be made.
- The Portfolio Holder confirmed that the disapplication request was made in the context of discussion involving himself, Officers, the Leader of the Council, and the Portfolio Holder for Resources, Contracts and Commissioning. The process that had been followed was the same one that was used in 2017/18. Members of the Committee expressed concern that they had not been given advanced notification of the decision to submit the disapplication request and there had been no scrutiny of this request until this meeting.



- The issue of the impact of lagged funding for new Free Schools was raised at a Primary Head Teachers' meeting. The Council would continue to lobby the DfE over this issue which was having a disproportionate impact in Bromley. Following a meeting between the Portfolio Holder, Headteacher representatives and Bob Neill MP, the MP had written to the Minister of State Nick Gibb MP, seeking a meeting. The issue would, with the approval of Members, be added to the draft Select Committee Report on the Education budget.

Members of the Select Committee expressed concerns in relation to the lack of transparency surrounding the disapplication request to the Secretary of State. The Chairman suggested the process for this type of decision (one taken by a small group of officers and councillors) should be referred to the Council's Constitutional Improvement Working Group for further consideration. The Portfolio Holder informed the Committee that, due to the changes around the National Funding Formula, the option to apply for disapplication would not be available next year. That is why it was important to lobby as extensively as possible to highlight concerns.

The Select Committee also requested that at the next meeting the Portfolio Holder set out the mitigation that was being put in place in relation to pressure on High Needs funding.

The Chairman and Committee thanked the Portfolio Holder for his update.

#### **41 EDUCATION INFORMATION ITEMS**

##### **A MINUTES OF THE EDUCATION, CHILDREN AND FAMILIES BUDGET AND PERFORMANCE MONITORING SUB COMMITTEE MEETING HELD ON 30 OCTOBER 2018**

The Committee noted the minutes of the Education, Children and Families Budget and Performance Monitoring Sub Committee meeting held on 30 October 2018.

#### **42 SCRUTINY OF THE INTERIM DIRECTOR OF CHILDREN'S SOCIAL CARE**

The Chairman welcomed the Interim Director of Children's Social Care and thanked her for the enormous contribution she had made to the transformation of Children's Services in Bromley.

The Interim Director of Children's Social Care, Mrs Janet Bailey, attended the meeting to respond to questions from the Committee. Mrs Bailey gave a brief introduction, reflecting on the previous two years' of the transformation journey:-

- The Interim Director thanked Members, Partners and Social Workers for the support they had provided to the Children's Service improvement process over the past two years.

- The “Roadmap to Excellence” had introduced the Caseload Promise and this had realigned work and added capacity. Social workers now held caseloads of between 12 and 15 children.
- In 2017, there had been only 42% permanent staff in the Service. This had now increased to between 80% and 85%. Managers were ambitious to reach a target of 90% and were also committed to “grow your own”.
- Over the last two years the Atlas Team and MEGA (Missing Exploitation and Gang Affiliation) Panel had been introduced in order to mitigate against the risks associated with Child Sexual Exploitation, Missing and Gangs.
- Social workers continued to be audited and dynamic training resulting from the audits had been introduced.
- Over the past 2 years there had been 7 Ofsted Monitoring visits. Whilst the Local Authority had needed validation from Ofsted the improvements that were being delivered were about providing better services for children in the Borough.
- Over the past two years the culture of the organisation had grown and evolved. The then Executive Director of ECHS had been clear about the vision and values of the Service. Through this vision and the emerging values it had been possible to change the culture across the organisation and staff had come to understand that they were respected and valued. The Senior Leadership Team had been keen to instill a culture of learning. To this end confidential “Tell Me” surgeries were held for social workers to meet with the Interim Director and the Director and Heads of Service regularly visited individual teams to meet with and provide support to social workers.
- A Care Leavers Forum and Hub had been established and Care Leavers were now provided with support in relation to housing issues.
- The Early Intervention Service continued to provide support to families to enable them to remain within their communities.
- Children accessing services had reported that they felt that they were known by everyone within the Local Authority.
- There was still more to do; Ofsted had made 4 recommendations and a number of actions would arise from these recommendations. The Council had 70 days from the publication of the report to return its improvement plan to Ofsted.
- In terms of the next steps; further work needed to be completed on the Bromley Relationship Model, the Social Work Academy would be launched, and the ‘Staying Together’ Team would be further developed. Further consideration would need to be given to professional development for social workers and initiatives such as the bi-annual “Transfer Window” which enabled social workers to transfer to any positions in different teams within the service (subject to service requirements) would be further rolled out.
- The three key challenges remained: the Children’s Social Care Budget, reducing the number of care proceedings, and staff recruitment and retention.

Mrs Bailey responded to questions, making the following comments:-

- Once the Children's Service Improvement Governance Board had been decommissioned the Service would continue with a Practice Improvement Board. Whilst the Chairman of the Children's Service improvement Governance Board had been fantastic at scrutinising and challenging the Service over the past 18-months, Ofsted would expect to see more robust internal scrutiny. As a result of this there would be a Board but it would not be an external board.
- The turnover of agency staff had slowed and there was 1 locum social worker in the Looked After teams. The increase in the number of permanent staff had provided stability to the children. It was notable that a number of the remaining agency staff had been with the Service through the improvement journey and the Interim Director confirmed that she was confident they would stay with the Local Authority.
- Conversations about the facilities for staff were ongoing and this was a priority for the senior leadership team.
- The Department was no longer progressing with the Eclipse case management system. The Department would go out to tender for an alternative system and a Programme Manager would be brought in. It was likely that the procurement of a new system would take 18-24 months and then implementation beyond this.

Members requested that the Improvement Plan be presented to the Select Committee following submission to Ofsted.

The Chairman thanked the Interim Director for her update and encouraged Members to attend the Corporate Parenting Fun Day which was being held from 3pm to 7pm on 22<sup>nd</sup> February at The Warren.

#### **43     SHORT ITEM: YOS UPDATE REPORT ECHS19021**

The Committee considered a report which provided Members with feedback and an update of progress made by Bromley Youth Offending Service in securing improvement and responding to the inspection findings.

In response to a question, the Head of the Youth Offending Service reported that in terms of staffing, the workers in the Youth Offending Service were specialist and there was a limited supply of workers with the specialist skills that were required. There was a pool of people who worked via agencies and this resource would be utilised until it was possible to recruit permanent workers with the required skill set. Within the last two years there had been a 75% turnover in staff. All inadequate staff had now moved on from the service and those that were in post had the necessary competencies. The Director of Children's Social Care highlighted that the Service had been realigned to ensure that there was now an emphasis on qualified workers and this in turn increased the skill set of the Team.

The Select Committee requested that an updated structure chart be circulated following the meeting along with information concerning the number of cases held by each worker.

The Select Committee noted that the actual number of young people who reoffended was small and this number was reducing year-on-year. A number of different interventions were being considered in order to reduce the risk posed by re-offending.

In response to a question concerning work with other Boroughs, the Head of the Youth Offending Service reported that there was a London-wide Officer Forum which met. In addition to this best practice was shared across the London network.

In relation to restorative justice, the Head of the Youth Offending Service explained that there was an effort to make reparations more offence focused and youth offenders were encouraged to reach out to the Community. Young people were also engaged in victim empathy work.

The Head of the Youth Offending Service explained that there had been good outcomes from the Liaison and Diversion provision and it was hoped that it would be possible to develop a Liaison and Diversion programme for the Borough in partnership with NHS England.

In response to a question concerning the 'RAG' report that had been circulated, the Head of the Youth Offending Service reported that there remained two 'red' actions outstanding. One related to drawing up and putting in place a bespoke programme to support parents, and the other concerned working with Bromley Y to review mental health services for young people.

The Head of the Youth Offending Service confirmed that once young people convicted of violent offences had received their sentence they were picked up by the Youth Offending Service directly from Court. The Service then worked directly with the young person and saw them on a regular basis at the Youth Offending Service offices. In relation to the support services aimed at knives and gangs, the Head of the Youth Offending Service reported that there were a range of initiatives as 'one size did not fit all'. It was agreed that a briefing note on this issue would be provided to the Select Committee following the meeting.

The Chairman and Committee thanked the Head of the Youth Offending Service for her update and noted a further update was due in October 2019.

#### **44 WITNESS SESSION: THE IMPACT OF BENEFIT CHANGES ON CHILDREN AND FAMILIES**

The Chairman welcomed Ms Sara Bowry (Director of Housing), Mrs Rachael Dunley (Head of Early Intervention and Family Support Services), Mr Colin Smith (Welfare Reform Manager), and Ms Tracey Wilson (Head of

Compliance and Strategy) to the meeting. Members of the Committee explored a number of themes and issues with the witnesses.

The Chairman opened the discussion noting that there were in excess of 1600 families in temporary accommodation in the Borough. Rent level across the Borough had become unaffordable and many vulnerable families faced additional financial pressures as a result of rising costs.

The Director of Housing confirmed that many of the pressures faced by vulnerable families were a result of the cumulative impact of the changes that had been introduced as part of the roll out of Universal Credit. The Director of Housing confirmed that there were over 1600 families in temporary accommodation and this included 1815 children aged 0-16 years old. An increasing number of families were now being placed outside the Borough, with over 600 school aged children housed in temporary accommodation outside the Borough. 300 were placed in Medway and Kent. Of these, an increasing number were required to travel back into the Borough to attend school which placed additional financial pressure on the families.

One of the aims of the introduction of Universal Credit had been to encourage families to budget on a monthly basis. This was a skill that did not necessarily come instinctively to vulnerable families and many required intensive support in order to learn how to manage their monthly budget. It was critical that there was intervention at an early stage in terms of debt and housing advice if it became evident that families were not able to manage their monthly budget.

In response to a question from the Chairman, the Director of Housing provided the following data in relation to families living in temporary accommodation:

1815 school aged children (0-16 years) living in temporary accommodation  
504 children attended school in Bromley  
286 families were placed in Croydon  
178 families were placed in Lewisham  
99 families were placed in Bexley  
40 families were placed in Southwark  
22 families were placed in Lambeth

The bulk of the remaining families (686) were placed in Kent (e.g. Gravesham, Swale, Thanet etc) and Medway. 229 families were placed in Medway and 86 families placed in Dartford.

It was agreed that the data provided by the Director of Housing would be circulated with the minutes.

The Select Committee was also provided with three case studies based on families from Bromley. The case studies illustrated that the vulnerable families tended to struggle with debt having started in a negative position as a result of significant rent arrears arising from the 5-week delay in the benefit payment. In addition the unaffordably high rents across the Borough placed

additional pressure on families. The withdrawal of the additional bedroom subsidy also caused issues and many families were forced to take in lodgers. The Head of Early Intervention and Family support Services highlighted that this raised a number of other issues (such as safeguarding) as many of these families were vulnerable and were not always good at making choices.

The Select Committee noted that within the Council's Housing Services there was increased debt advice, floating support services, and assessments of need were undertaken. The Citizens Advice Bureau (CAB) was also funded to provide advice concerning Universal Credit. The Welfare Reform Manager reported that the CAB were also very good at signposting families to the other support services that were available as well as providing basic budgeting support to families. To date the take up of the CAB support had been disappointing. Universal Credit was launched in Bromley in July 2018, and since that time there had been 400 approaches to the CAB service. In response to a question, the Welfare Reform Manager confirmed that there should be no correlation between take up and levels of literacy as any claimants struggling with literacy would have needed help and support filling in the online claim form. This in turn should have highlighted that they may need ongoing help to access support and advice services. The Portfolio Holder highlighted that Housing Associations and Credit Unions also provided valuable support to families experiencing financial problems.

For the purposes of the Select Committee's report, the Director of Education agreed to provide information concerning the number of children travelling to Bromley schools from neighbouring Boroughs, Kent and Medway. The Interim Executive Director of ECHS reported that the Education Department held generic data on children receiving SEN or Early Help in schools. If children had a CAF they would be known to the Department by name.

In response to a question, the Director of Housing confirmed that there were a number of initiatives within the Housing Strategy to address the limited supply of family properties across the Borough. The Under-Occupation Scheme aimed to facilitate a move to a smaller property for those that were over-accommodated, such as older people whose families had grown up and moved out. One of the biggest issues was that people looked to move from 3 bed properties to 2 bed properties. However there was competing demand as 2 bed properties had the highest demand from homeless families. The Housing Strategy was looking at way to increase supply but this was a longer-term solution.

The Director of Housing also highlighted that for many families living in temporary accommodation housing supplied by housing associations was becoming unaffordable.

In response to a question, the Director of Housing confirmed that the Council operated a Placement Policy which took into consideration particular support needs such as schooling and employment and gave families meeting the specific criteria priority for in-borough or placements nearer to Bromley.

A Member noted that if more families were enabled to remain in-borough the Council would require significant additional school places.

The Select-Committee noted that 40% of people approaching Housing Services for support were losing private sector accommodation due to affordability. This was a result of the failure of real incomes to keep pace with cost increases. The Committee also noted that there were few options available to enable people to move on from insecure and unstable accommodation. Members noted that there were now a number of people in full-time employment with little option but to access night shelters and temporary accommodation due to the unaffordability of housing.

The Head of Early Intervention and Family Support Services reported that often Family Workers in schools were the first to identify a family who was struggling. A referral into the Council's Early Intervention Service could then be made and a debt plan could be agreed if necessary. There was no procedure for communicating with schools outside Bromley and the Early Intervention Service would continue to provide support to a family who had move to a different area until the new host authority confirmed that the family had been picked up.

The Select Committee considered the issue of families who owned their home and had a mortgage. It was noted that 9 Universal Credit payments would have to be made before mortgage support could be claimed. In addition to this there was a 4-5 week delay in the payment of the first month's Universal Credit. This meant that a significant amount of mortgage arrears had built up and if families had already utilised their "mortgage holiday" during an earlier period of unemployment they were at significant risk of losing their property. The Director of Housing reported that in 2011 there had been an influx of homeowners losing their accommodation as a result of mortgage arrears. The numbers had now fallen although it was acknowledged that the small number known to the Local Authority may be masked by larger numbers who have sought help from family and friends before approaching the Council.

The Select Committee also expressed concerns surrounding the impact of overcrowding on school aged children. Members suggested that consideration should be given to expanding the provision of study facilities available to children living in overcrowded accommodation. The Director of Housing confirmed that overcrowding and space to study was one of the criteria in the Placement Policy. It was however acknowledged that there was more work to be done around this issue.

The Director of Housing reported that the Council was working with Housing Associations to address the issue of increased rents resulting from 'home swaps'. It was not an easy issue to address and the Council was looking at re-profiling. Some issues may be resolved as reassessments of rent took place and the Council was working with Clarion and other Housing Associations to identify a sustainable solution.

The Chairman thanked the witnesses for attending the meeting and assisting Members with their review.

The Select Committee requested that in future information be sent to Members as part of the agenda pack, although the Chairman noted that in this instance it had been hard to identify all the relevant evidence.

**45    LOCAL GOVERNMENT ACT 1972 AS AMENDED BY THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) (VARIATION) ORDER 2006, AND THE FREEDOM OF INFORMATION ACT 2000**

**RESOLVED** that the press and public be excluded during consideration of the items of business listed below as it was likely in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present, there would be disclosure to them of exempt information.

**46    PART 2 (EXEMPT) MINUTES OF THE MEETING HELD ON 12 DECEMBER 2018**

The Part 2 (exempt) minutes from the meeting held on 12 December 2018, were agreed, and signed as a correct record.

The Meeting ended at 9.15 pm

Chairman



Report No.  
CSD19049

London Borough of Bromley

## PART ONE - PUBLIC

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**Decision Maker:** Education, Children and Families Select Committee

**Date:** 13<sup>th</sup> March 2019

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

**Title:** MATTERS ARISING & WORK PROGRAMME

**Contact Officer:** Philippa Gibbs, Democratic Services Officer  
Tel: 0208 313 4508 E-mail: Philippa.Gibbs@bromley.gov.uk

**Chief Officer:** Mark Bowen, Director of Corporate Services

**Ward:** (All Wards);

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1. Reason for report

This report deals with the Committee's business management including:

- Monitoring progress against actions arising from previous meetings; and
- Developing the 2019/20 Forward Work Programme.

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2. **RECOMMENDATION(S)**

That the Select Committee reviews and comments on:

1. Progress on matters arising from previous meetings; and
2. The 2019/20 work programme, indicating any changes or particular issues that it wishes to highlight for the year ahead.

## Impact on Vulnerable Adults and Children

1. Summary of Impact: None
- 

## Corporate Policy

1. Policy Status: Existing Policy
  2. BBB Priority: Excellent Council
- 

## Financial

1. Cost of proposal: No Cost
  2. Ongoing costs: Not Applicable
  3. Budget head/performance centre: Democratic Services
  4. Total current budget for this head: £350,650
  5. Source of funding: 2018/19 Revenue Budget
- 

## Personnel

1. Number of staff (current and additional): 8 posts (6.87fte)
  2. If from existing staff resources, number of staff hours: N/A
- 

## Legal

1. Legal Requirement: None
  2. Call-in: Not Applicable: This report does not involve an Executive decision.
- 

## Procurement

1. Summary of Procurement Implications: N/A
- 

## Customer Impact

1. Estimated number of users/beneficiaries (current and projected): This report is intended primarily for the benefit of Committee Members.
- 

## Ward Councillor Views

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

<b>Non-Applicable Sections:</b>	Impact on Vulnerable People and Children/Policy/Financial/Legal/Personnel/Procurement
Background Documents: (Access via Contact Officer)	Minutes of previous meetings

### 3. COMMENTARY

#### **Matters Arising from Previous Meetings**

- 3.1. **Appendix 1** provides a progress update on requests made by the Committee at previous meetings. This list is checked after each meeting so that any outstanding issues can be addressed at an early stage and timely progress made.

#### **Work Programme**

- 3.2 Each PDS Committee determines its own work programme, balancing the roles of (i) pre-decision scrutiny and holding the Executive to account, (ii) policy development and review and (iii) external scrutiny. E&R PDS Committee has the additional role of providing a lead on scrutiny issues and co-ordinating PDS work.
- 3.3 PDS Committees need to prioritise their key issues. The work programme also needs to allow room for items that arise through the year, including Member requests, call-ins and referrals from other Committees. Committees need to ensure that their workloads are realistic and balanced, allowing sufficient time for important issues to be properly scrutinised. Members also need to consider the most appropriate means to pursue each issue – the current overview and scrutiny arrangements offer a variety of approaches, whether through a report to a meeting, a time-limited working group review, a presentation, a select committee style meeting focused on a single key issue, or another method.
- 3.4 **Appendix 2** sets out the Education, Children and Families Select Committee Work Programme for 2018/19 and 2019/20. Committee is invited to comment on the proposed schedule and suggest any changes it considers appropriate.
- 3.5 Other reports will be added to the 2019/20 Work Programme as items arise.

**Appendix 1**

<b>Minute Number/Title/Date</b>	<b>Action/PDS Request</b>	<b>Update</b>	<b>Action by</b>	<b>Expected Completion Date</b>
40 Portfolio Holder Update (29 January 2019)	That at the next meeting the Portfolio Holder set out the mitigation that was being put in place in relation to pressure on High Needs funding.		Portfolio Holder for Children, Education & Families	13 March 2019
42 Scrutiny of the Interim Director of Children's Social Care (29 January 2019)	That the Children's Services Improvement Plan be presented to the Select Committee following submission to Ofsted.	The Improvement Plan submitted to Ofsted has been circulated via email to Members of the Committee	Interim Director of Children's Social Care	5 March 2019
43 YOS Update (29 January 2019)	That an updated structure chart be circulated to the Committee along with information concerning the number of cases held by each worker	The structure chart was circulated via email to Members of the Committee.	Head of YOS	15 February 2019

## Education, Children &amp; Families Work Programme 2018/19 to 2019/20

<b>Education, Children &amp; Families Budget &amp; Performance Monitoring Sub-Committee</b>		<b>10 April 2019</b>
<b>Item</b>		<b>Status</b>
Capital Programme - 3 <sup>rd</sup> Quarter		PH Decision
Budget Monitoring 2018/19		PH Decision
Education Outcomes		PDS Item
Recommendations made by the ECF Select Committee	See minutes of ECFSC 04.07.18	Standing Item
<b>Schools' Forum</b>		<b>20<sup>th</sup> June 2019</b>
<b>Education, Children &amp; Families Budget &amp; Performance Monitoring Sub-Committee</b>		<b>27<sup>th</sup> June 2019</b>
<b>Item</b>		
Budget Closedown 2018/19	Annual Report	PH Decision
Budget Monitoring 2019/20		PH Decision
ECHS Risk Register		PDS Item
Children, Education and Families Portfolio Plan Update		PSD Item
Spending on Primary, Secondary and Special Schools 2018/19	Annual Report	
Performance Management 2019/20 Q.1		PDS Item
YOS Update	Reference from Select Committee	PDS Item
Recommendations made by the ECF Select Committee	See minutes of ECFSC 04.07.18	Standing Item
<b>SACRE</b>		<b>3<sup>rd</sup> July 2019</b>
<b>Education, Children &amp; Families Select Committee</b>		<b>9<sup>th</sup> July 2019</b>
<b>Item</b>		<b>Status</b>
Appointment of Co-Opted Members		Annual Report
Membership of the Children, Education & Families Budget and Performance Monitoring Sub-Committee		Annual Report
References from the Education, Children & Families Budget & Performance Monitoring Sub-Committee		Standing Item
TBC		Substantive Item
<b>Schools' Forum</b>		<b>19<sup>th</sup> September 2019</b>
<b>Education, Children &amp; Families Select Committee</b>		<b>8<sup>th</sup> October 2019</b>
<b>Item</b>		<b>Status</b>
YOS Update		Short Item
Scrutiny of the Interim Executive Director ECHS		PDS Item
References from the Education, Children & Families Budget & Performance Monitoring Sub-Committee		Standing Item
TBC		Substantive Item
<b>Schools' Forum</b>		<b>7<sup>th</sup> November 2019</b>
<b>Education, Children &amp; Families Budget &amp; Performance</b>		<b>12<sup>th</sup> November</b>

<b>Monitoring Sub-Committee</b>		<b>2019</b>
<b>Item</b>		<b>Status</b>
Bromley Safeguarding Children Annual Report 2018/19		PDS Item
Budget Monitoring 2019/20		PH Decision
ECF Portfolio Plan		PH Decision
Capital Programme – 1 <sup>st</sup> Quarter to include Outturn		PH Decision
Annual Sufficiency Statement		PDS Item
Adoption Annual Report 2018/19	Annual Report	PDS Item
Private Fostering Annual Report 2018/19	Annual Report	PDS Item
Local Authority Designated Officer Report 2018/19	Annual Report	PDS Item
Independent Reviewing Officers Annual Report 2018/19	Annual Report	PDS Item
Virtual School Annual report 2018/19	Annual Report	PDS Item
Annual ECHS Complaints Report	Annual Report	PDS Item
Performance Management 2019/20 Q.2		PDS Item
Recommendations made by the ECF Select Committee	See minutes of ECFSC 04.07.18	Standing Item
<b>SACRE</b>		<b>13<sup>th</sup> November 2019</b>
<b>Schools' Forum</b>		<b>9<sup>th</sup> January 2020</b>
<b>Education, Children &amp; Families Budget &amp; Performance Monitoring Sub-Committee</b>		<b>14<sup>th</sup> January 2020</b>
<b>Item</b>		<b>Status</b>
Capital Programme – 2 <sup>nd</sup> Quarter		PH Decision
Budget Monitoring 2019/20		PH Decision
2020/21 Dedicated Schools Grant	Annual Report	PH Decision
ECF Draft Portfolio Budget 2020/21	Annual Report	PDS Item
Contracts Activity Report (Part 1 and Part 2)		PDS Item
Performance Management 2019/20 Q.3		PDS Item
Risk Register		Information Item
Recommendations made by the ECF Select Committee	See minutes of ECFSC 04.07.18	Standing Item
<b>Education, Children &amp; Families Select Committee</b>		<b>30<sup>th</sup> January 2020</b>
<b>Item</b>		<b>Status</b>
Scrutiny of the Director of Children's Social Care		
References from the Education, Children & Families Budget & Performance Monitoring Sub-Committee		Standing Item
TBC		Substantive Item
<b>SACRE</b>		<b>4<sup>th</sup> March 2020</b>
<b>Education, Children &amp; Families Select Committee</b>		<b>10<sup>th</sup> March 2020</b>
<b>Item</b>		<b>Status</b>
Annual Scrutiny Report 2018/19	Annual Report	
Scrutiny of the Director of Education		
TBC		Substantive Item

<b>Education, Children &amp; Families Budget &amp; Performance Monitoring Sub-Committee</b>		<b>18<sup>th</sup> March 2020</b>
<b>Item</b>		<b>Status</b>
Capital Programme - 3 <sup>rd</sup> Quarter		PH Decision
Budget Monitoring 2019/20		PH Decision
Education Outcomes		PDS Item
Recommendations made by the ECF Select Committee	See minutes of ECFSC 04.07.18	Standing Item

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## Annual Report from Education, Children & Families Select Committee

Chairman: Cllr. Nicholas Bennett JP

Vice-Chairman: Cllr. Neil Reddin

1. The Committee has now been in its present form as a Select Committee for three years and has bedded in well. All the members serving on the Committee have expressed their view that the way the Committee undertakes scrutiny and produces subsequent policy proposals is more effective than in the old PDS format where the emphasis was largely on scrutiny of the Portfolio Holder and his proposed decisions. The Select Committee process recognises that policy flows from the Executive but that, by Committee having control of what it scrutinises, it is able to examine in detail specific areas and make proposals for improvements. The new system holds the Portfolio Holder to account at each meeting and also over the year calls the senior officers for examination of their work. In addition, the Sub-Committee and, when necessary the main committee, scrutinises contract decisions which the Portfolio Holder is minded to make.
2. The expansion of the Sub-Committee's role to include performance monitoring has enabled the Committee to give a fuller examination of the budget, the capital programme, contracts and risk registers, the Portfolio Plan and the annual reports of the Virtual School, Private Fostering, Adoption, Local Authority Designated Officer, the Independent Reviewing Officer, the Annual ECHS Complaints Report and the Bromley Safeguarding Children Board. These annual reports are produced at great cost and effort and deserve proper consideration. The Sub-Committee also invited the whole membership of the main Committee for the report into St Olave's School.
3. The Select Committee met five times in the year with an additional meeting to examine the sustainability of the Education Budget. This was one of two inquiries covering the entire budget under the Portfolio. The children's social care budget accounts for 20% of the Council's total controllable budget and therefore must play a considerable role in the way in which the total budget is managed and controlled. The Education budget is largely devolved to schools but some 2% is controlled by the Council. The Committee has made 22 proposals in total, across the two budgets, to improve the effectiveness, economy and efficiency of the way the budget is spent.
4. In addition to the two Reports referred to above the Committee conducted three other major inquiries into:
  - ***Post 16 Non-university technical education and apprenticeship Opportunities in Bromley***
  - ***The impact of Benefit Changes on Children and Families***
  - ***Lifelong Learning***
5. Three mini inquiries were held on the ***Youth Offending Service*** and ***Adult Education***. Given the importance of the role of the Council as ***Corporate Parents***, the Committee also looked at how Council Members could play a greater role in the lives of the children which the Council looks after.

6. The Portfolio Holder appeared for scrutiny at all but one of the meetings and, in addition, the Deputy Chief Executive and Director of Education Care and Health Services, the Interim Director of Children's Care and the new Director of Education have all been before the Committee for scrutiny sessions.
7. The Committee was very pleased that the ***Living in Care Council*** arranged for the Committee to view their new video '***Listen When I Speak***' and it raised important issues which we have considered in our examination of our role as Corporate Parents.
8. The Committee had one important presentation during the year when Gillian Palmer, the Interim Director of Education, presented a valuable research report on ***Education Outcomes in Bromley***. The report was extremely helpful, particularly to new members of the Council, on the factors affecting progress at each of the key stages in the education of Children in the Borough.
9. The Committee will have new leadership in 2019-20 as I take on the role of Mayor and Cllr Reddin stands down as Chairman of the Sub-committee. We hope that the new Chairman and Deputy Chairman will build on the progress made by the Select Committee and its Sub-Committee. There are number areas for further improvement. We hope that all witnesses will, in future produce written evidence to be circulated with the agenda and secondly that the range of witnesses can be expanded outside the Council staff. We appreciate that it has been difficult to get schools to give evidence (and we are grateful to those who did respond to the inquiry on post 16 education). We were disappointed that the NHS, the largest employer in the Borough could not find anyone to attend the Post 16 education inquiry.
9. I would like to thank the former Executive Director of Education, Care and Health Services, Ade Adetosoye OBE, Gillian Palmer, the former Interim Director of Education, Jared Nehra, our new Director of Education and Janet Bailey, Interim Director of Children's Care, together with all their staff for their help and assistance with the work of the Committee during the year.
10. My thanks also to all the members of the Committee and Sub-committee both elected and co-opted for their thoughtful contributions and cross party cooperation.
11. The behind the scenes work of preparing for the Committee includes an annual meeting with colleagues to discuss the year ahead and then, with my Deputy Chairman, an agenda planning meeting and a call over meeting with officers for each meeting in the annual cycle. I want particularly to pay tribute to Cllr Neil Reddin, the best Deputy I have ever worked with. Neil and I have worked closely together over six of my seven years as Chairman and I shall miss his calm, common sense approach both as Deputy Chairman and in his efficient chairing of the Sub-committee. Last but not least a huge thank you to Philippa Gibbs, our Committee Clerk and administrator. Without her hard work in preparing the agendas, writing the minutes and drafting our Inquiry Reports the Committee would not operate in the efficient and effective way which it has done over the past years.

**Cllr Nicholas Bennett MA JP**  
**Chairman**  
**Education, Children and Families Select Committee**

## **EDUCATION, CHILDREN AND FAMILIES BUDGET AND PERFORMANCE MONITORING SUB-COMMITTEE**

Minutes of the meeting held at 7.00 pm on 23 January 2019

### **Present:**

Councillor Neil Reddin FCCA (Chairman)  
Councillor Will Rowlands (Vice-Chairman)  
Councillors Marina Ahmad, Nicholas Bennett J.P. and Judi Ellis

Emmanuel Arbenser (Parent Governor Representative, Special Schools)

### **Also Present:**

Councillor Kathy Bance MBE

#### **40 APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillor Wells.

#### **41 DECLARATIONS OF INTEREST**

There were no additional declarations of interest.

#### **42 QUESTIONS FROM MEMBERS OF THE PUBLIC ATTENDING THE MEETING**

Two Questions for Oral response had been received from members of the Public. One written question was received. These are attached at **Appendix A**.

A Member noted that the Sub-Committee itself had not decision making powers and suggested that Head Teachers should raise any further questions surrounding issues with the allocation of the Dedicated Schools Grant at the with the Portfolio Holder at the meeting of Full Council on 25<sup>th</sup> February 2019.

#### **43 MINUTES OF THE MEETING HELD ON 30 OCTOBER 2018 AND MATTERS OUTSTANDING**

The minutes of the meeting held on 30<sup>th</sup> October 2018, were agreed and signed as a correct record.

The Sub-Committee noted updates on the actions arising from the previous meeting. A Member expressed disappointment with the response that had been provided concerning the average additional funding to support a child with an Education Care and Health Plan (EHCP) in a mainstream education setting as no date had been provided for when further information would be presented to Members. The Interim Executive Director of ECHS reported that a report would be presented to the SEND Governance Board in March and a full report would be

provided to the Sub-Committee at this time.

The Independent Chairman of the Bromley Safeguarding Children Board, Mr Jim Gamble, attended the meeting to present the Board's Annual Report which had been deferred from the last meeting. Mr Gamble reported that the Annual BSCB report had been published on the Safeguarding Board's website and the Independent Chairman stressed that feedback was always welcome. Throughout the Annual Report there was evidence and examples of increased scrutiny and challenge by the Board.

Since the publication of the Annual report, Ofsted had conducted a re-inspection of Children's Services in Bromley. The Inspectors had judged the Service to be good overall with outstanding features.

In terms of BSCB, the Independent Chairman reported that 7 Serious Case Reviews or Learning Reviews had been undertaken. Critical lessons had been learnt from any mistakes identified. Any learning would be fed into multi-agency audits which were ongoing. A number of audits had already been carried out; primarily looking at neglect.

The Board had built and launched a number of apps to support professionals with managing specific issues and concerns. The apps provided a single point of contact for professionals wishing to report concerns.

The Children's Safeguarding Partnership continued to strengthen. The Board continued to work with the Police in connection with issues such as Child Sexual Exploitation, Children Missing, and Gangs. Some very positive work had been done in this area. The Partnership had also undertaken collective work around vulnerable adolescence. This work was now moving towards vulnerable children and adolescence.

In relation to the Board's relationship with schools: a coherent line of sight with schools had been developed and the relationship had moved to a point that would have been beyond recognition in 2016 at the time of the very disappointing Ofsted inspection. The schools' sub-group ESAC has a clear programme of work which is being managed well. There was clear evidence of the strong relationships with partners, including schools, the Local Authority Designated Officer, the Police and Local Health Services, that were being developed.

The profile of the Board had continued to grow and there had been a significant number of referrals to the Board. In many instances these referrals had been people seeking information.

Turning to the future, the Children and Social Work Act 2017 had now come in to force. The outcome of the Wood Review would also require reflection, although the Independent Chairman suggested that it was unlikely that there would be that many significant changes as a result of the review. It was acknowledged that the BSCB would need to be open to any potential opportunities to deliver efficiencies and improved practice as a result of the review.

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In response to a question from the Chairman, the Independent Chairman reported that the relationship with the Board and partners within the Health Service was good. The relationship with the Police was more difficult as although the Police were willing to engage with the Board they were not always able to do so. The Independent Chairman reminded the Sub-Committee that the Police Service was dealing with its own challenges and that in the past few years there had been unprecedented change within the Police Service. However within this context the relationship between the Police and the Board was moving in the right direction.

In response to a question concerning the future of the Bromley Children's Service Improvement Governance Board in light of the recent judgement from Ofsted; the Independent Chairman emphasised that he was not the Chairman of that Board, however; in his opinion the Board should now be disbanded. Duplication of effort should not be encouraged and there was now a need for the Service to move toward a 'business as usual' model and allow the existing internal checks and balances to do their job of scrutiny and challenge.

In response to a question concerning elective home education; the Independent Chairman suggested that this issue fed into the broader issue of unregistered settings and supported national efforts to legislate for systems to register children educated at home to provide assurances to those agencies whose responsibility it was to safeguard children.

The Sub-Committee thanked the Independent Chairman of the Bromley Safeguarding Children Board for the Annual Report, his presentation to the Sub-Committee and his contribution to improvement in services for children.

#### **44 PRE DECISION SCRUTINY OF PORTFOLIO HOLDER DECISIONS**

##### **a 2019/20 DEDICATED SCHOOLS GRANT ECHS19015**

The Sub-Committee considered a report setting out information on the 2019/20 Dedicated Schools Grant and how it would be allocated.

The final Dedicated Schools Grant (DSG) funding for 2019/20, updated to reflect October 2018 pupil numbers, had now been provided to all LAs. The final allocation included the additional funding for SEND announced by the Secretary of State which for Bromley was £788,032 for both 2018/19 and 2019/20.

The DSG for 2019/20 was divided into four blocks – High Needs, Early Years, Schools and Schools Central, with expected grant income detailed below:

2019/20 Dedicated Schools Grant					
	High Needs Block	Early Years Block	Schools Block	Schools Central Block	Total
Gross Grant Funding	£48,820,619	£20,691,309	£208,637,223	£1,938,460	£280,087,611
Recoupment adjustment	-£7,813,333				-£7,813,333
Net Grant Allocation	£41,007,286	£20,691,309	£208,637,223	£1,938,460	£272,274,278

The Head of ECHS Finance reported that the Schools Central Block was balanced as a result of a contribution of £310,000 from the Council. In addition to this a disapplication request to transfer £1,000,000 from the Schools Block to the High Needs Block had been submitted to the DfE. The outcome of the disapplication request was not yet known.

The Head of ECHS Finance provided an update on the discussion that had taken place at the meeting of the Schools' Forum on 10<sup>th</sup> January 2019. Whilst the Schools' Forum had appreciated the concerns of the Council in relation to High Needs Funding Members of the Forum had felt that the financial burden should not fall on schools. After a lengthy discussion the Schools' Forum had voted against the disapplication request.

The Sub-Committee noted that if the disapplication request was approved the proposal now was to set aside the DfE funding of £788,032 resulting in an overall £2m contribution from the Council. If the disapplication request was unsuccessful the Council would still commit £2m but there would be no set aside. The amended proposals would be considered by the Executive in February 2019.

The Head of ECHS Finance drew Members attention to the appendices to the report which provided the financial detail. The Sub-Committee also noted the outcome of the consultation was included in Appendix 3 to the report. The responses from the Schools had been overwhelmingly against the disapplication request.

The Sub-Committee noted that under the minimum Funding Guarantee, no primary schools would lose more than 1.22% funding. There was no minimum funding guarantee for secondary schools. Members also noted that no upfront funding for Free Schools was provided. This funding was lagged at the estimated cost of this was £2.5m and created an ongoing impact as schools grew.

In opening the discussion the Chairman asked what work had been done in terms of lobbying the DfE concerning funding issues. The Head of ECHS Finance reported that he, the Interim Executive Director and the Portfolio Holder had met the local MP, Bob Neill, to raise the issue. Bob Neill MP was

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now writing to the Minister to set out the concerns that had been raised concerning funding. Members of the Sub-Committee suggesting that in light of the significant impact that reduced funding was having on schools more should be done. Members highlighted that there were three other MPs representing the Borough and they should also be contacted to take up the issue. The funding issue was not one unique to Bromley, it was a national issue and one that had received extensive coverage. Now was the time to exert pressure on the DfE to take action.

Members reported that they were aware of the issues in relation to High Needs Funding. Children who 10 years' ago would have been placed in specialist provision were now being placed in mainstream provision and this present significant challenges to schools. The issue of lagged funding for new Free Schools needed to be addressed as a matter of urgency and there was a need for the Local Authority to be proactive in its approach to lobbying on this issue.

The Head of ECHS Finance outlined the role of the Schools' Forum, noting that the final decision on the budget rested with elected members. In terms of the disapplication requested, the Head of ECHS Finance reported that 0.5% of the overall budget could be transferred between blocks. If the Schools' Forum supported the transfer there was no need to submit a disapplication request. As the Schools' Forum had not supported this current transfer, with the agreement of the Portfolio Holder, the disapplication request had been submitted.

In relation to the issue of the disapplication request; Members stressed that more information was needed but nevertheless expressed skepticism that that the proposals outlined in the report would in fact deliver the outcomes that were required and as a result Members remained to be convinced that the approach outlined in the report was the correct approach. A Member likened the current proposals to "robbing Peter to pay Paul" stressing that this directly impacted on educational provision for some children to provide for others. The Member noted that there was 22 pages of consultation feedback from schools outlining the detrimental impact that the transfer of funding would have and this feedback from professionals had been effectively dismissed.

The Chairman of the Education, Children and Families Select Committee highlighted that there was a recommendation in the recent Select Committee report concerning the Education Budget to the effect that LB Bromley lobbies through London Council's on the issue of High Needs Funding as it was clear that Bromley was not the only London Borough that was facing this challenge. It was suggested that there should be a further recommendation added to the Select Committee's report to the effect that the Portfolio Holder joins with all four MPs in the Borough to lobby on the key issue of lagged funding for new Free Schools and High Needs Funding for supporting children with SEND accessing mainstream education.

Members of the Sub-Committee noted that there was a clear need to work with schools to address the funding issues and ensure that a positive relationship was maintained.

It was agreed that the minute from the discussion should be circulated in advance of the Select Committee meeting on Tuesday 29<sup>th</sup> January 2019.

**RESOLVED: That the Portfolio Holder be recommended to**

- 1. Give further consideration to the Dedicated Schools Grant allocation and methodology of its distribution; and**
- 2. Further lobby on the key issues of lagged funding for new Free Schools and High Needs Funding for supporting children with SEND accessing mainstream education.**

**b ECF DRAFT BUDGET 2019/20  
ECHS19016**

The Sub-Committee considered the Portfolio Holder's draft 2019/20 budget, incorporating future cost pressures and initial draft budget saving options reported to Executive on 16<sup>th</sup> January 2019. There were still outstanding issues and areas of uncertainty remaining. Any further updates would be included in the 2019/20 Council Tax report to the next meeting of the Executive.

The report detailed the key issues and risks for the Education, Care and Health Services Department which in summary included (further the report to the Sub-Committee provide details of each issue):

Children's Social Care

- Increased referrals and workload
- Recruitment of permanent staff
- Keeping the caseload promise
- Placements of children in care
- Implementation of the social work act
- Increase in the number of unaccompanied minors

Education

- Increase in the number of students eligible for full funding from grant for Adult Education
- Growing pressure on universals services such as Admissions and school attendance resulting from population growth
- Pressure on funding on Alternative Education resulting from increased number of exclusions from secondary schools.
- SEN/D Pressure



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In opening the discussion the Chairman sought an update on the issues of Unaccompanied Asylum Seeking Children. The Head of ECHS Finance reported that the Local Authority was about to meet the threshold of 53. Once this threshold was met it was likely that a new threshold would be set and the Local Authority would be placed back on the rota. This budgetary pressure had been reflected in the draft budget and an amount set aside. Members noted that the funding received from central government was generally not enough to cover the costs to the Local Authority.

Members noted that in recent years growth of around £2-3m had been put into the budget for children's social care placements, this included funding for Unaccompanied Asylum Seeking Children.

Members noted that, in relation to placing fewer children with Education, Care and Health plans (ECHPs) in mainstream education, the trust of the Bromley vision was to place children in local mainstream provision. There were some considerations such as parental preference and whether the right provision was available locally, but generally the aim would be to, where possible, place children locally. In terms of parental engagement; Members noted that there was a statutory responsibility to have parental advice services funded by the Local Authority. The Council also funded Parent Voice. The Executive Director conceded that in the recent past there may have been a tendency to have early discussions about "the school" rather than reflecting and defining the child's needs. It could be argued that this may have mislead some parents and allowed them to believe there were more options. The SEND Governance Board was now reviewing the approach taken and the changes that were required were being worked through.

In relation to SEND Tribunals, a Member stressed the importance of ensuring that only the worst cases reached tribunal and that where appropriate negotiations with parents continued up to the last available minute.

The Sub-Committee noted that the outcome of the bid for the SEN Free School in the Borough would not be known until the Spring.

In response to a question, the Head of ECHS Finance reported that the new Transformation Board established by the Interim Chief Executive was undertaken a fundamental review of departments and services across the Council; looking at how and why services were provided.

**RESOLVED: That**

- 1. The update on the financial forecast for 2019/20 to 2022/23 be noted; and**
- 2. The initial draft 2019/20 budget be noted as the basis for setting the 2019/20 budget.**

**c CAPITAL PROGRAMME - 2ND QUARTER**  
**Report FSD19011**

The Sub-Committee considered a report summarising the current position on capital expenditure and receipts following the 2<sup>nd</sup> quarter of 2018/19. On 28<sup>th</sup> November 2018, the Executive had agreed a revised Capital Programme for the four year period 2018/19 to 2021/22 as set out in the report.

Members discussed the residue Children and Family Centres Grant relating to schemes that had been running for a number of years. The funding had been allocated and the projects were now coming to an end.

In response to a question, the Head of ECHS Finance provided assurances that Officers were actively ensuring that section 106 funding that had been received and allocated for education purposes would be spent.

**RESOLVED: That the Portfolio Holder be recommended to note and confirm the changes agreed by the Executive on 28<sup>th</sup> November 2018.**

**45 PERFORMANCE MANAGEMENT 2018/19 Q.3**  
**Report ECHS19020**

The Sub-Committee considered an update on the performance of services for children as at the end of November 2018.

The Sub-Committee noted that as at the end of November 2018, the following Children's Scrutiny Dataset key performance indicators were performing below expectation:

*Indicator 16: Children becoming subject to a Child Protection Plan for a second or subsequent time (AMBER)*

The proportion of children becoming subject to a Child Protection plan for a second or subsequent time dropped to 13% at the end of November. The actual number of children had remained relatively stable over the last quarter, but there had been an increase in the number of children becoming subject to a new plan during this time which impacted on the outturn. This was the result of an increase in the number of referrals during this period and an increase in the number of Social Work Assessments leading to a Child Protection Conference. This had been highlighted and discussed at the Children's Service Improvement Governance Board and had now stabilised.

*Indicator 25: Stability of placements of Children Looked After - length of placement (RED)*

The length of placement indicator referred to children under the age of 16 who has been in care for 2 and half years or more and had been in their current placement for 2 years or more. Since the previous report in September to the end of November, this increased from 55% to 58% (45 of 78) children who had been in

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their placement for two years or more. For those children who had moved placement, the decisions to move these children had all been reviewed and Officers considered that the move was in the best interest of the child and in line with the Council's improved practice journey and standards, together with safeguarding vulnerable and at risk children from residential placements. The placement stability meetings continued to play a key role in improving care planning and matching to anticipate and strengthen fragile placements.

In response to a question, the Assistant Director for Strategy, Performance and Engagement confirmed that Officers were hopeful that the figures would be closer to the national benchmark, however Bromley's improvement journey was continuing and there were further improvements to be made.

A Member suggested that in future reports it may be helpful to have a breakdown of the figures in relation to the placement issues as further examination may be required. The Assistant Director for Strategy, Performance and Engagement stressed that the decisions taken are always in the best interests of a child. When any placement is first made the judgement made by the Social Worker would have been that it was the right placement. However, there were a number of reasons why placements may change: a child may achieve permanency or quality assurance standards may increase meaning that a move is deemed in the best interests of the child.

A Member sought the current position in relation to the approval of adoptive placements for children. It was agreed that the A1 Scorecard most recent outturn would be circulated to the Sub-Committee following the meeting.

The Chairman noted that there was a good upward trend in the number of social workers recruited. The Chairman suggested that it may be helpful to extend the RAG ratings to further highlight the direction of travel of such non-target measures in the report.

**RESOLVED: That the November 2018 outturn of key performance indicators and associated management commentary be noted.**

#### **46                CONTRACTS REGISTER                      Report ECHS19019A**

The Sub-Committee considered an extract from December 2018's Contract Register. The (exempt) Contracts Registered within Part 2 of the agenda included a detailed commentary on each contract.

The Chairman noted that none of the contracts were 'flagged' for attention and that the contracts were progressing as planned.

A Member noted that 'Burwood special school' no longer existed and it was suggested that schools names within the report should be checked and updated where necessary.

*23 January 2019*

**RESOLVED:** That the report be noted

**47            LOCAL GOVERNMENT ACT 1972 AS AMENDED BY THE LOCAL  
GOVERNMENT (ACCESS TO INFORMATION) (VARIATION)  
ORDER 2006 AND THE FREEDOM OF INFORMATION ACT 2000**

**RESOLVED** that the press and public be excluded during consideration of the items of business listed below as it was likely in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present, there would be disclosure to them of exempt information.

**The following summaries  
refer to matters involving exempt information**

**48            PRE DECISION SCRUTINY OF EXECUTIVE REPORTS**

- a            RELEASE OF GOVERNMENT FUNDING FOR THE STEP UP  
TO SOCIAL WORK PROGRAMME & APPROVAL FOR THE  
AWARD OF CONTRACT TO ROYAL HOLLOWAY  
UNIVERSITY OF LONDON FOR THE PROVISION OF POST  
GRADUATE DIPLOMA IN SOCIAL WORK  
Report CSD19021**

The Sub-Committee considered the report and endorsed the recommendation to the Executive.

The Meeting ended at 8.55 pm

Chairman

Report No.  
**ECHS19031**

## **London Borough of Bromley**

### **PART ONE - PUBLIC**

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**Decision Maker:**      **Education, Children and Families Select Committee**

**Date:**                      **Wednesday 13th March 2019**

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

**Title:**                      **UPDATE ON INVESTIGATION REPORT: ST. OLAVE'S GRAMMAR SCHOOL**

**Contact Officer:**      Jared Nehra    Director of Education  
Tel: 020 8313 4501    E-mail: jared.nehra@bromley.gov.uk

**Chief Officer:**              Gillian Palmer

**Ward:**                      All wards

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#### **1.    Reason for report**

- 1.1 To provide Members with an update on the actions taken to address the recommendations made in the independent Report of Investigation into St. Olave's Grammar School issued in July 2018.
- 1.2 Independent monitoring has been undertaken by an experienced School Improvement Partner (SIP), jointly appointed by the school and Local Authority. A six-month review was undertaken in January 2019, with participation by the school, Local Authority, Rochester Diocesan Board of Education and the Foundation Trust.
- 1.3 The School Improvement Partner reports that progress has been made against all of the 49 recommendations, with 30 recommendations completed and 19 recommendations underway.

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#### **2.    RECOMMENDATION(S)**

The Education, Children and Families Select Committee is asked to:

- (i)      note the 6-month independent monitoring report on the implementation of recommendations arising from the St. Olave's investigation report.
- (ii)     agree to receive a final follow up report following the 12-month review of the implementation of recommendations by the School Improvement Partner.

### 3. BACKGROUND

- 3.1 At its meeting of 18 July 2018, the Education, Children and Families Budget and Performance Monitoring Sub-Committee received a report from the Deputy Chief Executive, providing Members with a copy of the independent Report of Investigation into St. Olave's Grammar School.
- 3.2 The independent investigation report made 49 recommendations for the school, its Governing Body, the Diocese and Local Authority to implement. These recommendations were accepted in full.

### 4. Independent Monitoring Arrangements

- 4.1 An experienced School Improvement Partner (SIP) was jointly appointed by the school and Local Authority to undertake monitoring of the implementation of the recommendations. This process has been thorough and robust, with evidence required to demonstrate that a recommendation is completed or underway.
- 4.2 The SIP has met regularly with school leaders to consider the school's evidence of progress against the recommendations. The SIP has also considered the evidence submitted to date by the Local Authority in meeting the eight recommendations which require the action of the Local Authority.
- 4.3 A six-month review was undertaken in January 2019, at which the school leadership, Foundation Trust, Local Authority and Rochester Diocesan Board of Education were represented.

### 5 Implementation of Recommendations

- 5.1 The School Improvement Partner has provided a report summarising the progress made in implementing the recommendations. This report can be found at Appendix A.
- 5.2 The SIP's report outlines that all 49 recommendations have been progressed, with 30 recommendations completed and 19 recommendations underway. Six of the recommendations requiring Local Authority action have been completed, with the remaining two recommendations underway.

### 6 Changes to Leadership and Governance at St. Olave's Grammar School

- 6.1 The new Headteacher and Chair of Governors have overseen and are driving significant changes to practice and leadership at St. Olave's Grammar School, as recognised in the significant progress made to implement the recommendations. The SIP reports a change in the culture of the school, representing an open and collaborative approach to working with the Local Authority and Diocese and an acceptance of external scrutiny and challenge as an important part of sustaining school improvement.
- 6.2 Ofsted undertook a No Formal Designation inspection of St. Olave's Grammar School on 6<sup>th</sup> and 7<sup>th</sup> February 2019. A copy of Her Majesty's Inspector's letter is appended to this report. Some key extracts from the letter are provided below:  
***'...safeguarding is effective and the current overall effectiveness of the school remains outstanding'.***  
***'There has been a huge cultural shift in governance'***  
***'The local authority has also carefully checked that previous practices have ceased.'***

## **7 Impact on Vulnerable adults and children**

- 7.1 The investigation considered some key policies and practice at St. Olave's Grammar School and their impact on the children that the school serves.

## **8 Policy Implications**

- 8.1 None

## **9 Financial Implications**

- 9.1 None

## **10. Personnel Implications**

- 10.1 None

## **11. Legal Implications**

- 11.1 None



## Appendix A

### February 2019 Interim Report to Monitor Progress on Recommendations Report of Investigation into St. Olave's Grammar School

There have been monthly monitoring visits to the school to review the implementation of the recommendations of the investigation. Documentary evidence of the implementation of the recommendations has been reviewed carefully by the School Improvement Partner in discussion with school leaders and governors. There is a new Head and Business Manager and there have been many changes to the Governing Body. The SIP reports that school leaders and governors are taking the implementation of recommendations seriously and there is a plan in place to ensure recommendations are both acted on fully and sustained into the future.



Work has commenced on all recommendations and at the six month review 30 recommendations had been completed and 19 are underway and partially complete. A number of recommendations relate to activities or events which take place at some point in an annual cycle and that event has not yet taken place in the period following the publication of the investigation. There are also a number of actions that needed discussion by the full Governing Body in the autumn prior to work being undertaken, with actions due for completion in April.

Ongoing monitoring throughout the year will include dialogue with pupils and some other stakeholders mentioned in the recommendations to evaluate the impact of the actions taken.

<b>No. 1</b>	<b>For any future proposed variation in Admissions policy, the school's communication system to contact all parents should be used, to send them the proposal in full and invite their comments.</b>	
Commentary	All parents have been informed of proposed admissions changes for 2019-2020 and 2020-2021 through a range of electronic means including newsletters and the website. Parents have been able to view the full proposals and have been invited to make comments. The number of responses (100 for the first consultation that has closed) would indicate this has been successful.	
Status		Complete
<b>No. 2</b>	<b>That the Local Authority, for schools for which it handles the statutory consultation on Admissions, reviews the advice it gives to schools to include ensuring the parent body is given full details of the proposed changes and then monitors that this is done.</b>	
Commentary	The LA reviewed its guidance to all schools for whom it handles statutory consultation on admissions, i.e. LA maintained schools, and this was published in the Schools Circular in September 2018. However, this guidance does not explicitly state that the full proposal must be shared with the parent body. The SIP will review the LA's arrangements to ensure that the parent body has been consulted in maintained schools.	
Status		Partially complete
<b>No. 3</b>	<b>That the governors monitor closely the numbers of boys who are not able to progress into the Sixth Form based on the current criteria for admission into Year 12 and review whether they want a further round of selection at 16 or to be a</b>	







	<b>school that welcomes and aims to keep all Year 7 pupils who want to stay into Year 13, with entry requirements that reflect that aim, as their neighbouring girls' grammar school does.</b>
Commentary	Governors are closely monitoring the number of boys with forecast and actual outcomes that would not permit them to enter the Sixth Form based on its admissions criteria. Governors have carefully reviewed Yr 12 entry requirements and, following consultation, reduced them from 64 to 63 points over 9 subjects, with further flexibility to consider pupils who fall slightly below this threshold. A much reduced number of pupils did not reach this standard in 2018, 9 pupils (7.5% of cohort), two of whom were offered places to remain. Governors will keep entry requirements under annual review as they remain at the higher end for grammar schools.
Status	<div></div> Complete
<b>No. 4</b>	<b>That Governors clarify exactly what the policy will be for transition from Year 12 to 13 from now on, given that the description of 'counselling out' given in the minute of September 13th and 20th 2017 Governing Body meetings when it had been agreed to stop the previous policy did not make it clear what, if anything, would replace it.</b>
Commentary	It has been clarified by governors and to parents that 'all pupils admitted to Year 12 wishing to continue their studies into Year 13 may be able to do so, irrespective of outcome in Year 12 exams'. Pupil voice confirms that counselling out no longer happens. Only two pupils left at the end of Year 12 and this was a parental decision and not that of the school. High retention rate and change of policy demonstrates positive impact.
Status	<div></div> Complete
<b>No. 5</b>	<b>That in the light of the effect of a number of individuals of their poor performance in maths, and in light of the large numbers taking this subject, that governors consider commissioning a review of the maths department and provision, including some external challenge, to identify if it requires improvement.</b>
Commentary	Governors approved an external review of the maths department. The review took place in February 2019 and the report is awaited.
Status	<div></div> Underway and partially complete
<b>No. 6</b>	<b>That where it would still be useful to the pupil, the 2017 summer term internal school exam papers should be given back to the pupils and gone through with them.</b>
Commentary	The report was published after the Year 13 students who had sat internal examinations in 2017, had left school. 2017 exam papers have been returned on request although some had been destroyed as the school believed they were no longer needed. Most importantly, the culture of the school has changed. For the January 2019 mock examinations, all teachers were advised on how to give feedback and they were instructed to return all Year 11 and 13 papers. Sixth Formers confirmed that papers were being returned and gone through with them.
Status	<div></div> Complete as far as it can be and as overall as practice has changed
<b>No. 7</b>	<b>To restore confidence in the Complaints Policy and move from a situation where people do not think it is worth complaining because they won't be given a hearing.</b>

	<ul style="list-style-type: none"> <li>- That the Complaints Policy and procedures be rewritten in line with good practice</li> <li>- That a positive effort is made to ensure that staff, parents and the wider school community are aware that there is a completely new Complaints Policy</li> <li>- That complaints should be a standing item on every full Governing Body Agenda where the number and nature of formal complaints to the Headteacher and Governors, received since the last meeting, are reported</li> <li>- That the new Complaints Policy and the Whistleblowing Policy be looked at together to ensure clarity on the appropriate circumstances for the use of each one</li> </ul>
Commentary	<ul style="list-style-type: none"> <li>- The school undertook an initial revision of its Complaints Policy prior to publication of the report, which addressed a number of weaknesses in the previous policy. A completely new policy has been written for approval by governors on 6 March 2019. This has been informed by the latest DfE guidance of January 2019 and other sources of good practice. The draft policy fully address concerns raised about the previous policy.</li> <li>- The Headteacher's newsletter in September 2018 reminded staff, parents and the wider school community of the school's complaints policy on the website. Once ratified, the Headteacher will inform stakeholders again.</li> <li>- Following the publication of the report, complaints are a standing item of every full Governing Body agenda.</li> <li>- The school has drawn up a new Whistleblowing Policy using guidance from the DfE and LA. The draft policy has been discussed with staff and will be presented to governors for discussion and ratification at the meeting on 6 March 2019.</li> </ul>
Status	 Well underway
No. 8	<b>That the policy of not allowing entry for individual subjects at A Level if a B grade is not obtained in the Year 13 mocks should stop and, if the school feels that it is in the best interests of the pupils to only sit 2 A Levels, that this should be discussed with the parent and pupil and their views should carry significant weight in the decision making. There should be no assumption by the school that if the school doesn't enter them they will be entered privately.</b>
Commentary	The policy of not allowing A Level examination entry for students with grades below B in mock examinations stopped in 2017/18. The then acting Headteacher wrote to parents in November 2017 stating that, 'the school will not withdraw pupils from A Levels without pupil and parent permission'. From 2017/18 no pupil dropped from 3 to 2 A Levels. Sixth Formers and exam entry records confirm this.
Status	 Complete
No. 9	<b>That the Year 11 policy of reviewing whether a pupil should drop an individual subject based on their performance in the Year 11 mocks, should be continued, but with more flexibility as to the criteria used. Consideration should be given to the possible effect on whether the pupil can achieve the 64 points required to enter the sixth form as well as whether dropping one subject will improve performance in others and/or have a beneficial effect on the pupil's wellbeing. As with Year 13, the views of the parents and pupil as to what is in the best interests of the pupil should be taken into account and should be a significant consideration.</b>
Commentary	The policy of withdrawing pupils from GCSE entry based solely on mock performance has stopped and exam entry records confirm that pupils with all grades (including U) in mocks were entered for examinations. The school no longer withdraws pupils from GCSE examinations without pupil and parent permission and this is only considered where it may be supportive and in the






	best interests of the pupil after other measures have been tried. All Year 11 pupils have an individual meeting with a member of staff following mocks to discuss A Level choices. This provides an opportunity to discuss dropping subjects and implications of this on sixth form entry. The small number of pupils choosing to withdraw from GCSE subjects in 2018 (four pupils dropped one subject and one pupil dropped two subjects) demonstrates positive impact of actions taken.	
Status		Complete
<b>No. 10</b>	<b>That the Governing Body should inform the two parents who complained to the governors and then the DfE about the Year 13 subject ban, of the findings of the investigation, and apologise to them for the decision. The DfE should be informed of the investigation's disagreement with the DfE position.</b>	
Commentary	In July 2018, the school wrote a sincere apology to the parents of both pupils who complained about the Year 13 subject ban. The interim Director of Education confirms she wrote to the DfE highlighting this aspect of the findings of the investigation. The school also wrote to the DfE. Neither the school nor the Director received a substantive response from the DfE.	
Status		Complete
<b>No. 11</b>	<b>That the two companies, St. Olave's Management Services Ltd and St. Olave's Management Services (China), are closed and the IPR of St. Olave's is transferred to the Foundation</b>	
Commentary	St Olave's Management Services (China) was dissolved on 6 <sup>th</sup> February 2018. It was not possible to wind up the other company due to a legal technicality as it holds intellectual property rights for the Foundation because the Foundation, as an unincorporated charity, cannot hold these rights. To address the concern behind the recommendation St Olave's Management Services Ltd has therefore been transferred to the Foundation Trust and the Headteacher and Business Manager are no longer involved in the company.	
Status		Complete
<b>No. 12</b>	<b>That governors review staff contracts with a view to adding a section that makes clear what staff can and can't do in terms of paid employment in addition to their post at the school.</b>	
Commentary	With the support of its HR provider, the school has revised the wording in all new staff employment contracts and this has been ratified by governors. Existing staff have also been informed of the change and are required to complete a pecuniary interest form. The expectation is further clarified in the staff handbook.	
Status		Complete
<b>No. 13</b>	<b>That in the interests of transparency, the Governing Body considers again publishing the school's accounts.</b>	
Commentary	Whilst there is no statutory responsibility for maintained schools to publish accounts, governors have agreed in principle to publish the accounts, subject to finding a way that made them accessible. The Business Manager has drawn up a proposed, accessible format, to be published alongside the full accounts for transparency. This will be discussed at the Resources Committee of the Governing Body on 28 February 2019.	
Status		Well underway and awaiting final agreement by the Governing Body

<b>No. 14</b>	<b>That if there is no governor with suitable financial skills, the Governing Body considers co-opting a qualified accountant onto the Finance Committee.</b>	
Commentary	Two new appointments to the Governing Body were made, effective from September 2018, with financial skills, including a chartered accountant. Both serve on the Resources (including finance) Committee of the Governing Body.	
Status		Complete
<b>No. 15</b>	<b>That a review is undertaken of the current and projected financial position alongside spending pressures and priorities, separate from the budget setting, involving the new head when appointed and in consultation with the LA, as to likely future funding trends.</b>	
Commentary	<p>The school has commissioned external support to review its current and projected financial position and support further development in forecasting. The first visit confirmed that financial management systems are well set up and managed. External support is currently working with the school to compile a three year budget plan based on current income and expenditure. Once some minor issues have been addressed, the school will be able to offer an accurate year-end forecast for 2018-19 as well as a three to five year outlook that will support future monitoring, scenario planning and envisioning. Alongside this, work on the vision for the school and strategic three year school improvement plan has started with a visioning day early in the spring term. Spending priorities are also being consulted on with staff, parents and students.</p> <p>Internal Audit issued a Review of St. Olave's School Audit for 2018-19 on 4 February 2019. The overall conclusion of the Review was that limited assurance can be placed on the effectiveness of the overall controls. The Review also states:</p> <p><i>'Internal Audit acknowledge the significant progress to implement recommendations raised in the previous audit report, the changes in the management structure and the impact this has had on the Finance function and the resources required to consider the independent report.'</i></p>	
Status		Underway
<b>No. 16</b>	<b>That taking into account the outcome of the review, the level of parental contributions is reviewed, involving parents in any decision to change the level of contributions.</b>	
Commentary	<p>The Business Manager wrote to parents in January 2019 inviting them to take part in short questionnaire 'to ensure that when the school requests money in future, that the level of the contribution is appropriate'. The questionnaire asked whether parents think £50 is too high, low or about right, what they think the contribution should be and for further comments about the voluntary fund. There have been 105 responses on 29 January. The findings of this survey and further review of the level of the contribution by governors will be discussed at a future monitoring visit.</p>	
Status		Underway
<b>No. 17</b>	<b>That further work is done, led by the Chief Executive of the Foundation liaising with the auditors of the school's voluntary funds, to establish the position on the related party transactions to ensure that the school is not in breach of the accountancy rules on this.</b>	
Commentary	The Chief Executive of the Foundation led adaptations to the accounts produced by external auditors to include all related party transactions, specifically the funds held by the foundation, which were not previously included. The independent auditor's report to	

	the Governing Body states, 'accounts have been prepared in accordance with United Kingdom Generally Accepted Accounting Practice as amended where necessary by requirements of consistent financial reporting', confirming that the school is not in breach of accountancy rules.	
Status		Complete
<b>No. 18</b>	<b>That the LA audit recommendation that the IT contract should be tendered under EU rules be implemented.</b>	
Commentary	It will not be possible to complete the recommendation until the school's current IT contract ends in August 2019. The school has commissioned an independent specification report of its IT needs from a LA appointed surveyor. The report is being used by school leaders to determine whether the school will recruit a network manager and technician to deliver the work undertaken by the IT contract from August or procure external IT services. The school is already in discussion with London Borough of Bromley's procurement team, to ensure any tender would be in-line with EU procurement regulations. LA internal auditors are satisfied that this recommendation can be closed at this time.	
Status		Underway and as complete as it can be until the current IT contract ends
<b>No. 19</b>	<b>The Governing Body adopts a code of conduct for governors, which includes governors' conduct during elections to the Governing Body.</b>	
Commentary	The Governing Body adopted a code of conduct for governors in June 2018, which governors were asked to sign up to in September. The code of conduct reflects best practice but does not yet include reference to governors' conduct during governor elections.	
Status		Partially complete
<b>No. 20</b>	<b>That legal advice is sought on the appropriate period of office of the current staff and parent governors following reconstitution in 2015.</b>	
Commentary	Following guidance from the National Governors Association (NGA), information on terms of office for all governors, with specific reference to parent and staff governors, is now included in the governors' code of conduct. Governors are appointed an initial term of four years and appointments may be extended for a second term, which will be the normal maximum period. Parent governors must have a child at the school at the time of their election (or re-election), however they may continue their term if at any point they cease to have a child at the school. Staff appointments will normally be one four year term, with commitment to serve a minimum of one year. The Clerk discussed the incorrect decision for parent governors who remained on the Governing Body after reconstitution to start their office afresh with the parent governors concerned and they resigned. New parent governor elections were held in autumn 2018. The resignations of governors now make legal advice superfluous.	
Status		Complete
<b>No. 21</b>	<b>That the role of the clerk is recognised by the Governing Body as being the authority on process and education law.</b>	
Commentary	The Governing Body confirmed in the meeting of 7 November 2018 that they consider the Clerk to be the Governing Body's authority on process and educational law.	
Status		Complete





<b>No. 22</b>	<b>That the clerk reviews the situation regarding the length served by all the current governors and issues a timetable showing when the period of office for each one is due to be renewed or to cease, using the recommended 2 terms (8 years) as the normal maximum, with the case for any exceptions to go to the full Governing Body, from which the governor under discussion should withdraw for that item.</b>
Commentary	The Clerk has reviewed the terms of service of all governors, which is published on the school's website. This shows when the current term of service ends and when a second term office would conclude. The Clerk also flags up governors coming to the end of their first or second term of service to the Chairman of Governors. No governors are serving beyond the end of their second term.
Status	 Complete
<b>No. 23</b>	<b>That the LA nominate to the longstanding LA vacancy on the Governing Body taking into account the skills being sought by the Governing Body.</b>
Commentary	The LA nominee was appointed to the Governing Body in November 2017, prior to the publication of the report, to fill the vacancy of the LA Governor. Following publication of the report, a skills audit is being put in place which will inform all future governor appointments.
Status	 Complete
<b>No. 24</b>	<b>That the PA constitution be reviewed with a view to making it clear that the role of the Head as President of the PA is not an operational one.</b>
Commentary	Minutes of the parents' association (PA) annual general meeting in November 2018 'agreed a sub-committee will embrace the [Investigation] Report recommendation no.24' and conduct a review of the constitution. The new constitution will remove mention of the Head having an operational role and was expected to be ratified by the PA on 13 February 2019, after this report was finalised. The minutes of the November PA AGM note that, "the Head avowed in his speech that his role as President on the PA is not an operational one."
Status	 Well underway
<b>No. 25</b>	<b>That the clerk undertakes a skills audit of the Governing Body to identify any gaps on the Governing Body, which should be filled either by co-option to the full Governing Body or by adding non governors as co-optees on sub committees if specific areas of expertise are required.</b>
Commentary	A skills audit, based on an exemplar from 'The Key', has been passed to all governors to compete by 15 February. The consolidated results will be considered at the meeting of the full Governing Body in March. A focused financial skills audit has also been completed by the Resources Committee.
Status	 Underway
<b>No. 26</b>	<b>That the Governing Body commit to a programme of in service training, bought in from the LA or other providers, to ensure that Governors are up to date with matters pertaining to how they should be carrying out their role and specifics</b>



	<b>relating to current educational policies and practices.</b>
Commentary	A number of governors are relatively new to governance. Whilst they bring professional skills to build a high performing Governing Body, there is a need to deepen understanding of school governance. Training is being delivered through: training events for all governors and individuals' attendance at courses and use of on-line training. The school has bought the full Governor Services package from Octavo, the LA's Governor Services provider. The whole Governing Body has received training in September and January, which included safeguarding and the role of a governor. A former Regional Director of Ofsted is supporting the programme of governor training, review and self-evaluation. The Diocese has also supported governor training. The Clerk is recording training undertaken by individuals, which is variable at present. This work will be completed as the programme of training gets further underway and all members take up training opportunities.
Status	 Well underway
<b>No. 27</b>	<b>That the school subscribes on behalf of governors to the membership of the National Governors Association and the governors section of The Key, and arranges for governors to receive their regular email updates on governance related matters.</b>
Commentary	The school has subscribed to the National Governance Association and The Key on behalf of all members of the Governing Body. The Business Manager is checking that all governors are signed up and receiving emails directly from these organisations.
Status	 Complete
<b>No. 28</b>	<b>That governors consider appointing a School Improvement Partner (SIP) as an external critical friend to the Head and to the Governing Body.</b>
Commentary	An experienced SIP has been appointed with the approval of the Chair of Governors. The SIP's programme includes: evaluating performance, offering external challenge and guidance for further improvement. The SIP is also visiting the school regularly to monitor progress in implementing the recommendations from the investigation.
Status	 Complete
<b>No. 29</b>	<b>That all governors are given a school email address which is made public on the website.</b>
Commentary	All governors have school email addresses, which are published on the school's website alongside a biography of each governor.
Status	 Complete
<b>No. 30</b>	<b>That non-confidential minutes of the Governing Body are published on the School's website.</b>
Commentary	Non-confidential minutes of the full Governing Body are now published on the school's website, once approved at the following Governing Body meeting.
Status	 Complete
<b>No. 31</b>	<b>That governors review the position of external adviser on the Head's performance management and ensure that the full Governing Body receives a report on targets and to what extent they have been met.</b>
Commentary	Lead Associate Consultant for School Improvement for the Rochester Diocesan Board of Education was commissioned as

	external adviser to the Governing Body for the Head's performance management. Targets were set in the autumn. Although the Head is willing to share information regarding targets with the full Governing Body, HR advice is being sought as there is a concern about the possible tainting of the board. This recommendation will be complete once the annual appraisal cycle concludes with review of targets set in September 2019.
Status	<div></div> Underway and partway through an annual cycle
<b>No. 32</b>	<b>That the Governing Body adopts a protocol for governors' visits to school as guidance for the way in which visits are carried out and reported.</b>
Commentary	The Curriculum and Personnel Committee has discussed governor monitoring visits and agreed a template for recording them, which reflects good practice. The protocol for monitoring will be further discussed and developed following training at the spring full Governing Body meeting.
Status	<div></div> Work has started
<b>No. 33</b>	<b>That the Governing Body introduces a process of annual self-review.</b>
Commentary	Minutes of the Governing Body meeting of 7 November 2018 show governors are committed to a process of annual self-review. In January 2019 a former Regional Director of Ofsted started a programme of work with the Governing Body to support this process.
Status	<div></div> Work has started
<b>No. 34</b>	<b>That, if any parents feel that their child's case should have been referred as a safeguarding issue because of the effect on their mental or emotional health and wellbeing, the local authority should provide a contact person with whom they can get in touch to discuss their case.</b>
Commentary	The Head wrote to all parents of pupils who had not been allowed to progress from Year 12 to Year 13 in July 2018 for the three years the policy was in place saying, 'If you feel that your son/daughter's case should have been referred to as a safeguarding issue because of the effect on their mental or emotional health and well-being, please do contact the Local Authority's safeguarding team <a href="mailto:LADO@bromley.gov.uk">LADO@bromley.gov.uk</a> '. The LA responded to the three enquiries it received. Current parents and pupils can access information about the LADO and contact details on the school's website, at reception, on posters around the school and in pupils' planners.
Status	<div></div> Complete
<b>No. 35</b>	<b>That Governors consider increasing the amount of time available for pastoral support, both internal and external.</b>
Commentary	The school has increased the amount of time internally available for pastoral support by reducing the teaching commitment of the Assistant Headteacher (Pastoral), Deputy DSL and Chaplain. The amount of external counselling has been increased from one to three days with male and now also female counsellors from Bromley Y. The Assistant Headteacher (Pastoral) provides guidance to staff to develop their pastoral skills and understanding of support systems available to students. Pupils' planners and information around the school show who pupils can talk to and how to contact them. Sixth Form students reported an increase in internal and external pastoral support and a significant reduction in stress related to academic work and/or school.
Status	<div></div> Complete



<b>No. 36</b>	<b>That the school acknowledges and apologises to the parents and pupils who were wrongly and illegally not allowed to progress into Year 13 for the three years that the 3Bs policy was in place.</b>	
Commentary	In July 2018 the Head wrote to apologise to the 44 pupils who were not allowed to progress from Year 12 into Year 13 from 2015 to 2017. The school also wrote to their parents. Letters acknowledged that this 'should never have happened'.	
Status		Complete
<b>No. 37</b>	<b>That there should be a shadow structure of posts and their remuneration which is known to all staff.</b>	
Commentary	The school has published an overall structure of posts in the school and their financial recognition, addressing the concern that management responsibilities were not transparent. Allowances for some posts have been increased for parity with similar roles and management posts are appointed permanently, wherever possible, addressing further concerns raised by the investigation.	
Status		Complete
<b>No. 38</b>	<b>That consideration is given to setting up a small working group to look at formalising in writing the consultation mechanisms for the school, including through management meetings, staff association, unions and staff governors with a view to staff feeling consulted and part of decision making.</b>	
Commentary	The teacher governor has been assigned responsibility to draw together a small working party to look at this recommendation. Additional support has been requested from the school's HR provider. A target date of April 2019 has been set for proposals to be finalised. In the meanwhile, the Head has introduced staff meetings before parents' evenings, which are an 'open forum' for staff discussion and consultation. The Business Manager has also introduced monthly meetings for support staff voice to be heard formally as well as clarifying alternative routes for concerns to be raised confidentially through a support staff liaison representative.	
Status		Work has started
<b>No. 39</b>	<b>That there should be a teacher governor co-opted onto the Governing Body to join the support staff governor so that staff do not feel they have to try to approach individual governors or the Governing Body as a whole to be heard.</b>	
Commentary	A teacher put forward by teaching staff was co-opted to the Governing Body in November 2017. In May 2018 a second member of teaching staff was elected as staff governor, when the term of office of the previous staff governor ended.	
Status		Complete
<b>No. 40</b>	<b>That the school review its arrangements for HR support and introduce a system of exit interviews.</b>	
Commentary	The school has conducted an internal review of its HR arrangements. Following this the school has assigned responsibility for HR administration to a member of support staff and increased its level of cover with its current HR provider. As part of its internal review of HR arrangements the school has contacted 5 possible providers of future external HR support. External support has been commissioned to support the school address findings of the review. Exit interviews were introduced in July 2018, using guidance from the school's HR provider. Governors have agreed for exit interviews to be a standing item on the Curriculum and Personnel Committee agenda.	

Status		Very well underway
<b>No. 41</b>	<b>That the LA responds formally to schools' consultations on admissions arrangements, including the LA's confirmation that the arrangements comply with the Admissions Code of Practice.</b>	
Commentary	Independent monitoring only extends to St Olave's consultation on proposed changes to its admission arrangements following the investigation and not that of other Bromley schools. The Director of Education has responded to the school's consultation on admissions arrangements and confirmed that they comply with the Admissions Code of Practice. The Director of Education will be clarifying the LA's processes for advice to schools, confirmation of compliance of proposed changes and response to admissions consultation across the Borough.	
Status		Complete with regards to the scope of the monitoring
<b>No. 42</b>	<b>That the LA ensures that its method for nominating governors happens in a timely manner and takes into account the skills being sought by the Governing Body.</b>	
Commentary	At St Olave's a skills audit for governors is currently being undertaken and will be used to inform governor appointments in the future. The LA will monitor the duration of LA governor vacancies and use of skills audits to inform nomination in all maintained schools in the Borough.	
Status		Complete with regards to the scope of the monitoring
<b>No. 43</b>	<b>That the LA works with the school to appoint a School Improvement Partner (SIP) to carry out an annual school performance review of this maintained school which draws on information about the whole life of the school, i.e. not reliant solely on examination results.</b>	
Commentary	An experienced school improvement partner has been appointed by the LA and will conduct an annual performance review informed by seasonal visits to the school. The first visit took place in the autumn term and covered all aspects of overall effectiveness of the school.	
Status		Complete
<b>No. 44</b>	<b>That the Diocese maintains a closer relationship with St Olave's school than has been the case since 2010.</b>	
Commentary	The Head has been appointed to serve on the Rochester Diocesan Board of Education (RDBE) and the Chair of Governors is an Archdeacon and experienced school governor within the Diocese. The RDBE Director of Education has visited the school on a number of occasions and the school is working productively with officers from the Diocese including those involved in admissions, school improvement, governance and professional development. Staff are accessing an increased amount of training offered by the Diocese. The RDBE Director of Education reported of 'the warm reception and clearly improved communications'. Senior leaders value the support of the Diocese.	
Status		Complete
<b>No. 45</b>	<b>That the Diocese Director of Education, LA Director of Education and Chief Executive of St. Olave's Foundation review the implementation of these recommendations and their impact on the life of the school, after 6 months and 12 months.</b>	

Commentary	The RDBE Director of Education, LA Director of Education and Chief Executive of St. Olave's Foundation met on 21 January 2019 to review the implementation of these recommendations with evidence provided by the SIP commissioned to monitor this work. The findings of the review are summarised in this report. The second review will take place in July.	
Status		Partially complete and will be complete when the July meeting has taken place.
<b>No. 46</b>	<b>That the Governing Body and SLT review the performance information presented to the Governing Body to ensure that Governors have a full and accurate picture of all aspects of the life of the school to evaluate the impact of their policies.</b>	
Commentary	The Chair of Governors and Head have discussed the broad range of key performance indicators to be included in the Head's report to the Governing Body, which is to include information the school improvement plan, admissions, staff and pupil attendance, quality of teaching, staff development, vulnerable groups including pupil premium, parental complaints, student voice as well as student achievement information. This will be further developed with guidance from the school's governor services provider.	
Status		Work has started
<b>No. 47</b>	<b>That every effort is made by all groups of parents to draw a line under the splits revealed at the Annual General Meeting of the PA and to work together as a unified group in the interests of the pupils.</b>	
Commentary	Following the publication of the investigation report, Parents Association (PA) minutes state, 'It was formally recognised that the PA had drawn a line under the splits revealed in the 2017 AGM, and that all the members were working together as a unified group'. Minutes of the Parents' Association Annual General Meeting in November 2018 note that, 'the Head recognised in the PA a group who were unified of purpose and acting in the interests of pupils'.	
Status		Complete
<b>No. 48</b>	<b>That in the interests of restoring harmony in the school community and focusing on the future the organisers of the St Olave's Unofficial website are asked to close it down.</b>	
Commentary	The school has written to those believed to be organisers of the website asking them to close it down. The website remains live.	
Status		Partially complete and likely to be beyond the control of the school
<b>No. 49</b>	<b>To review the arrangements for student voice such that students' views are routinely fed through to and heard by senior managers and governors of the school, so that one off protest actioned are not deemed by the students to be necessary to get their views heard.</b>	
Commentary	The school conducted a review of student voice in the first half of the autumn term 2018. There were 593 responses. The majority of pupils now feel they have a voice and that if a student has a concern they will be listened to. Pupils noticed the change in style of the new Head. The Head and Assistant Head (Pastoral) attend half termly Lead Delegate meetings and the Head attends Year Group Delegate meetings for each year group on rotation. Sixth Form Association meetings are now supplemented by additional year group-specific meetings with heads of year. The fortnightly Senior Prefect Meetings with the Head and Head of Sixth Form have been repurposed for students to have a voice in school improvement. Governors, including the Chair of Governors have attended various meetings. The impact of improvements can be evidenced further in there having been no student protest actions	

	since the publication report.	
Status		Complete

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27 February 2019

Andrew Rees  
St Olave's and St Saviour's Grammar School  
Goddington Lane  
Orpington  
Kent  
BR6 9SH

Dear Mr Rees

### **No formal designation inspection of St Olave's and St Saviour's Grammar School**

Following my visit with Adrian Lyons, Her Majesty's Inspector, and Bec Allott and Jenny Gaylor, Ofsted Inspectors, to your school on 6 and 7 February 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out as a result of Ofsted's risk assessment procedures.

### **Evidence**

Inspectors scrutinised a wide range of information relating to safeguarding and child protection arrangements, including school policies and the single central record of pre-employment checks. Inspectors gathered a range of first-hand evidence by meeting pupils from each year group, students in the sixth form, staff working at the school, including both teaching and support staff, representatives from the parents' association, subject leaders and pastoral leaders. Inspectors held meetings with the governing body, senior leaders, the local authority school improvement partner and a representative from the Diocese of Rochester. Inspectors also considered the 169 replies to Parent View, Ofsted's online questionnaire for parents and carers.

Inspectors visited lessons across the school and spoke with pupils at informal times, for example during breaktimes. Inspectors reviewed the school's work, particularly about the development of pupils' and students' emotional, physical and mental well-

being. Inspectors reviewed a range of documentation relating to pupils' and students' examination entries and their movement from one school year to the next. Inspectors scrutinised local authority audits of the school's work, governors' minutes and school improvement documentation.

Having considered the evidence, I am of the opinion that at this time safeguarding is effective and the current overall effectiveness of the school remains outstanding.

## **Context**

The school is a Church of England faith school within the Diocese of Rochester. It selects pupils by ability for entry into Year 7 and Year 12. There are currently 1,093 pupils on roll, of which approximately 40% are students in the sixth form. The proportions of pupils with special educational needs and/or disabilities or who are eligible for free schools are well below the national averages.

The school was last inspected in March 2014 when it was judged to be outstanding. The school community has experienced significant turbulence since then, particularly in the summer term of 2016/17. This included media coverage of the educational and emotional impact of leaders' then policies, for example on whether students could progress from Year 12 to 13. The local authority commissioned an investigation with five terms of reference, which was published in July 2018.

The previous headteacher was suspended and subsequently left the school at the end of the autumn term 2017. Most of the governing body is new. The current chair of the governing body commenced the role in autumn 2017. As well as the headteacher, the business manager and a small number of staff left the school in the academic year 2017/18. The current headteacher is the substantive headteacher, previously having been a member of the senior leadership team.

## **Main findings**

At the start of this inspection, the inspection team met with you and senior leaders to discuss the pertinent issues about the school and the focus of the inspection.

One key line of enquiry was to check policies and procedures about how decisions on pupils' and students' entries for their GCSE and A-level examinations are made. Inspectors also reviewed pupil and student movement from one year to the next, for example from Year 11 into Year 12 and from Year 12 into Year 13.

Leaders' previous policies up to the 2017 summer GCSE, AS and A-level examinations are now no longer in place. Leaders wrote to parents and carers in November 2017 to clarify school policy about examination entries and progression into Year 13, for example that no student will be prevented from moving into Year 13 as a result of their Year 12 subject grades. Inspectors reviewed a wide range of documentation and spoke with staff, parents and pupils. They found no evidence of

pupils in Year 11 or sixth-form students in the 2017/18 academic year being 'counselled' to drop subjects or of them forcibly not being entered for any of their examinations or being 'stopped' from moving into Year 13. Inspectors found no evidence from current pupils, students, staff or parents of any deliberate attempt by school leaders in this academic year to manipulate pupils or students into not entering for examinations or leaving the sixth form.

The local authority has also carefully checked that previous practices have ceased. The chair of the governing body was also present during 'results days' last summer to check that school policies were being implemented properly. The consultation on the revised policy for entry into the sixth form for 2019/20 was carried out properly and resulted in some amendments being made to the final policy.

Inspectors also looked in detail at how successful leaders are in proactively establishing an environment that supports pupils emotional, physical and mental well-being. The school's work in this area has been transformed. It is best summed up by pupils and students: without fail, they feel very well supported and listened to. They told inspectors that there had been a complete shift in focus – they felt their well-being was now more of a priority than their academic success. They also said that their 'voice' was being heard much more so than it was previously. Pupils and students spoke highly confidently about the support they receive, including the ability to self-refer to the on-site counselling staff. Lessons are calm and purposeful. Pupils feel challenged but do not feel that they are pushed overly hard by their teachers and/or school leaders.

Staff are well trained on safeguarding. They know the signs that could indicate a potential safeguarding concern and they report concerns quickly should they need to. Leaders share information effectively with staff, such as through the pastoral bulletin. Leaders check carefully and quickly, for example with local authority safeguarding teams, on their proposed actions. As a result, leaders identify, help and manage child protection at the school effectively.

Parents are also highly positive. Their views echoed with one another, sharing comments such as 'bigger focus on well-being', 'emphasis on pastoral care' and 'change has been so positive'. The responses to Parent View suggest high proportions of parents strongly agree that their child is well looked after and safe. At the time of this inspection, 91% of parents would recommend the school.

The school's ethos and culture of academic success at all costs is clearly no longer evident. This is, in part, due to the vision of the new headteacher, who states: 'This school is about happiness and success, in that order.' Parents, students and staff are all confident that things have significantly changed. Collectively, they now have no concerns about the school's work to safeguard pupils (and students) and to put them, not the school, at the heart of decision making.

Pastoral leaders have the time to work together effectively to discuss and design

the personal, social, economic and health education (PSHE) curriculum. Pupils and students of all ages speak positively about PSHE, and they give clear examples of what they have learned, for example about relationships, drug and alcohol misuse and staying safe online. Pupils are particularly aware of why their emotional and mental health is important. They talk about a range of ways that they have been taught to manage their mental health. To complement pupils' learning, leaders have put together a comprehensive package of help, including counselling, chaplaincy support and access to external agencies should a pupil or student need it.

Pupils' and students' differences are celebrated. Recent initiatives include the school's work to widen pupils understanding and tolerance of those who are lesbian, gay, bisexual or transgender. Bullying is very rare, as are any incidents of a homophobic or racist nature. Pupils' attendance is high across the school and pupils behave impeccably well.

Inspectors also reviewed the school's careers advice and guidance. Pupils, including students in the sixth form, learn about a range of careers and university pathways. Pupils have an impartial careers interview in Year 8. However, their knowledge and awareness of the full range of opportunities available to them for life after school, for example about apprenticeships and technical education, is too limited.

The quality of support specifically for sixth-form students was also evaluated during the inspection. Students receive considerable advice to help them choose the right A levels and they have opportunities to move between subjects. Leaders monitor students' progress well and any underperformance is identified and managed supportively. Year 12 students are now no longer fearful about losing their place in the sixth form. Pastoral care for sixth-form students is very strong. Leaders know students well. Inspectors reviewed examples of how students are proactively supported by staff to manage difficult personal circumstances. Students have a wide range of enrichment activities to engage in, including sport, music and drama. The extended project supports students to research and present on a variety of personal topics, for example 'ghost organ technology'.

The final aspect of the inspection we evaluated was the effectiveness and transparency of the governing body, particularly in providing challenge and support to leaders. We considered how well leaders at all levels work with staff to secure school improvement.

There has been a huge cultural shift in governance. It has been transformed from what it was previously. Governors have significantly improved their practices on holding leaders to account and their checks on the accuracy of what they are being told. Governors now choose to visit the school, to look and listen for themselves. They now use external views from the school improvement partner (SIP) from the local authority. There is much more transparency about governors' work; minutes of meetings contain more detail and governors ask more questions of leaders. Governors are 'pushing' rather than being 'pulled' to make improvements to their



leadership. New governors with much needed financial knowledge and skills have recently been added to the governing body. Governors are currently finalising their skills audit and training plan.

Staff report that they feel more confident in leadership and that communication is much better. They do retain some concerns about their workload, particularly in relation to the assessment of and reporting on pupils' progress. Parents are happier about the school and they feel that communication is better. Parents and pupils would like to see even more breadth to the curriculum offer, such as a football team and more creative arts in key stage 4. Leaders and governors are fully aware of their priorities for the future. However, at times, leaders' checking of the impact of their work is not consistently thorough. They also acknowledge that the school has been too isolated in the past. Leaders, including governors, have not 'looked out' enough to the best practice of other schools to help them to sharpen their school improvement work still further.

### **External support**

The local authority has commissioned a SIP to work with the school. The SIP's work has a broad remit and includes checking and evaluating leaders' progress in addressing each of the recommendations from the 2018 investigation report. Leaders and officers from the diocese now also visit and work more closely with the school; for example, the director of education is now integral to the management of the headteacher's performance.

### **Priorities for further improvement**

- Leaders, particularly the governing body, build on their recent transformation in leadership and management by:
  - systematically checking on the impact of their improvement strategies
  - drawing on a wider range of best practice from similar and other schools to inform their school improvement work.
- Improve the delivery of high-quality impartial careers guidance, including in the sixth form, to widen pupils' and students' awareness of the full range of career pathways for life after school.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Rochester, the regional schools commissioner and the director of children's services for Bromley. This letter will be published on the Ofsted website.

Yours sincerely

Sam Hainey  
**Her Majesty's Inspector**

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## **Agenda item – ECF Select Committee**

### **Corporate Parents – The Role of the Elected Member**

**Attendees:** Aneesa Kaprie – Head of Service - CLA & Care Leavers  
Melissa Bob-Amara – Active Involvement Officer  
Tia Lovick – Chair of LinCC

#### **1. Introduction – Aneesa Kaprie**

- Why Corporate Parenting is important.
- Who are we Corporate Parents to?
- Exercising Corporate Parenting Principles through leadership and Governance.

#### **2. Applying Corporate Parenting Principles and Getting Involved. – Melissa Bob Amara**

- Engaging Members.
- Opportunities to engage with CLA & Care Leavers
- The Role of LinCC & Care Leavers Forum.

#### **3. Young Person's Perspective on Corporate Parenting – Tia Lovick**

- Are Members making a difference?
- How do we know?

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Report No.  
**ECHS19030**

**London Borough of Bromley**

**PART ONE - PUBLIC**

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**Decision Maker:** **Education, Children and Families Select Committee**

**Date:** **Wednesday 13th March 2019**

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

**Title:** **LIFELONG LEARNING IN A RAPIDLY CHANGING WORLD OF WORK**

**Contact Officer:** Carol Arnfield    Head of Service, Early Years, School Standards and Adult Education  
Tel: 020 8313 4038    E-mail: carol.arnfield@bromley.gov.uk

**Chief Officer:** Gillian Palmer, Interim Executive Director, Education, Care and Health Services

**Ward:** All wards

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1. Reason for report

- 1.1 This report provides information requested by the committee at a previous meeting.

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**2. RECOMMENDATION(S)**

The Education, Children and Families Select Committee is asked to consider and discuss the information in this report.

### 3. INTRODUCTION

- 3.1 In 2017 the Government Office for Science released the report *Future of Skills and Lifelong Learning*, which recognised the growing need for UK residents to be able to adapt to the rapidly changing world around them. Adaptability is essential if people are to be able to remain economically active until later in life and remain fully engaged in the modern society.
- 3.2 The report authors concluded that continued learning throughout life needs to become embedded into UK society, not just for economic growth and national prosperity, but also to enable better living standards and wellbeing for all.
- 3.3 However, recent research undertaken by the Learning and Work Institute indicates that national adult learning participation rates have been falling since 2001 and participation rates are now the lowest on record. Therefore, it is reasonable to conclude that the skills shortage is unlikely to improve unless the UK can reverse this trend.

### 4. THE CHANGING WORLD OF WORK

- 4.1 The world of work is now one of rapid change where increasing levels of automation demands a workforce that acquires new skills as employees are displaced from some sectors as a result of technology. It has been estimated that between 10% - 35% of UK employees are at risk of replacement in the next 20 years.
- 4.2 The recent closure of many well-known high street retail outlets and subsequent loss of 70 thousand retail jobs in the UK is being largely attributed to the increasing growth of online shopping. Many of the displaced staff subsequently find themselves identifying transferrable skills or face retraining in order to gain employment in non-retail jobs.
- 4.3 The Government's *UK Digital Skills Strategy* (2017) identified that many jobs now have a digital element and predicted that within 20 years 90% of all jobs will require some element of digital skills.
- 4.4 The combination of an ageing population and a later retirement age is likely to result in a higher proportion people remaining part of the workforce until later in life than in previous generations. Whilst adults from higher socio-economic groups may have access to private pensions that will enable them to retire early, those who have worked in lower paid jobs will need to continue to work for longer. However, this latter group tend to be far less career resilient. Adults in low skilled employment have the lowest levels of access to, and participation in, work-based training.
- 4.5 Digital literacy is now as much a key requirement for employment in the UK as good levels of English and maths. As technology plays an ever-increasing role in the workplace, the low-skilled are in danger of being left behind, overlooked by employers requiring digital competency from their workforce.
- 4.6 In 2016 an IpsosMori/GoONUK report identified that more than 10 million of the adult population in England lacked basic digital skills. This has prevented many adults from participating in fully engaging in an increasingly digitised employment market and society. The lack of digital literacy was found to be higher in lower socio-economic groups (35%) than in the higher socio-economic groups, where it was just 13%.
- 4.7 The recent developments in artificial intelligence (AI), now often referred to as the fourth industrial revolution, are expected to have even further far reaching impacts on future employment opportunities. However, in a world where robots and algorithms are able to

undertake intellectual as well as physical tasks, the distribution of those impacts across the sectors is likely to differ from that of the digital revolution. Some experts are predicting an expansion in scientific, health and technical services alongside a decline in employment opportunities in areas such as transport and public administration.

- 4.8 There are mixed opinions regarding the volume of jobs that will be displaced as a result of AI compared to the numbers of opportunities to create new jobs. Given current AI developments it seems logical to assume that roles requiring elements of creativity and teamwork, which robotic machines find it difficult to replicate, will remain secure for the foreseeable future.

## **5 ADULT LEARNING IN BROMLEY**

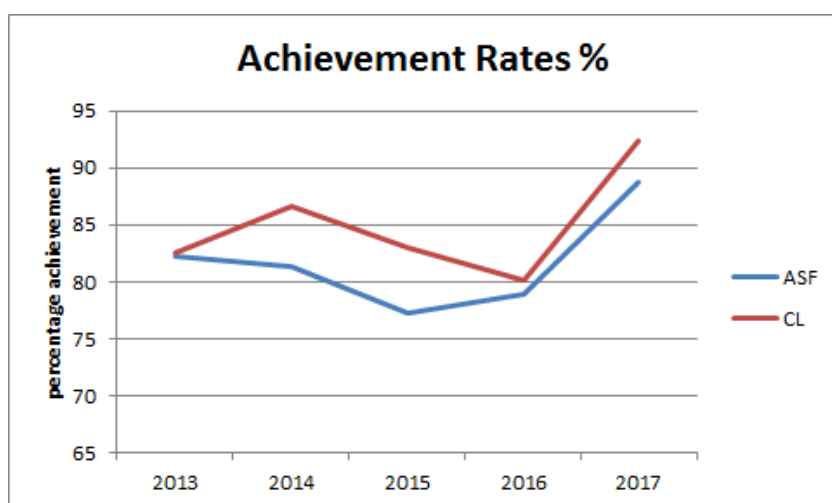
- 5.1 The Local Authority currently secures funding in the form of a grant from the Education and Skills Funding Agency (ESFA) to support adult learning opportunities for local residents. The provision is managed and delivered through the Council's own adult education service, Bromley Adult Education College (BAEC), part of the ECHS directorate.
- 5.2 For the current academic year Bromley will receive £1.5 million Adult Education Budget (AEB) funding. 48 percent of this grant is used to provide approved qualification courses for local residents. These are focused on the priority areas of English and maths (including GCSE), English for speakers of other languages (ESOL), digital skills, sign language and a small range of vocational qualifications.
- 5.3 Currently, basic literacy and numeracy courses up to level 2 (including GCSE English and maths) are free to eligible adults in England. From September 2020 this entitlement will be extended to include digital literacy.
- 5.4 The remaining portion of the grant, referred to as the Community Learning (CL) fund, is used to deliver non-qualification courses. The purpose of this element of funding was set out in the government document *New Chances, New Challenges* (2011) (see Appendix 1). As part of the restructure of BAEC in 2016 it was determined that the main focus of the CL funding in Bromley would be the provision of targeted community learning courses to support and develop the skills of vulnerable adults and communities.
- 5.5 Around 30 percent of the CL funding is used to offer mainstream non-qualification courses for open enrolment. These courses are subsidised to the end user with 50% of the costs covered by the grant and the remainder charged to the learners. The fee income generated helps to support the infrastructure costs of running the service, whilst ensuring that learning opportunities are available to a wider range of residents than only those who can afford the full fee costs.
- 5.6 A small number of specialist personal development courses are funded entirely through student fees, such as advanced foreign languages. BAEC also successfully tendered to deliver a programme of targeted non-accredited learning programmes on behalf of the Bromley Children Project located in Children and Family Centres.
- 5.7 BAEC operates out of two dedicated sites, the Kentwood Centre in Penge and the Poverest Centre in Orpington. These two sites, situated in areas close to some of the Council's most disadvantaged communities, together with the use of approximately 35 community venues, are in alignment with the aim of supporting Bromley's vulnerable adults and communities.
- 5.8 The Adult Education Service was inspected by Ofsted in January 2019 and was rated Good across all areas. A copy of the Ofsted report is appended to this report.

## 6 BAEC OUTCOMES 2017/2018

- 6.1 BAEC had a successful year in 2017/2018 and it marked a step change in the drive to deliver on key areas for improvement, some of which had been identified during the previous (2017) Ofsted inspection. There was a strong focus on improving the quality of teaching, learning and assessment across BAEC. Themed learning walks were used to identify skill gaps, inform staff training planning and prioritise a targeted programme of lesson observations.
- 6.2 A mid-year progress review highlighted an inconsistent approach in the follow-up and monitoring of post-observation actions plans. Part time curriculum leaders were appointed and given a brief that included follow-up and support of their peers where areas for improvement were identified during lesson observations and learning walks.
- 6.3 These interventions contributed to the notable improvement in learner outcomes across the service in 2017/2018. (See chart 1 and Appendix 2)

### Chart 1

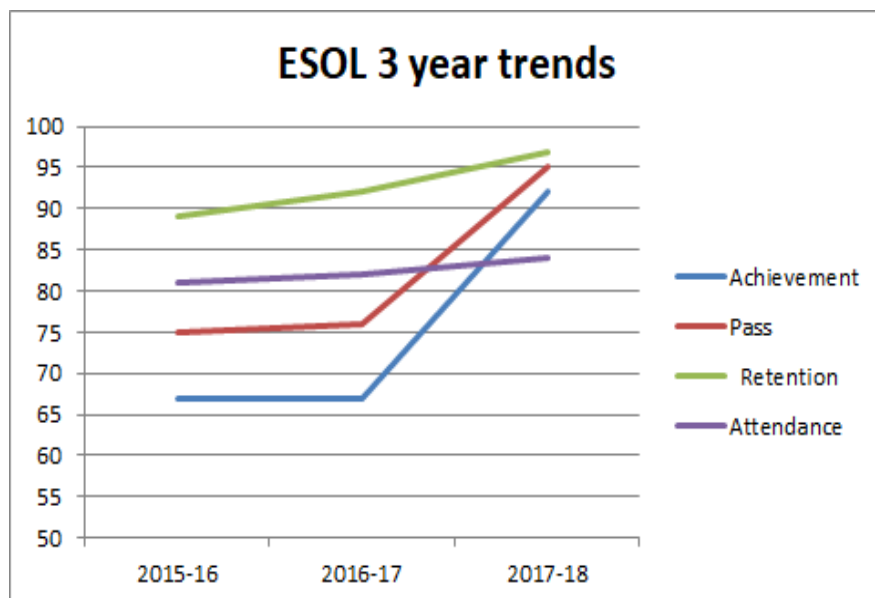
(NB – ASF = accredited provision; CL = non-accredited provision)



- 6.4 Improvements were most significant in the ESOL provision where achievement rates increased from 66% at the end of 2016/2017 to 92% by summer 2018 (see chart 2). In the ESOL provision a re-organisation of the curriculum to better meet the needs of learners combined with the robust monitoring of teaching, learning and assessment resulted in improvements across all indicators.

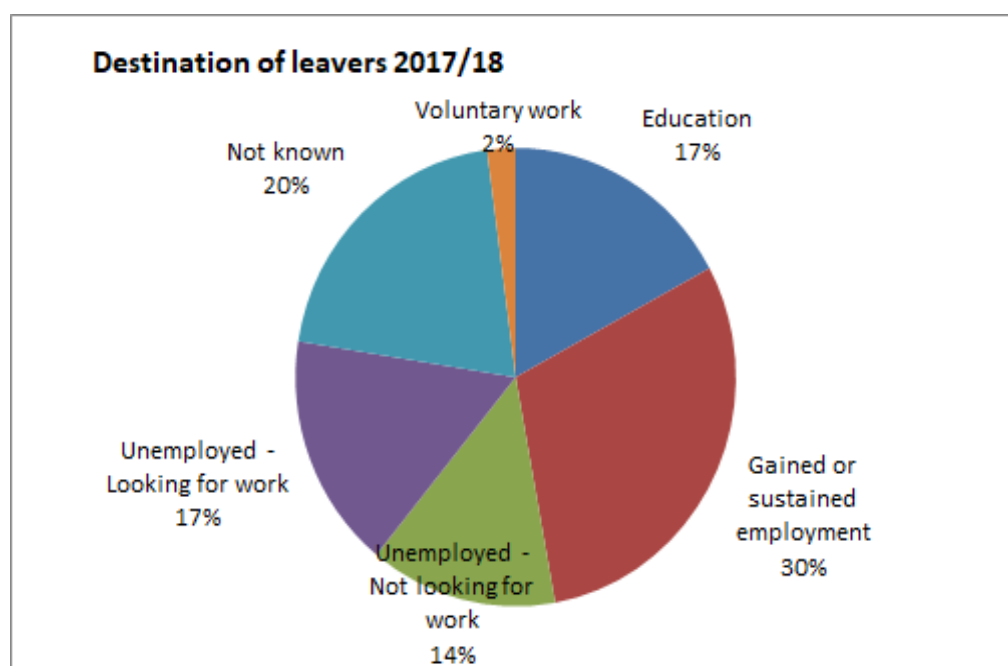


**Chart 2**



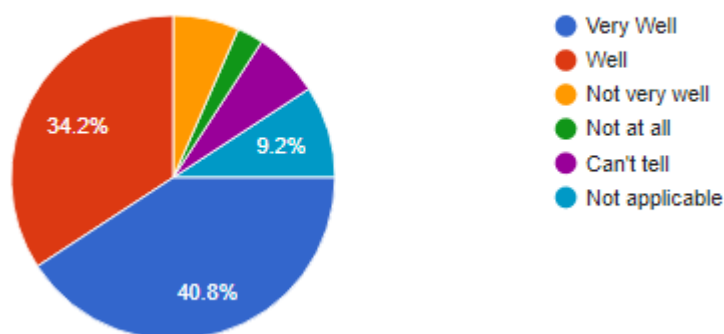
- 6.5 Small pockets of provision requiring further improvement remain e.g. British Sign Language, Counselling Level 2 Certificate and ICT Level 2. Managers are focussing on these areas during the current academic year. For example, an alternative ICT qualification is being piloted to identify if this better meets the needs of learners than the now out dated ECDL qualification.
- 6.6 In order to better understand the impacts of its curriculum offer, BAEC collects a range of destination data from learners who have attended qualification courses. Capturing and recording this data is a requirement of the funding agreement with the ESFA. Data on intended destination is captured at the end of the course. This is then followed up at an interval of approximately six months later in order to capture actual sustained destinations.
- 6.7 Chart 3 shows the intended destinations of 865 learners as declared at the time of completing their course in 2017/18. "Not known" refers to those learners for whom BAEC were unable to capture details.
- 6.8 The data indicated that 17% of leavers were intending to continue to study. A further 17% were unemployed and seeking employment, a reduction from 30% at the start on their courses. 30% stated that they had either remained in employment or gained employment whilst on their course.
- 6.9 Two sustained destination surveys were undertaken during the 2017/18 academic year. The first of these, in January 2018, targeted learners that had completed their course in summer 2017. A total of 269 learners were emailed with a request to complete the survey. As the initial response was low, those who did not submit a return received a follow up phone call which helped BAEC receive an overall response rate of 41% (110 replies).

**Chart 3**



- 6.10 The second destination survey was circulated in July 2018 and targeted those learners whose qualification course ended between the dates of December 2017 and February 2018. In all, 334 learners were asked to complete the survey. This time the response rate was just 22% (72). As the service lacked the resource to undertake the follow-up phone calls at that time this had a significant impact on the response rate.
- 6.11 The data indicated that around a third of respondents gained or sustained employment during or after the end of their courses. These job roles included administrative posts, health and care assistants, kitchen assistants, receptionists, driver and school support staff. A small number of learners on courses such as interior design and photography went on to start their own businesses.
- 6.12 The number of learners going onto further study was higher than in the previous year. Around 85% of respondents who progressed onto further study chose to do so at BAEC. These students were mostly students studying on ESOL, English, maths and counselling courses
- 6.13 The number of out of work benefit claimants in Bromley remained at around 1.1% of the local population, similar to that of the previous year. The percentage of respondents that declared that they were unemployed and looking for work (32%) fell by 5 percentage points when compared to 2016/2017. The survey data indicated a shift from part time to full time work of around 5% of the respondents, as a result of their courses.
- 6.14 Learners were also asked how well their course had prepared them for employment (See Chart 4) and 75% of respondents indicated that they felt their course had prepared them well or very well with 9% responding that they felt the question was not applicable to them.

**Chart 4**



- 6.15 Whilst the destination data collated is interesting and helps BAEC to comply with ESFA data reporting requirements, the resulting data is insufficiently informative to be used effectively as part of the curriculum planning cycle. Data is currently not analysed at course type level and some responses to questions appear to be illogical when compared to the responses the same individuals give elsewhere in the survey.
- 6.15 For the 2018/2019 survey, the online survey questions and form will be revised. This will include the use of the “skip logic” function thereby filtering the questions learners are asked to respond to, based on their previous answers. This should ensure learners only respond to the questions that are relevant to their own personal circumstances and help to eliminate confusion on behalf of respondents.
- 6.17 It is clear that a robust monitoring of the returns is necessary in order to achieve a reasonable representative sample of responses and provide data sufficiently meaningful for use in curriculum planning and decision making. It is proposed that data from the online data survey will be exported into an excel spreadsheet for merging with the list of all learners within the cohort. This will provide officers with a comprehensive list that shows non-returners, who can then be followed up with email reminders and/or phone calls if necessary.
- 6.18 This process will also enable sort and analysis at course type level, making it easier to identify the impact of different courses on actual learner employment and progression outcomes.
- 6.19 The adult education service regularly receives and captures feedback from learners via other means regarding the impact that their learning has had on their lives. Examples of this feedback are included as Appendix 3. This clearly illustrates that residents attending adult education provision benefit from a range of positive impacts. This mirrors the ever-increasing body of evidence that shows participation in learning can have a wide range of positive impacts on health and well-being as well as families and communities.
- 6.12 Therefore increasing access to lifelong learning is not just crucial to the future prosperity of the borough, but also the well-being and inclusion of our residents.

## **7 BAEC CURRICULUM AND EMPLOYABILITY**

- 7.1 With the low levels of unemployment in the borough, much of BAEC’s targeted work is focussed on adults that are furthest away from employment. Community outreach work is often used to encourage residents with negative previous experiences of education back into learning. Sometimes these are vulnerable adults with long term poor health, mental ill health or

full-time carers for whom acquiring the self-confidence and softer skills to be able to take the next step provides a route into provision with more defined links to employability.

- 7.2 For the last few years BAEC has provided a weekly work club at the Kentwood Centre in Penge and in the Cotmandene Centre in St Paul's Cray. This has provided local residents with an opportunity to improve the transferable and digital skills that often represent the first steps towards employment. This free service has provided unemployed residents access to computers along with a skilled tutor and volunteers, providing practical support with activities such as job search, CV writing and submitting applications. The majority of users have little or no IT skills when they arrive so the support is essential to help them develop skills and confidence.
- 7.3 Some participants are signposted to relevant courses at BAEC, LSEC or other providers where appropriate. Participants are also able to access online modules leading to recognised qualifications in subjects such as food safety, internet safety, health and safety and study skills.
- 7.4 In the autumn term 2018 the work club at the Kentwood site was rebranded as the Digital Drop-In (DDI) Centre. This has widened the scope and range of digitally related activities and helped to attract users from amongst existing learners for whom attending a "work club" did not appeal. For example, many of the Kentwood centre users have smart phones, but have little experience of using them for job searching or related activities. Some people find this easier via mobile phones, as the hurdles of dealing with multiple passwords are reduced. Signing into a phone is a password in itself, so users can then log into many of the apps via finger/face recognition. Encouraging learners to see smartphones as a digital device that can operate in conjunction with the college computers is working well.
- 7.5 From the spring term 2019 the DDI model has been extended across the borough to the Poverest Centre with the aim of particularly supporting residents from the Crays area. BAEC has started to promote the service in local libraries and shops and plans to approach schools in the area to advertise on notice boards for parents dropping and picking up children at school.
- 7.6 BAEC works with a range of partners to help widen access to courses amongst the boroughs most vulnerable communities. In 2017/18 this included working with organisations such as Empower Employment and Go-Train to provide employability courses targeted at long term unemployed adults. Between them these two organisations recruited 99 learners with an overall achievement rate of 87%.
- 7.7 Current partnership work includes provision delivered with local schools, Bromley Children Project, housing associations, Magpie Dance, Bromley Well, Carers Bromley, Cotmandene Community Resource Centre, Mottingham Community and Learning Shop, Age UK Bromley, Certitude and Heritage Care. However, partnerships with local employers are underdeveloped.
- 7.8 Employability skills are embedded across all the qualification courses. Vocational courses, such as interior design, counselling and photography, prepare learners well for working in industry or setting up their own business. English and maths students benefit from real life scenarios used by tutors for application of their new skills/knowledge. For example, maths students have used skills in class to work out the total travel time needed to attend a job interview, thus also helping to reinforce positive attitudes to punctuality and attendance. English learners have applied their improved written skills through tasks focussed on CV paragraphs about their skills and employment experience. Learners on ESOL courses are encouraged to attend practical ESOL Job Skills classes to help them improve skills such as CV and letter writing and practical interview skills.

- 7.9 Learners on accredited courses are provided with career and/or progression guidance by their tutor towards the end of their course, signposting to further learning where appropriate. In addition, an advisor from the National Careers Service (NCS) holds regular workshops and provides one-to-one support sessions in the Kentwood Centre. These are open to all learners as well as attendees at the work club. This has proved beneficial to learners, providing support for updating CVs and providing up to date market intelligence on employment opportunities and trends. The NCS have also held targeted workshops for specific groups e.g. over 50's on using social media for employment and professional networking. The dates are promoted in advance so that those wishing to attend can make any necessary arrangements.
- 7.10 In 2017/2018 46 percent of learners enrolled on qualification courses at BAEC were aged 40-59. Bromley residents in their 40s and 50s are key users of the adult education service, making up 36 percent of the total cohort of learners. In the non accredited provision adults aged 60+ form the largest cohort at 38 percent with those in the 40-59 age group coming a close second at 33 percent.

## **8 OTHER TRAINING FOR EMPLOYMENT**

- 8.1 The Council is committed to recruiting and retaining skilled and competent social workers across Children's and Adult Social Care in order to deliver its commitment to prioritise the safeguarding and protection of its most vulnerable residents. In addition to targeted recruitment for social workers, the Council is involved in opportunities to support those who wish to change careers and retrain to be a social worker. This is supported through a number of initiatives.
- 8.2 The Council has been involved and taken the lead role in the Department for Education (DfE) fully funded national initiative, Step Up to Social Work since 2011 and is currently in its sixth cohort. The programme is designed to attract high calibre, professionals into children's social work and enables employers to work closely with their chosen higher education provider to ensure that the programme produces skilled, confident and capable social workers for front line child care teams. The entry requirements for the programme stipulate that candidates must have a minimum 2:1 level 6 degree or a minimum 2:2 honours degree plus a higher degree (level 7 or above) for example, a Master's degree. This academic background must also be supported by demonstrable direct experience working with vulnerable people and GCSEs in English and Maths.
- 8.3 The Trainee Social Work Scheme (TSWS) has been developed with the aim of supporting employees who wish to train as social workers and achieve a Health and Care Professionals Council (HCPC) approved social work qualification in both Children's and Adults Social Care. The internal scheme is open to any employee who is working in a social care setting or closely related field through an application to demonstrate their understanding of social work and how their skills and experience relate to the role. The Council will provide guaranteed practice placement/s and a social work post upon successful completion of the qualification providing employees self-fund the course and undertake learning in their own time. All employees are eligible to apply once they have successfully completed their 6 months' probation.
- 8.4 The Council is currently also exploring the Social Work apprenticeship route for staff (using the Apprenticeship Levy) who wish to obtain a social work qualification but may not have the academic background to access a postgraduate route such as Step Up to Social Work. Apprentices will achieve an undergraduate bachelors degree in social work whilst gaining 'on-the-job' experience to develop the knowledge, skills and behaviour required to be a competent social worker. The training will typically take 36 months and will be open to staff who wish to be social workers in both Children's and Adults Social Care.

- 8.5 Teach First, a charitable organisation currently operating in England and Wales, has a mission to reduce inequality in the classroom and ensure that children from low-income communities have a great education. Recruitment to the programme is through the Teach First website.
- 8.6 Teach First provide a two year, school-based, salaried teacher training programme leading to a PGDE qualification. This option combines leadership development and teacher training, giving applicants the chance to become inspirational leaders in classrooms that need it the most. Following five weeks of intensive training, students continue to learn on the job while they work towards Qualified Teacher Status (QTS).
- 8.7 There are various other routes into teaching, many of which are suitable for those seeking a second career. These include School Direct (salaried), an employment based route that allows trainees to earn a salary as they work towards their QTS, and Troops to Teachers, a two or three year degree programme for exceptional former service personnel.

## **9 WIDER BENEFITS OF LIFELONG LEARNING**

- 9.1 The wider benefits of learning in adult life, beyond those of employability and increased earnings, are well documented at individual, community and wider society level.
- 9.2 Students themselves report of increased confidence and self-esteem, personal fulfilment and improved feelings of general wellbeing. Academic studies have linked participation in learning with a greater tolerance of diversity and higher degrees of trust in people of different backgrounds, generations and cultures. The social aspect of classroom based learning often leads to new friendships and widens social networks. This is of particular benefit to those who are otherwise socially isolated, especially in later life.
- 9.3 Adult learning is of great benefit to older people, helping them to remain active and engaged after retirement. There is also evidence to suggest that the impact on cognitive skills of continued education throughout life may delay the onset of dementia. Furthermore, learning that sustains the ability of people to continue to live independently and look after themselves for longer has economic benefits to society. It can reduce the burden on health and social services and any on familial unpaid carers.
- 9.4 There are positive impacts on emotional health and wellbeing gained from participation in adult learning. A recent research report released by the WEA identified that 82% of students who had declared mental ill health claimed that their courses helped them with their condition, 68% reported reduced stress levels and 65% stated that they managed their stress better as a result of attending their courses. Health professionals recognise that improvements in confidence and self-esteem are contributing factors in helping people increase their resilience to physical and mental ill health.
- 9.5 Whilst adults participate in learning as individuals, the benefits gained can have a ripple effect that reaches out to their family and the wider community. For example, adults who participate in learning themselves are more likely to engage in their children's or grandchildren's education, more likely to volunteer as school governors or become active volunteers in other community roles.
- 9.6 Classes involving physical activity, such as dance, Pilates and yoga, help to improve mental alertness, memory, balance and stamina and can help manage common lifestyle diseases such as obesity, hypertension and diabetes. As a result of being more active participants stimulate their brain, circulatory system and improve their sense of wellbeing.

- 9.7 Recent media attention has focussed on the benefits to be gained by learning a second language in adulthood. This has not been on the improvements to cognitive ability alone, but also creativity, memory, decision making skills and extending attention span. One recent study concluded that being bilingual can delay the onset of dementia by up to five years and help people fine tune their listening skills as the brain has to work harder to distinguish the different types of sounds in two languages.

## **10 FUTURE OF ADULT EDUCATION FUNDING**

- 10.1 Funding for post-16 learning and skills (excluding that for Apprenticeships) across London is due to be devolved to the Office for the Mayor of London with effect from August 2019.
- 10.2 As part of the devolved AEB, the Mayor will be legally required to continue to deliver the adult statutory entitlements of functional skills English and maths including GCSE, along with the new statutory basic digital skills entitlement from 2020/2021. Outside of the statutory entitlements, the Mayor will have the freedom and responsibility to determine the funding priorities for the remaining portion of the devolved AEB.
- 10.3 In preparation for this the GLA published its own strategy, Skills for Londoners (2018) which sets out the Mayor's immediate priorities for skills and education over the next few years. The long-term ambition as stated in the strategy, is to create a strategic integrated skills and education offer for London that will ensure Londoners, employers and businesses have the skills they need to thrive and prosper.
- 10.4 The strategy's priority groups include those currently identified by LBB and its own adult education service. It recognises that low levels of qualifications and skills, particularly in literacy, English language, numeracy and digital skills are holding many London residents back. The strategy goes on to reflect that adult learning and skills is not just important for employability and prosperity, but also has an important impact on social and well-being outcomes for residents.
- 10.5 Increasing the levels of targeted support to the most disadvantaged groups and providing funding to ensure that all adults have access to training to improve basic functional skills is one of the priorities under the strategy. Investment in ESOL sits alongside literacy, numeracy and digital skills as essential components of the Mayor's offer for the Adult Education Budget (AEB).
- 10.6 As part of the AEB, Adult and Community Learning (ACL) is recognised in the strategy as having an important role to play in helping those furthest away from employment and engagement in society to reconnect with learning. Therefore, it is expected that CL funding will continue as part of AEB following devolution. City Hall is currently working with London Councils to explore outcome measures that will support the delivery of ACL and enable City Hall to develop a long-term strategic plan for non-accredited provision.
- 10.7 London's FE and Skills providers who are funded via a grant agreement have been advised that they can reasonably expect their grant for the 2019/2020 academic year to be at similar levels to the current year, providing they meet their funding targets. BAEC fully met its ESFA targets for 2017/2018 and current projections indicate that it will do so again in 2018/2019.
- 10.8 A very small proportion of BAEC's learners reside outside the greater London area and these learners will continue to be directly funded by the ESFA. This equates to around £27k per annum. This means that the Council will hold two funding agreements for its FE and Skills provision for future years, one with City Hall and a significantly smaller one with the ESFA.

- 10.9 Both City Hall and the ESFA have stated they wish to avoid any destabilisation of the sector during the transition period and therefore intend to introduce any changes to future funding methodologies over time. That way, providers have time to plan for any impacts as a result of any potential funding realignment.

## **11 FUTURE CHALLENGES**

- 11.1 The rapidly changing landscape for FE and Skills, both at regional and national level creates a number of key challenges for the Council's adult education service.
- 11.2 The service requires a stable and highly skilled pool of teaching staff to deliver its main priorities. Currently the service is experiencing a shortage of ESOL tutors and any expansion of the IT curriculum to meet the new digital skills entitlement will require additional ICT tutors. There is also a national shortage of English and maths tutors.
- 11.3 Managers have approached other local authority services seeking to identify any part time staff that would like additional teaching hours. However, the shortage of skilled ESOL tutors is a region-wide issue. BAEC has recently advertised to expand its tutor staff base but there was a limited response with only one ESOL applicant. BAEC managers are now investigating the possibility of a partnership with London South East Colleges (LSEC) to see if there is any potential for sharing staff.
- 11.4 The new digital skills entitlement will raise the profile of, and increase demand in, digital based courses. The majority of BAEC's IT resources are four or more years old and are in need of replacement. The wireless network at both the Kentwood and Poverest centres struggles to cope with the current demands of the service. Some of the classrooms at Kentwood have little or no reception. This restricts any form of digital enhancements to teaching and learning to a few hotspots and access is often slow, which discourages use.
- 11.5 Although the service can reasonably expect to receive its current level of AEB funding for the next academic year, if the service is to fully respond to the growing needs for digital skills as well as current demand for English, maths and ESOL, additional AEB funding will be required. Added to this is a local and regional need to increase the levels of qualified early years practitioners, also recognised in the Skills Strategy for London.
- 11.6 Whilst a closer working partnership with LSEC could enable the Council to work at a more strategic local level, the vulnerable adults and communities in greatest need of support are often those for whom a community adult learning environment is an easier, less intimidating step back into learning. Once levels of confidence and a sense of learning self-belief has been achieved, progression in to higher skilled provision within a busy FE environment becomes a realistic outcome.
- 11.7 City Hall has stated that it will review grant funding arrangements on an annual basis and may decide to extend the element of funding awarded via a competitive process. Even if introduced with a phased in approach, this will reduce stability for BAEC, making strategic and budget planning more challenging.
- 11.8 Following BAEC's improved Ofsted inspection grade, opportunities to submit funding bids to the GLA to deliver priority learning outcomes will increase. However, many of these are targeted at boroughs with the highest levels of deprivation and competition is strong.
- 11.9 City Hall has pledged to raise the threshold at which learners can access fully funded provision. This will increase up to the level of the London Living wage. As a result of this



change more learners will be entitled to their qualification course free of charges rather than being co-funded as per current funding rules. At BAEC, this will largely benefit ESOL learners. Whilst this may help to widen access to some learners, without increasing the level of funding to providers it results in restrictions elsewhere.

- 11.10 As providers will have more fully funded learners, with the same level of funding this results in fewer learners overall. Reducing the number of co-funded learners has a negative impact on the level of income generated through student fees and therefore on BAEC's ability to meet income targets.
- 11.11 City Hall states that it will work with London's boroughs through London Councils and the Sub Regional Partnerships (SRPs). The sub-regional skills and employment boards are seen as key players in identifying the sub-regional priorities relating to skills and employment in their localities. However, the sub-regional remit has not been clearly defined and the role the SRPs will play in influencing the AEB spend and priorities is unclear. The London Borough of Bromley for the purposes of devolution has been sited within the East London Group, under the Local London Partnership. Bromley Council is not a full member of the Local London Partnership, does not have representation on the skills and employment board and Bromley's data does not feature in their strategic skills and employment needs documentation. As City Hall has also stated its intention to work with London Boroughs, it is not clear whether or not Bromley's lack of signed/paid up membership of the Local London Partnership will have any detrimental impact on future access to AEB funding.

## **12. CONCLUSIONS**

- 12.1 It is well documented that it is the most vulnerable members of our society that have the least access to lifelong learning, including skills training. Adults with the lowest level of educational attainment are those most likely to miss out on opportunities to upskill and improve their life chances.
- 12.2 There are wide sources of evidence showing that participation in learning can have positive impacts on health and well-being for families and communities. Widening access to learning therefore has a crucial role to play in ensuring not only future prosperity but also securing fairness and independence for residents.
- 12.3 With an ageing population and rapid economic change people need to constantly learn and adapt. This equally applies to young people starting out on their career path as it does to older adults who need to adapt for second or third careers in later life.
- 12.4 Lifelong learning needs to be an essential part of our culture if we are to enable all levels of society to adapt to the ever-changing skills demands of the modern workplace and remain economically active into later life. In order to achieve this, we need to find ways to encourage and enable people to become lifelong learners.
- 12.5 Changing patterns of work and busy modern lives means that learning needs to be available flexibly. For some this may mean via the workplace, a local accessible venue, remotely via online learning or in flexible modes such as a short intensive course or evenings and weekends.
- 12.6 In the case of more vulnerable adults, especially those who have not accessed learning since leaving school, even when the physical barriers such as cost are removed, they may need to understand the benefits and relevance of learning to them before they are willing to engage. Therefore, public services have a role to play in communicating not only the opportunities open to residents but the beneficial outcomes that can result. Closer integration of adult

learning with other public services that marginalised communities already access could assist with this.

- 12.7 As levels of participation are highest amongst those who achieved well during their initial education, those least likely to participate are often the cohort that has the most to gain but the hardest to engage. Therefore, programmes which allow engagement through non-qualification based activities that are of personal interest are those most likely to be successful in recruitment. Many of the wider benefits discussed in section 9 above are cumulative and in time the increased levels of confidence, self-esteem and personal belief can lead onto further study of a more focussed interventional nature.
- 12.8 Although adult education is a non-statutory service, the Council may wish to consider the development of its own lifelong learning strategy as part of the transformation plans for how public services will be delivered in the future. Such a strategy could set out how adult learning could be integrated into other services, not only as part of an intervention offer, but also to encourage a culture of lifelong learning across all its communities. Given Bromley's predicted population increase in residents aged over 65 by 2026 and the predicted prevalence of levels of dementia by 2030, adult learning could have a key part to play in any early intervention strategy focussed on dementia.
- 12.9 However, delivering lifelong learning is not just the mission of the adult education service. To be truly reflective of whole life learning, a lifelong learning strategy needs to include, early years, school education, access and inclusion, SEN, youth services, apprenticeships and the authority's own workforce development provision. It needs to link with other Council strategies, including those related to public health and the commissioning of services.

## APPENDIX 1

### ***New Challenges, New Chances, 2011***

The objectives of Adult Community Learning in *New Challenges, New Chances* are:

Focus public funding on people who are disadvantaged and least likely to participate.

Collect fee income where people can afford to pay and use where possible to extend provision to those who cannot.

Widen participation and transform people's destinies by supporting progression relevant to people's circumstances, e.g.

- Improved confidence and willingness to engage in learning.
- Acquisition of skills preparing people for training, employment or self-employment.
- Improved digital, financial literacy and/or communication skills.
- Parents/carers better equipped to support and encourage their children's learning
- Improved or maintained health and/or social well-being.

Develop stronger communities with more self-sufficient, connected and pro-active citizens leading to:

- Increased volunteering, civil engagement and social integration.
- Reduced costs on welfare, health and anti-social behaviour.
- Increased online learning and self-organised learning
- The lives of our most troubled families being turned around.

Commission, deliver and support learning in ways that contribute directly to these objectives, including

- Bringing people together from all backgrounds, cultures and income groups, including people who can/cannot afford to pay.
- Using effective local partnerships to bring together key providers and relevant local agencies and services.

## Appendix 2

### Overview of Bromley Adult Education End of Year Data 2017/2018

**Table 1:** Number of courses planned / took place

	2017/18	2016/17
<b>Overall</b>	709/640	660/596
<b>ASF (accredited)</b>	187/177	164/146
<b>CL (Non-accredited)</b>	481/425	430/384
<b>Cancellation rate overall</b>	9.4%	9.7%

**Table 2:** Overall data - includes subcontracted courses, 16-19, Adult Skills and Community Learning

	2017/18	2016/17
<b>Enrolments</b>	5771	5260
<b>Learners</b>	3441	3167
<b>Achievement</b>	91.2%	79.8%
<b>Pass</b>	96%	84.2%
<b>Retention</b>	95.2%	94.8%
<b>Attendance</b>	86.4%	85%

**Table 3:** Performance ASF Adults (accredited): RAG rated against target

ASF	Target 2017/18	2017/18	2016/17	Provider Type Benchmark 2016/17 (where applicable)
Enrolments	1300	1436	1204	N/A
Learners	800	856	779	N/A
Achievement	80%	88.1%	78.9%	85.1%
Pass	90%	90.9%	84.4%	92.9%
Retention	95%	95.6.%	93.4%	91.6%
Attendance	88%	86.5%	84.4%	N/A

**Table 4:** Performance CL (non- accredited) : RAG rated against target

*NB: There are no national benchmarks for community learning provision*

CL direct delivery	Target 2017/18	2017/18	2016/17
Aims	4050	4136	4011
Enrolments	4050	4136	4011
Learners	2400	2466	2480
Achievement	87%	92%	80%
Pass	90%	98%	84%
Retention	96%	95%	94%
Attendance	88%	86%	85%

**Table 5:** Performance 16 -19 accredited

16-19	2017/18	2016/17
<b>Enrolments</b>	9	13
<b>Learners</b>	6	9
<b>Achievement</b>	80%	64.7%
<b>Pass</b>	100%	78.6%
<b>Retention</b>	80%	82.4%
<b>Attendance</b>	80.9%	87.6%

**Table 6:** ASF (accredited) Breakdown of performance by qualification type

	2017/18					
Qual type	Enrols	Learners	Achievement	Pass	Retention	Attendance
<b>Award</b>	231	226	84.0%	86.5%	93.9%	91.7%
<b>Basic Skills English &amp; Maths</b>	329	186	83.6%	84.4%	95.4%	85.2%
<b>Certificate</b>	72	72	72.6%	84.8%	87.5%	87.8%
<b>Diploma</b>	7	7	100%	100%	100%	84.2%
<b>ESOL</b>	566	262	91.9%	94.9%	96.9%	84%
<b>GCSE Maths and English (75%)</b>	60	58	78.3%	87%	90%	86.9%
<b>Other Non- Regulated (85%)</b>	166	94	98.8%	100%	98.8%	90.7%
<b>Other regulated (70%)</b>	13	13	91.7%	91.7%	100%	92.8%

**Table 7:** Community Learning Breakdown

<b>All Community Learning</b>	<b>2017/18</b>					
	<b>Learners</b>	<b>Enrolments</b>	<b>Achievement</b>	<b>Pass</b>	<b>Retention</b>	<b>Attendance</b>
<b>Wider Family Learning</b>	622	998	89%	94%	95%	90%
<b>Family English, Maths &amp; Language</b>	108	130	93%	98%	95%	90%
<b>Older Learners Provision</b>	50	152	98%	98%	100%	91%
<b>Learners with learning difficulties &amp; disabilities</b>	66	199	97%	98%	99%	93.4%
<b>Community Outreach</b>	281	527	94%	98%	96%	86%
<b>Mainstream ACL</b>	1395	2121	92%	99%	94%	85%
<b>Sub-contracted provision</b>	184	190	83%	93%	90%	89%

## APPENDIX 3

### Things learners have told us about the impact of their learning in 2017/18

What learners who attended subcontracted employability courses told us about the provision:

*'I'm enjoying the course, it is building my confidence'*

*'This course has been a real boost in my attempt to get back into work'*

*'It gave me more confidence in looking and searching for work'*

*'Better than I thought it was going to be. Very helpful'*

What learners on mainstream courses told us about the benefits and impacts from attending their courses:

*'I am happy with what I've learnt on the course. Before, when I had to contact and speak on the phone with gas, electricity or other companies, I always asked someone to help me. But now I did it myself! I wasn't afraid to call the gas company, I could explain the problem and I could understand them! I'm proud of myself!'*

Learner on ESOL course

*'Thanks to this course, I can fulfil my dreams of becoming a nurse!'*

Learner on maths course

*'I will be able to read the newspaper one day but for now I am reading all the signs and ads I see on the trains'*

Learner on English course

*'Nicky informed us quite useful information about school, hospital and UK life etc. that helped me to understand British culture quite a lot'*

Learner on community ESOL course

*'Course was very varied in context and showed the many possibilities that Photoshop present, tutor was very helpful for a beginner'*

Learner on Using Photoshop course

*'The course has improved communication and self-confidence for both my voluntary work and self-employment [...] my work has increased as a result of self-belief in myself'*

Learner on an Emotional Resilience course



What learners on mainstream courses told us about the benefits and impacts from attending their courses con't

*'The course has helped me to integrate into the British society. I've got a voluntary job at the British Heart Foundation. I perform different kinds of duties as a shop assistant. I am very happy to help people for free and to be part of the community'*

Learner on ESOL course

*'The course has made it easier for me to count stock in my retail job'*

Learner on maths course

*'The course has changed myself & my children, it has made me realise that I can handle situations in many different ways without getting angry & frustrated'*

Learner on Family Learning course

*'Excellent advice about managing hearing loss for the future - the short taster course has been a GREAT introduction to the tutor and the material and I'm happy to commit to a longer course'*

Learner on Lip Reading course

Things learners told us about the wider benefits from attending their courses

*'These classes are the best defence against loneliness and isolation.'*

Learner on Patchwork class

*'These sorts of courses are important for heading off other more expensive social problems.'*

Learner on stained glass course

*'It's good here. I've made new friends.'*

Learner on gardening course

*'This class gives me a reason to get up and out of the house each week.'*

Learner on painting and drawing class

*'My class is my "me time" when I forget about all my problems and focus on something that makes me relax and feel happy.'*

Learner on watercolour class

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# Bromley London Borough Council

Local authority

## Inspection dates

15–18 January 2019

Overall effectiveness		Good	
Effectiveness of leadership and management	Good	Adult learning programmes	Good
Quality of teaching, learning and assessment	Good		
Personal development, behaviour and welfare	Good		
Outcomes for learners	Good		
Overall effectiveness at previous inspection		Requires improvement	

## Summary of key findings

### This is a good provider

- The proportion of learners who achieved their accredited qualifications improved dramatically in 2017/18 and is now high.
- Almost all learners on English for speakers of other languages (ESOL) programmes achieve their qualifications.
- The proportion of learners who achieve a grade 4 or above in GCSE English and mathematics is high.
- Learners' attendance has improved across most programmes and is now high.
- Well-qualified and skilful teachers, with current relevant experience, demonstrate expert knowledge that motivates and enthuses learners to achieve.
- Since the previous inspection, leaders and managers have taken effective action to improve the quality of teaching, learning and assessment, leading to improved outcomes for learners.
- Leaders and managers work very effectively with partners to ensure that the curriculum fully meets the needs of disadvantaged adults.
- Leaders and managers do not collect and analyse a wide enough range of information and data; as a result, they are not able to evaluate fully the impact of their provision on learners once they have completed their courses.
- Too few teachers use a sufficient range of assessment methods to check what learners can do and understand as a result of their studies.
- Senior leaders have ensured that the curriculum of Bromley Adult Education College (BAEC) effectively meets the needs of adult learners locally.

## Full report

### Information about the provider

- Bromley Adult Education College (BAEC) is part of the London Borough of Bromley (LBB) and provides adult and community learning across the borough through its main sites and in 35 community learning settings. Bromley is one of the most prosperous areas of Greater London, though some of its wards are among the most deprived in England. Unemployment within the borough is low.
- BAEC provides part-time learning for adults seeking vocational qualifications from entry level to level 2 in ESOL, information and communication technology (ICT) and English and mathematics. Programmes for enjoyment and interest include subjects in arts, media and publishing, and modern foreign languages. Programmes provided in partnership include family learning, provision for learners with learning difficulties and/or disabilities and craft-based programmes for elderly residents of local care homes. Most learners are female.

### What does the provider need to do to improve further?

- Improve the small amount of teaching, learning and assessment that is not of a high standard, by ensuring that teachers use a sufficient range of assessment strategies to assess learners' understanding and their progress over time accurately.
- Ensure that leaders and managers collect and analyse a wider range of information and data, such as learners' next steps on completion of their programmes, the reasons for the low participation of male learners and the impact of programmes on those that LBB specifically seeks to help.
- Use this information to further strengthen the positive impact BAEC has on the adult learners of Bromley, in particular to:
  - understand how learners' current programme choices influence the programmes they choose in future
  - understand fully the impact of careers advice and guidance on the lives of adult users
  - inform the planning of the curriculum to continue to make best use of available funding.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Senior leaders have taken strong and decisive action to improve the achievements of learners on ESOL programmes and the quality and consistency of teaching, learning and assessment. Most ESOL learners achieve their qualification and much teaching is good. Leaders and managers have achieved this against the background of service-wide restructuring, a significant reduction in teaching staff and consolidating qualification-based learning into the two remaining centres in Orpington and Penge. Staff morale remains high.
- Leaders and managers work very effectively with colleagues at the LBB to provide a curriculum that best meets the requirements of adults in Bromley. For example, BAEC provides family learning in children's centres and primary schools as part of the borough strategy to improve underperforming schools. Adults with learning difficulties and/or disabilities living in sheltered housing benefit from the valuable opportunity to continue learning and to engage with their local community, through arts, drama and dance programmes.
- Teaching, learning and assessment are good. Leaders and managers have developed a wide range of approaches to improve teachers' practice. They evaluate thoroughly the impact of training on improving the quality of the learners' experience. Teachers and staff understand the improvements required of them and willingly undertake training. They and their learners welcome observations of learning.
- Leaders' and managers' assessment of the college's performance is detailed, thorough and accurate. Quality monitoring is rigorous and strengthened further by new curriculum leaders who help and guide staff appropriately. Staff at all levels have a realistic understanding of the strengths and areas to improve and are committed to raising standards still further.
- Managers monitor performance, including that of subcontractor partners, closely and efficiently. They take swift and decisive action to remedy poor-quality provision. For example, they terminated contracts with subcontractors providing programmes for adults with fragile mental health when outcomes for learners were not good enough and value for money was not maintained.
- Leaders and managers make very effective use of the funding available for adult learning. The curriculum reflects clearly the strategic priorities of LBB to give adults the skills needed to improve their economic prospects. Good-quality English and mathematics provision remains a high priority and has led to good outcomes for learners. Managers ensure that careers advice and guidance are readily available for the adults of Bromley.
- Leaders, managers and staff have improved the accuracy and timeliness of information with which to monitor the quality of learning and the learners' experience, including data on attendance and learners' achievements. In doing this, they have tackled a weakness identified at the previous inspection. Leaders recognise that more work is required to capture, analyse and act upon data that reflects the impact of their work. For example, they have insufficient information on learners' next steps on completion of their learning,

the impact and usefulness of careers advice and guidance, or how effectively the provision meets the needs of disadvantaged adults.

## **The governance of the provider**

- Governance arrangements are highly effective. Senior leaders at LBB hold leaders and managers of BAEC to account for their actions and have worked closely with them to make the improvements the previous inspection identified. In recognising the significant investment in time and expertise required for curriculum management, LBB provided additional funds for the appointment of new curriculum leaders to help senior leaders effect sustained improvement.
- A good range of senior-level expertise is apparent among board members. Representatives from adult social care, the local further education college, the voluntary sector and community leaders, as well as LBB's director of education, support and challenge leaders and managers of BAEC in their mission to provide high-quality learning for the adults of Bromley.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders and managers ensure that the good cross-borough safeguarding initiatives help learners to improve their own safety and that of their families and communities. Learners benefit from wide-ranging access to useful information on subjects such as self-harm, forced marriage and mental ill-health.
- Leaders and managers ensure that the relevant safeguarding policies and procedures, including those for recruiting staff who are safe to work with learners, are in place. They implement these policies effectively to promote a strong culture of vigilance and safety.
- All staff are trained to identify and act upon any instances of learners potentially becoming radicalised. Many teachers work hard to build learners' resilience and understanding of the dangers posed by those with radical and/or extreme views. For example, they teach learners how to remain safe while using the internet and social media, discuss current affairs in their lessons, and are attuned to changes in learners' behaviour. However, a significant minority of learners interviewed by inspectors have a limited recollection of the training and advice they received at the beginning of their programme.

## **Quality of teaching, learning and assessment**

**Good**

- Since the previous inspection, managers have taken effective action to improve the quality of teaching, learning and assessment. Teachers have benefited from carefully designed and successfully implemented training to help them improve their skills as teachers. Recently appointed curriculum leaders help and guide teachers to consolidate their training effectively.
- Much teaching, learning and assessment is of a high standard. Skilful teachers use their specialist subject knowledge fully to provide good-quality learning that motivates and stimulates learners. Most learners develop a good understanding of the subject they are

studying, and work hard to refine and improve their own practice. For example, in photography, learners' portfolios demonstrate the ability to apply a wide range of photographic techniques to enhance and polish their work.

- The most effective teachers focus closely on encouraging learners to reflect, analyse and think critically. In classroom discussions, these teachers guide learners carefully to discuss thoughtfully and to critique the work of others. In GCSE mathematics, teachers use disciplined and thoughtful dialogue and questioning to help learners develop an insight into why they may have made errors in their calculations. In interior design, learners have project briefs that require them to think critically about ways to apply their new knowledge to the design of a specific room or building.
- Additional help provided to learners is comprehensive and ensures that they make good progress. Teachers work efficiently with learning support colleagues, discussing and agreeing in lessons how best to help learners achieve their personal learning goals. ESOL learners benefit from well-attended drop-in workshops that improve their study skills. Teachers provide effective strategies for those learners requiring help with dyslexia. Online mathematics revision prepares learners effectively for external tests and is valued highly by learners.
- Teachers ensure that community learning programmes are carefully tailored for the specific requirements of those adults who prefer to learn in a less formal environment. Programmes provide good opportunities for adults to take their first steps in learning or to return to learning after many years. Learners with fragile mental health report that attending helps them improve their own well-being, develop greater resilience and feel less isolated. Parenting skills programmes enable parents to help their own children develop good behaviour and effective study skills. A dance class gives learners with learning difficulties and/or disabilities the opportunity to take part in performances and to work with professional dancers.
- Learners benefit from helpful and insightful comments on their work and most know the progress they are making. Teachers' feedback includes comments that enable learners to improve their work further.
- Staff at all levels have created a supportive and welcoming atmosphere for learners. Displays on the walls and in cabinets show that teachers and managers value learners' work. Learners feel safe and have the confidence to raise any potential issues of concern with their teachers.
- The teaching on mathematics and English programmes is good overall and particularly good in mathematics. Teachers have a well-developed understanding of learners' progress, and the skills and knowledge they need to acquire in order to succeed in their examinations and in their life and work. In functional skills, learners' lateness to lessons and poor attendance hamper progress for many.
- A few teachers do not demonstrate a sufficient range of strategies to assess learning. They do not routinely plan tasks that enable them to understand fully what learners have understood and can apply. These teachers do not capture consistently learners' progress from their starting points.
- Many learners make effective use of the digital drop-in sessions and open access to the college computers to improve their work and their information and technology skills. However, the digital system is outdated and does not always function fully.

## Personal development, behaviour and welfare

**Good**

- Learners are courteous and respectful of their teachers and peers in classes, around the college and in the many community venues used by BAEC. Teachers, particularly those teaching in community venues, are skilful in helping learners to settle quickly and to become comfortable with their peers when they start a new programme.
- Learners become expert listeners by sharing their views and personal experiences through the tasks and activities they undertake in lessons. For example, in interior design classes, learners compare their views about the lighting they use in their own homes, and older residents of a care home share recollections of their youth when using photos to make scrapbooks.
- Learners' attendance has improved across almost all programmes and is high. Attendance was an area for improvement at the previous inspection. Teachers and learners have a clear understanding of the importance of regular attendance. Managers monitor attendance closely and ensure that teachers follow up quickly any non-attendance.
- Learners enjoy their learning immensely. They gain new skills, and many improve and refine their existing skills and knowledge. On programmes such as 'upcycling', learners enhance their sewing skills through using a wide range of decorative machine stitches. Elderly residents in local care homes learn new skills through using beads to make ornamental placemats, while others practise their knitting and crochet skills.
- Learners benefit from good opportunities to enhance and extend their knowledge and learning through the external visits and activities planned by teachers. For example, learners on ESOL programmes take advantage of the borough libraries' reading scheme to read for pleasure and broaden the language they use in their everyday conversation. In photography, learners visit parks to observe and record everyday life. Frequent trips to the local cathedral provide very good opportunities to refine their techniques in photographing architecture.
- Managers and staff across the college ensure that learners receive useful and impartial advice on the most appropriate programmes to study. Teachers make effective use of the results of pre-course assessments to ensure that learners are on the right level of programme.
- Learners have access to appropriate advice on all aspects of career planning. Suitably qualified staff provide learners with frequent opportunities to plan and review their work and study options. The college provides a weekly digital drop-in work club to help local unemployed adults find work. Staff help them to search for jobs online, refine their job application letters and learn how to use social media effectively to network and engage with potential employers. Teachers are well connected in their professional fields and provide good subject-specific advice and guidance that help learners evaluate their opportunities for work and further study. Managers do not yet evaluate the effectiveness of the careers advice and planning, or record learners' next steps as a result of the advice and guidance they receive.
- Learners feel and are safe while studying at BAEC. Staff at all levels focus closely on learners improving their understanding of how to keep themselves and their families safe. For example, as part of the recent safeguarding awareness week, learners benefited from



the work of the LBB trading standards officer, who helped learners to recognise the potential dangers posed by unsolicited emails and bogus doorstep callers.

## Outcomes for learners

**Good**

- In 2017/18, the proportion of learners who achieved their accredited qualifications improved dramatically and was high. This improvement was largely due to most learners on ESOL programmes achieving their qualifications successfully.
- The proportion of learners who achieve high grades in GCSE English and mathematics remains high; most achieve grades 4 to 9. Learners are committed to learning and improving their skills, and the majority succeed in this intention, by, for example, furthering their careers or being able to help their children with their homework.
- Learners on ESOL programmes develop good reading and writing skills. They become confident in writing letters of a professional standard and pay close attention to increasing their vocabulary by consciously developing their use of new words in their everyday conversations.
- Learners develop and improve their social skills as a result of their learning. Many speak positively about how the friendships they develop in lessons reduce their feelings of isolation. For example, parents of pre-school children talk about how the help they receive from their peers gives them the courage and strength they need to become better parents. Elderly residents living in sheltered housing report that the friendship and company they enjoy while taking part in craft courses give their lives new meaning and relevance.
- The standard of learners' work is often high. In photography, learners produce work of the highest standard, and many achieve success in external competitions. In modern foreign language lessons, learners quickly become skilful at using the target language, and are adept at sensitively correcting their own and their peers' pronunciation and verb endings.
- Not all learners achieve equally well. For example, learners on entry-level qualifications have high achievement, while too few learners at level 2 succeed in passing their qualifications. Learners on functional skills English and mathematics, British Sign Language and counselling at level 2 have noticeably low achievement.
- Managers have a limited understanding of learners' next steps on completion of their programme; they do not know what proportion of learners continue to another level of accredited learning. The information that managers currently collect does not reflect the broad range of programmes on offer at BAEC or provide managers with sufficient information with which to refine further their curriculum offer.

## Provider details

Unique reference number	53108
Type of provider	Adult and community learning
Age range of learners	19+
Approximate number of all learners over the previous full contract year	3,411
Principal/CEO	Carol Arnfield
Telephone number	020 8659 7976
Website	<a href="http://www.baec.ac.uk">www.baec.ac.uk</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	0	1,999	0	259	0	0	0	0
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	0	0	0	0	0	0		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	0							
At the time of inspection, the provider contracts with the following main subcontractors:	0							

## Information about this inspection

The inspection team was assisted by the head of The Poverest Centre, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions in the community and in BAEC centres. The inspection took into account all relevant provision at the provider.

## Inspection team

Jules Steele, lead inspector	Her Majesty's Inspector
Jon Bowman	Her Majesty's Inspector
Joyce Deere	Ofsted Inspector

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