

CABINET – 5 December 2013 EXECUTIVE SUMMARY OF AGENDA ITEM 7

Report title: Education Policy Directions – Response to Consultation

Wards affected: All

Strategic Director: Isobel Cattermole, Interim Strategic Director of Children, Young People & Skills

Report Author: Jay Mercer, Interim Service Director of Education

RECOMMENDATION for the Mayor's approval:

1. To approve the List of Recommendations for Education Policy Directions given in Appendix 1, with the exception of 4.3.
2. To adopt an amended Recommendation 4.3 to read: that the Council determines the future form of delivery for traded services to schools in the context of the wider changes to its organisational structure.
3. To note the issues raised in consultation, to agree the amended Vision and Ambition document in Appendix 2 which takes account of these and to ask the Strategic Director of People to ensure these are all fully addressed in future plans and development work to implement the agreed Recommendations.

Key background / detail:

- a. Purpose of report:
To report back on the consultation on the Education Policy Directions report discussed at Cabinet on 25th July 2013, with appropriate recommendations.
- b. Key details:
 1. Cabinet discussed Education Policy Directions at its meeting on 25th July 2013, noted the key features of educational performance in Bristol, approved priority areas for future improvement and agreed to initiate a wider consultation with stakeholders on key policy areas, aligned to the work of the Children, Young People and Families Scrutiny Commission.
 2. This report feeds back on issues raised in the consultation process and makes appropriate recommendations.

**BRISTOL CITY COUNCIL
CABINET
5 DECEMBER 2013**

**REPORT TITLE: EDUCATION POLICY DIRECTIONS - RESPONSE TO
CONSULTATION**

Ward(s) affected by this report: All

**Strategic Director: Isobel Cattermole, Interim Strategic Director of Children,
Young People & Skills**

Report author: Jay Mercer, Interim Service Director of Education

**Contact telephone no. 0117 922 4836
& e-mail address: jay.mercer@bristol.gov.uk**

Purpose of the report:

To report back on the consultation on the Education Policy Directions report discussed at Cabinet on 25th July 2013, with appropriate recommendations.

RECOMMENDATION for the Mayor's approval:

1. To approve the List of Recommendations for Education Policy Directions given in Appendix 1, with the exception of 4.3.
2. To adopt an amended Recommendation 4.3 to read: that the Council determines the future form of delivery for traded services to schools in the context of the wider changes to its organisational structure.
3. To note the issues raised in consultation, to agree the amended Vision and Ambition document in Appendix 2 which takes account of these and to ask the Strategic Director of People to ensure these are all fully addressed in future plans and development work to implement the agreed Recommendations.

Background

1. The Education Policy Directions report to Cabinet on 25th July 2013 set out recent achievements and priorities for improvement in relation to education in Bristol, explained some of the key policy questions in relation to the Council's future role in education and made a series of proposals for wider consultation with key stakeholders.
2. Cabinet noted the key features of educational performance and agreed the priority areas for future performance identified, as follows:
 - vision and ambition for education in Bristol
 - the role of the local authority
 - school system structures in Bristol

- levers for school improvement in a diverse system
 - a good start in life - early years provision
 - young people, skills and employment
3. Cabinet also agreed wider consultation with key stakeholders on some specific recommendations in relation to the above policy areas. These are listed in Appendix 1. This would be aligned to the work of the Children, Young People and Families Scrutiny Commission in relation to education in the city.

Recent Changes

4. The report also gave details of OfSTED's focused inspection of fifteen schools in Bristol between 4-14 June 2013. The feedback letter to the local authority was published in early September and contained praise for Bristol schools and comments on the way they have been supported. As part of the process, head teachers were also surveyed on their views of the support and challenge they receive from the council. Following the inspections ten schools improved their OfSTED rating, bringing the total of Bristol schools judged either as good or better to 81 per cent. Four schools maintained their overall effectiveness judgement and one dropped. The published data at the time showed that 76 per cent of schools in England had good or better OfSTED judgements. The local authority has prepared a draft action plan on the issues identified which has also been the subject of consultation with schools and other stakeholders.
5. The provisional performance of Bristol children at Key Stage 1, Key Stage 2 and at GCSE was published in August and showed continued improvement, at Key Stage 1 to above the national average and at Key Stage 2 to reach the national average. Although the proportion of children with any 5 GCSEs at A*-C had continued to improve, the key performance measure of 5 GCSEs at A*-C including English and Maths remained at 52%, significantly below the national average. This was extremely disappointing for all, as was the draft result for Looked After Children at 10%, compared with a provisional national average of 17%.
6. During the summer, both OfSTED and the Department for Education have made it clear, in public speeches and privately, that they expect local authorities to intervene proactively and appropriately to assure school improvement, both directly in LA-maintained schools and indirectly through influence in other state-maintained schools.
7. OfSTED is pursuing an active programme of inspection of local authorities' school improvement functions carried out in fulfilment of the LAs' duty under section 13A of the Education Act 1996 to promote high standards and the fulfilment of potential. The published framework for this makes clear the following are being evaluated:
- the effectiveness of corporate and strategic leadership of school improvement
 - the clarity and transparency of policy and strategy for supporting schools' and other providers' improvement, and how clearly the local authority has defined its monitoring, challenge, support and intervention roles
 - the extent to which the local authority knows schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need

- the effectiveness of the local authority's identification of, and intervention in, underperforming schools, including, where applicable, the use of formal powers available to the local authority
 - the impact of local authority support and challenge over time and the rate at which schools and other providers are improving
 - the extent to which the local authority brokers support for schools and other providers
 - the effectiveness of strategies to support highly effective leadership and management in schools and other providers
 - support and challenge for school governance, where applicable
 - the way the local authority uses any available funding to effect improvement, including how it is focused on areas of greatest need.
8. Both the former Strategic Director of Children, Young People and Skills and the Service Director of Education have moved to other roles elsewhere and there are interim senior managers in place pending the recruitment and arrival of permanent post holders. In the current senior management review of the Council, the former role will be included in the remit of the Strategic Director of People and the latter role will include responsibility for skills. As the Council restructures to meet the requirements of the Medium Term Financial Strategy, the future development of Trading With Schools now needs to be considered in that context.
9. The development of academies and free schools in Bristol has continued and there are a number of proposals currently underway. The Mayor's Education and Skills Commission has had its first meeting and is actively considering its findings in relation to the learning and skills needs of young people. The work of the Role of the Local Authority in Education Select Committee has continued and its draft report is in development.

Consultation and scrutiny input:

a. Internal consultation:

The Role of the Local Authority in Education Select Committee
 Children, Young People and Skills Departmental Leadership Team
 Bristol City Council Senior Leadership Team
 BCC CYPS Education Service Managers

b. External consultation:

Email circulation to all headteachers, chairs of governors and other key stakeholders, September 2013
 Citywide Headteachers' Meeting, September 2013
 Citywide Governors' Meeting, September 2013
 Attainment and Progression Group, September 2013
 Bristol City Council consultations website, October 2013
 Education Strategy Group, October 2013

At the same time as this consultation was taking place, the authority was also inviting comments on its draft action plan following the post-inspection letter from OfSTED. Similarly, the Role of the Local Authority in Education Select Committee has also held an

extensive survey of heads, governors and councillors about that particular aspect. All of these areas are directly inter-connected and therefore this review of the feedback received takes account of relevant comments made for those other purposes.

It is important to start by stating that all of the recommendations in Appendix 1 were supported and none of them were opposed by any respondent. A number of responses sought to clarify exactly what was meant or to provide a supportive steer about how they might best be carried out. This report will identify those issues that arose most often.

Key opportunities arising were seen as the following:

- The generally positive trajectory of improvement in performance and the progress made in the early years and primary sector, particularly in KS1 and KS2
- A strong sense of a willingness to collaborate, share and support schools in difficulty
- An appetite and willingness for heads and governors to own, co-construct and be part of the network of school improvement, building on partnerships that already exist, head teachers' associations and teaching schools
- The capital programme developed to meet the need for primary places and SEN provision

Particular issues raised were:

- The need for a comprehensive and consistent methodology for sharing good practice and identifying resources for support, school-led and LA-facilitated
- Clear commitment and capacity in the LA to support school improvement with transparent expectations and ambitions
- Consistent and equitable operation of SEN processes and support services and strategically planned high quality provision, particularly for those with Behavioural, Emotional and Social Difficulties
- The need for further development of early help and social care responses across the city, and a greater focus on Looked After Children and health needs
- More effective communication and engagement with schools
- The need to tackle low attendance and high exclusion levels systemically across the city
- Greater consistency in support services traded with schools, without being distracted from the LA's core purpose
- Family attitudes to education and schooling and the importance of engaging and supporting parents
- Raising aspirations for all Bristol's young people through engagement with local universities, the local economic partnership and employers to enable higher attainment and clearer pathways to skills and employment

Suggested priorities for the city were:

- For the Mayor to lead in demonstrating the high priority the city and its residents give to education, learning and skills, building this into the City Plan
- Consistent vision, strategic direction and clear aspirations
- Building trust and confidence across the education network
- Working with schools to make Bristol attractive to high quality, experienced teachers and school leaders
- Tackling the issues identified above

Trading with Schools

In addition to the issues registered above, in the light of the need to transform the Council's structure to deliver significant budget reductions, it is more appropriate to see the future development of Trading with Schools alongside the range of changes to other Council services. Therefore, it is proposed to amend the relevant recommendation to take account of this.

Conclusion

The consultation process has shown that there is support for the recommendations of the Education Policy Directions report, with no opposing views expressed. The comments and other issues raised will also need to be fully taken on board through some greater detail being included in the original pledges of the Vision and Ambition document and in the future education work of the local authority. The future development of Trading With Schools needs to be considered alongside other structural and organisational changes made by the Council.

Other options considered:

The Council disregards the results of this consultation and does not implement the recommendations detailed in Appendix 1.

This was considered wholly inappropriate as it would cast doubt upon the good faith of the Council and present real difficulties for the future in terms of it fulfilling its statutory duties in key areas. It would also not be in the best interests of securing high quality education for children and families in the city.

Risk management / assessment:

FIGURE 1							
The risks associated with the implementation of Education Policy Directions recommendations :							
No.	RISK Threat to achievement of the key objectives of the report	INHERENT RISK	RISK CONTROL MEASURES	CURRENT RISK (After controls)	RISK OWNER		
		(Before controls)	Mitigation (ie controls) and Evaluation (ie effectiveness of mitigation).		Impact	Probability	
1	Failure to secure engagement of key stakeholders and partners	High	Medium	Implementation of recommendations in close consultation with partners	Low	Low	Strategic Director of People
2	Unforeseen changes in national policy	High	Medium	Maintain close dialogue with DfE and other national bodies	Low	Low	Strategic Director of People

FIGURE 2

The risks associated with not implementing Education Policy Directions recommendations:

N o .	RISK	INH ERE NT RIS K (Bef ore con tr ols) Impact	RISK CONTROL MEASURES Mitigation (ie controls) and Evaluation (ie effectiveness of mitigation). Probability	CURRENT RISK (After controls)	RISK OWNER		
					Im pa ct	Probab ility	
					1	Failure to implement recommendations could lead to fragmentation and lack of improvement in education provision in the city	High
2	Expansion of free schools without reference to current provision could increase the affordability gap	High	High	Proactive approach by the LA with DfE could avoid negative unintended consequences	M e d	Med	Strategic Director of People

Public sector equality duties:

These recommendations largely relate to higher level education policies and direction of travel for the Council. They have been developed having due regard to section 149 of the Equality Act 2010. An equality impact assessment has not been prepared because any specific decision recommended under these policies would itself be the subject of such an assessment if necessary.

Eco impact assessment:

There are no direct negative impacts arising from this report. Positive travel impacts could arise through inviting free school providers only where there is a need to expand provision. The impacts arising from traded services to schools will depend on what form delivery of those services takes, which has yet to be decided.

Advice given by Steve Ransom/Environment Co-ordinator
Date 04.11.13

Resource and legal implications:

Finance

a. Financial (revenue) implications:

Any revenue financial implications arising from the implementation of these recommendations will be met from within existing budgets and the Medium Term Financial Strategy.

Advice given by Megan Lumsdaine/Finance Business Partner
Date 05.11.13

b. Financial (capital) implications:

There are no capital implications from this report.

Advice given by Megan Lumsdaine/Finance Business Partner
Date 05.11.13

c. Legal implications:

The recommendations in relation to the school system structures in Bristol enable the LA to fulfil its statutory functions in respect to the provision of schools for its area.

Future proposals involving school organisation, acquisition and disposal of land, planning, and contractual implications will need on-going close liaison with Legal Services to ensure that the legal requirements are met throughout the process.

Advice given by Genny Seneque/Senior Solicitor
Date 04.11.13

d. Land / property implications:

There are no comments to be made by Strategic Property on this report

Advice given by Neil Piper/Principal Project Officer
Date 19.11.13

e. Human resources implications:

There are no immediate Human Resources implications or risks arising from this report.

Advice given by Alex Holly/HR Business Partner
Date 20.11.13

Appendices:

Appendix 1 – List of Recommendations from Education Policy Directions of 25.07.13

Appendix 2 – Vision and Ambition

Access to information (background papers):

Education Policy Directions - report to Cabinet meeting of 25.07.13

https://www.bristol.gov.uk/committee/2013/ua/ua000/0725_7.pdf

The framework for the inspection of local authority arrangements for supporting school improvement – OfSTED May 2013 Ref 130040

<http://www.ofsted.gov.uk/resources/framework-for-inspection-of-local-authority-arrangements-for-supporting-school-improvement>

Appendix 1 - Recommendations for Education Policy Directions (amendments underlined)

1. Vision and Ambition for education in Bristol

Recommendation: that the Council, as the LA, brings together partners in the city to finalise and commit to a statement of Ambition and Opportunity for Young People

2. The role of the LA

Recommendation: that the definition of the roles and functions of the LA in Bristol is adopted.

3. School system structures in Bristol.

3.1 Free schools

Recommendation: that the Council takes a proactive approach to the role that free schools can play in Bristol by setting out clearly and publicly where it needs to expand provision and inviting potential providers, including any possible free school groups, to respond with proposals to that specification. The specification would be referenced to the criteria set out in the Bristol Education Partnership Statement.

3.2 Structures of collaboration

Recommendation: that the Council actively promotes the development of federation between primary schools, on the basis of the rationale set out in the Academies Commission Report "Unleashing Greatness: getting the best from an academised system" (Pearson / RSA Jan 2013) p. 35

3.3 Converter academies in primary phase

Recommendation: that the Council supports the conversion of single schools to become 'stand-alone' academies only where there is a compelling case that so doing will enhance the capacity of that school to contribute to the improvement of the education system more widely through work with other schools.

4. Levers for school improvement in a diverse system

4.1 Recommendation: That a policy framework for Quality Assurance and Accountability is developed in partnership with local education providers (schools, governing bodies, governors, sponsors, FE, HE) which sets out a local set of aspiration and practices in relation to 5 key aspects of a high performing schools system (the Bristol 'Pentagon'):

- i. Sharing data
- ii. Quality assurance
- iii. Developing and spreading effective practice
- iv. Governing and accountability
- v. Innovation

4.2 Recommendation: that the LA sets out a clear policy position which supports and promotes the continuance of maintained schools as part of a mixed economy of school provision in the city.

4.3 Recommendation: that the Council determines the future form of delivery for traded services to schools in the context of the wider changes to its organisational structure.

5. A good start in life

Recommendation: that the Council defines the priority it places on securing a 'good start in life' for every child in Bristol

6. Young people, skills and employment.

Recommendation: to be derived from the work of the Skills Commission

Education Achievement in Bristol

Vision & Ambition

Updated for 5th December 2013

Vision and Ambition for Education in Bristol

Getting to Good, Aiming for Great

Contents

Bristol Education Partnership Statement	p.12
The role of the Local Authority in the Bristol school system	p.15
Education and Young People: Pledges	p.17
Achieving the vision: Bristol Pentagon	p.19

Partnership Values

The Education Partnership Statement (2011) sets out the shared values which underpin the commitment to working together in a diverse education system to deliver good outcomes for all.

Partnership Statement: Education in Bristol

This statement articulates a voluntary commitment to a shared vision and ambition for the education system in Bristol and to working practices which will enable that vision to be realised.

Its aim is to recognise and value the growth in diversity and the increase in autonomy of education providers and partners in the city, whilst recognising also the interdependency of all in the best interests of children, young people and families.

It also represents an understanding that ongoing collaboration between educational providers in the city will further enhance capacity for improvement.

Context

The recent significant and sustained improvement in educational outcomes for young people in the city has resulted from shared vision and raised ambition, increased diversity in providers in the secondary sector, and strengthened engagement of key institutional partners within the city and the South West. Bristol is now well advanced with educational initiatives to improve outcomes through the establishment of Academies and Trust Schools and school-to-school as well as school-HE/FE/Business partnerships. Across the city educational leaders are coming together in co-designing a different approach to collaborative school leadership and system reform.

Many aspects of the city context however remain challenging, with sharp differences in income, health, and social mobility and a rapidly growing and increasingly diverse population. There is a widespread recognition of the significance of a highly performing education system for the economy of the city and region. Sustaining and accelerating improvement requires ongoing innovation, collaboration and new forms of civic engagement in the light of significant financial challenges across public services.

The national context is also changing, with the promotion of the academy programme, 'free' schools, and a greater range of providers of education generally, on the basis that this generates greater responsiveness to the needs and aspirations of parents and families. It is felt by all to be important to move ahead on the shared agenda, based on where interests are aligned or could best be aligned. Diversity need not lead to fragmentation and polarisation in a city which badly needs to address stark differences in life chances in the population.

The international study of highly performing school systems evidences the need to both unlock creativity and capacity by investing in the front line and, through greater autonomy of providers, accelerate innovation. At the same time it is essential to secure high, and shared, ambition across all participants in the system as a whole, by capitalising on the mutuality of interests.

Vision and Priorities

To establish in Bristol a first class education system which:

- promotes high expectations and aspirations for all learners
- can be accessed by all communities
- ensures that diversity and innovation are both celebrated and promoted
- promotes interdependency, mutuality and shared responsibility for the biggest challenges and for meeting the needs of all learners, especially the most vulnerable and those with the most complex needs

Partners commit to:

- Respecting the autonomy of individual institutions, while being aware of the impact of decisions made on other institutions and the whole local education system
- Promoting excellence in individual institutions and across the system as a whole
- Valuing and sharing innovation
- Dealing with difficulties through dialogue and mutual respect
- Seeking to develop the workforce in all schools and settings
- Promoting equality, celebrating diversity and maximising life chances for disadvantaged individuals, groups and communities
- Collaborating where the needs and interests of learners or system improvement require this

This means:

- We will share data and performance information
- We will collaborate to ensure that the planning of school places and admissions arrangements is in the best interest of all pupils in the city, and is responsive to parental preference.
- We will work together to ensure that there is a systematic approach to reducing inequalities in educational achievement for disadvantaged individuals, groups and communities
- We will work together to ensure the provision of appropriate school places for the most challenging young people
- We will seek to develop the workforce together, recognising that all institutions draw on a common pool of actual and potential staff
- We will foster partnerships and critical friendship which promote school to school support across institutional boundaries
- We will recognise the contribution that schools can make, in collaboration with other agencies and partners, to supporting families in need
- We will explore other ways in which common purpose and common interest might align in order to maximise the mutual benefits of collaboration

The role of the Local Authority in Bristol

The role of the Local Authority in education England is changing, hand in hand with other changes to the structures and accountabilities in the system. The role is not however disappearing.

The White Paper the Importance of Teaching, 2010, set out the government's view of the role:

“In a more autonomous school system, local authorities have an indispensable role to play as champions of children and parents, ensuring that the school system works for every family and using their democratic mandate to challenge every school to do the best for their population.

They also have a unique role in bringing together all services for children in a local area so that every child is ready and able to benefit from high-quality teaching in excellent schools. They are well-placed to help schools manage the twin challenges of delivering an aspirational National Curriculum and ensuring that teaching and learning reflects the nature of their local community” (para 5.28-29).

The White Paper was also clear about the need for local determination about the way this role is delivered in each area of the country.

Bristol has been actively involved in shaping an understanding of the roles and functions for the Local Authority in the context of a diverse, but interconnected, structure of education provision such as we have in the city.

See The Evolving Role of the Local Authority in Education DfE

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/184055/DFE-RR224.pdf

The role of the LA in Bristol can therefore be defined in terms of essential **functions**, delivered through key **roles**.

Functions

1. Sufficiency- Ensuring sufficient supply of school and early years places;
2. Excellence- Ensuring excellence and tackling underperformance;
3. Vulnerable learners- Ensuring support for vulnerable children and young people;

4. Maintaining- Exercising responsibility as the maintaining authority of LA maintained schools and other educational settings;
5. Trading- Trading services with both LA maintained schools, academies, educational settings and other organisations.

Roles

1. Convener of partnerships
2. Commissioner of services and educational provision
3. Champion and advocate for learners and families.

Education and Young People: Pledges

Vision and Ambition Pledges (amendments underlined)

- Education attainment and attendance in all phases in Bristol to be in the top 25% of Local Authority areas in England
- No school performing below minimum 'floor' standard and all to be judged by OfSTED to be good or outstanding
- Learners from disadvantaged groups making progress at least better than the national rates of progress for those groups and education pledges* to children in care and care leavers fully met
- Every young person to leave primary education appropriately able to read, write use numbers and information and communication technology and to leave secondary education with a place in further or higher education, employment or training.
- Young people's voices are heard and valued and contribute to shaping the development of the city
- Young people are healthy, active and engaged in the creative, cultural and sporting life of the city with support for their physical, mental, emotional and sexual health

*The Pledge to Children in Care and Care Leavers

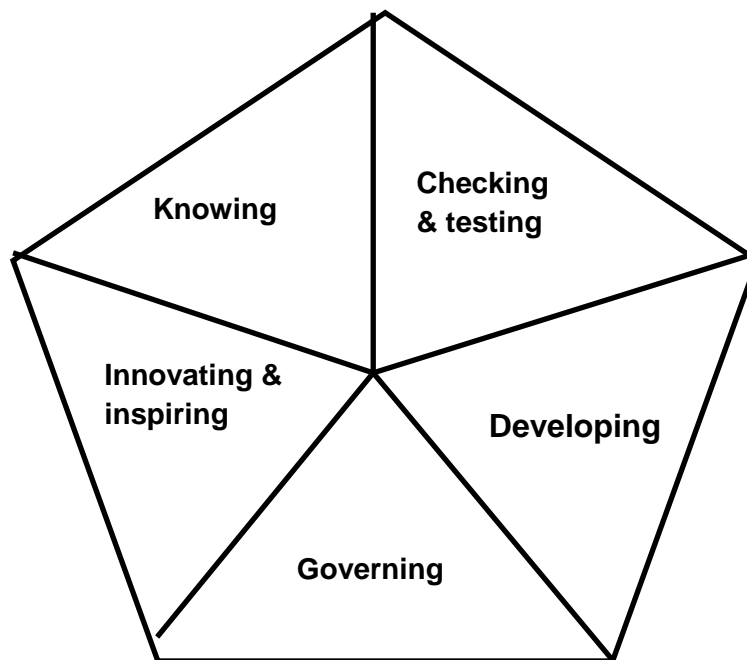
The Best Education Possible

We promise to:

- Make sure you have a good education
- Make sure that pre-school children in care are able to receive early years education
- Draw up a Personal Education Plan with you to encourage you to have high ambitions and help you get the best results you can
- Make sure we do what your Personal Education Plan says we are supposed to do
- Work with your school or college and the designated teacher to help you do your best
- Help you learn English if it's not your first language
- Make sure you have your own books to read at home
- Support you to attend and do well at school
- Give you support to access activities which take place outside normal lessons and to make sure you have somewhere to study and do your homework
- Make sure you get extra study support if you need or want it
- Support you to stay in your current school unless there are good reasons not to

Achieving the Vision

The Bristol Pentagon: five elements of an improving school system.



1. Knowing

The availability and exchange of relevant data is key to a diverse and dynamic education system working effectively. It underpins the links between the different elements and the whole; it enables self-critical understanding and improvement at the individual school and system wide levels. The 'give' and 'get' of data exchange acts as the 'DNA in the system.'

How we do this in Bristol

- The Data Sharing Protocol sets out clear agreements about what data is collected and shared via the Local Authority and all schools, with the LA Information and Analysis Team acting as the 'hub' for this exchange.
- Schools have agreed through the Education Strategy Group the annual cycle for communication and dissemination of performance targets and expected outcomes

- The Bristol Ambition sets out performance measures for 2017 against which year-on-year attainment in the city overall will be checked.
- Children's Centres are commissioned to share local demographic data with primary schools in their locality to build a profile of the community and of the children and families that live there.
- The annual Bristol School Results Report is published in the autumn annually and updated as results are confirmed. It is communicated to all schools and is reviewed by Council Scrutiny Commission, Attainment and Progression Group, Education Strategy Group, Children's Outcomes Board.
https://www.bristol.gov.uk/committee/2012/sc/sc006/1210_8.pdf
- The Joint Strategic Needs Assessment (JSNA) provides rich contextual data for schools throughout the city.
<http://www.bristol.gov.uk/page/joint-strategic-needs-assessment-jsna>

Current strengths

- All Bristol schools have procedures in place to enable effective tracking and targeting of pupil progress. Bristol Tracker in primary phase is used by many schools to support effective targeting and tracking of pupil progress. Contact: Nicky McMahon, Teaching and Learning Consultant, nicky.mcmahon@bristol.gov.uk
- There is a strong and growing network of schools in Bristol, both secondary and primary, who participate in PiXL, sharing data and practice to improve learner outcomes. Contact: Rebecca Clark, Oasis John Williams Academy
Rebecca.Clark@oasisjohnwilliams.org
- There is clear commitment to the principle of pooling performance data to enable the system to 'know itself' e.g. re. Expected outcomes and targets
- The performance of maintained schools is well understood by the Local Authority

Areas for development

- There is a need for clear agreement about the benefit to individual schools of providing data - what the 'gets' are as well as the 'gives' e.g. re attendance and admissions information.
- There is no local agreement about the basis of any discussion between the Local Authority and academies where there may be reason for concern about performance

2. Checking and testing

The ability of schools to be able to self-evaluate accurately is critical to a self-improving system. Shared professional standards across the system support the standardisation of judgements. Having the trust and confidence to make sound self-evaluation judgements and invite peer evaluation supports the transfer of good practice. Accurate self-evaluation reports enable governing bodies to provide meaningful challenge to school leaders.

How we do this in Bristol

- Quality assured framework for maintained schools through the core school improvement offer
- Senior LA officer appointments to academy boards/councils
- LA categorisation process for maintained schools
- Bespoke self and peer evaluation practices within different partnership groups/federations/networks within the city; but sharing common elements referenced to the Ofsted framework
- Accredited practitioners who are known, accessible and available: NLE, LLE, SLE. Local Authority SIOs who are Ofsted accredited; Heads who are Ofsted accredited

Current strengths

- Ofsted judges self-evaluation in Bristol schools to be good or better in majority of inspections
- Progress Review procedures to hold Category 3/4LA maintained schools to account for securing progress in improving outcomes for children and young people.
- Accurate improvement planning has led to pupil outcomes rising at above national rates in both primary and secondary schools

Areas for development

- Updating of the LA policy for Monitoring, Support, Challenge and Intervention with regard to maintained schools
- Further development of partnership arrangement to support school to school support and challenge
- Develop further guidance and support to governors for governor self-evaluation, including peer review

3. Developing

All schools need to be able to access high quality services and suppliers of educational and professional business services. There need to be local mechanisms to enable effective practice to be developed, disseminated and transferred across the education system.

How we do this in Bristol?

- The Headteachers' Associations in primary, secondary and special school sectors and the citywide headteachers' meeting
- The Primary best Practice Networks model incorporating expertise from the primary and secondary sectors and incorporating higher education institutions.
- The secondary subject networks, led by specialist secondary schools and academies.
- Bristol's services traded offer and CPD programme, published at <http://tradingwithschools.org/Home/>.

- The Association of Bristol Governors and the LA Strategic Briefing for Governors.
- Brokerage of support by the LA in the LA Support Plan for Schools Causing Concern and commissioning, for example, LLE's to deliver the New Headteacher Induction programme.
- Partnership with NCSL and the brokerage of support from NLEs and LLEs through the NLE/LLE Executive Group, peer-to-peer coaching by NLEs and programme of peer-to-peer support beyond the LA (e.g. Springfields Academy).
- Bristol Teaching Schools and Teaching School Alliances, together with initiatives such as the Outstanding Teachers Programme and Teach First.

Current strengths

- Improving trajectory of Ofsted inspection outcomes in primary and special sector and low number of secondary schools in an Ofsted category.
- High degree of collaboration and partnership across, and within, the Bristol education system, which respects school autonomy and diversity.
- Well established partnership arrangements: Partnership Statement, Education Strategy Group, Attainment and Progression Group and the Partnership Conference.
- Commissioning of high quality academy sponsors to support schools in difficulty.

Areas for development

- Further development of the ways in which the LA exercises brokerage.
- Brokerage of school-to-school support, including Teaching Schools, especially for Schools Causing Concern.
- Remodelling of some services to provide high quality, cost-effective traded services to schools through Trading with Schools.
- Further development of the skills and knowledge to commission effectively within Bristol LA and across the school system.

4. Governing

Strong governance is essential at the individual school level to ensure that leaders are both supported and held to account, and to ensure that schools are accountable to parents and the school's community. Clear and transparent governance arrangements across the range of partnerships which sustain education in the city are also needed to underpin effective joint working.

How we do this in Bristol

- A genuinely diverse pattern of education provision
- Significant involvement by local business and education institutions in HE and FE in school governance through trusts and academies
- A strong programme of governor support through Governor Development Service
- Clear procedures to ensure that delegated powers and responsibilities in maintained schools are exercised effectively
- Strong networks to enable governors to work together and share practice
- Governance of education partnerships which is visible and transparent: Children's Outcomes Board; Schools Forum; Attainment and Progression Group; Education Strategy Group; Area Partnerships.

Current strengths

- Improving profile of Ofsted judgements on leadership and governance in school inspections
- Long term commitment of institutions in Bristol to working with schools through academy and trust involvement
- Progress in recruiting more BME governors
- Some strong practice in peer-to-peer governance support

Areas for development

- Further development of partnering arrangements, including through federation, which ensures that 'no school is left behind'
- Further diversification of the makeup of governing bodies to reflect the changing population of the city

5. Innovating and inspiring

An informed and dynamic culture of inquiry and reflective practice that inspires creativity, drives innovation and embeds great practice. A commitment to partnership working between schools and with universities, teaching schools, local and national leaders of education

How we do this in Bristol:

- A culture of aspiration and expectation has been established to secure improvement for all learners in Bristol, but particularly those at risk of underachievement
- Teachers are actively engaged in authentic, evidence based evaluation, drawing on research to drive improvement through building on proven strengths
- Schools and settings model approaches to learning and teaching that embrace challenge, value innovation and invite informed risk taking
- Professional networking, rooted in trusting relationships and respect for difference, supports innovation through opportunities for dialogue, reflection, challenge and critical self-evaluation

Current strengths:

- Current protocols with local Teaching Schools secure opportunities to build strategic partnerships that identify, broker and disseminate innovative practice and professional support
- Partnerships with local universities strengthen research and provide an informed evidence base to drive innovation, creativity and improvement
- Opportunities for professional networking inspire innovation and improvement through the dissemination of effective pedagogy and practice
- An Outstanding Teacher Programme establishes professional progression routes, succession planning and pathways into leadership

Areas for development:

- Secure a coherent and aligned approach that embraces all Bristol schools and settings, including academies and the Private, Voluntary and Independent sector, to inspire innovation and embed great practice.
- Continue to build professional partnerships with universities and other partners to strengthen evidence-based approaches to innovation that inform strategic priorities
- Establish more creative electronic opportunities for sharing and disseminating effective pedagogy and practice, to provide a city-wide forum that promotes innovation through dialogue and critical reflection.

Outcome targets: delivering on the pledges

EXAMPLES

- Education attainment and attendance in Bristol to be in the top 25% of Local Authority areas in England.
 1. *Attainment of Level 2 at age 16 is within upper 25% by 2017*
- No school performing below minimum 'floor' standard and all to be judged by OfSTED to be good or outstanding
 1. *No schools in Ofsted Category 4*
- Learners from disadvantaged groups making progress at least better than the national rates of progress for those groups and education pledges to children in care and care leavers fully met
 1. *FSM/non- FSM gap lowest of core cities by 2017*
- Every young person to leave primary education appropriately able to read, write, use numbers and information communications technology and to leave secondary education with a place in further or higher education, employment or training.
 1. *No NEETS by 2017*
- Young people's voices are heard and valued and contribute to shaping the development of the city
 1. *TBC*
- Young people are healthy, active and engaged in the creative, cultural and sporting life of the city with support for their physical, mental, emotional and sexual health.
 1. *TBC*

2017 performance measures

		2012			2017			Comment
		Bristol	National	Bristol Rank	Bristol	National	Bristol Rank	
EYFSP*	Good level of development	61	64	94 (/152)				2017 EYFSP Currently aged 1. A new assessment framework for EYFSP starts in June 2013, benchmarking will be against 2013 outcomes.
	Gap between most and least advantaged	31	30	104 (/152)				
PRIMARY	English & Maths L4+	78	80	99 (/152)	86		Top 75	2017 KS2 Currently Year 2 aged 7 Reading, Writing, Maths & SPAG reported from 2014
	FSM Gap English & Maths L4+	21	17		12			
	BME Gap English & Maths L4+	9	1		TBC			
	EAL Gap English & Maths L4+	12	2		TBC			
	Attendance	95	96	148 (/152)	97			
SECONDARY	5 A*-C inc English & Maths	52	59	140 (/151)	65		Top 100	2017 KS4 Currently Year 7 aged 12
	FSM Gap 5 A*-C inc English & Maths	32	26		TBC			
	BME Gap 5 A*-C inc English & Maths	13	1		TBC			
	EAL Gap 5 A*-C inc English & Maths	15	1		TBC			
	Attendance	93	94	135 (/150)	96			
POST 16	2 or more passes A level or equiv	95	98	129 (/149)	TBC			
NEET		9	6		0			2011 data for NEETS
	*Pupils with No SEN compared to pupils with a statement							
	Range of 2012 attendance for all England LAs; 95-98% Primary & 92-96% Secondary							

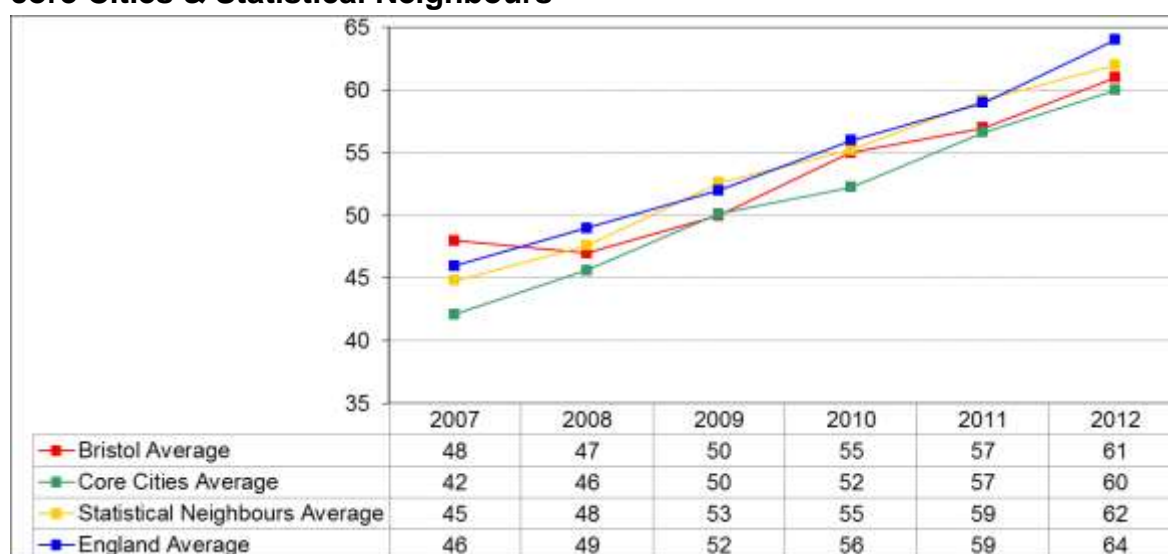
Citywide 23 May 2013

Bristol

Progression & Pupil Outcomes 2007-2012

Early Years Foundation Stage Profile

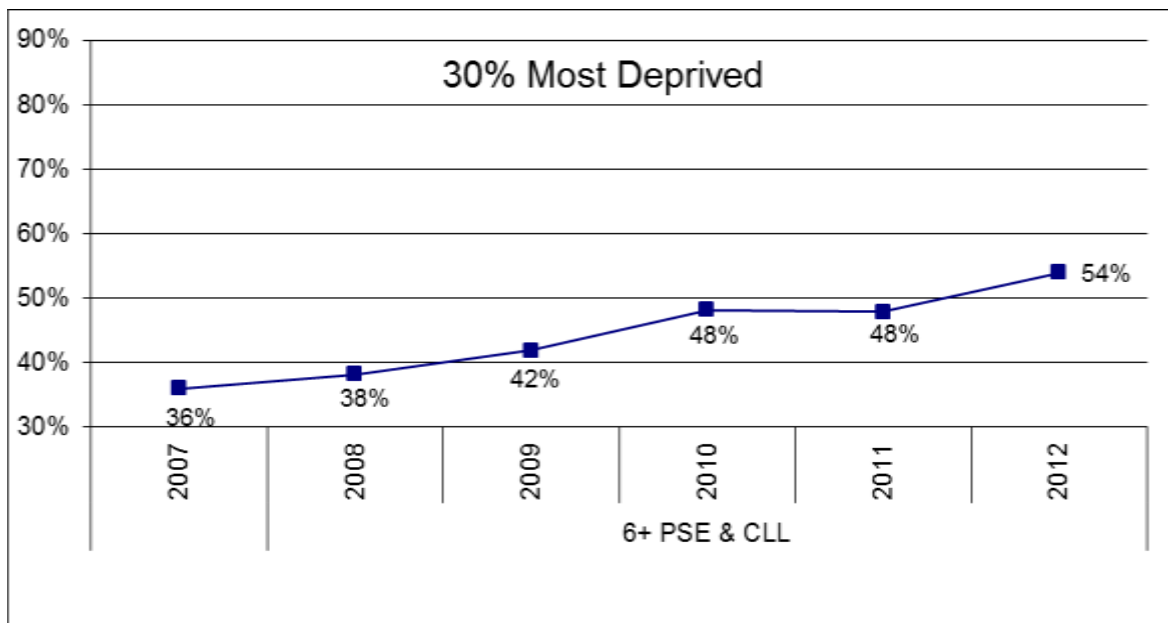
Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy for Bristol, England, core Cities & Statistical Neighbours



At 61.3%, the 2012 EYFSP data reflects an increase of 4.3ppts in the proportion of children achieving a good level of development at the end of the Early Years Foundation Stage in Bristol, and while 2.7ppts below the national average, this outcome reflects significant increases for children experiencing the greatest disadvantage in the city. This continues a steady positive trajectory over the last five years and overall a 13ppt increase in outcomes since 2007.

The achievement gap between the most and least advantaged children has narrowed by 1.2ppts from 2011 and now stands at 31%, which is 1ppt below the national average. This is steady progress from 2007 where the gap was 37%.

Significant improvements have been made by children living in the 30% most disadvantaged areas where 54% of children have achieved a good level of development, reflecting an improvement of 18ppts since 2007.

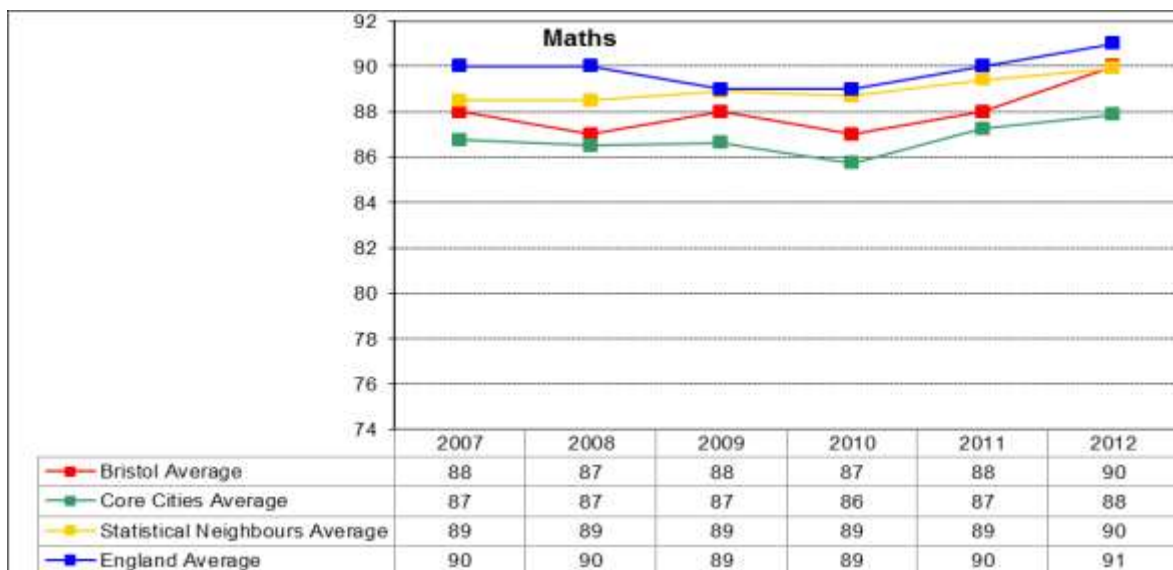
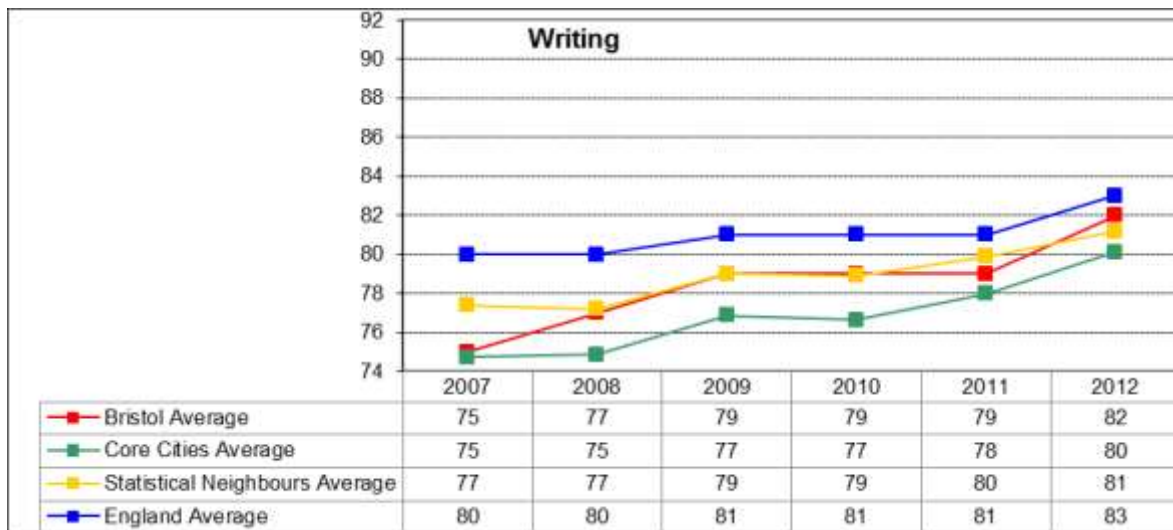
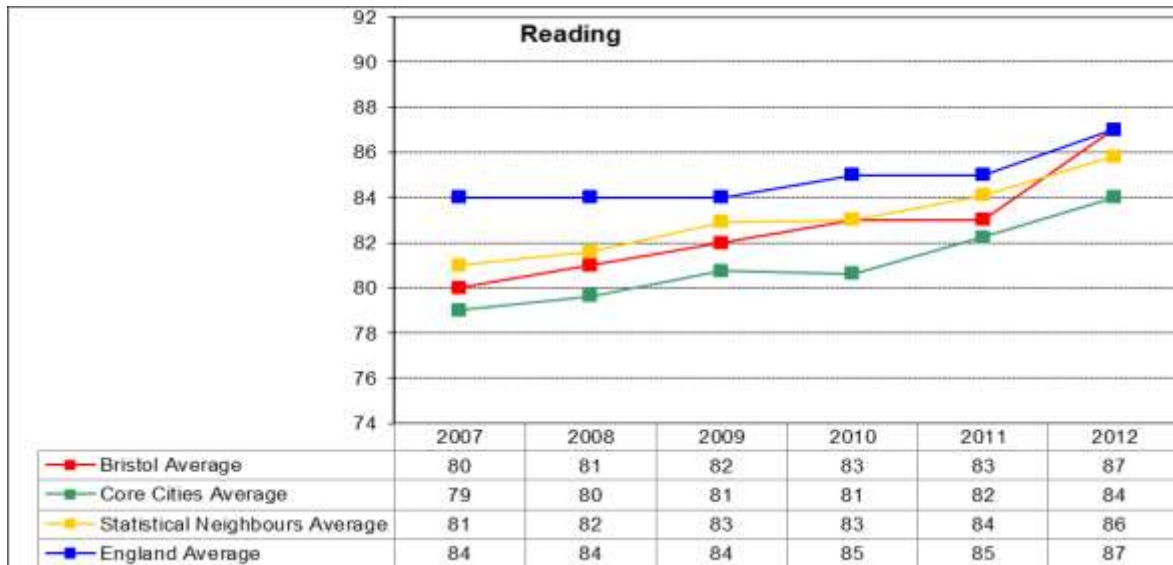


KS1

Outcomes at Key Stage 1 have significantly improved in the proportion of pupils attaining level 2+ and 2B+ in reading, writing and mathematics compared to 2011. The increase at level 2b+ was 4 ppts in reading (to 77%), 4 ppts in writing (to 63%) and 3 ppts in mathematics (to 75%). At Level 2+, the minimum age related expectation, Bristol has made greater gains than schools nationally and in our comparator groups.

The faster rate of progress in Bristol has led to a closing of the attainment gap with national results. In 2007 at Level 2+, Bristol was 4ppts behind the national level of reading, 5ppts in writing and 2ppts in Maths. Outcomes in 2012 are now in line with national in reading, and below national level by 1ppt in writing and maths.

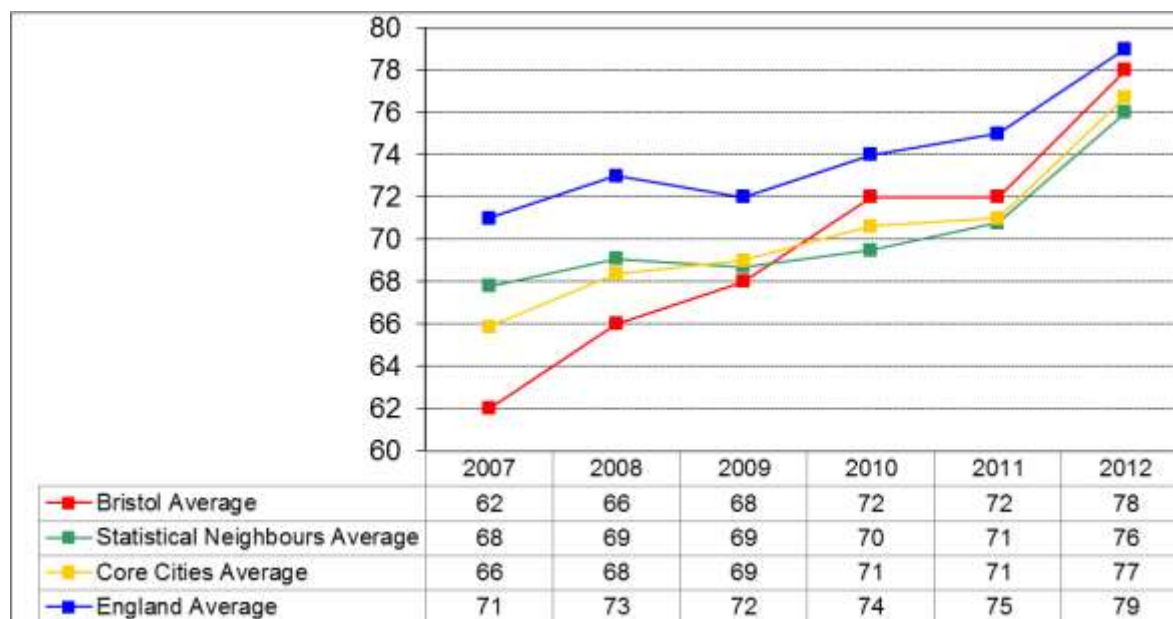
At level 2B+ Results are 1ppt below the national level in writing and maths at Level 2+ and writing at Level 2B+. The widest gaps are at Level 3 with 2ppts in writing and 3ppts in maths.



Achievement of level 2 or above at Key Stage 1 for Bristol, England, core Cities & Statistical Neighbours in each subject

KS2

Achievement of level 4 or above at Key Stage 2 in English & maths combined for Bristol, England, core Cities & Statistical Neighbours



Results for 2012 show that outcomes continue to be on a trajectory of improvement and place Bristol in line with national outcomes at level 4+ English and maths combined. In 2007 Bristol was 9ppts below the national level

Progress made on this measure.

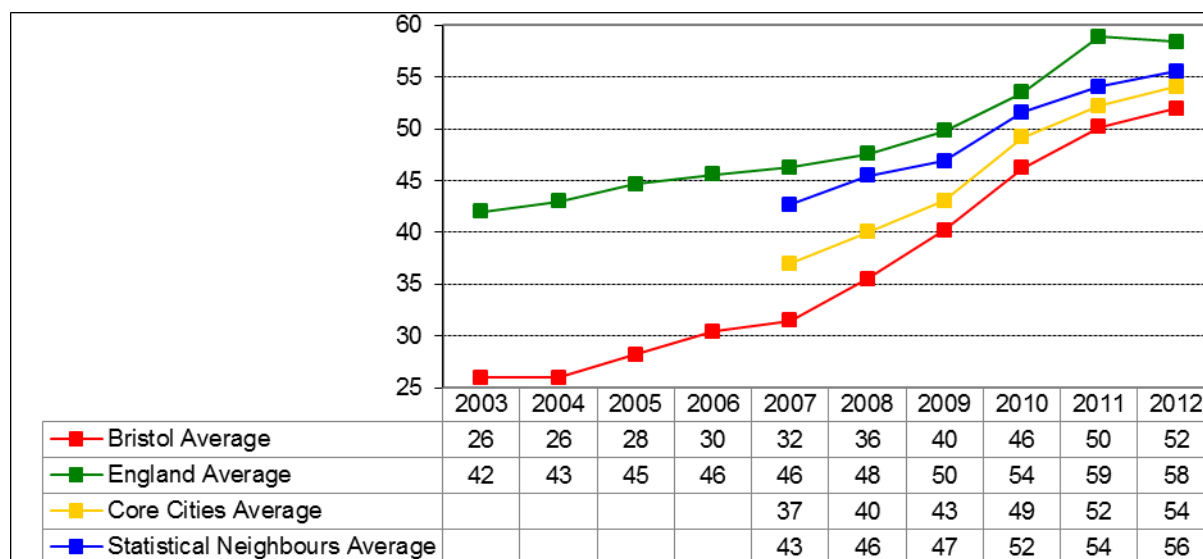
- English at Level 4+ in 2007 was 72% in comparison to 83% in 2012 , a rise of 11ppts
- Maths at Level 4+ in 2007 was 69%, compared to 83% in 2012, a rise of 14ppts

The national rate of progress in the same period is 4ppts in English and 5ppts in maths.

At Level 5+, Bristol was 18% in 2007 which was 4ppts behind the national level of 22%. In 2012 Bristol has progressed to 29% and has now surpassed the national rate by 2ppts.

KS4

Achievement at Key Stage 4 (5+A*-C inc EM) for Bristol, England, Core Cities & Statistical Neighbours

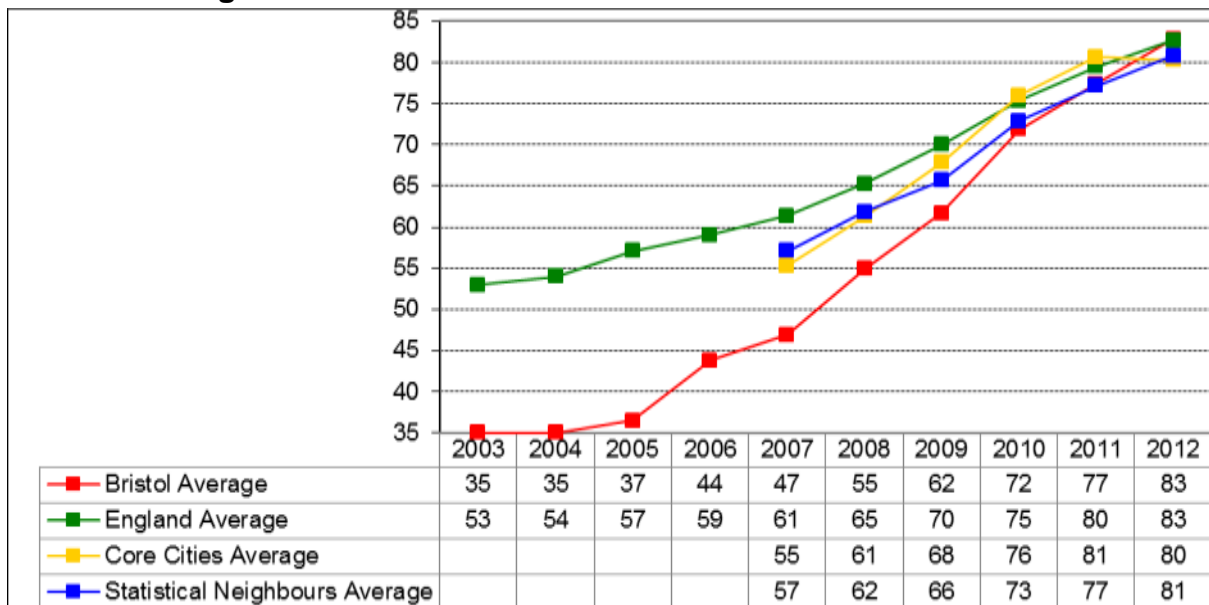


Attainment at 5 A*-C (including English and Maths)

In 2012 the percentage of students attaining 5A*-C (including English and Maths) continued to improve by at least 2% from 2011 to 52%, compared with a 1% drop in results nationally. Standards in Bristol are 6ppts below the national level, 4ppts below statistical neighbours and 2ppts below core cities.

This represents a rapid rise in comparison to the national rate, as shown above in 2003, when Bristol was the lowest local authority for this measure, the national level has risen 16ppts and Bristol has risen 26ppts, doubling its pass rate in the last 10 years and reducing the gap to the national level by 10ppts.

Achievement at Key Stage 4 (5+A*-C) for Bristol, England, Core Cities & Statistical Neighbours



Attainment at 5 A*-C

The percentage of students attaining 5A*-C has continued to improve in 2012 to 82%, which is an increase of 5ppts, compared with a national increase of 3ppts on 2011 outcomes.

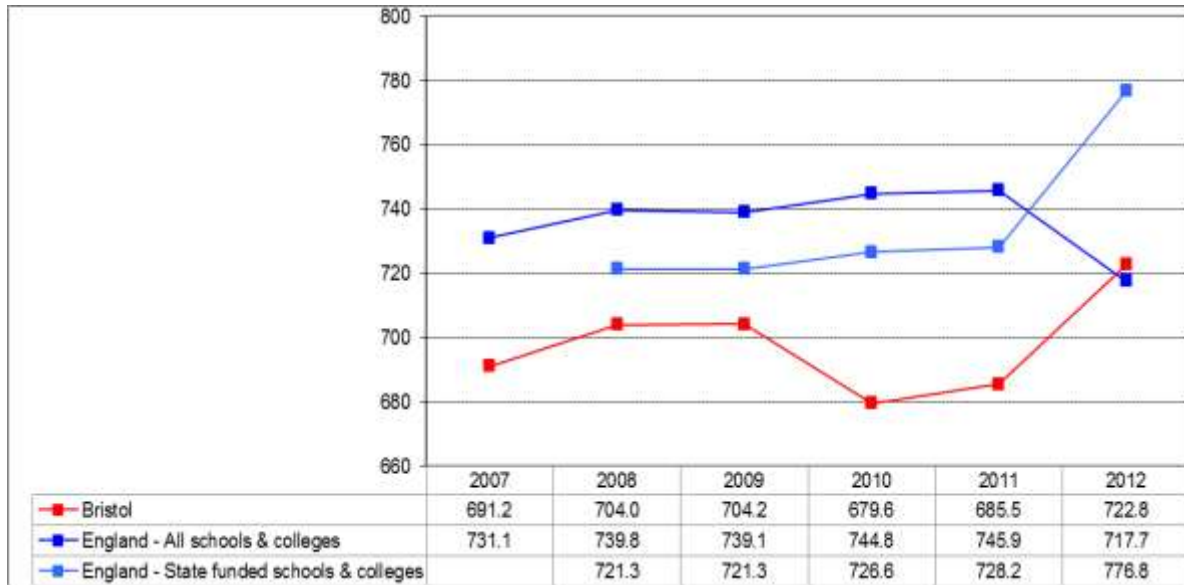
Bristol has closed the gap with the national level. Standards in Bristol are now in line with the national level of 83%, 3ppts above Core Cities (80%) and 2ppts above our Statistical neighbours.

Bristol has increased the level by 36ppts since 2007.

KS5

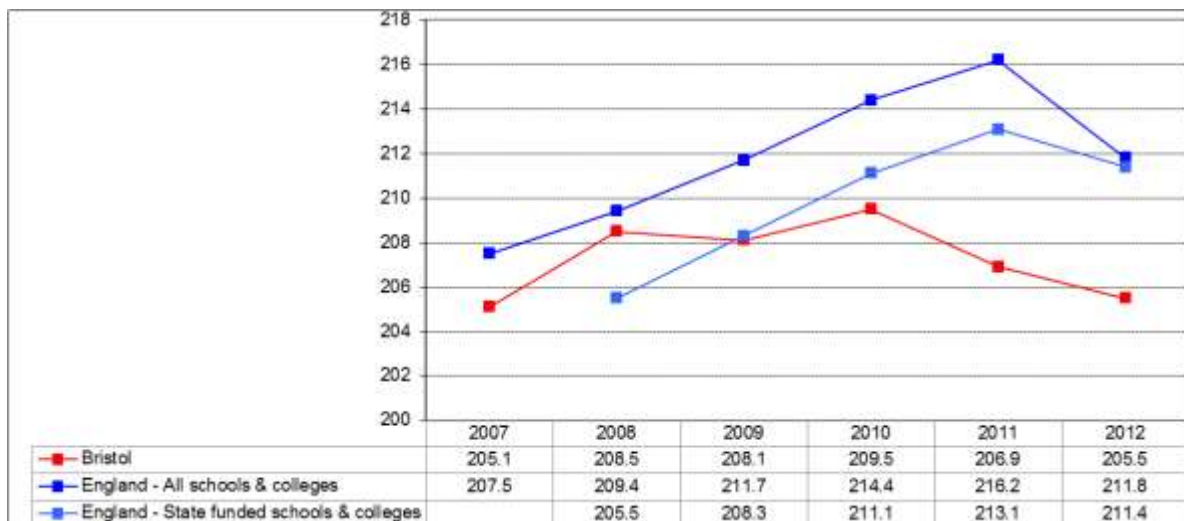
Achievement at Key Stage 5 for Bristol and England:

Average points per student



The average 2012 Performance Tables point score per students achieving all Level 3 qualifications for Bristol is 722.8, which compares favourably with 717.7 for the England average. This represents 689.4 for males and 749.7 for females, which compares with 700.9 for males and 732.6 for females in England.

Average points per entry



The average 2012 Performance Tables point score per entry achieving all Level 3 qualifications for Bristol is 205.5, which is below the England average of 211.8. It is 200.6 for males and 209.3 for females, which compares with the England average of 207.6 and 215.5 respectively.

Appendix 3 Summary headline results across all key stages. 2012

Overall LA improvement – 2010/11 to 2011/12								
	Bristol			National			Bristol Ranking	
	2010/11	2011/12	Progress	2010/11	2011/12	Progress	2010/11	2011/12
Early Years Foundation Stage Profile:								
Achieving 78 points or more across all 13 scales	77	78	1	79	81	2	N/A	N/A
Achieving a good level of overall achievement ^{(78 pts} including 6+ in PSED & CLLD NI72)	57	61	4	59	64	5	89	94
Gap between between the lowest achieving 20% NI92	33	31	2	31	30	1	N/A	N/A
Source: SFR26 (2010) SFR28 (2011) SFR23 (2012)								
Key Stage 1:								
Reading Level 2+	83	87	4	85	87	2	106	61
Writing Level 2+	79	82	3	81	83	2	99	85
Mathematics Level 2+	88	90	2	90	91	1	99	73
Reading Level 2B+	73	77	4	74	76	2	73	46
Writing Level 2B+	59	63	4	61	64	3	87	81
Mathematics Level 2B+	72	75	3	74	76	2	92	80
Reading Level 3+	25	26	1	26	27	1	69	71
Writing Level 3+	11	12	1	13	14	1	80	81
Mathematics Level 3+	19	19	0	20	22	2	77	90
Source: SFR 21/2009, SFR 26/2010, SFR 21/2012								
Key Stage 2 Tests:								
English Level 4+	80	83	3	81	85	4	101	121
Maths Level 4+	80	83	3	80	84	4	78	99
English & Maths Level 4+	73	78	5	75	79	4	95	99
English Level 5+	29	37	8	29	38	9	64	70
Maths Level 5+	35	38	3	35	39	4	69	90
English & Maths Level 5+		28			27			44
Key Stage 2 TAs:								
English Level 4+	80	84	4	82	85	3	91	97
Maths Level 4+	82	85	3	82	85	3	60	77
English & Maths Level 4+								
Science Level 4+	88	83	-5	85	86	1	110	126
English Level 5+	35	39	4	32	36	4	30	32
Maths Level 5+	35	39	4	35	40	5	67	81
English & Maths Level 5+								
Science Level 5+	35	36	1	35	36	1	59	66
Source: SFR 23/2010, SFR 31/2011, SFR 19/2012, SFR33/2012								

	Bristol			National			Bristol Ranking	
	2010/11	2011/12	Progress	2010/11	2011/12	Progress	2010/11	2011/12
Key Stage 4:								
5+A*-C GCSE or equivalent	78	82	4	79	82	3	115	101
5+A*-C GCSE or equivalent including English and maths	50	52	2	58	59	1	137	140
Source: SFR30 (2010), SFR26 (2011), SFR03 (2012)								
Key Stage 5:								
Average point score per student achieving all Level 3 qualifications	671.4	722.8	51.4	733.1	717.7	-15.4		
Average point score per entry achieving all Level 3 qualifications	204.9	205.5	0.6	215.5	211.8	-3.7		
2 or more passes at A Level equivalent	92.2	94.9	2.7	92.7	91.7	-1		
Percentage of AAB or more passes at A Level	14.9	8.3	-6.6	20.4	9.3	-11.1		
Source: SFR27 (2011), SFR27 (2012)								
Attendance & Exclusions:								
Percentage of half days missed at Primary	94	95	1	95			147	
Percentage of half days missed at Secondary	92	92	0	94			142	
Number of Fixed Term Exclusions at Primary	675	403	272	37790			N/A	
Number of Fixed Term Exclusions at Secondary	1998	560	1438	271980			N/A	
Number of Permanent Exclusions at Primary	0	0	0	610			N/A	
Number of Permanent Exclusions at Secondary	39	38	1	4370			N/A	
Source: SFR04 & SFR17 (2011), Internal Data 2012								
<i>Intelligence & Performance Team 2013</i>								

Appendix 4

Current structure of education provision

1. Bristol has a population of around 430,000 people.
2. Maintained schools and academies in the City of Bristol cater for about 53,000 pupils. The DfE indicates that there are also almost 7,000 pupils in independent schools.
3. Most primary school pupils are taught in LA maintained primary schools, with nearly a quarter in primary converter academies. Nearly 70 percent of the secondary school population, over 11,000, are taught in academies. The breakdown of the school population (based on all open schools inspected up until 22 March 2013) is broadly as follows:
 - 12 LA maintained nurseries (1,479 pupils)
 - 75 LA maintained primaries (22,353 pupils)
 - 30 Primary academy converters (9,462 pupils)
 - 5 LA maintained secondary schools (5,415 pupils)
 - 9 sponsor-led academies (6,004 pupils)
 - 5 Secondary academy converters (5,199 pupils)
 - 9 special schools (747 pupils)
 - 4 pupil referral units (321 pupils)
 - 1 all-through school (2,130 pupils)
 - 1 Free school (216 pupils)

Appendix 5. List of recommendations

1. Vision and Ambition for education in Bristol

Recommendation: that the Council, as the LA, brings together partners in the city to finalise and commit to a statement of Ambition and Opportunity for Young People

2. The role of the LA

Recommendation: that the definition of the roles and functions of the LA in Bristol is adopted.

3. School system structures in Bristol.

3.1 Free schools

Recommendation: that the Council takes a proactive approach to the role that free schools can play in Bristol by setting out clearly and publicly where it needs to expand provision and inviting potential providers, including any possible free school groups, to respond with proposals to that specification. The specification would be referenced to the criteria set out in the Bristol Education Partnership Statement.

3.2 Structures of collaboration

Recommendation: that the Council actively promotes the development of federation between primary schools, on the basis of the rationale set out in the Academies Commission Report “Unleashing Greatness: getting the best from an academised system”_(Pearson / RSA Jan 2013) p. 35

3.3 Converter academies in primary phase

Recommendation: that the Council supports the conversion of single schools to become ‘stand-alone’ academies only where there is a compelling case that so doing will enhance the capacity of that school to contribute to the improvement of the education system more widely through work with other schools.

4. Levers for school improvement in a diverse system

4.1 Recommendation: That a policy framework for quality Assurance and Accountability is developed in partnership with local education providers (schools, governing bodies, governors, sponsors, FE, HE) which sets out a local set of aspiration and practices in relation to 5 key aspects of a high performing schools system (the Bristol 'Pentagon'):

- vi. Sharing data**
- vii. Quality assurance**
- viii. Developing and spreading effective practice**
- ix. Governing and accountability**
- x. Innovation**

4.2 Recommendation: that the LA sets out a clear policy position which supports and promotes the continuance of maintained schools as part of a mixed economy of school provision in the city.

4.3 Recommendation: that the Council determines the future form of delivery for traded services to schools in the context of the wider changes to its organisational structure.

5. A good start in life

Recommendation: that the Council defines the priority it places on securing a 'good start in life' for every child in Bristol

6. Young people, skills and employment.

Recommendation: to be derived from the work of the Skills Commission