

Education Portfolio Priorities

(Including the Education Covenant & Commitments)

January – December 2015

Spring Term 2015 Update

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

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

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

As a Council:

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

For Parents:

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

For Pupils:

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

Of School Governors:

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

For School Leaders:*

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

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

For Residents:

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

For Local Business:

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

*** Academies**

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

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

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

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

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

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<p>10 We support the concept of 'lifelong learning' and the important work of adult education</p>							<p style="text-align: center;">✓</p>
<p>11 We support schools in ensuring that all teachers and other staff are competent in their role</p>	<p style="text-align: center;">✓</p>						
<p>12 We support schools in maintaining good discipline</p>	<p style="text-align: center;">✓</p>						
<p>13 We work to improve school governance</p>		<p style="text-align: center;">✓</p>					
<p>14 We work to improve the chances for under performing children, particularly in the early and primary years and will work to encourage the continuing development of high quality early years provision in the Borough through existing and new primary and voluntary providers</p>	<p style="text-align: center;">✓</p>						
<p>15 We encourage schools to identify children with exceptional talents or academic ability and ensure that their needs are provided for</p>						<p style="text-align: center;">✓</p>	
<p>16 We support changes to improve the quality and rigour of the exam system</p>	<p style="text-align: center;">✓</p>						
<p>17 We support measures (including reading through Phonics) to ensure that no child leaves primary school unable to read and write English and without a good competence in basic maths</p>	<p style="text-align: center;">✓</p>						

Note:- Ticks are hyperlinked to the relevant Priority

Priority 1			
Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; Education Commitments 1, 11, 12, 14, 16 and 17			
This will be achieved by:			
Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
Aim 1a Undertake a process of market testing for all Education services within scope*, developing recommendations for the future delivery and quality monitoring of these services Lead Officer: Laurence Downes, Commissioner	Invitation to submit Outline Proposals for the delivery of Education Services as part of a Competitive Dialogue tendering process Evaluation	Invitation to submit Detailed Proposals for the delivery of Education Services Competitive Dialogue meetings Evaluation	Invitation to submit Final Proposals for the delivery of Education Services Evaluation Establish preferred bidder and completion of due diligence Recommendations on the outcome of market testing to Executive with pre-decision scrutiny from Education PDS Implementation of outcome
Spring Term Update 2015 Green	Initial Outline Solutions have been received and are being evaluated. Arrangements are being made for the Detailed Proposal and Dialogue meetings.		
* Education Services within the scope of market testing include- Admissions Adult Education Behaviour Services Early Years Education Welfare School Improvement Specialist Educational Needs (including Inclusion Support and Specialist Support and Disability Service) Strategic Management and Place Planning Workforce Development and Governor Services			

Priority 1			
Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; Education Commitments 1, 11, 12, 14, 16 and 17			
This will be achieved by:			
Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
<p>Aim 1b Through a continuous review of Local Authority Maintained school categorisation based on risk, agree intervention and support to ensure improvement in under- performing schools. Where schools have converted to academy status, escalate any performance concerns to the Regional Schools Commissioner</p> <p>Provide intensive support to Category 4 (High Priority) schools, building capacity to bring about the necessary improvements with achievements and standards</p> <p>Lead Officer: Julia Waldman Head of Schools and Early Years Commissioning and Quality Assurance</p>	<p>Ensure sufficient resource is in place to provide intensive support to high priority under performing schools as required, commissioned either through in house resource or through a flexible framework of specialist school improvement advisors</p> <p>Provide ring fenced resources to support action plans in under performing schools. Monitored by Primary Schools Advisory Group (PSAG)</p>	<p>Provide an update to Education PDS on the schools identified as under performing</p> <p>Half termly Primary Support Team meetings led by Head of Service to plan level of school support and evaluate impact</p> <p>'High Priority' challenge meeting with the Head Teacher, Chair of Governors, Head of Service and Assistant Director</p> <p>Half termly Primary Support Advisory Group meetings to identify schools which may require early intervention</p>	<p>Improvements to under performing schools reported to Education PDS</p> <p>Half termly Primary Support Team meetings led by Head of Service to plan level of school support and evaluate impact</p> <p>'High Priority' challenge meeting with the Head Teacher, Chair of Governors, Head of Service and Assistant Director</p> <p>Half termly Primary Support Advisory Group meetings to identify schools which may require early intervention</p>
<p>Spring Term Update 2015</p> <p>Green</p>	<p>The work of the PSAG and the school improvement team continues with 550 visits to underperforming schools this academic year.</p> <p>A report to Education PDS on priority schools is available on this agenda as part of the Select Committee briefing.</p>		

Priority 1			
Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; Education Commitments 1, 11, 12, 14, 16 and 17			
This will be achieved by:			
Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
<p>Aim 1c Undertake a programme of support and challenge for Early Years providers (including child minders), in line with revised statutory requirements, focusing on those achieving 'below good' in Ofsted and those taking two year olds</p> <p>Lead Officer: Julia Waldman Head of Schools and Early Years Commissioning and Quality Assurance</p>	<p>Develop the self assessment Quality Improvement Programme (QIP) and safeguarding audit tools to enable providers to assess their service in line with Ofsted and Early Years Foundations Stage requirements. Analyse responses and training needs</p>	<p>Deliver focused support in individual settings and group workshops as identified by the QIP and safeguarding audit tools</p>	<p>Deliver focused support in individual settings and group workshops as identified by the QIP and safeguarding audit tools</p>
<p>Spring Term Update 2015</p> <p>Green</p>	<p>The Early Years and Childcare Quality and Sufficiency Service have supported 118 providers during the spring term.</p> <p>Courses provided through the Bromley EDC (Education Development Centre) at the Widmore Centre support Early Years and Childcare Practitioners in schools and academies, family and children's centres, out-of-school providers and childminders on subjects such as Child Protection and Safeguarding.</p> <p>The Quality Improvement Programme (QIP) continues to be used by providers to support their own development.</p>		

Priority 1													
Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; Education Commitments 1, 11, 12, 14, 16 and 17													
This will be achieved by:													
Aims	Actions for 2015												
	Spring Term	Summer Term	Autumn Term										
Aim 1d Strengthen the quality of Governance (setting strategic direction and promoting school improvement), through the role of Local Authority Governors Lead Officer: Carol Arnfield Head of Adult Education	Deliver spring term training package for School and Academy Governors including: - 'Taster' sessions for potential new governors - 'Taking the Chair' session for new and aspiring Chairs and Vice Chairs - 'Self Evaluation, the Governor's role in challenge and support' - New Inspection Framework, given by Ofsted inspectors	Deliver summer term training package for School and Academy Governors including: - 'Special Educational Needs and Disabilities (SEND); maximising progress of less able learners' to ensure that all groups of learners make good progress - 'New Governors Induction' to provide new Governors with an understanding of their key responsibilities within the context of school improvement and the contribution they can make	Work in partnership with the School Governors One Stop Shop to widen the pool of Governors with relevant skills to support good governance Panel scrutiny of LA Governor appointments and renewals										
Spring Term Update 2015 Green	Spring term training package delivered with participation as follows: <table border="1" data-bbox="645 903 1832 1058"> <thead> <tr> <th>Session Title</th> <th>No. of attendees</th> </tr> </thead> <tbody> <tr> <td>Taster sessions for potential new Governors</td> <td>12</td> </tr> <tr> <td>Taking the Chair session for new aspiring Chairs and Vice Chairs</td> <td>11</td> </tr> <tr> <td>Self Evaluation, the Governor's role in challenge and support</td> <td>20</td> </tr> <tr> <td>New Inspection Framework (given by Ofsted inspectors)</td> <td>80</td> </tr> </tbody> </table> 18 Governor training sessions delivered, providing training to 431 governors. 81 delegates attended free Financial Efficiencies workshops run by SWLSEP (Southwest London School Effectiveness Partnership) in January and March.			Session Title	No. of attendees	Taster sessions for potential new Governors	12	Taking the Chair session for new aspiring Chairs and Vice Chairs	11	Self Evaluation, the Governor's role in challenge and support	20	New Inspection Framework (given by Ofsted inspectors)	80
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Self Evaluation, the Governor's role in challenge and support	20												
New Inspection Framework (given by Ofsted inspectors)	80												
We will measure achievement by:													
No schools will remain in a high priority category for more than 18 months													

Priority 2			
Work with governing bodies, the Department for Education and others to expand popular and successful schools and create additional early years capacity; Education Commitments 1, 4 and 13			
This will be achieved by:			
Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
<p>Aim 2a Implementation of the Primary Schools development plan (including expansions) will provide additional reception places for September 2015 and beyond in the following Planning Areas:</p> <p>1 – Crystal Palace, Penge and Cator, Clock House 2 – Copers Cope, Kelsey and Eden Park 4 – Bromley Town, Plaistow and Sundridge, Bickley 6 – Chislehurst and Mottingham 7 – Cray Valley East and Cray Valley West 8 – Orpington, Chelsfield and Pratts Bottom</p> <p>Lead Officer: Rob Bollen Head of Strategic Place Planning</p>	<p>Keep under review the number of school places to ensure a sufficient supply to meet current and forecast demand for all on time applicants</p> <p>(2014 – 3,768 autumn term census) 2018 – 4,041 projected)</p> <p>Basic Need Update Report 8 (30th September 2014)</p> <p>Basic Need Programme</p>	<p>Place planning commences with consideration of 2016 and beyond</p> <p>Deliver the Basic Need Programme as defined in the spring term</p>	<p>Report 'Updated Primary Schools Development Plan' to Education PDS in light of primary admissions for 2015/16, taking into account revised population projections and making further recommendations for changes in primary school admissions in the school year 2016/17</p> <p>Review Basic Need Programme, designing and developing school enlargement options to meet the expansion needs of the Primary School Development Plan</p>
<p>Spring Term Update 2015</p> <p>Green</p>	<p>The Basic Need Programme was approved at Executive Committee on 20th May 2015.</p> <p>3,989 agreed on-time applications for Bromley primary places received for September 2015. 3,304 (83%) pupils have received their first choice, an increase of 5% on the previous year.</p> <p>Primary School on time Applicants 2015, 17th April 2015</p> <p>Basic Need Programme with Appendix 1 (20th May 2015)</p> <p>Appendix 2 Appendix 3 Appendix 4</p>		

Priority 2			
Work with governing bodies, the Department for Education and others to expand popular and successful schools and create additional early years capacity; Education Commitments 1, 4 and 13			
This will be achieved by:			
Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
Aim 2b Development of the strategic plan to create additional secondary school places 2016 – 22 (inc feasibility study) Lead Officer: Rob Bollen Head of Strategic Place Planning	Develop the Phase 1 proposals of the Secondary School expansion programme	Commence implementation of the Phase 1 recommendations	Update Education PDS on the implementation of the Strategic Plan
Spring Term Update 2015 Green	An initiative to add a bulge class to three secondary schools has been approved for September 2015. Basic Need Programme with Appendix 1 (20th May 2015) Appendix 2 Appendix 3 Appendix 4		

Priority 2			
Work with governing bodies, the Department for Education and others to expand popular and successful schools and create additional early years capacity; Education Commitments 1, 4 and 13			
This will be achieved by:			
Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
Aim 2c Build capacity to deliver an additional 400 places (1,100 overall) for two year olds within the private, voluntary, independent and maintained early years provision by September 2015 Lead Officer: Julia Waldman Head of Schools and Early Years Commissioning and Quality Assurance	Actively support the development of early years provision via the small business model in Bromley through:- -Support to prospective new providers -Collaborative working with the planning department -Delivery of new facilities as part of the Schools Capital Expansion Programme	Implement adopted schemes to create additional places by autumn 2015	
Spring Term Update 2015 Green	New providers supported since January 2015: - 3 Day Nurseries - 1 Pre-School - 12 Childminders Basic Need Update Report 9 (27th January 2015) Appendix 1 Appendix 2		
We will measure achievement by:			
All on time applicants are able to receive a school place within published timescales (86% received their first or second choice for September 2014) Increase the number of early years places by an additional 400 (1,100 overall) by September 2015			

Priority 3			
Use the academy and Free School programme to promote and develop further that choice; Education Commitments 2, 3 and 4			
This will be achieved by:			
Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
Aim 3a Support organisations to open Free Schools, (including identification of potential sites in areas of basic need) Lead Officer: Rob Bollen Head of Strategic Place Planning	Support schools wishing to submit applications to open primary and secondary free schools in 2016 Report to Education PDS updating on free school submissions	Support schools wishing to submit applications to open primary and secondary free schools in 2016 Report to Education PDS updating on free school submissions	Report to Education PDS updating on free school admissions
Spring Term Update 2015 Green	Application submitted by: <ul style="list-style-type: none"> • Langley Park secondary schools for a free primary school, which is due to open in September 2016 • Bullers Wood School for a new boys secondary school due to open September 2016 Primary and Secondary School Development Plan (27th January 2015) Appendix 1 Appendix 2 Appendix 3 Appendix 4 Appendix 5		

Priority 3			
Use the academy and Free School programme to promote and develop further that choice; Education Commitments 2, 3 and 4			
This will be achieved by:			
Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
Aim 3b Promote partnership working for school improvement. Ensuring that school improvement opportunities are sustained into the future (VfM). Lead Officer: Julia Waldman Head of Schools and Early Years Commissioning and Quality Assurance	In partnership with academies and training schools, support sponsorship of schools with training needs		
Spring Term Update 2015 Green	Work has been undertaken to promote collaboration between academy schools, groups and the local authority. Three academy schools are currently providing leadership support to three maintained schools. This is an area requiring further consideration to achieve a shared approach to training given the autonomy of academies.		
We will measure achievement by:			
All financially viable schools involved in a collaborative developing structure to move forward to become `academies			

Priority 4

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

This will be achieved by:

Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
<p>Aim 4a Support all financially viable schools to convert to academy status. Ensure that all remaining primary schools are in discussion with the Local Authority on federations/sponsors by December 2015</p> <p>(Primary schools conversion status as at 7th October 2013 :- 23 (31%), converted 13 (18%), conversion in progress 11 (15%), potential conversion 27 (36%), maintained)</p> <p>(As at 16th October 2014 35 (47%), converted 19 (26%), conversion in progress 15 (20%), potential conversion 5 (7%), maintained)</p> <p>Lead Officer: Julia Waldman Head of Schools and Early Years Commissioning and Quality Assurance</p>	<p>Explore all options with maintained schools for conversion to academy status, including formal and informal collaborative groups</p> <p>Facilitate partnership arrangements between primary and secondary academies with schools yet to convert</p> <p>Provide packages of support (HR/Finance/Legal/brokerage) to schools proactively converting and tailored support to the 'hard to reach' sector</p> <p>Positively support popular outstanding schools to become local academy sponsors</p> <p>Report to Education PDS updating on Academy progress</p>	<p>Explore all options with maintained schools for conversion to academy status, including formal and informal collaborative groups</p> <p>Facilitate partnership arrangements between primary and secondary academies with schools yet to convert</p> <p>Provide packages of support (HR/Finance/Legal/brokerage) to schools proactively converting and tailored support to the 'hard to reach' sector</p> <p>Positively support popular outstanding schools to become local academy sponsors</p> <p>Report to Education PDS updating on Academy progress</p>	<p>Explore all options with maintained schools for conversion to academy status, including formal and informal collaborative groups</p> <p>Facilitate partnership arrangements between primary and secondary academies with schools yet to convert</p> <p>Provide packages of support (HR/Finance/Legal/brokerage) to schools proactively converting and tailored support to the 'hard to reach' sector</p> <p>Positively support popular outstanding schools to become local academy sponsors</p> <p>Report to Education PDS updating on Academy progress</p>

Priority 4			
Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents;			
Education Commitment 2			
This will be achieved by:			
Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
Spring Term Update 2015	As at 1 st June 2015, 46 (62%) primary schools had converted to academies, an increase of 11 since 16 th October 2014.		
Green	Of the remaining primary schools:		
	13 (18%) are in the process of conversion		
	11 (15%) are exploring conversion		
	4 (5%) have no confirmed plans for conversion at this time		
	Work is in course to establish the intentions of the schools with “no confirmed plans”.		
	A report detailing progress of the Academy Programme is available to Education PDS on this agenda as part of the Select Committee briefing.		

Priority 4

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

This will be achieved by:

Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
<p>Aim 4b Work with the Archdiocese of Southwark to enable the Catholic cluster of schools to move forward to become academies</p> <p>(Primary school RC conversion status as at 7th October 2013 :- Converted - 1 Application received by DfE – 5 No formal application – 2)</p> <p>(Primary school RC conversion status as at 16th October 2014 :- Converted - 4 Application received by DfE – 3 No formal application – 1)</p> <p>Work with the Diocese of Rochester to enable the Church of England (CE) cluster of schools to move forward to become academies</p> <p>(Primary school CE conversion status as at 7th October 2013 :- Academy Order received - 1 No formal application – 6)</p> <p>(Primary school CE conversion status as at 16th October 2014 :- Converted - 4 Academy Order received - 2 No formal application – 2)</p> <p>Lead Officer: Julia Waldman Head of Schools and Early Years Commissioning and Quality Assurance</p>	<p>Maintain dialogue with the Archdiocese providing support as required</p> <p>Support Church of England schools to achieve academy status</p>	<p>Maintain dialogue with the Archdiocese providing support as required</p> <p>Support Church of England schools to achieve academy status</p>	<p>Maintain dialogue with the Archdiocese providing support as required</p> <p>Support Church of England schools to achieve academy status</p>

Priority 4			
Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents;			
Education Commitment 2			
This will be achieved by:			
Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
Spring Term Update 2015	Work has continued to assist conversion of the Church of England and Roman Catholic clusters of maintained schools to academies. Two Catholic schools converted to academy status on the 1 st April 2015, with another Catholic school projected to convert in February 2016.		
Green	A report detailing progresss of the Academy Programme is available to Education PDS on this agenda as part of the Select Committee briefing.		
We will measure achievement by:			
All remaining financially viable maintained primary schools will be in discussions with the LA on Federation arrangements. The range of models will include MATs, informal partnerships, Federations and sponsored academies.			

Priority 5			
Encourage parents, faith groups and others to work with the borough to increase the range & diversity of the outstanding schools on offer; Education Commitments 3			
This will be achieved by:			
Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
<p>Aim 5a Support the Diocese of Rochester to undertake primary school expansion in the borough, specifically in the following Planning Areas</p> <p>4 – Bromley Town, Plaistow and Sundridge, Bickley 6 – Chislehurst and Mottingham 7 – Cray Valley East and Cray Valley West</p> <p>Lead Officer: Rob Bollen Head of Strategic Place Planning</p>	Support the expansion of Church of England Primary Schools in planning areas 4,6, and 7	Support the expansion of Church of England Primary Schools in planning areas 4,6, and 7	Support the expansion of Church of England Primary Schools in planning areas 4,6, and 7
<p>Spring Term Update 2015</p> <p>Green</p>	<p>Work has begun to permanently expand two Church of England schools in the North and East of the borough by one extra Form of Entry, which is due to be completed for the autumn term 2015. Other opportunities for expansion are also being explored in a large number of primary schools, the majority of which are 'bulge' classes.</p> <p>Basic Need Programme with Appendix 1 (20th May 2015)</p> <p>Appendix 2 Appendix 3 Appendix 4</p>		
<p>Aim 5b Support the Archdiocese of Southwark as to the feasibility of secondary school expansion in the borough</p> <p>Lead Officer: Rob Bollen Head of Strategic Place Planning</p>	Work with the Archdiocese of Southwark on aspirations for a Catholic Secondary Free School	Work with the Archdiocese of Southwark on aspirations for a Catholic Secondary Free School	Work with the Archdiocese of Southwark on aspirations for a Catholic Secondary Free School
<p>Spring Term Update 2015</p> <p>Green</p>	<p>Discussions with the Archdiocese of Southwark have taken place and, as yet, no decisions have been made.</p> <p>The Local Authority continues to support the Archdiocese with regard to a Catholic secondary school in the borough.</p>		

Priority 5

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

This will be achieved by:

Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
<p>Aim 5c Ensure that the good working relationship continues with the Diocese and Archdiocese through open dialogue and challenge in relation to intervention in under-performing schools</p> <p>Lead Officer: Julia Waldman Head of Schools and Early Years Commissioning and Quality Assurance</p>	Deliver a package of support to Roman Catholic and Church of England 'high priority' schools	Undertake annual categorisation process and work in partnership with the Diocese and Archdiocese in delivering a package of support to schools identified as under performing	Work in partnership with the Diocese and Archdiocese in delivering a package of support to schools identified as under performing in the summer term annual categorisation process
<p>Spring Term Update 2015</p> <p>Green</p>	<p>Two 'high priority' Catholic schools are currently receiving an intervention package.</p> <p>A report to Education PDS on Under Performing Schools is available on this agenda as part of the Select Committee briefing .</p>		
We will measure achievement by:			
<p>Church of England schools converted under MAT or 'chain' arrangement with relevant Diocese</p> <p>Roman Catholic schools converted under MAT or 'chain' arrangement with relevant Diocese</p>			

Priority 6			
Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15			
This will be achieved by:			
Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
<p>Aim 6a Implement the SEN Education Reform as laid out in the Children and Families Act through a skilled and knowledgeable workforce, ensuring the confidence of parents and families</p> <p>Lead Officer: Mary Çava Special Educational Needs and Disability (SEND) Reforms Implementation Manager</p>	<p>Undertake an external review of all SEN educational placement provision to ensure sufficient in borough high quality specialist provision to meet current and future demand, and inform future commissioning decisions</p> <p>Quality assure Education, Health and Care Plans to ensure plans are consistent and of high quality</p>	<p>Work with Health to embed systems and processes to ensure delivery of the new Education, Health and Care Plans within the 20 week DfE timescale (reduction from 28 weeks)</p> <p>Quality assure Education, Health and Care Plans to ensure plans are consistent and of high quality</p>	<p>Report to the Executive Member Officer Working Group Special Educational Needs and Disabilities, on progress of conversion of Statements to Plans</p> <p>Continually review systems and processes to ensure delivery of high quality Education, Health and Care Plans</p>
<p>Spring Term Update 2015</p> <p>Green</p>	<p>Eight specialist primary school places to be created as a result of the review of Special Educational Needs requirements. Expansion on track for delivery by September 2015.</p> <p>186 EHC plans have been quality assured to ensure consistency and standards between September 2014 and May 2015.</p>		

Priority 6			
Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15			
This will be achieved by:			
Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
<p>Aim 6b As part of the South London Boroughs' Joint SEN Commissioning Project, develop an integrated commissioning solution to proactively manage SEN educational placements with the independent market. Use collective 'voice' to negotiate consistency in practice as well as seeking increased value for money</p> <p>Lead Officer: Mary Çava Special Educational Needs and Disability (SEND) Reforms Implementation Manager</p>	<p>As part of the South London Boroughs' Joint SEN Commissioning Project, streamline the procurement process, establishing a suitable framework agreement with providers who can deliver high quality value for money services</p> <p>Establish Service Level Agreements with private providers to ensure consistency of service delivery and value for money</p>	<p>Develop Directory of Independent Specialist Schools across participating boroughs within the framework to ensure value for money and parental choice</p>	<p>Review performance of integrated commissioning solution to further enhance value for money and quality of provision</p>
<p>Spring Term Update 2015</p> <p>Green</p>	<p>A 10 borough Joint Commissioning group has been established. Review of two Dynamic Purchasing Systems currently underway and due to report by the end of the summer term 2015.</p> <p>Draft Service Level Agreements with 60% of private providers have been established to ensure consistency of service delivery and value for money.</p>		

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

Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
<p>Aim 6c Further develop local provision and partnerships to enable young people with more complex SEND (Special Educational Needs and Disabilities) to live, learn and work in their local community</p> <p>Lead Officer: Debi Christie, Commissioning Manager 16-25 (Specialist Provision)</p>	<p>Identify young people (cohort between 3-5) that may need a focused link course between school and Further Education (FE), due to a range of more complex difficulties, to support smooth transition</p> <p>Work in close partnership with Bromley College and health colleagues to enable qualified healthcare support for young people with medical needs to be in place for September 2015 intake</p> <p>Build the knowledge of the Education Psychology team to support the post 16 cohort, to ensure sound placement decisions based on outcome focused assessments, focusing on long term goals</p> <p>Develop the Preparing for Adulthood transition pathway booklet that will provide young people, families and professionals with a clear process map, together with support available in an accessible format</p>	<p>Work with Bromley College to review their employability programmes and ensure a strong supported internship offer is included within the curriculum for the 2015/16 academic year</p> <p>Review progress for healthcare provision in Bromley College</p> <p>Review Bromley's strategy to involve young people in decision making both at individual and strategic level</p> <p>Quality assure Education Health and Care Plans developed under the new Children and Families Act 2014, across the full 0-25 age range, to ensure plans are consistent and of high quality, focusing on adult life from the earliest age</p>	<p>Young people move from school to FE -Monitor new starts 2015/16 placements to ensure meeting needs</p> <p>Review the local offer for young people to identify needs and gaps in provision and develop an action plan to address future gaps and need</p>

Priority 6			
Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15			
This will be achieved by:			
Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
Spring Term Update 2015	<p>Bromley College is working closely with Oxleas Health and are currently negotiating the services of Occupational Therapy to be part of the core offer for young people with SEND (Special Educational Needs and Disabilities). Speech and Language Therapy is already in place. The college are also recruiting staff with health backgrounds to support young people with complex medical needs, to ensure there is consistent liaison with family and medical professionals. The Bromley Educational Psychology team have carried out a review of the provision and support at the college and made a number of recommendations that have and will be implemented, which has particularly focused on Autism. A PfA (Preparing for Adulthood) pathways booklet has been completed and is available on the Local Offer website, shared with partners, families and young people. The supported internship programme has been launched and is being delivered from September 2015. The college have a core group of staff who are also trained as job coaches and a small government grant will support Training in Systematic Instruction (TSI).</p>		
Green			
We will measure achievement by:			
Reduction in reliance on out of borough placements for ASD complex and Aspergers Syndrome			

Priority 7

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

This will be achieved by:

Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
<p>Aim 7a In conjunction with Job Centre Plus (JCP), deliver approved qualification courses for adult learners designed with employability in mind</p> <p>Lead Officer: Carol Arnfield, Head of Service, Adult Education</p>	<p>Review progress from autumn term and ensure maximum success rates achieved.</p> <p>Key targets</p> <ul style="list-style-type: none"> • 3 CV Writing courses • 3 Universal Job Match courses • 4 Level 2 JCP Food Safety courses • 6 Level 1 IT courses • 2 Level 2 Childcare courses • Deliver 5 Universal Job Match courses on JCP premises • Work in partnership with JCP to develop and expand mandated English for Speakers of Other Languages (ESOL) JCP provision <p>Plan Skills Funding Agency (SFA) funded provision for summer term to ensure that the SFA funding targets are met</p>	<p>Review progress made towards SFA allocation targets in spring term.</p> <p>Key targets</p> <ul style="list-style-type: none"> • Deliver 3 intensive JCP ESOL mandated courses • 1 Intensive Bookkeeping course • 1 Intensive ECDL computer course • 3 CV Writing courses • 6 Universal Job Match courses at BAEC and JCP premises • 4 Level 2 JCP Food Safety courses • 6 Level 1 IT courses • 2 Level 2 Childcare courses 	<p>Submit final data return to SFA reporting end of 2014/15 full year performance</p> <p>Review progress against enrolment targets for full year courses</p>

Priority 7

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

This will be achieved by:

Aims	Actions for 2015																		
	Spring Term	Summer Term	Autumn Term																
Spring Term Update 2015 Green	Review of autumn term success rates show a 5% increase compared to same period in 2013/14, for both Community Learning and accredited courses. The number of courses delivered is as follows: <table border="1" data-bbox="645 411 1715 743"> <thead> <tr> <th>Course Title</th> <th>No. of Courses Delivered</th> </tr> </thead> <tbody> <tr> <td>CV Writing courses</td> <td>3</td> </tr> <tr> <td>Universal Job Match courses (BAEC)</td> <td>1</td> </tr> <tr> <td>Level 2 JCP Food Safety courses</td> <td>3</td> </tr> <tr> <td>Level 1 IT courses</td> <td>8</td> </tr> <tr> <td>Level 2 Childcare courses</td> <td>2</td> </tr> <tr> <td>Universal Job Match courses delivered on JCP premises</td> <td>10</td> </tr> <tr> <td>English for Speakers of Other Languages (ESOL) JCP provision</td> <td>12 participants in spring term 2015</td> </tr> </tbody> </table> <p>Additional courses in book keeping and ICT are planned for summer term.</p>			Course Title	No. of Courses Delivered	CV Writing courses	3	Universal Job Match courses (BAEC)	1	Level 2 JCP Food Safety courses	3	Level 1 IT courses	8	Level 2 Childcare courses	2	Universal Job Match courses delivered on JCP premises	10	English for Speakers of Other Languages (ESOL) JCP provision	12 participants in spring term 2015
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Level 2 Childcare courses	2																		
Universal Job Match courses delivered on JCP premises	10																		
English for Speakers of Other Languages (ESOL) JCP provision	12 participants in spring term 2015																		
Aim 7b In partnership with the voluntary and third sector, devise and deliver a programme of educational activities that engage with hard to reach groups in their local community Lead Officer: Carol Arnfield, Head of Service, Adult Education	Work with partners delivering 35 enrichment courses in community venues including 2 new partners delivering 4 courses	Continue to work with all partners identified in the spring term and deliver 6 new courses in the summer term	Review outcomes from academic year and use to inform future planning in 2015/16. Consult with community partners via Community Learning event to determine future demand																
Spring Term Update 2015 Green	32 enrichment courses were delivered; this includes two new community partners delivering four courses, with a further three courses delayed until the summer term. Two Preparation for Employment courses were delivered in partnership with Carers Bromley, resulting in one person gaining employment. A further two courses in Business Skills for Creative Performance were delivered, resulting in the setting up of Bromley Community Radio.																		

Priority 7

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

This will be achieved by:

Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
<p>Aim 7c Expand the vocational offer for KS4 and KS5 children with Social, Emotional and Mental Health (SEMH) difficulties through the provision of a skills centre offering opportunities in areas such as media, catering, and multi skills construction</p> <p>Lead Officer: Rob Bollen Head of Strategic Place Planning</p>		<p>Specification to be drawn up for premises refurbishment and contractor appointed</p> <p>Basic Need Update Report 8 (30th September 2014)</p> <p>Basic Need Programme</p>	<p>Refurbishment of premises to be undertaken</p> <p>Basic Need Update Report 8 (30th September 2014)</p> <p>Basic Need Programme</p>
<p>Spring Term Update 2015</p> <p>Green</p>	<p>Project to refurbish Beacon House agreed by Executive committee in February 2015 and added to the Council's Capital programme.</p> <p>Refurbishment of Beacon House (11th February 2015)</p> <p>Basic Need Programme with Appendix 1 (20th May 2015)</p> <p>Appendix 2 Appendix 3 Appendix 4</p>		

Priority 7

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

This will be achieved by:

Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
<p>Aim 7d Implement the 'Action Plan to increase 16-18 year old Participation Rates' ensuring that the Borough's participation information and tracking services are comprehensive and provide a practical basis for identifying and supporting young people who are at risk of not participating in EET or who are NEET</p> <p>Lead Officer: Head of Service, Bromley Youth Support Programme</p>	<p>Use the information from the annual destinations tracking exercise to direct support to young people who are NEET or whose participation status is 'not known'.</p> <p>Analyse the vocational/training needs of the NEET and identify any shortfall or mismatch in provision</p> <p>Report to Education PDS in March 2015 on progress against the 'Increasing Participation' action plan</p>	<p>Work with schools to implement September Guarantee tracking exercise and ensure that those identified as not having an offer of EET for September 2015 are provided with support</p>	<p>Conclude September Guarantee tracking exercise and ensure that all young people without an offer of EET are provided with support to access EET</p> <p>Conduct annual tracking exercise to identify young people's destination/current activity destinations</p>
<p>Spring Term Update 2015</p> <p>Green</p>	<p>Enhanced tracking and support mechanisms have enabled the borough to improve on its September guarantee performance from last year by 30% with only 48 young people at the end of year 11 not having a confirmed EET destination.</p> <p>Action plan developed identifying additional activities for 2015/16 to reduce the number of young people who are NEET; whose participation status is not known, and increase the number of young people participating in full time learning or employment with training.</p> <p>Report presented to Education PDS on 10th March 2015 providing an update on the borough's performance relating to the provisional support for young people who are NEET, or are at risk of becoming NEET, and the borough's ongoing strategies to increase the participation of young people following the implementation of the Raising the Participation Age legislation.</p> <p>Young People Not in Education, Employment or Training (NEET) and Strategies for Increasing Young People's Participation in EET Following the Introduction of Raising the Participation Age (RPA) (10th March 2015)</p> <p>Appendix 1 Appendix 2 Appendix 3</p>		

Priority 7			
Ensure high quality provision continues for vulnerable groups, those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10			
This will be achieved by:			
Aims	Actions for 2015		
	Spring Term	Summer Term	Autumn Term
Aim 7e Through the Bromley Youth Employment Project (Phase 2), increase the employment opportunities for Bromley residents aged 17-24 years Lead Officer: Head of Service, Bromley Youth Support Programme	180 young people to be supported in developing employability skills 5 young people (17-24 years old) to be placed into contracted employment per month	90 young people to be supported in developing employability skills 5 young people (17-24 years old) to be placed into contracted employment per month	180 young people to be supported in developing employability skills 5 young people (17-24 years old) to be placed into contracted employment per month
Spring Term Update 2015 Green	Since inception of Phase Two of the BYEP (Bromley Youth Employment Project), 245 Sixth form students have attended Next Step employability conferences and 14 young people have been placed into contracted employment. Report presented to Executive and Resources PDS in March 2015 detailing progress made against the delivery plan and outputs: Bromley Youth Employment Project - Progress Update (12th March 2015) Appendix 1 Appendix 2		
We will measure achievement by:			
By December 2015, <ul style="list-style-type: none"> The Borough will report the EET population of school leavers – 95% of all school leavers and others of school leaving age More than 85% of all school leavers and others of school leaving age will be EET Through the Bromley Youth Employment Project (Phase 2), 100 young people will be placed into contracted employment lasting six months or longer over two years (September 2014 to September 2016)			

Glossary

ASD	Autistic Spectrum Disorder
CE	Church of England
DfE	Department for Education
ECDL	European Computer Driving Licence
EET	Education, Employment or Training
EHC	Education, Health and Care
ESOL	English Speakers of Other Languages
FE	Further Education
JCP	Job Centre Plus
LA	Local Authority
LAC	Looked after Children
LBB	London Borough of Bromley
LDD	Learning Difficulties and/or Disabilities
MAT	Multi Academy Trust
NEET	Not in Education, Employment or Training
PDS	Policy, Development and Scrutiny
PEET	Participation in Education, Employment or Training
PSAG	Primary Schools Advisory Group
QIP	Quality Improvement Programme
RC	Roman Catholic
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SFA	Skills Funding Agency
VFM	Value for Money
YOT	Youth Offending Team