

# Adults, Children and Education Scrutiny Commission



## Agenda

**Date:** Monday, 25 March 2019

**Time:** 4.00 pm

**Venue:** City Hall - City Hall, College Green, Bristol, BS1 5TR

### Distribution:

**Councillors:** Claire Hiscott (Chair), Jos Clark, Eleanor Combley, Jude English, Paul Goggin, Carole Johnson, Gill Kirk, Brenda Massey, Celia Phipps, Ruth Pickersgill, Steve Smith, Judith Brown, Townend and Roger White

**Copies to:** Rachel Abba (DLT Support Manager), Alan Stubbersfield (Service Director - Education) and Shauna Nash (Scrutiny Advisor)

# Agenda

## 1. Welcome, Introduction and Safety Information

4.00 pm

(Pages 4 - 5)

## 2. Apologies for Absence and Substitutions

## 3. Declarations of Interest

To note any declarations of interest from the Councillors. They are asked to indicate the relevant agenda item, the nature of the interest and in particular whether it is a disclosable pecuniary interest.

Any declaration of interest made at the meeting which is not on the register of interests should be notified to the Monitoring Officer for inclusion.

## 4. Minutes of Previous Meeting

To agree the minutes of the previous meeting as a correct record.

## 5. Chair's Business

To note any announcements from the Chair

## 6. Public Forum

Up to 30 minutes is allowed for this item.

Any member of the public or Councillor may participate in Public Forum. The detailed arrangements for so doing are set out in the Public Information Sheet at the back of this agenda. Public Forum items should be emailed to [democratic.services@bristol.gov.uk](mailto:democratic.services@bristol.gov.uk) and please note that the following deadlines will apply in relation to this meeting:-

**Questions** - Written questions must be received 3 clear working days prior to the meeting. For this meeting, this means that your question(s) must be received in this office at the latest by **5 pm on Tuesday 19<sup>th</sup> March**.

**Petitions and Statements** - Petitions and statements must be received on the working day prior to the meeting. For this meeting this means that your submission must be received in this office at the latest by **12.00 noon on Friday 22<sup>nd</sup> March**.



**7. School Places - Provision, Expansion and Admissions**

**(Pages 6 - 9)**

**8. Schools Performance Report**

**(Pages 10 - 19)**

**9. School readiness risks and action plans**

**(Pages 20 - 31)**

**10. Learning City update**

**(Pages 32 - 37)**

**11. Directorate Performance Report (KPI's)**

**(Pages 38 - 50)**

**12. Directorate Risk Register**

**(Pages 51 - 60)**

**13. Bristol Hospital Education Services**

This item is for information only.

**(Pages 61 - 65)**

Officers will only present if requested by members of the Commission.



# Public Information Sheet

Inspection of Papers - Local Government  
(Access to Information) Act 1985

You can find papers for all our meetings on our website at [www.bristol.gov.uk](http://www.bristol.gov.uk).

You can also inspect papers at the City Hall Reception, College Green, Bristol, BS1 5TR.

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For those with hearing impairment

You can get committee papers in other formats (e.g. large print, audio tape, braille etc) or in community languages by contacting the Democratic Services Officer. Please give as much notice as possible. We cannot guarantee re-formatting or translation of papers before the date of a particular meeting.

Committee rooms are fitted with induction loops to assist people with hearing impairment. If you require any assistance with this please speak to the Democratic Services Officer.

## Public Forum

Members of the public may make a written statement ask a question or present a petition to most meetings. Your statement or question will be sent to the Committee and be available in the meeting room one hour before the meeting. Please submit it to [democratic.services@bristol.gov.uk](mailto:democratic.services@bristol.gov.uk) or Democratic Services Section, City Hall, College Green, Bristol BS1 5UY. The following requirements apply:

- The statement is received no later than **12.00 noon on the working day before the meeting** and is about a matter which is the responsibility of the committee concerned.
- The question is received no later than **three clear working days before the meeting**.

Any statement submitted should be no longer than one side of A4 paper. If the statement is longer than this, then for reasons of cost, only the first sheet will be copied and made available at the meeting. For copyright reasons, we are unable to reproduce or publish newspaper or magazine articles that may be attached to statements.

By participating in public forum business, we will assume that you have consented to your name and the details of your submission being recorded and circulated to the committee. This information will also be made available at the meeting to which it relates and placed in the official minute book as a public record (available from Democratic Services).

We will try to remove personal information such as contact details. However, because of time constraints we cannot guarantee this, and you may therefore wish to consider if your statement



contains information that you would prefer not to be in the public domain. Public Forum statements will not be posted on the council's website. Other committee papers may be placed on the council's website and information in them may be searchable on the internet.

#### **Process during the meeting:**

- Public Forum is normally one of the first items on the agenda, although statements and petitions that relate to specific items on the agenda may be taken just before the item concerned.
- There will be no debate on statements or petitions.
- The Chair will call each submission in turn. When you are invited to speak, please make sure that your presentation focuses on the key issues that you would like Members to consider. This will have the greatest impact.
- Your time allocation may have to be strictly limited if there are a lot of submissions.
- If there are a large number of submissions on one matter a representative may be requested to speak on the groups behalf.
- If you do not attend or speak at the meeting at which your public forum submission is being taken your statement will be noted by Members.

#### **Webcasting/ Recording of meetings**

Members of the public attending meetings or taking part in Public forum are advised that all Full Council and Cabinet meetings and some other committee meetings are now filmed for live or subsequent broadcast via the council's [webcasting pages](#). The whole of the meeting is filmed (except where there are confidential or exempt items) and the footage will be available for two years. If you ask a question or make a representation, then you are likely to be filmed and will be deemed to have given your consent to this. If you do not wish to be filmed you need to make yourself known to the webcasting staff. However, the Openness of Local Government Bodies Regulations 2014 now means that persons attending meetings may take photographs, film and audio record the proceedings and report on the meeting (Oral commentary is not permitted during the meeting as it would be disruptive). Members of the public should therefore be aware that they may be filmed by others attending and that is not within the council's control.



# Adults, Children & Education Scrutiny Commission

25 March 2019



**Report of:** Alan Stubbersfield - Service Director, Education, Learning and Skills

**Title:** School Places and Admissions

**Ward:** Citywide

**Officer Presenting Report:** Alan Stubbersfield

**Contact Telephone Number:** 0117 9224682

## **Recommendation:**

It is recommended that the Adults, Children and Families Scrutiny Commission note the information in this report.

## **The significant issues in the report are:**

All pupils requiring a Year 7 place for September 2019 were offered a school place on 1 March 2019. 72% were offered their 1st preference school and 90% were offered one of their 3 preferences.

Rising demand for secondary school places has required the expansion of existing schools and the need to open new schools.

Demand for places at primary schools is now falling. Offers for Reception places at primary schools will be issued on 16 April 2019.



## 1. Summary

- 1.1 The city is experiencing a substantial rise in demand for secondary school places. A significant amount of work has already been undertaken to ensure all pupils continue to be offered a school place. Further places are planned through the provision of new free schools.**
- 1.2 Offers of places at secondary schools were made on 1st March. 72% were offered their 1st preference school and 90% were offered one of their 3 preferences. This is very similar to 2018.**
- 1.3 Numbers requiring places at primary schools are now falling and places will need to be managed to avoid large numbers of empty places.**

## 2. Context

- 2.1 Bristol has previously seen a dramatic rise in primary school pupil numbers. Reception admissions peaked in 2016 and since then numbers have been falling, mainly due to falling birth rates.
- 2.2 These higher primary school numbers are now impacting on secondary schools. A number of schools have already been expanded and other schools are taking more pupils than their Published Admissions Number (PAN). Taking more pupils than the capacity is not sustainable in the longer term.
- 2.3 National Offer Day for secondary school places was 1st March 2019. Although all pupils were offered a place, this was only possible as some schools agreed to offer above their PAN. 72% were offered their first preference. 10% were made an offer that was not one of their preferences.
- 2.4 A total of 4,354 places were offered in Bristol schools, an increase from 4,243 in 2018. Only 199 of these were for pupils living outside Bristol (a reduction from 207 in 2018). After offers were made there were 38 places remaining (compared to 71 in 2018), all of these in south Bristol.
- 2.5 In addition to expansion of existing schools there is a need to provide additional places through the provision of new schools. The Department for Education (DFE) has approved the establishment of 3 new schools. The first of these, CST Trinity is due to open in Lockleaze in September 2019 and the Funding Agreement for the new academy has now been completed.
- 2.6 Further new Free Schools are planned to serve the East Central and South areas, with planned opening dates of 2021 and 2022. These schools should ensure there are sufficient secondary places for the short to medium term growth from primary school numbers and the longer term needs created by new housing developments. Officers are working with the Department for Education and Oasis Community Learning on detailed arrangements, including how admissions for these schools will work.
- 2.7 There will be very few available places in Year 7 in September for pupils moving into the city or requiring a change of school but there is likely to be at least one school in each area with some places.

2.8 Admissions for 2020 are likely to be very difficult as the new Oasis Temple Quarter free school will not have opened and Trinity will not have the full PAN. Projected demand is estimated to be around 4,300 with 4,120 places within PAN. There will be a need therefore to once again ask schools to admit over PAN to ensure every pupil receives an offer.

2.9 With additional places at the planned new schools there will be a total of 4,620 places by 2023. Pupil Projections indicate there will be demand for around 4,700 places by this point. Demand will start to fall after this, in line with primary school numbers and it is unlikely that further additional places will be required in the medium to longer term.

2.10 The significant issue facing primary schools in the short to medium term is over-provision. Changes to school funding have made the issue of surplus places particularly challenging. Officers have been working with schools to reduce the PAN at some schools where there is insufficient demand. This does not remove the place permanently but makes it easier for the schools to plan staffing levels with more certainty.

2.11 Reception admissions peaked in 2016 when 5,581 children started school. It is estimated that the Reception for September 2019 will be around 5,200. There are currently around 5,800 Reception places.

### **3. Policy**

Not applicable

### **4. Consultation**

#### **a) Internal**

Not applicable

#### **b) External**

Not applicable

### **5. Public Sector Equality Duties**

- 5a) Before making a decision, section 149 Equality Act 2010 requires that each decision-maker considers the need to promote equality for persons with the following “protected characteristics”: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Each decision-maker must, therefore, have due regard to the need to:
- i) Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Equality Act 2010.
  - ii) Advance equality of opportunity between persons who share a relevant protected



characteristic and those who do not share it. This involves having due regard, in particular, to the need to --

- remove or minimise disadvantage suffered by persons who share a relevant protected characteristic;
  - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of people who do not share it (in relation to disabled people, this includes, in particular, steps to take account of disabled persons' disabilities);
  - encourage persons who share a protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- iii) Foster good relations between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to –
- tackle prejudice; and
  - promote understanding.

**Appendices:**

None

**LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**Background Papers:**

None

# People Directorate Scrutiny Commission

25<sup>th</sup> March 2019



**Report of:** Education, Skills and Learning

**Title:** School Performance Report

**Ward:** All Wards

**Officer Presenting Report:** Alan Stubbersfield, Richard Hanks

**Recommendation:**

Members are recommended to note the report and question officers as appropriate.

**The significant issues in the report are:**

The role of the Local Authority in:

- Monitoring the performance of schools;
- Supporting and challenging all schools across the system;
- Building partnerships with other system leaders such as trusts and teaching schools for the benefit of all schools in the city.

The outcomes of statutory assessment at the end of the Early Years Foundation Stage (EYFS) and Key Stages 1, 2 and 4, and the performance of key groups of pupils.

The current overview of inspection outcomes across the city.



## 1. Summary

Bristol City Council's corporate strategy sets out its commitment to education. It sees that the most effective way to achieve the best outcomes for pupils is through partnership with and between schools, and aspires for all schools to be judged to be at least good, playing a key role in collectively improving the quality of provision across the city. This view provides the rationale for providing a targeted response to schools depending on their context, enabling the LA to focus resources to schools accordingly: those which are not yet secure or are in need of additional support because of current circumstance will benefit as do those that are already secure and may be in a position to support other schools on their improvement journey.

## 2. Context

The local authority works with schools to monitor performance and provide both challenge and support. This includes working collaboratively to find local solutions where schools are in difficulty, commissioning support and utilising system leaders to support the development of a self-improving educational system.

As part of its strategic role in promoting learning across the city, Bristol is committed to working with schools, whether they are a maintained school, free school or an academy, either stand alone or within a multi-academy trust. Partnership work includes working with representative groups such as the Excellence in Schools Group.

### Excellence in Schools Group (Local School Standards Board)

The group contributes to the achievement of the Learning City vision and its ambition to create an inclusive, enterprising and sustainable world class learning city. Excellence in Schools Group members use their involvement in other forums to ensure greater coordination and coherence of the school-led system across the city. The Local Authority works with partners to identify key priorities and support to improve outcomes for pupils across the city. The responsibility for school improvement is a collective one and the EISG will act in accordance with the Regional Schools Commissioner's vision of a 'Local School Standards Board'. This means that school performance and progress will be regularly reviewed by the group. With the support of an independent Chair, members will hold partners to account, evaluate the impact of improvement work and make recommendations where appropriate.

### The School Improvement Offer to schools and academies for 2018 – 2020

The offer provides a graduated approach to school improvement which will provide bespoke support and challenge to each school/academy depending on their current context and needs.

As well as the graduated programme of support to maintained schools and academies, schools will have access to an annual 'Bristol School Improvement Fund' for which schools can submit bids that are focused on Bristol priorities. Schools which are secure and currently judged Good/Outstanding will be invited to submit bids to support projects in clusters of schools to develop system led school improvement and improve outcomes for our most vulnerable pupils using evidence based interventions

Bristol Education Partners (BEPs) are commissioned associates who support groups of schools, geographically or organisationally linked where possible. Those that are deemed to be vulnerable based on factors such as inspection grade, pupil outcomes, self-evaluation or other performance indicators, receive additional visits and support.

Overall accountability for the delivery, evaluation and ongoing monitoring of the programme success of the project will be held by the Excellence in Schools Group, who in turn will report to the Learning City Partnership Board.

### School Risk Assessment Process

Decisions are made about the support level for each school/academy based on the most recent performance data; information from the regional school's commissioner; latest Ofsted inspection report; a one page summary SEF submitted by each school; and a self-assessment of each school's strengths using the School Self Review template (Appendix X) In September, all maintained and academy schools are required to assess themselves against the support level criteria and establish where they believe they match the criteria. This self-assessment also informed discussions with LA officers and Excellence in Schools Group members about which level of support the school will receive.

Schools have been assigned a support level based on the following descriptors, with the focus being on the minority of schools in the 3<sup>rd</sup> and 4<sup>th</sup> categories:

- *System Leader*: good and outstanding schools, with secure results and likely to have an accredited leader for school improvement work. These schools also have capacity to support other schools and take an active role in improving the system as a whole across Bristol.
- *Self-Improving*: good and outstanding schools, with secure results. These schools are able to accurately evaluate their work, plan effectively for improvement and commission the support they require.
- *Building Capacity*: schools judged to require improvement or schools where this is the likely judgement at the next inspection. These schools need some support to build capacity.
- *Causing Concern*: schools judged to have serious weaknesses or require special measures will require more significant support.

Commissioned support from a BEP is allocated based on the above risk assessment. Schools and academies also have access to funding to support this work. In respect of building capacity and causing concern schools, the use of the improvement fund will be agreed with the headteacher or principal and the BEP.

### Progress Review Meetings

Progress review meetings are designed to support schools in monitoring the impact of their work and the support they receive. It is essentially a performance management approach. Meetings will use a range of evidence to evaluate the progress schools are making in relation to the identified priorities and actions. The following information will be used to inform progress review meetings:

- Changes in the school's context;
- The school's current financial position;
- A report from the headteacher;

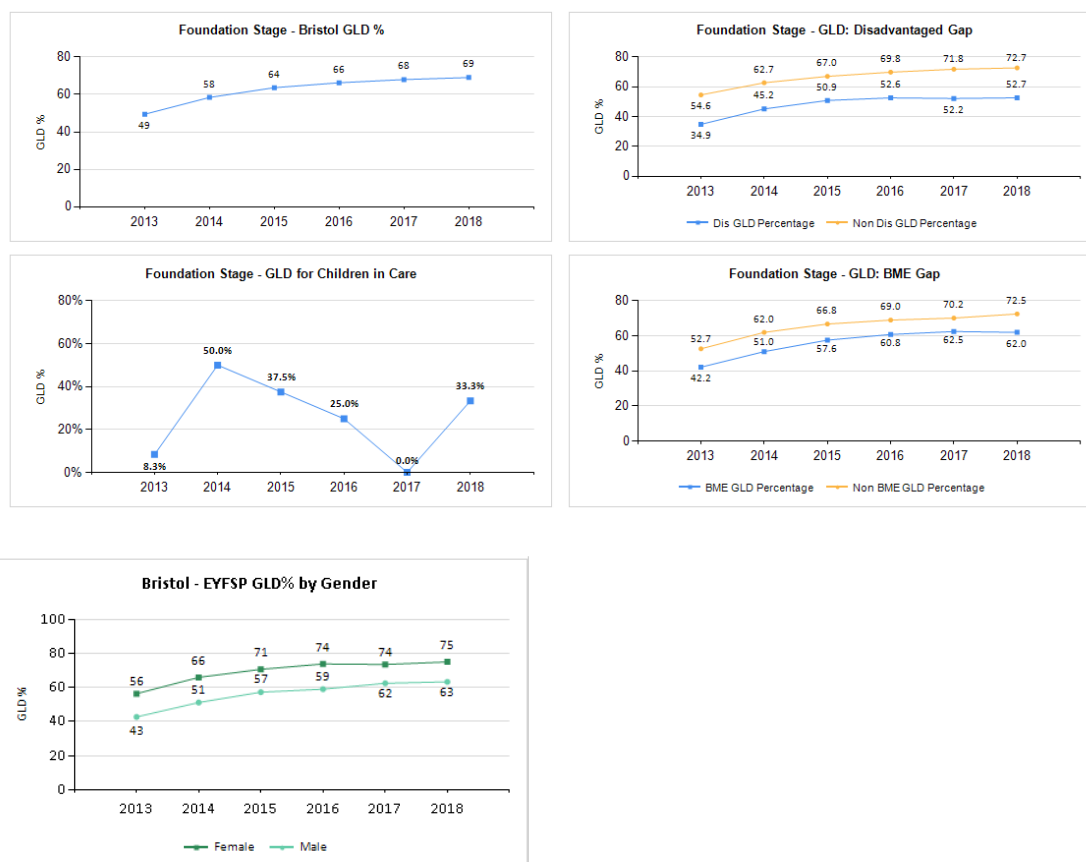
- A report from the governing body;
- Any reports of professionals who have carried out commissioned support.

The meeting will evaluate the actions taken and the evidence of impact to date. Further actions will be agreed and funding implications discussed. A judgement will be made against headings reflecting the Ofsted inspection framework.

## Education Outcomes 2018

Overall, outcomes have improved in 2018. Within phases and individual subjects there is evidence of improvement in attainment and progress when compared to the previous year. However, outcomes remain below the national average at the end of the Early Years Foundation Stage, key stage 1 and key stage 2 at the expected standard. Attainment is in line with the national average at key stage 4. Progress is in line with the national average across key stage 2 and 4. There are significant achievement gaps for the key groups: disadvantaged, SEND, BME and boys. These gaps are evident at each phase and do not show any significant sign of narrowing over time.

### Early Years Foundation Stage



The proportion of pupils achieving an overall good level of development has improved again this year to 69%. This continues a 5 year trend of improving outcomes although it is still below the national average at 71%. The lowest outcomes are for the Early Learning Goals for

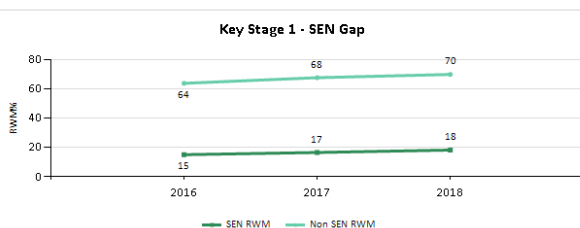
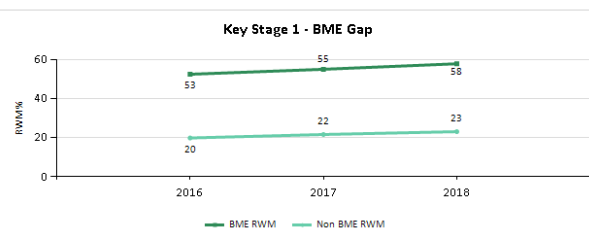
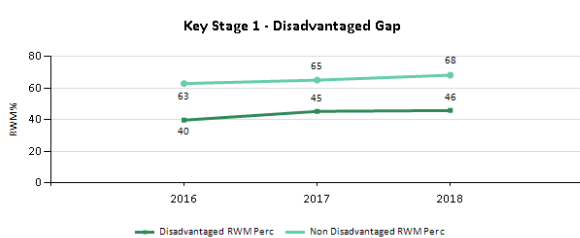
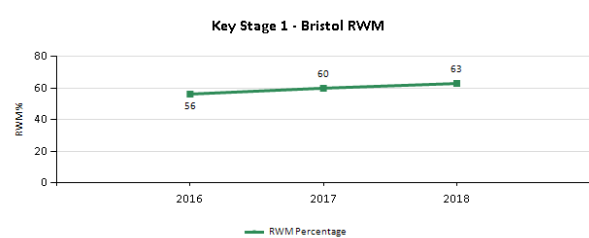
reading, writing and mathematics. The disadvantage gap has widened each year for the last three years and is now 20%. The BME gap has widened slightly this year to 10.5% but is broadly the same as three years ago. Although outcomes for boys and girls are improving each year, the gender gap remains and is currently 12%.

### Key Stage 1

#### Reading, Writing and Mathematics

Expected Standard	Reading	Writing	Mathematics
Bristol	73%	68%	75%
England	75%	70%	76%

Greater Depth	Reading	Writing	Mathematics
Bristol	24%	14%	21%
England	26%	16%	22%



Outcomes in the individual subjects are just below the national average at the end of key stage 1 at both the expected standard and at greater depth. The proportion of pupils achieving the expected standard or better in reading, writing and mathematics combined has continued to increase. This year 63% of pupils met the standard in all three subjects which represents a 3% improvement on 2017 and a 7% increase since 2016.

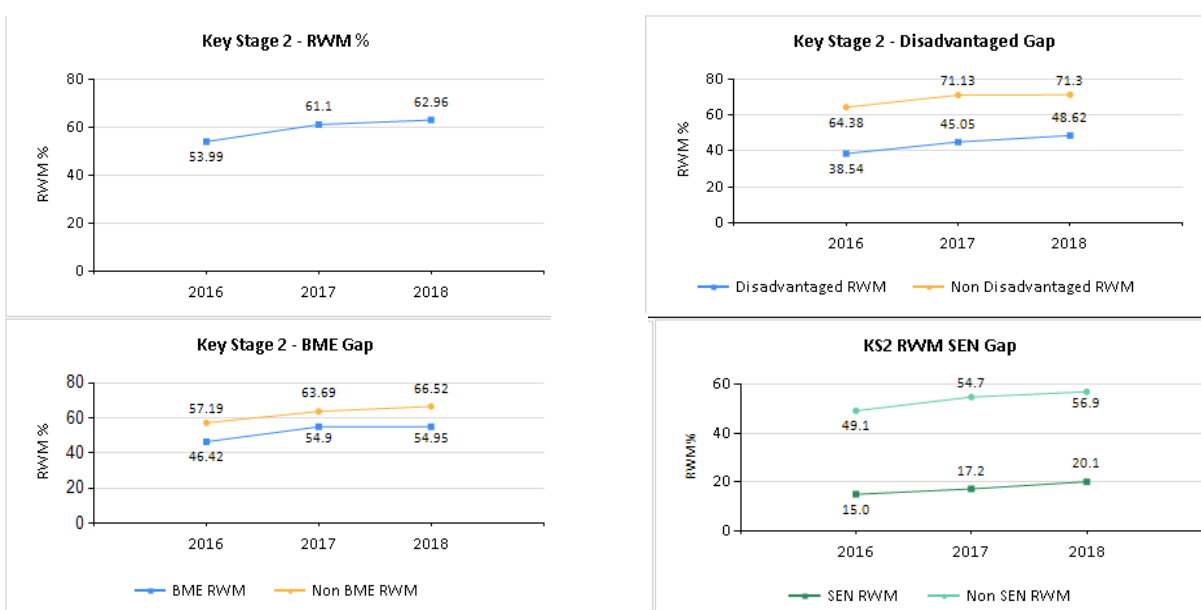
The outcomes of disadvantaged pupils increased slightly in 2018 but other pupils improved at a faster rate, widening the disadvantage gap by 2.6% to 22.4%. BME outcomes improved by 1% but the achievement gap remains and is currently 25%. The SEN achievement gap is not closing over time and is now 52%.

### Key Stage 2

Expected Standard	Reading	Writing	Mathematics	Combined

Bristol	72%	77%	74%	62%
England	75%	78%	76%	64%

Higher Standard	Reading	Writing	Mathematics	Combined
Bristol	28%	23%	23%	10%
England	28%	20%	24%	10%



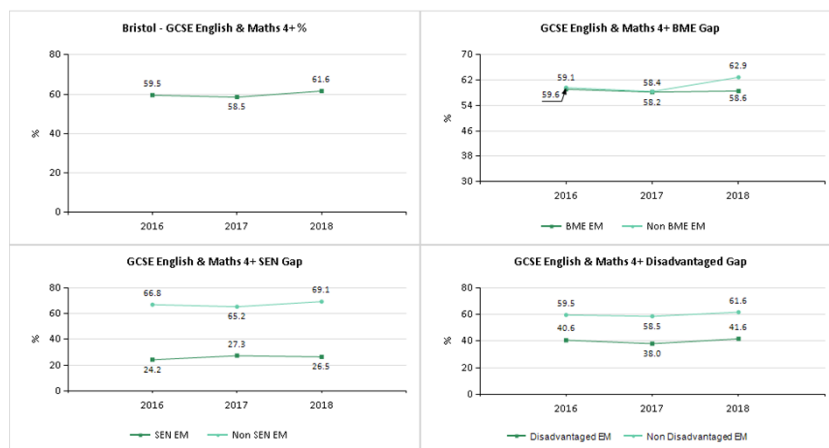
Attainment in reading, writing and mathematics is just below the national average at the expected standard. Progress in each subject is positive and in line with the national average. The proportion of pupils achieving the expected standard in reading, writing and mathematics combined has continued to increase. This year 63% (national 64%) of pupils met the standard in all three subjects which represents a 1.9% improvement on 2017 and a 9% increase since 2016. The proportion of pupils achieving the higher standard in reading, writing and mathematics was the same as the national average at 10%.

Disadvantaged pupil outcomes have increased for the third year in a row and 48.6% of pupils reach the expected standard in reading, writing and mathematics. The achievement gap has also narrowed this year by 3.3% and is now 22.7%. The proportion of BME pupils meeting the expected standard in reading, writing and mathematics has remained the same at 55% and the achievement gap widened. There is a variation in the performance of ethnic groups within the BME data. Pakistani, Black Caribbean, Black African, White and Black Caribbean and Traveller of Irish Heritage outcomes are well below other ethnic groups. The proportion of SEND pupils who met the expected standard in reading, writing and mathematics increased for the third year in a row to 20.1%. The gap with non-SEND pupils narrowed slightly.

## Key Stage 4

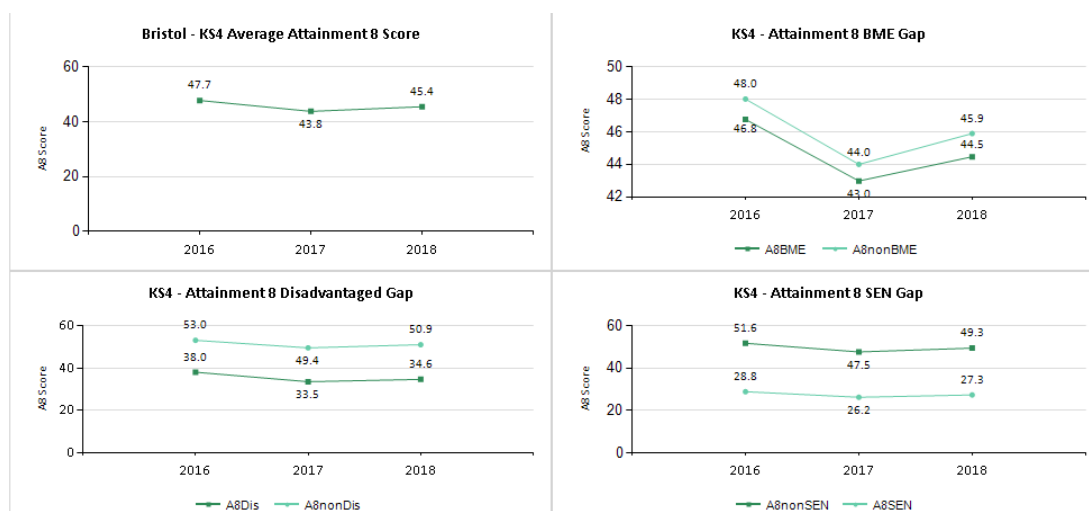
### 4+ and 5+ English and Mathematics

	English and Maths 5+	Progress 8	Attainment 8
<b>Bristol</b>	41%	-0.09	45.43
<b>England</b>	40%	0	44.26



The proportion of students achieving 4+ in English and mathematics improved by 3.1% to 61.6%. This reverses a slight decline in 2017. The proportion of students achieving 5+ in English and mathematics was 41% which is 1% above the national average.

### Attainment 8



Attainment 8 improved in 2018 to 45.4 which is just over 1% above the national average. The attainment 8 scores for disadvantaged, BME and SEND students are below that of other students. The achievement gaps is not narrowing, remaining broadly the same year on year.

### Progress 8





Progress 8 improved in 2018 to -0.09 bringing Bristol very close to the national average of 0. Progress 8 for disadvantaged students improved in 2018 but is still well below other pupils and the gap did not narrow this year. Progress 8 for BME pupils improved in 2018 and there was some narrowing of the gap with non-BME pupils. The progress 8 of SEND students improved slightly in 2018 but the achievement gap remained the same.

### Schools Causing Concern

There are currently nine schools judged as inadequate in Bristol Local Authority. Two schools have serious weaknesses and the remaining seven require special measures. The majority of these schools are engaged in school improvement either through the LA school improvement offer or through the Leadership for Learning Project funded through the Strategic School Improvement Fund (SSIF).

Almost all schools have had positive HMI monitoring visits which acknowledge the work of leaders, trusts and external partners in driving school improvement.

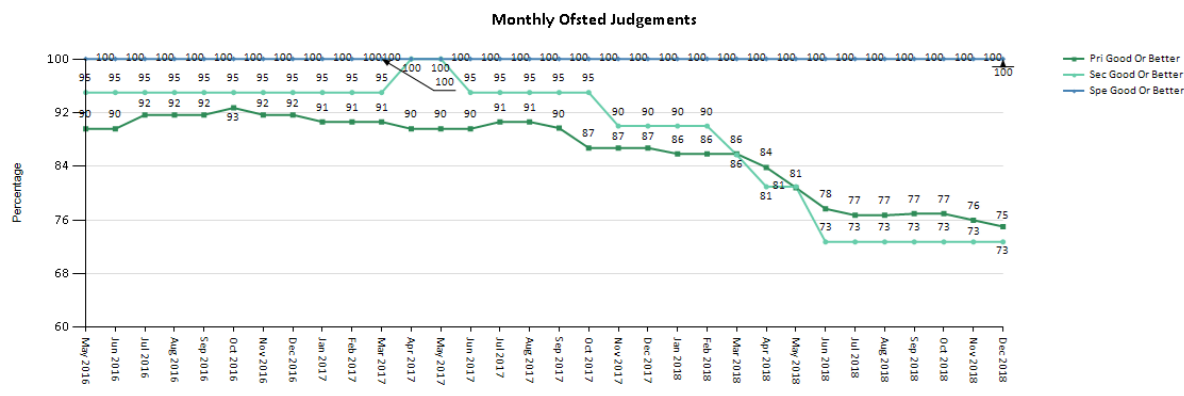
### Previously Inadequate Schools

There are a further five schools previously judged inadequate which have now either academised or been re-brokered to another trust. These schools are no longer classed as inadequate as they are officially new schools.

### Requires Improvement Schools

There are 21 schools judged to require improvement, 19 infant/primary phase schools and 2 secondary. The secondary schools are engaged in school improvement work with their respective trusts. Of the 19 infant/primary phase schools, the LA is working directly with six maintained schools, providing additional visits from a Bristol Education Partner and funded support from specialist leaders in education through the Bristol Primary Teaching School Alliance. The remaining schools are receiving support from their respective trusts. One standalone academy is being supported in the same way as the maintained schools by the LA. Nine of the schools are also receiving support through the Strategic School Improvement Fund programme: Leadership for Learning.

### Inspections



The proportion of schools judged good or outstanding has been decreasing since the end of 2016, reflecting a southwest decline. There has been a steady downward trend at the primary and secondary phases. Bristol primary judgements are below the national average and secondary in line.

Ofsted report that by the end of August 2018, they had judged 86% of schools good or outstanding at their most recent inspection. There was little change from the position at the end of August 2017 (87%). Outcomes continue to be higher for primary schools (87% good or outstanding) than for secondary schools (75%).

### 3. Policy

The LA's work with schools is outlined in the Monitoring, Support, Challenge and Intervention (MSCI) Policy. All support and challenge provided to maintained schools and academies is in line with this policy. The policy outlines the relationship the LA has with maintained and academy schools and the risk assessment process.

### 4. Consultation

#### a) Internal

Not applicable

#### b) External

Not applicable

### 5. Public Sector Equality Duties

5a) Before making a decision, section 149 Equality Act 2010 requires that each decision-maker considers the need to promote equality for persons with the following "protected characteristics": age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Each decision-maker must, therefore, have due regard to the need to:

- i) Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Equality Act 2010.
- ii) Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to --

- remove or minimise disadvantage suffered by persons who share a relevant protected characteristic;
  - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of people who do not share it (in relation to disabled people, this includes, in particular, steps to take account of disabled persons' disabilities);
  - encourage persons who share a protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- iii) Foster good relations between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to –
- tackle prejudice; and
  - promote understanding.

5b) Performance data in the report identifies schools' impact on disadvantaged groups

**Appendices:**

NA

**LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**Background Papers:**

None

# Education and Skills Scrutiny Commission

March 25<sup>th</sup> 2019



**Report of:** Director, Education, Learning and Skills

**Title:** Schools Readiness – Early Years

**Ward:** All Wards

**Officer Presenting Report:** Sally Jaeckle

**Contact Telephone Number:** 07584 140696

## **Recommendation:**

Members are recommended to support the development of a strategy working with key partners to address the priorities identified and improve outcomes for all children at the end of the Early Years Foundation Stage, particularly those facing the greatest challenges.

## **The significant issues in the report are:**

The LGA Early Years Peer Challenge noted the quality and professionalism of early years services and a strong commitment to putting vulnerable children and families at the centre of the Early Years system. However outcomes for children eligible for Free School Meals at the end of the Early Years Foundation Stage are below the median nationally and opportunities were identified to build on current strengths to co-construct a coherent multi agency strategy to ensure that all children make good progress across the Early Years Foundation Stage and into Key Stage 1, particularly those children experiencing the greatest challenges.



## **1. Summary**

Improving outcomes for all children in Communication, Language and Literacy at the end of the Early Years Foundation Stage is recognised by the DfE as the key to Social Mobility. Outcomes for Bristol children at the end of the Early Years Foundation Stage have been improving steadily over the last five years. In 2018 69% of children achieved a Good Level of Development in Communication, Language and Literacy, ranking Bristol 3rd out of the 8 core cities but below national (71%). However there are pronounced gaps in attainment for children eligible for free school meals and their peers.

This was therefore the focus of an LGA peer challenge to the Early Years' Service in January/February 2019. The quality and professionalism of provision was found to be good overall, including a strong commitment to putting vulnerable children and families at the centre of the Early Years system. There was also evidence of good engagement with partners and parents. There is now an opportunity to build on these strengths and co-construct a coherent and clarified multi-agency strategy to ensure that all children make good progress across the Early Years Foundation Stage and into Reception and Key Stage 1, particularly those children experiencing the greatest challenges.

## **2. Context:**

### **2.1. Bristol:**

Bristol is a rapidly growing and changing city. There has been a 30% increase in the number of children aged birth to four in the last decade and the population is becoming increasingly culturally diverse, reflecting the recent growth in Somali and Polish communities. Over this decade (2016-26), the population increase in Bristol is projected to be the fifth highest of all Local Authorities in England.

The 2018 School Census shows that almost 48% of nursery aged children now identify as 'Non-White' British and there are at least 187 countries of birth represented, 45 religions and 91 main languages spoken by people living in Bristol. 1 in 5 Bristol children under 16 are now living in low income families and 18% of children aged birth to four years are in households in receipt of out of work benefits compared to 16% nationally.

Bristol Children's Centres provide a universal offer of integrated early education, health and family support services, tailored to the needs of each community. 77% of children under four are currently registered with their local Children's Centre, rising to 83% in the 10% most disadvantaged SOA's.

Bristol's aspiration is to give every child and family a good start in life, particularly those facing the greatest challenges. Promoting inclusive practice is at the heart of the Early Years Strategy.

### **2.2. Focus of the Peer Challenge:**

The focus of the peer challenge is on improving outcomes for all children in Communication, Language and Literacy at the end of the Early Years Foundation Stage, as this is recognised by the DfE as the key to Social Mobility.

### **2.3. Provocation for the Peer Review:**

Bristol is recognised nationally and internationally for the quality of its Early Years Services, as evidenced by visits from interested partners including Denmark, the United States and other Local Authorities across the UK, but this is not reflected in outcomes for all children at the end of the Early Years Foundation Stage. While outcomes are improving overall at the end of the Early Years Foundation Stage, attainment for children eligible for Free School Meals is below the national median. This therefore was the provocation and key line of enquiry for the LGA Peer Review.

### **2.4. EIF Maturity Matrix Analysis:**

In preparation for the Early Years Peer Review, 22 stakeholders representing a range of agencies and partners, including health visitors, speech and language therapists, Early Years settings and schools, Children's Centres, the Families in Focus team and Feeding Bristol, were invited to complete a self-assessment matrix in December 2018; 17 complete responses were received. The analysis of responses by the Early Intervention Foundation (EIF) identified that "substantial progress" had been perceived in the following themes:

- Vision/ Strategy/Planning
- Leadership, voice and culture
- Quality
- Information for Families
- Workforce Development

And 'early progress' in:

- Community engagement
- Data collection/information sharing/evaluation

### **Key Lines of Enquiry:**

We therefore wanted to test progress on the following systemic priorities that are emerging, to eventually eliminate gaps in attainment at age five and ensure that every child is ready for school:

- a) Create a coherent, single, city-wide narrative to improve outcomes for all children in Communication, Language and Literacy that promotes effective connectivity between agencies and local communities
- b) Strengthen community engagement and expertise to build local capacity, particularly in the development of the Home Learning Environment, and build future sustainability through local initiatives that are co-produced
- c) Develop a shared outcomes framework to assess how well we are doing against clear actions and work collaboratively to effect change

### **2.5. Outcomes for Communication, Language and Literacy:**

69% of children in Bristol achieved a Good Level of Development in Communication, Language and Literacy at the end of the Early Years Foundation Stage in 2018. Although this is below the national average, Bristol is ranked 3rd out of the 8 core cities, behind Newcastle and Sheffield.

Although girls continue to achieve better outcomes than boys in all areas of learning, the gender gap for Communication, Language and Literacy is 3ppts narrower (ie better) than the national average. However, this is not consistent in all ethnic groups.

Other significant gaps include a 22ppt gap in achievement between the 872 children eligible for Free School Meals and their peers.

Gaps in learning and development begin to appear before the age of two and rarely narrow as children progress through Primary and Secondary school. There are therefore clear challenges to be addressed if we are to achieve our aspiration to give every child a good start to life and positive dispositions to learning, motivation and engagement.

**A holistic multi-agency approach is needed** to strengthen children's opportunities in the development of their Communication, Language and Literacy skills in both the Home Learning Environment and Early Years settings and schools, while addressing the broader impact of family poverty and Adverse Childhood Experiences.

## **2.6. Quality and Take Up of Early Education and Childcare Provision:**

### **Take up of the Free Early Education Entitlement for Two Year Olds:**

There was an increase in the take up of the Early Education and Childcare offer for eligible two year olds from 50% in 2015 (58% national) to 68% in 2018 (72% national), and over that period the gap between Bristol and the national average narrowed by 4ppts. However there has been a decrease of 2% in take up between 2017 and 2018, so the Early Years Service is closely monitoring the situation. Early Years settings report nationally and locally that the extended free early education offer for three and four year olds (30 hours a week for eligible working families) is more cost-effective to deliver than the two year old offer, and this may explain our local situation. Children's Centres are actively promoting the take up of the two year old free entitlement, particularly in communities where families may not consider this a priority for cultural or other reasons.

Eligible two year olds are in early years provision that has been judged 100% good or better by Ofsted. We have developed local agreements to enable children of refugees and asylum seekers and children of Gypsy, Roma and Irish Traveller heritage fast track access to this provision. 91% of two year old children who have been identified by the DWP as having complex needs and allocated the Disability Living Allowance are taking up their offer of free early education. Settings offering provision to eligible two year olds with emerging SEND or more complex needs are able to access additional funding through the Early Years Inclusion Panel.

### **Take up of the Free Early Education Entitlement for Three and Four Year Olds:**

93% of three and four year old children accessed the Free Early Education and Childcare Entitlement in 2018, which is 1ppt below the national average and ranks Bristol joint 3rd against the other core cities, alongside Liverpool and Manchester and below Leeds (97%) and Newcastle (95%).

Delivery of the extended 30 hours provision by providers has increased from 67% to 80% between September 2017 and January 2019, with 100% of Nursery Schools and Children's Centres offering 30 hours, and 94% of Private Nurseries. Take up by parents has been

much higher than expected. The DfE anticipated that 2,500 families would claim 30 hours but in the first term, 2,037 codes were used, rising to 3,368 codes by the end of the first year of the offer. Bristol's processes and paperwork were recognised by the DfE as a model of good practice for supporting Foster Parents in accessing 30 hours from Sept 2018.

**Take up of the Free Early Education Entitlement continues to be a priority for the Early Years Service and will be closely monitored, alongside the take up of the new extended entitlement for eligible, working families.**

## **2.7. OFSTED Early Years judgements:**

Children are able to access their Free Entitlement across a range of high quality early years settings including:

- 150 Private, Voluntary and Independent settings
- 12 maintained nursery schools
- 41 maintained nursery classes
- 101 Reception Classes in Primary Schools
- 406 Childminders
- 4 area-based Children's Centre Hubs, providing integrated Early Education, Health and Family Support Services across 22 sites

The percentage of early years settings currently rated at least Good by Ofsted continues to improve across the early years sector, with the exception of early years provision in schools which declined by 5.6% this quarter:

- |                         |       |
|-------------------------|-------|
| • Private Providers:    | 95%   |
| • Voluntary Providers:  | 97%   |
| • Maintained Providers: | 100%  |
| • Childminders:         | 99%   |
| • Nursery Schools       | 100 % |
| • Schools (Early Years) | 74%   |

**The transition from nursery to school will continue to be a priority for the Early Years Service to secure continuity for children and families throughout the Early Years Foundation Stage and into Key Stage 1.** The quality of provision in Reception Classes is an ongoing focus which will be supported through the recruitment, designation and deployment of additional expert Reception Teachers as Specialist Leaders of Education. The Early Years Service hosts termly meetings of an active Early Years Coordinators in Schools Network which is well attended and well received, with 100 teachers attending the most recent learning seminar which focused on Communication, Language and Literacy.

**2.8. Bristol Children's Centres:** provide a universal offer of integrated early education, health and family support services, tailored to each community and targeted to those in greatest need.

In 2018 Bristol Children's Centres were remodelled to save £1.5 million, following a significant reduction in Government funding to Local Authorities. Children's Centre services are now coordinated, managed and quality assured by four hubs, one in each of four areas



across the city, and delivered across the 22 sites to continue the community based offer. The four hubs are led by:

- Filton Avenue Nursery School and Children's Centre in North
- Knowle West Nursery School and Children's Centre in South
- Speedwell Nursery School and Children's Centre in East and
- St Pauls Nursery School and Children's Centre in Central.

Despite their challenging context, children's centres have continued to deliver a strong integrated offer of early education, health and family support across the city to give every child a good start in life. However, some key initiatives have had to be put on hold due to capacity issues and will be reframed in 2019, including the CAPI (Children Affected by Parental Imprisonment) Champions Programme and the Gypsy Roma Traveller Drop -In Centres.

Children's Centre Leaders receive a comprehensive data pack each year which provides demographic, health, Family Support and education information. This supports them in identifying priorities at a city-wide and community level.

Almost 25,000 children under four years of age are registered with a Bristol Children's Centre and the majority of these families regularly engage with Children's Centre services, including families of Gypsy, Roma and Traveller origin. Although the percentage has dropped slightly following the re-modelling of Children's Centres in 2018, this nevertheless equates to 77% of children overall, rising to 83% in the 10% most disadvantaged SOA's.

Children's Centre services include:

- Early Education and childcare
- Health and maternity Services
- Debt, benefits and money management support
- Adult learning and volunteering opportunities
- Employment support
- Universal, tailored and targeted Family Support programmes

**The new model has enabled a strong partnership to develop between the Children's Centre Family Support Leaders and the Families in Focus Area Managers. Although it is still early days, this is already bringing greater strategic alignment and the opportunity to make better use of our combined resources and intelligence, paving the way for a shared outcomes framework.**

Over 2,000 responses were received from families that use Children's Centre services in a 2018 survey which identified the important role of Children's Centres in improving well-being and mental health by combatting social isolation and loneliness, particularly in the early years of parenthood.

## **2.9. Bristol's infrastructure of System Leadership to support Quality Improvement:**

Bristol's Early Years model of system leadership underpins the Early Years quality improvement strategy, and the positive impact can be demonstrated by a gradually improving trajectory of outcomes for children and the quality of Early Years provision as

evidenced above. Practising Early Years practitioners and teachers with proven expertise are designated as Specialist Leaders of Education in partnership with the National Early Years Teaching School, according to Bristol's early years strategic priorities. They are deployed to provide short-term targeted support to early years settings and schools where the need has been identified by Ofsted or local intelligence. The impact of this support is carefully monitored.

This support is funded through the National Early Years Funding Formula Quality Improvement Supplement (Dedicated Schools Grant) which promotes System Leadership, so there is no charge to settings. The continuation of the Quality Supplement was agreed by Schools Forum in January 2019 following a consultation with providers in which 91% of respondents agreed to maintaining the current position.

Bristol is committed to promoting a culture of informed self-evaluation and reflective practice across the sector, as evidenced by widespread participation in the longstanding Bristol Standard Quality Assurance Framework in Bristol and beyond:

<https://www.bristolearlyyears.org.uk/the-bristol-standard/>

**The Early Years Partnership:** this relatively new partnership provides a strategic forum for stakeholders from across the sector and key partners to enable an informed and consultative approach to the identification of priorities in the Early Years, monitoring of impact and a dynamic and solutions focussed response to challenges experienced by the sector.

**The systems leadership model is embedding across the sector and provides a strong infrastructure on which the Early Years Service can build to progress the priorities emerging from the Early Years Maturity Matrix (above).**

#### 2.10. Health Partnerships:

- Joint commissioning of Speech and Language Therapy Services  
Speech, Language and Communication Therapists work in Bristol Children's Centres to provide both preventative and clinical services in the local community, <https://www.bristolearlyyears.org.uk/health/speech-language-therapy/>

- **Partnership with Health Visitors**

There is a shared commitment to securing an aligned approach that brings together the Healthy Child Programme and the Early Years Foundation Stage, including the Together at Two Progress Check. This is a collaborative approach to the development and implementation of an integrated developmental assessment for two year olds, which encompasses Speech, Language and Communication skills.

**Ref: Document 1.6: Together at Two Integrated Developmental Progress Check**

Wherever possible, Health Visitors and therapists are being co-located on Children's Centre sites.

**Breast Feeding Children's Centre Champions:**

In 2017 (latest data available) 64% of new mothers were still breastfeeding at 6-8 weeks in Bristol, compared to 50% in England, this is a 4.7ppts increase over the previous three year period. However, again this is not consistent across the city and breastfeeding initiation and sustainability is a continuing challenge in some wards,

eg: Hartcliffe (23%), Knowle West and Lawrence Weston (31%).

We believe that this limited improvement is in part due to the coordination of the Peer Supporter Breast Feeding programme, now based at Knowle West Children's Centre and trained Breast Feeding Champions in our Children's Centres across the city. At the time of writing Bristol Health Visitors are being assessed for the re-accreditation of the UNICEF Baby Friendly initiative.

Parental information and support for breastfeeding continues to be a priority to give every child a good start in life, as this not only promotes children's future health but also helps to establish secure attachments and opportunities for early communication.

### **Bristol and South Gloucestershire Family Nurse Partnership:**

Bristol and South Gloucestershire Family Nurse Partnership is now in its 5th year and continues to be recognised by the FNP National Unit for the skilled work that the team are continuing to deliver to vulnerable young parents across the area. The creation of a safe space and the time to work and support clients to make effective change is key to the success of this approach to practice, which is underpinned by a recognition of the impact of Adverse Childhood Experiences.

**There is now an opportunity to formalise these partnerships and develop a single Early Years and Health strategy for the Earliest Years (The First Thousand Days) and linked data dashboard. This would aim to align service delivery and make the best use of resources and expertise, further strengthening Bristol's aspiration to give every child a good start in life. A single strategy would promote the early identification of children and families in need of additional interventions and prevent escalation of risk with the high financial and emotional cost that this brings**

Other key partnerships include:

- Social Care and Families in Focus – including edge of care services
- The Hope Virtual School for Looked after Children
- Adult and Community Learning - to support parents/carers in accessing basic skills to support volunteering and employment opportunities
- Feeding Bristol and FareShare – a city wide initiative to combat food poverty
- Bristol Refugee Rights – support for children and families
- Bristol Association for Neighbourhood Day Care (BAND) – support for out of school clubs and holiday play schemes <http://bandltd.org.uk/>
- Rockabye (support for families experiencing low well-being following childbirth)

### **2.11. Continuing Professional Development for Early Years Providers:**

A range of high quality continuing professional development opportunities can be accessed to promote early oracy, reading and writing skills in the Early Years Foundation Stage, developed in partnership with the Bristol Early Years Teaching School. However a recent provider consultation (December 2018), **highlighted the financial challenges that early years settings are facing across the sector, which is impacting on their ability to fund CPD activity for their staff**, including releasing them to attend off site courses.

**The Boys Achievement action research project** is now in its third year and continues to

work with Bristol University, schools, Early Years settings and the Bristol Men in Early Years Network to identify and disseminate best practice in narrowing the gap in achievement at the end of the Early Years Foundation Stage.

The Early Years' service is also working with Reading City and the BCC Library Service to develop 'Cloakroom Libraries' in Children's Centres with parents/carers trained as peer champions to promote the importance of sharing books and reading with children in the earliest years.

**New DfE funded Communication, Language and Literacy initiatives** are in place to further strengthen the Early Years offer in 2019 including:

- A NASEN training programme that is enabling Bristol Early Years SENCO's in PVI settings to achieve the new Level 3 SENCO Award
- A targeted enhancement programme with the Royal College of Speech and Language Therapists and ICAN 'Changing the Conversation about Language' which will focus on improving the Home Learning Environment (HLE) by promoting positive interactions between parents and their children. This will significantly add value to our current SLT programme.
- A targeted DfE funded Professional Development Programme to support early years practitioners working in settings with high numbers of children eligible for Free School Meals in strengthening their knowledge, skills and understanding of children's speech, language and communication development and identifying children at risk of delay or disability.

## 2.12. Peer Review Recommendations

The report of the peer review (2.2-2.4 above) has been received very recently and has yet to be embedded into the service narrative. Reviewers were impressed by the quality of service delivery, and saw examples of the range and quantity of projects, many resulting from successful bids which had brought additional funding into the city. They recognised the passion and commitment common to elected members and practitioners, putting vulnerable children and families at the heart of the system. In general they saw opportunities for clearer strategic alignment and sharper evaluation, with a series of recommendations of which some reflect issues identified in the service and others provide additional challenge.

- 1) **Create a simple story, co-constructed with partners, that describes the Early Years strategy and top priorities.** The current strategy is not consistently recognised and understood. The Council needs to co-construct with parents and other partners, a simple and commonly understood set of priorities that is shared widely across the city and that is aligned with the City Plan. Activities should then be aligned to these priorities and monitored to ensure the strategy is delivered.
- 2) **Produce a simple data dashboard underpinning the strategy.** The Council needs to provide evidence of outcomes across the city. Bringing together the data that is currently available in a variety of sources will enable more effective governance and help those engaged in Early Years activities to understand how their input and progress against the strategy is being monitored. This should be complemented by more in-depth data analysis of particular areas of challenge or interest.
- 3) **Present a visible, One Families, Children's and Learning team, working together with its wider city partners.** Currently, there is a tendency for professional

teams to work in silos. To ensure that provision is more integrated and efficient, people need to work collaboratively with a common purpose. To facilitate this the Council needs to reinforce the concept of one team working across the various departments and agencies.

- 4) **Collaborate with heads and wider education partners to create a robust education partnership, making the most of the best leaders across the system.** Build on the achievements obtained through the Teaching School. By taking a systematic approach, better practice is identified and shared across the whole education system, rather than compartmentalising within particular stages.
- 5) **Invest and focus on Reception, transition and primary education.** There is a mismatch in the perceived outcomes achieved when leaving pre-school and the assessment in Reception. There needs to be an alignment in the monitoring of individual children and quality improvement resources in Early Years and schools. This will ensure that children are being assessed in a consistent way and the reasons for the level of progress are understood and addressed. This could include a review of the Healthy Child Pathway, from antenatal to five and beyond, to ensure there is equity of access and facilitate measurement of impact on outcomes e.g. Healthy Child Programme Indicators, standards in schools, Early Years Foundation Stage Profile.
- 6) **Review the use and approach to nursery schools alongside national funding announcements.** There is a level of anxiety in the nursery school sector nationally relating to the outcomes of the spending review of nursery subsidies. There is an opportunity to bring together nursery head teachers and governing bodies to review how they could contribute to the strategic priorities and what might need to be done differently in a climate where there is likely to be less central funding. This should include how to maximise the use of resources.
- 7) **Undertake a systematic evaluation and alignment of services, projects and initiatives.** There was reported to be a high number of projects and initiatives. Given that there are limited resources available, each project should be assessed against their delivery of the strategic priorities (which should also be aligned with the City Plan) and the capacity for them to be sustained. Decisions should then be taken as to which go forward and which do not. This could include a pathway analysis of the offer to all different types of families based on need, with a redesign of the universal and targeted offer and options for traded services.
- 8) **Put in place a strategy for addressing low take-up of the two-year-old offer.** Given the work being undertaken and the facilities in place the two-year-old offer is not where it is expected to be. This needs further analysis and systems need to be put in place so that underperformance, and the underpinning issues, can be effectively acted on, using creative approaches as necessary. Staff should be aware of the actions they need to take to address any slowdown and be actively supported to ensure these are delivered.
- 9) **Actively pursue a city workforce strategy including Early Years and schools.** The Early Years workforce does not currently adequately reflect the make-up of the city. A strategy needs to be developed that ensures the right staff, with the right skills, are in the right place at the right time, with a major focus on appropriate representation of the city's demographic make-up. Any specific Early Years strategy will need to take account of the wider workforce and be aligned with the council wide approach.
- 10) **Create a city accommodation strategy that focuses on creative use of nursery and children's centre sites.** There is a range of accommodation and more needs to be done to ensure equity of provision. Where there is high quality inside and outside

space available there should be a review to consider how this can be maximised and offered more widely to support the integration agenda. Examples of increasing and broadening use could include; provision for 'contact', as a base for social workers and health visitors in supporting families and communities.

### **2.13. Conclusion:**

A sound infrastructure is now in place to support the development of the themes outlined in this report. There are strengths to the service including:

- the systems leadership model of quality improvement
- a positive trajectory of Ofsted outcomes for Early Years providers, particularly childminders
- a history of collaborative working with Health Partners and joint commissioning of the Speech, Language and Communication Therapy Service
- a new area based model of integrated early education, childcare, Health and Family Support Children's Centre Services

However, outcomes for children at the end of the Early Years Foundation Stage remain inconsistent and the quality of Early Years provision in Primary Schools is a cause for concern. There is therefore an urgent need to recognise the emerging priorities identified in the maturity matrix and peer review to establish a comprehensive, multi-agency commitment to improving children's communication, language and literacy from the earliest years as part of a holistic approach.

## **3. Policy**

These recommendations link to the Early Years Strategic Plan, The Business Plan 2019/20 and the One City Plan

## **4. Consultation**

**a) Internal**  
*not applicable at this stage*

**b) External**  
*not applicable at this stage*

## **5. Public Sector Equality Duties**

- 5a) Before making a decision, section 149 Equality Act 2010 requires that each decision-maker considers the need to promote equality for persons with the following "protected characteristics": age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Each decision-maker must, therefore, have due regard to the need to:
- i) Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Equality Act 2010.

- ii) Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to --
  - remove or minimise disadvantage suffered by persons who share a relevant protected characteristic;
  - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of people who do not share it (in relation to disabled people, this includes, in particular, steps to take account of disabled persons' disabilities);
  - encourage persons who share a protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- iii) Foster good relations between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to –
  - tackle prejudice; and
  - promote understanding.

5b) The Early Years Service focus on vulnerable children and families is identified in the report

**Appendices: n/a**

**LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**  
**Background Papers:**

None

# ACE Scrutiny Commission

## 25<sup>th</sup> March 2019



**Title:** Bristol Learning City

**Ward:** City Wide

**Officer Presenting Report:** Tommy Jarvis

**Contact Telephone Number:** 0117 922 2331

### Recommendation

It is recommended that the Scrutiny Commission continue to support the work of the Learning City partnership by providing challenge regarding the learning, education and skills outcomes for our most disadvantaged citizens.

### The significant issues in the report are:

The Learning City Partnership Board has developed a number of projects based on partnership priorities over the past two years. These include creating and establishing:

- 1) Bristol WORKS
- 2) A school attendance strategy
- 3) A schools standards board for Bristol (Excellence in Schools)
- 4) The Bristol Education Partnership
- 5) A Recruitment and Retention wellbeing programme
- 6) A Family literacy pilot
- 7) A Post 16 Strategy group

In addition to this the Learning City Partnership has provided significant input into the development of the One City Plan 2050.





## 1. Summary

Learning City is an established strategic partnership in Bristol. Significant change in leadership over the past two years has slowed progress in the delivery of the partnerships vision of *a city where everyone benefits from and values learning*. Over the past 12 months the Partnership Board has stabilised its membership and in June 2018 agreed a set of priorities up to 2020. These are school attendance, a Post 16 strategy and family literacy. In addition to these priorities the Board has also agreed a set of outcomes linked to the One City Plan 2050, as well as supporting the work of a number of other strategic boards and delivery groups. These include Excellence in Schools, the Bristol Education partnership and Recruitment & Retention of teaching staff. Learning City partners continue to provide either financial or in-kind resources to support the delivery of strategic priorities. Additionally partners have developed funding bids to bring greater capacity into the city. This is a model the Learning City team will continue to develop. The Learning City Board still needs to rebuild its membership to develop a more diverse and wide reaching strategic partnership for Bristol, this is a key priority for the chair and the Learning City team.

## 2. Context

2.1 Bristol is a successful city, with a strong economy, two world class universities, plenty of good and outstanding schools and a thriving cultural scene, but outcomes are all too often dependant on where people live. Simply put, if you are born in the south of the city you are less likely to go to a good school, progress into higher education or access the benefits of Bristol's strong economy, including highly skilled and well paid employment. One in four Bristol children live in poverty and without fairness of access to good quality education and training, future generations are unlikely to see change. Bristol Learning City champions learning as a way to transform lives, communities, organisations and the City. The Partnership wants everyone to be proud to learn throughout their lives. Being a Learning City brings the city together, as partners, to realise a shared vision, deliver change and make a greater impact in the City.

2.2 In 2016 Bristol became the first city in England to gain UNESCO Learning City status. In 2017 Bristol received the UNESCO Learning City award for outstanding progress against the UNESCO Framework. Over the past two years Bristol Learning City has developed links with a number of learning cities and regions including, Cork, Limerick, Derry, Belfast, Swansea. As well as supporting Wolverhampton and Swindon in their learning city developments.

2.3 Bristol Learning City has developed a culture of sharing expertise, targeting resources and taking collective action to add value to the work organisations do individually. In 2016 a group of education leaders formed the Excellence in Schools Group to act as a Schools Standards Board for the city. The Group oversees a universal offer of school improvement, as well as a Leadership for Learning programme, funded by a Department of Education grant. City wide school data is used to inform decisions and develop interventions.

2.4 In addition to this ongoing school improvement work, the Learning City Partnership Board has overseen a number of projects aimed at increasing access to higher education and improving opportunities for experience of work. The Board has recently agreed a number of priorities to be delivered by 2020, including: the creation of a Post 16 Strategy; improving school attendance; promoting Bristol as a city that reads to its children. Children/Young people with special educational needs & disabilities and those in care or leaving care remain a key focus for the

## Partnership.

- 2.5 Building on the previous work of the now disbanded Learning for Work Group, a Post 16 task and finish group has been created to develop a collaborative strategy to achieve a fundamental transformation of the post 16 offer in Bristol. The aim is to significantly improve provision planning and outcomes. The project is currently in the research phase, with the group collecting evidence against priority themes with a view to using key findings to inform strategic plan priorities from 19/20.
- 2.6 In 2018, Bristol ranked in the bottom five local authorities for school attendance at a primary and secondary level, as well as in specialist education. The Learning City Partnership Board identified this as a key priority for the city. Bad attendance habits are likely to continue into further and higher education, as well as the workplace. Over the past 10 months partners have created an attendance strategy which aims to improve city wide attendance and ensure our children are safe and in school. During the consultation stage a number of parents of children with Special Educational Needs and Disabilities provided feedback. This information is now being incorporated into the strategy, with an expected launch date in September 2019. In the meantime, schools will be provided with a Toolkit to support their work to improve attendance and a series of School Attendance Network meetings have been established to share best practice.
- 2.7 Expected reading rates in Bristol schools continue to sit below national averages. In 2017 Bristol began taking part in an EU transnational exchange programme looking at innovative practices regarding reading, literacy and language development. During this programme representatives from Bristol visited Gothenburg and were introduced to a project 'The city where we read to our children'. The purpose of this project is to encourage reading with and to children early in life. In June 2018 the Bristol Learning City Partnership Board agreed to support the development of a similar project in Bristol. Over the past 8 months partners have developed a 'Cloakroom Library' programme in Children's Centres. The programme is supported by Hargreaves Lansdown, Clifton College, Bristol Libraries, University of Bristol and the Literacy Trust. The pilot will launch in March 2019 with the aim of testing scaling up.
- 2.8 Improving SEND outcomes was originally set as a stand-alone priority for the Learning City Board, but on reflection it was felt that this priority should cut across work on improving attendance, literacy and Post 16 progression. In early 2019 Bristol Learning City submitted a funding bid to the Education Endowment Foundation to test four interventions with Key Stage 3 students with SEND in Bristol. The EEF will inform applicants of progress to round 2 of the process in April 2019.
- 2.9 Recruitment and retention of teacher workforces continues to be a problem for some schools in Bristol. A recent school survey identified teacher and leadership wellbeing as a key concern. In response the Recruitment and Retention Task Group commissioned a Headteacher and Deputy Headteacher Wellbeing programme using acceptance and commitment therapy (ACT). The programme was delivered by a BCC Educational Psychologist and initial pre and post interventions have shown encouraging results. The Task Group have now commissioned a further round of train the trainer sessions aimed at school mental health leads. The aim is to train up to 40 mental health leads to embed ACT practices in schools. The Group has also commissioned a Teacher Wellbeing Conference and Workshop in June 2019. The workshops will be facilitated by Dr Paul Flaxman a world leader in ACT.

2.10 The Bristol Learning City Partnership has created and funded Bristol WORKS to build an innovative education, business and community partnership that aims to raise the aspirations of young people and their parents/carers through the development of experience of work opportunities and clear post 16 pathways for all young people, particularly those who face the greatest challenges in relation to learning, skills and employment. In the academic year 2017/18 (WORKS year 1) 2477 experience of work opportunities were delivered directly through the WORKS project. In addition, WORKS supported a number of other experiences of work activities and developed working relationships with key partner organisations in Bristol. Three further schools have joined WORKS in 2018/19 they are Bridge Learning Campus, Oasis Brightstowe and KnowleDG. So far 59 employers have made the pledge and delivered 492 experiences of work. Activities include:

- Real challenge: Supporting students to develop a newsletter. Including a number of employers visits from the media sector.
- Employer visits: Assemblies led by volunteers from the creative sector
- Specialist skills: Performing arts workshops with performing arts volunteer
- Mentoring: Male / Female small group mentoring sessions
- Real Work Challenge: Visit to the WAVE site
- Employability Skills: Ask Me Anything session with a wide range of creative, digital and media organisations.

2.11 The Learning City has also been working with a number of state and independent schools in Bristol to create the Bristol Education Partnership. The Partnership aims to improve outcomes for disadvantaged students across the partnership by opening up new opportunities for collaborative learning. Both Universities have joined the partnership and will work with partner schools to improve progression into higher education. The Partnership will also focus on identifying and progressing gifted and talented students from all participating schools linked to the WORKS programme to offer a varied work experience opportunities. The work of this Partnership is being funded by contributions from the independent schools.

2.12 In February 2019, the Bristol Learning City Board commissioned a scoping exercise to gather feedback from community learning groups for a possible Learning City Festival. A number of Learning Cities in the UK and Ireland host their own learning festivals where learning providers offer free learning activities over the course of a week. Cork, Limerick and Belfast have continued to grow their learning festivals into priority events for their cities. This type of festival would give Bristol the opportunity to celebrate learning in all its forms and shine the light on our local lifelong learning offer. A survey has recently been sent to over 100 learning providers in Bristol to gauge enthusiasm for such an event, if the idea proves popular planning will begin for a possible March 2020 festival.

2.13 In 2018 the decision was taken to disband the Challenge Group model of governance and switch to a task and finish group model. This has decision has resulted in some issues regarding

governance as the Challenge Group model provided a consistent framework to discuss skills and education priorities, as well as vulnerable groups. The Learning City team are currently redesigning the governance framework for Bristol Learning City with the aim of bringing greater diversity and a wider reach to the Learning City Board.

2.14 Bristol Learning City is funded from a reserve budget. Original contributions came from Bristol City Council, City of Bristol College, University of Bristol and UWE. The remaining budget will be sufficient to fund a skeleton Learning City team until January 2022, additional funding from partners will be required to increase capacity and deliver on some of the Learning City priorities set out in the One City Plan 2050.

### **3. Policy**

Not Applicable

### **4. Consultation**

a) Internal  
Not Applicable

b) External  
Not Applicable

### **5. Public Sector Equality Duties**

- 5a) Before making a decision, section 149 Equality Act 2010 requires that each decision-maker considers the need to promote equality for persons with the following “protected characteristics”: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Each decision-maker must, therefore, have due regard to the need to:
- i) Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Equality Act 2010.
  - ii) Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to --
    - remove or minimise disadvantage suffered by persons who share a relevant protected characteristic;
    - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of people who do not share it (in relation to disabled people, this includes, in particular, steps to take account of disabled persons' disabilities);

- encourage persons who share a protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- iii) Foster good relations between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to –
  - tackle prejudice; and
  - promote understanding.

**Appendices:**

N/A

**LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**Background Papers:**

N/A

# Adults, Children & Education Scrutiny Commission

25<sup>th</sup> March 2019



**Report of:** Jacqui Jensen

**Title:** Executive Director: Adults, Children & Education

**Ward:** City-wide

**Officer Presenting Report:** Jacqui Jensen

**Contact Telephone Number:** 0117 357 6390

## **Recommendation:**

To note the Adults, Children and Education Directorate's performance progress report for quarter 3, 2018/19.

## **The significant issues in the report are:**

The most significant performance issues against the corporate plan priorities are set out in appendix A1. The Scrutiny Commission are invited to ask questions of the Executive Director; Adults, Children and Education on progress against these priorities.



## 1. Summary

The report and appendix are a summary of the main areas of progress towards delivery of the Corporate Plan 2018-19.

## 2. Context

This report and appendix is designed to standardise a set of Key Performance Indicators and reporting arrangements around the corporate strategy and Bristol City Council's business plan.

In terms of performance in Q3 for the directorate, progress can be summarised as follows:

There are currently 54 KPIs (40 BCPs and 14 DACEs) of which 3 have no target set, 22 are not due data and 1 where data has not been entered. Of the remaining 29 KPIs:

- 54% (19) are performing on or above target and,
- 46% (16) are performing below target.
- Almost 80% of those with a direct comparison from 12 months ago have improved.

Headline findings for quarter 3 progress reporting:

### Public Health

Alcohol related hospital admissions continue to worsen.

A re-profiling of the target for "Bristol Eating Better" is planned for the final quarter of 18/19, but at present is below target.

The attendances at leisure centre and swimming pools are still exceeding the target.

The deprivation gap in female life expectancy is getting smaller, the male gap is unchanged.

### Adult Social Care

Most areas are performing well, reablement effectiveness is maintaining its performance above target. According to some data sources there is an apparent increase in admissions to care homes. However, this contradicts other sources, which continue to report a steady decline. Further work is planned for this so that a clearer picture can be obtained.

The Better Lives trajectories has picked this up and the team is looking at the reasons.

The monthly Delays to Transfer of Care (DToc) figure, whilst above target, is expected to worsen if winter pressures have their usual impact in hospitals in the next few months. The team is working closely with the NHS to re-examine the numbers reported through the NHS IT systems.

### Children & Families Service

Performance on reviews on all the KPIs in this basket is better than 12 months ago. We are not yet reaching the challenging targets we have set ourselves.

Adolescents entering care because of abuse is continuing on the same trajectory already reported for the first 2 quarters.

Care leavers, aged 17-21 in EET remains below target under the statutory definition.

### Educational Improvement

The majority of the indicators are moving in the right direction.

Employment of people with Learning Disability continues to exceed the target.

Apprenticeships within BCC are delivering now the project is fully underway.

NEET is improving and almost meeting target.

School results are generally positive; KS2 (RWM) has met the target overall and for disadvantaged pupils.

GCSE (KS4 attainment 8) has increased overall although we did not meet our challenging target. We are now the best performing core city for the percentage of pupils passing English & Maths at grades 9-5.

Unfortunately the gap to disadvantaged pupils has worsened for the attainment 8 score – and this is one of the key mayoral metrics so is disappointing.

The Performance Framework is subject to future development and work is ongoing to align performance, projects and risk.

### **3. Policy**

All BCP PIs contained within Appendix A1 represents the Adults, Children and Education PIs that are included within the Corporate Strategy (2018/23) and demonstrate our progress.

### **4. Consultation**

#### **a) Internal**

Performance progress has been presented to the Executive Directorate Meeting prior to the production of this report.

#### **b) External**

Not Applicable

### **5. Public Sector Equality Duties**

- 5a) Before making a decision, section 149 Equality Act 2010 requires that each decision-maker considers the need to promote equality for persons with the following “protected characteristics”: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Each decision-maker must, therefore, have due regard to the need to:
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  - ii) Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to --
    - remove or minimise disadvantage suffered by persons who share a relevant protected characteristic;



- take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of people who do not share it (in relation to disabled people, this includes, in particular, steps to take account of disabled persons' disabilities);
  - encourage persons who share a protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- iii) Foster good relations between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to –
- tackle prejudice; and
  - promote understanding.

5b) This is a report to consider performance progress against the 2018/23 Corporate Strategy, which has had an Equalities Impact Assessment.

**Appendices:**

A1 - Adults, Children and Education Performance Progress Report (Q3 2018/19)

**LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**Background Papers:**

None

## ACE Directorate – Q3 2018/19 Performance Summary

ADULT SOCIAL CARE	
Title	Target status
.BCP276a: Reduce the permanent admissions aged 65+ to residential and nursing care, per 100,000 population	<b>Below</b>
.BCP278: Percentage of older people at home 91 days after discharge from hospital into reablement/rehabilitation *	<b>Above</b>
.BCP279: Improve the monthly Delayed Transfers of Care for BCC (Delayed Days per 100,000 population)	<b>Well Above</b>
DACE073: Average change in level of homecare following short-term assessment and reablement episode	<b>Well Above</b>

CHILDREN & FAMILIES SERVICES	
Title	Target status
.BCP216: Increase the % of looked after children cases which were reviewed within required timescales	<b>Below</b>
.BCP217: Increase the % of child protection cases which were reviewed within required timescales	<b>Below</b>
.DACE007: Percentage of Pathway Plans are reviewed on a six monthly basis or less	<b>Below</b>
.DACE008b: Through-care team average caseload (Snapshot)	<b>Above</b>

### OVERALL SUMMARY:

51% (18) PI's On / Above target  
49% (17) PI's Below target

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EDUCATIONAL, LEARNING & SKILLS IMPROVEMENT	
Title	Target status
BCP266: Increase % of adults with learning difficulties known to social care, who are in paid employment	<b>Above</b>
.BCP230a: KS2 - Increase the % of pupils achieving the expected standard in reading, writing and maths	<b>On Target</b>
.BCP231a: Key Stage 4: Improve the Average Attainment 8 score per pupil	<b>Below</b>
Key Stage 4: Attainment 8 - Reduce the Points gap between the Disadvantaged and Non-Disadvantaged	<b>Below</b>

PUBLIC HEALTH	
Title	Target status
BCP251: Reduce the rate of alcohol-related hospital admissions per 100,000 population	<b>Below</b>
.BCP252: Increase the number of 'Bristol Eating Better Awards' issued to food outlets	<b>Well Below</b>
.BCP253: Increase the number of attendances at BCC leisure centres and swimming pools	<b>Well Above</b>
. BCP 257b: Prevent increase in life expectancy gap between women living in deprived & wealthy areas of Bristol	<b>Below</b>

## EDM - 3rd Quarter Performance Progress Report (1 April '18 - 31 December '18) - [Quarterly Pls]

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Corp Plan Link	Code	Title	+/-	2017/18 outturn	2018/19 Target	Q1 Progress	Q2 Progress	Q3 Progress	Comparison over last 12 months	Officer Notes
<b>ACE - Adult Social Care</b>										
EC3	.BCP276a	Reduce the permanent admissions aged 65+ to residential and nursing care, per 100,000 population	-	849.4	820	854.4	860.8	936	↓	560 admissions with a 60+ population of 59,829 These figures are contradictory to the Better Lives trajectories for no of placements for older people in residential/ nursing care which are significantly reduced. Therefore we need to do further analysis and checking of this data to understand the reason why it has increased.
EC3	.BCP278	% of older people at home 91 days after discharge from hospital into reablement/rehabilitation *	+	87.3%	88.0%	91.8%	88.5%		↑	This KPI is repored 3 month in arrears. 348 passes/ 393 cases Performance remains on target. Of those people not at home after 91 days sadly some had died and others moved into a care home as they could no longer safely manage at home with support.
W1	.BCP279	Improve the monthly Delayed Transfers of Care for BCC (Delayed Days per 100,000 population)	-	310.9	350	213.5	301.4	237.1	↑	(November) 866 DToCs/18+ population of 365,292
EC3	.BCP280	Increase the % of people who contact Adult Social Care and then receive Tiers 1 & 2 services	+	n/a	Establish Benchmark	50.6%	50.9%	54.9%		533 cases out of 970 This continues to improve as we continue to embed a Strengths based approach in practice which is now included at first point of contact at our Front Door (Care Direct). We are also working with partners to ensure a wide range of community based and short term services are available including implementation of the Home First service to support people to return home safely from hospital without defaulting to tier 3 services.
EC3	.DACE005a	Increase the percentage of adults receiving direct payments	+	37.3%	38.0%	37.1%	38.0%	38.6%	↑	969/2,511
EC3	.DACE073	Average change in level of homecare following short-term assessment and reablement episode	+	5.4 hrs	5.5 hrs	7.0 hrs	6.9 hrs	6.6 hrs	↑	Performance on target. As part of Better lives the expanded Reablement service is working with more complex situations enabling people to remain at home.
<b>ACE - Children &amp; Families Services</b>										
EC1	.BCP212	Reduce the number of adolescents (aged 13-17) who need to enter care due to abuse or exploitation	-	n/a	Establish Benchmark	6	12	20		46 children aged 13 or over started care between 01/04/2018 and 31/12/2018. Of these, 20 started due to neglect. Older children entering care are monitored on a monthly basis. A system has been established that all children who are at risk of coming into care due to family relationship breakdown will be referred to the Strengthening Families Team within Families in Focus to work alongside social workers or hold case responsibility and build family and community connections in order to prevent care.
EC1	.BCP216	Increase the % of looked after children cases which were reviewed within required timescales	+	88.7%	97.0%	85.3%	87.5%	86.5%	↑	602 children had been CLA for at least 28 days on 31/12/2018. Of these, 521 had all their reviews in the previous 12 months completed on time. However, the percentage is in fact higher than this. Monitoring through the service has found that delays with case recording have impacted this number. In the last three months only 6 reviews were held out of timescale and these were for valid reasons such as the child being sick. The IRO Manager is working to improve the data recording and the service has requested a one month lag be built into the report to improve accuracy as the IRO Statutory Handbook provides time for the notes to be entered and circulated.

Corp Plan Link	Code	Title	+/-	2017/18 outturn	2018/19 Target	Q1 Progress	Q2 Progress	Q3 Progress	Comparison over last 12 months	Officer Notes
EC1	.BCP217	Increase the % of child protection cases which were reviewed within required timescales	+	90.0%	95.0%	95.7%	94.4%	94.4%	↑	(Quarter 3) 230 children had a CP plan for at least 13 weeks on 31/12/2018. Of these, 217 had all their reviews in the previous 12 months completed on time. Delays to conferences were for valid reasons such as a mother going into labour early or family sickness preventing attendance. All delayed conferences are approved by a Service Manager. (PF)
FI3	.BCP218	Improve the % of 17 - 21 year old care leavers in EET (statutory return - recorded around birthday)*	+	57.0%	58.0%	57.0%				(Quarter 1 - 2)This PI is reported 3 months in arrears. Data is being examined further.
EC1	.DACE006	Children looked after placed more than 20 miles from their home address	-	15.3%	15.0%	14.3%	15.2%	15.7%	↑	108 children entered care between 01/04/2018 and 31/12/2018. Of these, 17 were placed 20 miles+ from home on 31/12/2018. The suitability of a placement will always be considered in terms of the child's needs. At times it is appropriate and necessary to place a child at some distance from Bristol where there are concerns or risks that we seek to disrupt or to access specialist provision. On occasions the pressure of placement sufficiency means that children are placed out of the local area.
EC1	.DACE007	Percentage of Pathway Plans are reviewed on a six monthly basis or less	+	64.4%	90.0%	89.3%	75.7%	76.4%	↑	559 Pathway Plan Reviews were due between 01/04/2018 and 31/12/2018. Of these, 427 were completed on time. Although this remains well below target 76.4% (target 90%) it has improved from the previous outturn of 64.4%. Case loads for personal advisers have reduced from 30 to 25, which has correlated with the improvements as PAs have more time to carry out pathway planning with their young people.
EC1	.DACE008a	Area social work unit average caseload (Snapshot)	-	54.8	60	56.3	63.6	61.8	↓	1,546 cases were allocated to 25 Area teams on 31/12/2018. There is continued focus in reducing caseloads. North area has worked hard to bring their caseload down. South and East have been impacted by recent sickness and staff leaving but recruitment has started and the focus will be maintained.
EC1	.DACE008b	Through-care team average caseload (Snapshot)	-	110	110	109	100	99.6	↑	896 cases were allocated to 9 Through Care teams on 31/12/2018. Case loads for social workers have reduced from 24 to 20. There are plans to continue to reduce the case loads with a plan to achieve 16.
<b>ACE - Educational, Learning &amp; Skills Improvement</b>										
WC3	.BCP260a	Increase the percentage of government funded CL learners progressing to employment	+	13.0%	12.0%	7.0%	11.0%	11.0%	↓	Final 2017/18 learner progression figure. Progression to work is slightly below target. The team has worked hard on learners progression and had success in other areas, e.g. progression to further learning has increased from 20% to 31%. Plans are in place to tighten up on the curriculum to reach the 12% progression to work target.
WC3	.BCP260b	Increase the percentage of MEN engaged in government funded Community Learning (CL) in Bristol	+	22.0%	30.0%	22.0%	24.0%	29.0%	↑	The engagement of men has increased from 24% in the 2017/18 academic year to 29% in the first term of 2018/19. The team have increased their focus on developing courses that support the recruitment of additional men. At the same time we keep on working with priority female learners in children's centres and schools.
WC3	.BCP266	Increase % of adults with learning difficulties known to social care, who are in paid employment	+	4.8%	7.2%	7.3%	7.4%	7.6%	↑	47/621 - The improvement is due to the current re design of employment support services for people with a learning disability which is being undertaken within the Council and the fact that we have worked with the Preparing for Adulthood and Adult Social Care Teams to show them how to accurately record the data in the LCS system so that it is picked up by the reporting engine.

Corp Plan Link	Code	Title	+/-	2017/18 outturn	2018/19 Target	Q1 Progress	Q2 Progress	Q3 Progress	Comparison over last 12 months	Officer Notes
FI3	.BCP261a	Increase the total number of apprentices employed by Bristol City Council	+	n/a	100	21	61	123		Apprenticeship starts during autumn on target and continued recruitment at this level will ensure progress towards Public Sector Duty requirement of 276 apprentices supported by March 2020 is achieved.
FI3	.BCP261b	Increase the % of BCC apprentices starting apprenticeship training from priority groups	+	18.0%	24.0%	18.0%	32.4%	26.8%		With growth of apprenticeship take up across a wide cross-section of BCC teams BAME and Care Lever starts remain strong. In Quarter 4 we expect recruitment to remain consistent and to achieve year end target.
FI3	.BCP263a	Reduce the % of young people of academic age 16 to 17 years who are NEET & destination unknown	-	8.6%	8.0%	10.8%	12.3%	9.4%	↑	During this quarter we have started to have access to a nearly complete working EYES system. This has enabled far greater robust data collection and collation that has resulted in a 2.9% drop from last quarter and 1.4% away from the target. It is planned that this trajectory will continue.
FI3	.BCP267	Improve the overall employment rate of working age population	+	77.6%	77.0%	78.2%	78.2%	78.9%	↑	This improved position is due to the rise in Bristol's local employment rate (78.2%) – which is the highest rate across all core cities. The development and delivery of targeted employment support services is also impacting – for example in 17/18 BCC ESL supported over 600 people into employment.
FI3	.DACE040	Increase the total number of apprenticeships created and managed by Bristol City Council	+	355	450	342	377	404	↑	Continued growth in starts during quarter 3 slightly dampened by high percentage of successful completions. A significant increase expected in quarter 4 to achieve target.
<b>ACE - Public Health</b>										
W1	.BCP251	Reduce the rate of alcohol-related hospital admissions per 100,000 population	-	800	770	775	801	823	↓	
W3	.BCP252	Increase the number of 'Bristol Eating Better Awards' issued to food outlets	+	n/a	250	63	75	87		The award was 'put on hold' for 6 months soon after launching - due to Bristol Eating Better award coordinator leaving the council. Progress has been further slowed by a recent restructure of the Public Health Team, with the delivery team responsible for implementing the award no longer in post. The award scheme has been evaluated by the University of Bristol and has undergone significant revisions and will be 're-launched' and promoted in the next quarter. We hope to achieve 50% of the original target by the end of the 4th quarter
W4	.BCP253	Increase the number of attendances at BCC leisure centres and swimming pools	+	2,618,977	2,659,300	680,464	1,336,106	1,797,690	↑	(April - November) Attendances are still up against set target figures. Leisure operators continue to push their physical activity campaigns and referral schemes during this quarter despite a natural drop off towards Christmas.
EC1	.DACE123	Increase Breastfeeding initiation rate	+	82.1%	82.2%	74.0%	78.1%	79.4%		These are the latest data and are from 2016/17. Breastfeeding initiation is measured as a % of all babies who initiate breastfeeding/breast milk feeding within 48 hours of birth. Bristol's initiation rate is above the national average (74%) and the highest of the core cities. After a period of increase from 2008-2013 when initiation rates rose by 8%, rates have been static at around 82%. Since 2013 it has not been possible to access the detail of initiation data required to analyse by electoral ward, age, deprivation quintile and ethnicity. - Actual % for Q1 should have also been 82.1%, and average for Q1 - Q3 should be 82.1%
W1	.DACE126	Engagement in Healthy Schools Programme amongst target schools	+	n/a	60.0%	75.5%	77.0%			
W1	.DACE130	% of opiate clients who successfully complete treatment and who do not re-present within six months	+	86%	80%		73%	73%	↓	For the period 1 Sept 2017 to 28 Feb '18 there were 78 successful completions, of which 21 re-presented for treatment within the following 6 months by 28 Oct '18.



# EDM - 3rd Quarter Performance Progress Report (1 April '18 - 31 December '18) - [Annual Pls]

Corp Plan Link	Code	Title	+/-	2017/18 outturn	2018/19 Target	Q1 Progress	Q2 Progress	Q3 Progress	Comparison over last 12 months	Officer Notes
<b>ACE - Adult Social Care</b>										
EC3	.BCP277	Percentage of adult social care service users, who feel that they have control over their daily life	+	77.0%	82.0%	n/a	n/a	n/a		Data will be available quarter 4
<b>ACE - Educational, Learning &amp; Skills Improvement</b>										
EC1	.BCP222	Increase the take-up of free early educational entitlement by eligible 2 year olds	+	69.3%	75.0%	n/a	n/a	n/a		There has been a continuous increase in the take up of this offer from 50% in 2015 (58% national to 68% in 2018 (72% national)), and over that period the gap has narrowed between Bristol and national by 4ppts. 100% of these children are in early year's provision that has been judged good or better by Ofsted. Early Years settings report nationally that the extended free early education offer for three and four year olds (30 hours a week for eligible working families) is more cost effective to deliver than the two year old offer, so we are closely monitoring the situation. Children's Centres are promoting the take up of the two year old free entitlement, particularly in communities where families may not consider this as a priority for cultural or other reasons
EC1	.BCP223	Increase take-up of free early educational entitlement for 3 & 4 year olds in the 30% lowest SOAs	+	88.2%	91.0%	n/a	n/a	n/a		In 2018, 88.2% of three and four year olds living in the 30% most disadvantaged SOAs accessed their entitlement to Free Early Education in Bristol, we are still awaiting data to update this information for 2019.
EC1	.BCP224	Reduce the gap between children in the 30% lowest SOAs achieving a good level of development at EYF	-	13.2% pts	13.0% pts	n/a	n/a	n/a		2018 data indicates that the gap has narrowed slightly to 13.1% this year. A focus on continuous quality improvement, particularly in the areas of communication, language and literacy, and targeted support for identified settings is contributing to this gradual improvement
W3	.BCP225	Increase the percentage of Bristol schools with Breakfast Clubs	+	n/a	Establish Benchmark	n/a	n/a	n/a		The majority of Primary Schools currently offer a Breakfast Club, but many have been set up to support the children of working families. A targeted programme is being piloted, in partnership with FareShare, to incentivise schools to offer a healthy breakfast to children most in need. 15 schools have taken up the offer to date and are able to access a broad range of food from FareShare at low or no cost, as part of the Feeding Bristol Initiative. The FareShare food has been sufficient to support snacks throughout the day and in after school provision in the pilot school, as well as emergency food parcels for families in urgent need. 58 emergency food parcels were distributed through the Children's Centre Area Hubs to families identified as in need at Christmas. This pilot will be extended to a further 15 schools in 2019 alongside an initiative to address Holiday Hunger in Bristol's most disadvantaged communities.



Corp Plan Link	Code	Title	+/-	2017/18 outturn	2018/19 Target	Q1 Progress	Q2 Progress	Q3 Progress	Comparison over last 12 months	Officer Notes
FI2	.BCP230a	KS2 - Increase the % of pupils achieving the expected standard in reading, writing and maths	+	61.0%	63.0%	n/a	n/a	63.0%	↑	Outcomes continue to improve year on year. However, improvement nationally is increasing at a faster rate and as such the gap between Bristol and the national average is widening slightly. New School Improvement model to academy/Maintained primary & secondary should impact on KS2 outcomes for 18/19. The Strategic School Improvement Fund (SSIF) project working with 30 vulnerable schools with 18% of KS2 population is targeting the 18/19 Year 6 cohort. SSIF schools showed a 6% improvement in Reading, Writing, Maths for 18/19 vs 2% overall Bristol increase..
FI2	.BCP230b	KS2 - increase the % of disadvantaged pupils, at KS2, achieving the expected standard in RWM	+	45%	48%	n/a	n/a	49%	↑	Bristol Disadvantage gap showed slight decrease 17/18. The Strategic School Improvement Fund (SSIF) project work has particular focus on reducing disadvantage gap and for 17/18 already showed a decreased gap this year. 2 Pupil Premium conferences focusing on the gap have taken place in Term 4 & 5 of this year and will be a continued focus for 18/19.
FI2	.BCP231a	Key Stage 4: Improve the Average Attainment 8 score per pupil	+	44.0 points	46.0 points	n/a	n/a	45.5 points	↑	This will continue to be a challenging target as long as the disparity exists between the highest/lowest performing schools in Bristol. On average the national drop in Attainment 8 last year was 4 points reflected in the Bristol Attainment 8 score. Early predictions for 17/18 look more positive. The Strategic School Improvement Fund (SSIF) focus on Year 11 outcomes for 18/19 should also reap dividends.
FI2	.BCP231d	Key Stage 4: Attainment 8 - Reduce the Points gap between the Disadvantaged and Non-Disadvantaged	-	15.9 points	15.0 points	n/a	n/a	16.2 points		Reducing the Disadvantage gap continues to be a focus throughout 18/19. A forum of 24 schools in the North West of Bristol (NW24), BCC and the Strategic School Improvement Fund project are collaborating with a National Expert on 'The Pupil Premium Gap' and a more aligned approach through the Teaching School offer should offer appropriate support and challenge to schools in improving outcomes for Pupil Premium pupils.
FI2	.BCP245	Improve the level of Bristol Schools' pupil attendance	+	94.7%	95.5%	n/a	n/a	n/a		
W3	.BCP248	Reduce the percentage of school age children eligible for and claiming free school meals	-	n/a	18.5%	n/a	n/a	17.9%		Based on the January 18 Census, there were 10,835 pupils registered as eligible for Free school meals; compared to the January '17 census of 11,151 pupils. This improved position is due to the rise in Bristol's local employment rate (78.2%) - this is highest rate across all core cities.
WC3	.BCP265	Increase the number of adults, aged 19+, who receive job related information, advice and support	+	6,225	4,000	n/a	n/a	4,602		The Employment Support Team is confident in achieving the annual target and has significant activities planned in the final quarter including a major marketing campaign for Future Bright and planned jobsfair and workzone activity

Corp Plan Link	Code	Title	+/-	2017/18 outturn	2018/19 Target	Q1 Progress	Q2 Progress	Q3 Progress	Comparison over last 12 months	Officer Notes
EC1	.DACE009	Percentage of children achieving a good level of development at Early Years Foundation Stage	+	67.7%	68.0%	n/a	n/a	n/a		2018 data indicates that 69% of children have achieved a good level of development this year, an increase of 1ppt. Literacy continues to be the area of greatest challenge and if children who achieved the other Early Learning Goals had also achieved the Early Learning Goals for Reading and Writing, the percentage of children achieving a Good Level of Development would have increased to 71.6%. The quality of provision for Literacy is therefore a key priority for 2018/19, particularly Writing. Since 2013 the percentage of children achieving a good level of development has increased by 19% points.
FI2	.DACE014	Reduce the %ppt gap between SEN/non-SEN pupils achieving the expected standard in R,W&M (KS2)	-	54.0% pts	50.0% pts	n/a	n/a	53.0% pts	↑	Reducing the gap between SEND and non-SEND pupils continues to be a challenge. This area of work has been agreed as a priority by Learning City. The new School Improvement model offered to all schools, including special schools, identifies SEND outcomes as a City priority. Schools are encouraged to develop bids from the Bristol School Improvement Fund to develop inclusive practice that impacts on the outcomes of SEND pupils. One successful bid is focused on developing inclusive practice to reduce absence and exclusion. This should impact on outcomes for SEND pupils as they are overrepresented in attendance and exclusions data.
FI2	.DACE031p	Key Stage 4: Progress 8 score	+	-0.22	-0.18	n/a	n/a	-0.09	↑	Progress 8 improved on 2017 and is very close to the national average.
<b>ACE - Public Health</b>										
W1	.BCP250	Reduce the percentage of people in Bristol who report below national average Mental Wellbeing (QoL)	+	18.4%	18.0%	n/a	n/a	n/a		We have held the first Thrive Steering Group meeting chaired by Cllr Asher Craig. This is the city wide approach to improving mental health and wellbeing. The Thrive Steering Group will be reporting to the Health and Wellbeing Board.
W4	.BCP254	Increase the percentage of adults who play sport at least once a week (QoL)	+	44.9%	46.0%	n/a	n/a	n/a		Work continues with key national governing bodies for sport including the Football Association, Lawn Tennis Association, Gloucestershire Cricket Board and British Cycling across facility and programme development with the primary aim of increasing participation.
W1	.BCP255	Increase % of people living in the most deprived areas who do enough regular exercise each week(QoL)	+	59.4%	60.0%	n/a	n/a	n/a		Our Sport England funded 'Tackling Inactivity' Project has started its delivery across Hartcliffe, Filwood and Lawrence Hill (the three wards with the highest rate of physical inactivity). In partnership with British Cycling and Access Sport the Council has built two new BMX tracks in Lawrence Weston and Hillfields and work continues on the delivery of a new parks tennis model aimed at increasing participation including sites in Eastville and St George. Further work is being undertaken with Sport England to help secure significant capital and revenue investment for Bristol.
W4	.BCP256	Increase the % of adults in deprived areas who play sport at least once a week (QoL)	+	32.0%	35.0%	n/a	n/a	n/a		Work continues with key national governing bodies for sport including the Football Association, Lawn Tennis Association, Gloucestershire Cricket Board and British Cycling across facility and programme development with the primary aim of increasing participation.



Corp Plan Link	Code	Title	+/-	2017/18 outturn	2018/19 Target	Q1 Progress	Q2 Progress	Q3 Progress	Comparison over last 12 months	Officer Notes
W1	.BCP257a	Prevent increase in life expectancy gap between men living in deprived & wealthy areas of Bristol	-	9.6years	9.6years	n/a	n/a	9.6years	=	The gap in life expectancy between men in the most and least disadvantaged deciles of the Bristol population has shown no improvement in the last decade, although the most recent data show a very small, non-significant reduction in the gap. Although life expectancy overall has improved gradually, this is not the case for all and the longstanding inequalities in health within the city persist. This is likely to reflect numerous factors that influence health and inequalities but particularly the persistent deprivation seen within areas of Bristol. Ambitions around addressing gaps in healthy life expectancy and tackling wider determinants of health are being worked up as part of the One City plan.
W1	.BCP257b	Prevent increase in life expectancy gap between women living in deprived & wealthy areas of Bristol	-	7.3years	6.9years	n/a	n/a	7.1years	↑	The gap in life expectancy between women in the most and least disadvantaged deciles of the Bristol population has shown no improvement in the last decade, and most recent data show a slight (not significant) increase in the gap. Although life expectancy overall has seen a gradual improvement, this is not the case for all and the longstanding inequalities in health within the city persist. This is likely to reflect numerous factors that influence health and inequalities but particularly the persistent deprivation seen within areas of Bristol. Ambitions around addressing gaps in healthy life expectancy and tackling wider determinants are being worked up as part of the One City plan.
W1	.BCP258a	Prevent a deterioration in healthy life expectancy for men	+	58.9years	58.9years	n/a	n/a	n/a		A review of the evidence of the causes of the difference in healthy life expectancy between areas has been carried out by Public Health Bristol in Q1 and recommendations are being developed to highlight the appropriate focus of work.
W1	.BCP258b	Prevent a deterioration in healthy life expectancy for women	+	62.9years	62.9years	n/a	n/a	n/a		A review of the evidence of the causes of the difference in healthy life expectancy between areas has been carried out by Public Health Bristol in Q1 and recommendations are being developed to highlight the appropriate focus of work.
W1	.BCP259	Increase the number of schools achieving a 'good' level of measurement uptake for Year 6	+	95.7%	95.8%	n/a	n/a	96.8%	↑	The actual data for 2018/19 relates to the previous academic year (2017/18) and very good measurement coverage was achieved. The data relating to the 2018/19 should be available by September 2019 as it relates to the 2018/19 academic year finishing in July 2019. We are working with our providers to support good coverage again.
W1	.DACE136	Increase the percentage of people who do enough regular exercise each week (QoL)	+	64.4%	65.0%	n/a	n/a	n/a		The Quality of Life (QoL) survey ran in Autumn 2018. Headline results will be issued via the QoL Priority Indicators briefing report in February 2019 followed by a full set of results in March 2019. This will all be incorporated into Q4.

Progress Key

Well Above Target
Above Target
On Target
Below Target
Well Below Target

Improvement Key

↑	Direction of travel <b>IMPROVED</b> compared to same period in the previous year
=	<b>SAME</b> as previous same period in the previous year
↓	Direction of travel <b>WORSENE</b> D compared to same period in the previous year

Corporate Strategy - Key Commitments

Empowering & Caring	
EC1	Give our children the best start in life by protecting and developing children’s centre services, being great corporate parents and protecting children from exploitation or harm.
EC2	Reduce the overall level of homelessness and rough sleeping, with no-one needing to spend a ‘second night out’.
EC3	Provide ‘help to help yourself’ and ‘help when you need it’ through a sustainable, safe and diverse system of social care and safeguarding provision, with a focus on early help and intervention.
EC4	Prioritise community development and enable people to support their community.
Fair & Inclusive	
FI1	Make sure that 2,000 new homes (800 affordable) are built in Bristol each year by 2020.
FI2	Improve educational outcomes and reduce educational inequality, whilst ensuring there are enough school places to meet demand and with a transparent admissions process.
FI3	Develop a diverse economy that offers opportunity to all and makes quality work experience and apprenticeships available to every young person.
FI4	Help develop balanced communities which are inclusive and avoid negative impacts from gentrification.
Wellbeing	
W1	Embed health in all our policies to improve physical and mental health and wellbeing, reducing inequalities and the demand for acute services.
W2	Keep Bristol on course to be run entirely on clean energy by 2050 whilst improving our environment to ensure people enjoy cleaner air, cleaner streets and access to parks and green spaces.
W3	Tackle food and fuel poverty.
W4	Keep Bristol a leading cultural city, helping make culture, sport and play accessible to all.
Well-Connected	
WC1	Improve physical and geographical connectivity; tackling congestion and progressing towards a mass transit system.
WC2	Make progress towards being the UK’s best digitally connected city.
WC3	Reduce social and economic isolation and help connect people to people, people to jobs and people to opportunity.
WC4	Work with cultural partners to involve citizens in the ‘Bristol’ story, giving everyone in the city a stake in our long-term strategies and sense of connection.
Workplace Organisational Priorities	
WOP1	Redesign the council to work effectively as a smaller organisation.
WOP2	Equip our colleagues to be as productive and efficient as possible.
WOP3	Make sure we have an inclusive, high-performing, healthy and motivated workforce.
WOP4	Be responsible financial managers and explore new commercial ideas.

# Adult, Children and Education Scrutiny Commission

25<sup>th</sup> March 2018



**Report of:** Jacqui Jensen

**Title:** Executive Director: Adults, Children & Education

**Ward:** City-wide

**Officer Presenting Report:** Jacqui Jensen

**Contact Telephone Number:** 0117 357 6390

## Recommendation

To consider and note the biannual review of the Adults, Children and Education Directorate Risk Report and summary risks and comment on any areas of interest.

## Summary

The risks defined in this report are captured by service sections with the Adults, Children and Education.

The following represent the most significant areas of risk for Adults, Children and Education as at Q3 2018/19 Dec 2018:

1. Better Lives Programme
2. Safeguarding Vulnerable Children
3. Safeguarding Vulnerable Adults



## 1. Policy

- 1.1. The Audit Committee is responsible for providing independent assurance to the Council regarding the effectiveness of its strategic risk management arrangements. The Council has a Risk Management Policy which requires strategic risks to the Council, and details of how they are managed, to be recorded in the form of the Corporate Risk Report and Directorate Risk Report.
- 1.2. The Corporate Risk Report is scrutinised by Audit Committee on a six monthly basis. It was agreed at Overview and Scrutiny Management Board that the Directorate Risk Report will also be scrutinised on a six monthly basis by the Directorate Scrutiny committees. In addition, they will also be provided to Audit Committee once each year, for information only to provide Audit Committee with assurance that Directorate Risk Reports are in place and effectively scrutinised.

## 2. Risk Management and the Corporate Risk Report (CRR)

- 1.3. As part of good governance, the Council manages and maintains a register of its significant risks assigning named individuals as responsible officers for ensuring the risks and their treatment measures are monitored and effectively managed.
- 1.4. The Corporate Risk Report (CRR) is a critical tool for capturing and reporting on risk activity, the organisations risk profile and an integral element of the Council's internal governance and performance frameworks. The Service Risk Registers (SRR) are working documents and the data within the register is used to inform the business of the threats and opportunities it faces in delivering outcomes and services to the Council forming the Directorate Risk Reports (DRR) and the Corporate Risk Report (CRR). It is used to ensure the organisation operates effectively and Leadership Teams take assurance that all necessary steps are being taken to ensure the risks are managed to a level acceptable to them. The CRR was last reported to Cabinet on 22nd January 2019 and the Audit Committee on 21st January 2019.

## 3. Consultation

- a. **Internal** - First to fourth tier managers, ACE Leadership Team, Corporate Leadership Team, Cabinet Member for Adult Social Care, Cabinet Member Children, Women and Families, Cabinet Member Education & Skills
- b. **External** - None

## 4. The Adults, Children and Education Directorate Risk Report (summary of risks)

- 4.1. The Adults, Children and Education DRR informs the council of significant risks to the achievement of the Directorates objectives to ensure it is anticipating and managing key risks to optimise the achievement of the council's objectives and prioritise actions for managing those risks. The DRR provides assurance to management and Members that the Directorate's significant risks have been identified and arrangements are in place to manage those risks within the tolerance levels agreed.
- 4.2. The DRR is an important tool in managing risk. It aims to provide an overview of the significant risks facing the Directorate and how they are being managed. The Adults, Children and Education DRR attached to this report at Appendix A is the latest formal iteration following a review by members of the Adults, Children and Education leadership team (EDM) 21<sup>st</sup>

November 2018 and Corporate Leadership Board (CLB) 11<sup>th</sup> December 2018. The risk review has included managers from across the Council.

- 4.3. The Directorate reports biannually to Members, ensuring that they are aware of the significant critical and high level risks facing the Directorate and how the Council is ensuring these risks are effectively managed.
- 4.4. As strategic planning, resource management and resilience processes are strengthened; the identification, management and communication of risk to the achievement of the Council's strategic priorities and objectives will continue to embed.
- 4.5. The DRR was developed following:
  - Risk identification and assignment of a risk owner who is responsible to ensure each risk is effectively managed; current mitigations and further actions to ensure the risk is identified and interventions planned,
  - Review by EDM to ensure risk levels are correctly identified; and target risk levels where stated are acceptable.
- 4.6. The DRR is presented in the standard format agreed by CLB and uses the risk management methodology set out in the risk management policy agreed by Cabinet in January 2019.
- 4.7. Pages 5 and 6 to Appendix A sets out the risk matrix, guidance parameters used to measure impact and likelihood and the supporting scoring criteria and will assist Members in understanding the risk levels recorded in the register.
- 4.8. The DRR sets out the significant critical and high rated risks. All other business risks reside on the Service Risk Register (SRR). The DRR as January 2018 contains: No Critical risks and 3 high risks. A summary of the progress of risk for this reporting period is set out below.
- 4.9. The following paragraphs summarise the key changes to the Adults, Children and Education Risk Report since its last presentation:

#### **New Risk**

**Better Lives:** Failure to deliver the required outcomes and savings from the Better Lives Programme. The risk rating being 2x7 (14) high risk.

All identified risks were reviewed in light of the revised scoring and set the performance for future reviews. All risks on the DRR have management actions in place. The DRR is currently subject to a refresh during 2018/9.

As with all risks, it is not possible to eliminate the potential of failure entirely without significant financial and social costs. The challenge is to make every reasonable effort to mitigate and manage risks effectively, and where failure occurs, to learn and improve.

Further details are contained in Appendix A

## **5. Public Sector Equality Duties**

- 5a) Before making a decision, section 149 Equality Act 2010 requires that each decision-maker considers the need to promote equality for persons with the following “protected

characteristics”: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Each decision-maker must, therefore, have due regard to the need to:

- i) Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Equality Act 2010.
- ii) Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to --
  - remove or minimise disadvantage suffered by persons who share a relevant protected characteristic;
  - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of people who do not share it (in relation to disabled people, this includes, in particular, steps to take account of disabled persons' disabilities);
  - encourage persons who share a protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- iii) Foster good relations between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to –
  - tackle prejudice; and
  - promote understanding.

5b) No equalities assessment necessary for this report.


#### **Appendices:**

**A - Adults Children and Education Directorate Risk Report** - The summary of the risks are set out on pages 1 to 3 including controls and management actions, a summary of risk performance on page 4, the risk matrix on page 5 and the risk scoring criteria on page 6.

#### **LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

##### **Background Papers:**

Risk Management Policy

ACE Directorate Risk Report - Summary of the Corporate Risk Report as at December 2018 – Threat Risks to the achievement of Bristol City Councils Objectives.									
Risk title and description	What we have done	Performance	Current Risk Level			What we are doing	Tolerance Risk Level		
			Likelihood	Impact	Risk Rating		Likelihood	Impact	Risk Rating
<b>CRR9: Safeguarding Vulnerable Children.</b>  The council fails to ensure that adequate safeguarding measures are in place, resulting in harm or death to a vulnerable child.  Key potential causes are: <ul style="list-style-type: none"> <li>Safeguarding arrangements do not meet the requirements of the Children Act and associated legislation, guidance and regulations.</li> <li>Inadequate controls result in harm.</li> <li>Poor Management and operational practices.</li> <li>Demand for services exceeds its capacity and capability.</li> <li>Inability to recruit/retain social care staff in a competitive market.</li> <li>Poor information sharing.</li> <li>Strategic commissioning arrangements do not meet identified need and our ability to commission safe care for children is impaired.</li> <li>Increase in complex safeguarding risks, criminal exploitation, serious youth violence and gang affiliation.</li> </ul>	We provide regular analysis of performance and reports to Cabinet Members and Directors regarding safeguarding performance and progress.  The Safeguarding Children's Board provides independent scrutiny of children's safeguarding arrangements in the city and holds BCC and partner agencies to account.  There has been a review of arrangements to meet the Prevent Duty and the Safer Bristol Board has adopted an Improvement Plan to deliver better outcomes in service provision quality and safety.  BCC works with partners to effectively identify victims and perpetrators of CSE and take action to disrupt and protect.  Multi Agency Public Protection Arrangements are in place (MAPPA) with BCC contributors at every level to support family safeguarding.  The Safeguarding and Quality Assurance Service has been remodelled to secure additional capacity (Independent reviewing officer and Child Protection Chairs) and has the Local Authority Designated Officer for allegations against people who work with children.  Comprehensive training and development offer, together with publication of Bristol's policies and procedures and monthly professional supervision help ensure safe practice and adequate control of risks. This is monitored and tested through a performance and quality assurance framework.  September 2018 Ofsted ILACS single inspection identified that, 'services have improved substantially for care leavers, children in care and children in need of help and protection.' However, there is more to do to ensure <i>all</i> children and families receive a good service. Based on this and self-evaluation, we are refreshing our transformation and improvement plan to address areas identified for improvement (these incorporate actions in response to learning from other Inspections, Peer Review, Serious Case Review, complaints and other feedback received).  Bristol's Strengthening Families transformation programme is taking a whole system approach to meeting the needs of children and families at the earliest point. In this way we aim to manage demand and maintain capacity within the system. Universal services may be supported by early help and targeted services, including a team around the school offer.  Bristol has an active workforce strategy in place to attract, recruit and retain social workers with a particular emphasis on recruiting and retaining excellent, experienced social workers. The Management Team monitors social work vacancies and agrees strategies for urgent situations. Competent agency social workers and managers are used on temporary basis to fill vacancies. A number of further measures are being progressed with the aim of improving the retention of social workers. A robust social worker caseload monitoring framework is in place.  Information sharing protocols are in place with services taking action to comply with GDPR where sensitive data is stored/processed.  Children's strategic commissioning team have a work plan in place.  BCC commissioners work closely with operational services to identify need and ensure appropriate service commissioning.  Due diligence and quality checks of all commissioned services for vulnerable children are in place.		2	7	14	Safeguarding Board and related arrangements are under review, with the aim of improving efficiency and effectiveness, and ensuring robust governance arrangements continue to hold multiagency partners (inc. BCC) to account.  Ongoing action is being taken to extend information sharing arrangements and improve response to children at risk of criminal exploitation and going missing following CSE/Missing National Working Group recommendations.  Under the delivering of Strengthening Families Programme we have an ongoing plan to: <ul style="list-style-type: none"> <li>Reduce caseloads of social care practitioners.</li> <li>Ensure purposeful practice that supports children to live safely within their families and provide local authority care for those who need it.</li> <li>Ensure effective management oversight is evident on all children's records.</li> </ul> Measures to improve recruitment and retention of Social Workers will be presented through the Decision Pathway in September 2018.  This should allow us to work proactively where poor practice is identified.  In response to an identified and increasing risk of serious youth violence, criminal exploitation a multiagency plan is being developed and implemented, focussing on primary, secondary and tertiary prevention.	1	7	7
Risk Owner: Executive Director, Adults, Children and Education.	Action Owner: Director for Children's and Families Services.	Portfolio Flag: Children and Young People.			Strategy Theme: Our Organisation, Empowering and Caring, Wellbeing.				

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Corporate Risk Register as at December 2018 – Threat Risks to the achievement of Bristol City Councils Objectives.									
Risk title and description	What we have done	Performance	Current Risk Level			What we are doing	Tolerance Risk Level		
			Likelihood	Impact	Risk Rating		Likelihood	Impact	Risk Rating
<b>CRR10: Safeguarding Vulnerable Adults.</b>  The council fails to ensure adequate safeguarding measures are in place, resulting in harm or death to a vulnerable Adult.  Key potential causes are: <ul style="list-style-type: none"><li>• Adequacy of its controls.</li><li>• Management and operational practices.</li><li>• Demand for its services exceeded its capacity and capability.</li><li>• Poor information sharing.</li><li>• Lack of capacity or resources to deliver safe practice.</li><li>• Failure to commission safe care for vulnerable adults and the elderly.</li><li>• Failure to meet the requirements of the “Prevent Duty “placed on Local Authorities.</li></ul>	<p>The Safeguarding Vulnerable Adults Board is an independent scrutiny board led by BCC working in partnership with key agencies. There has been a multi-agency led review of existing arrangements led by BCC in light of the new Prevent Duty and the Board has adopted an Improvement plan to deliver better outcomes in service provision quality and safety. The Board is now on a statutory footing following implementation of the Care Act 2014. The Multi Agency Public Protection arrangements are in place (MAPPA) and BCC and the multi-agency Board work is in conjunction with the Learning Disability and Mental Health services.</p> <p>The Bristol Safeguarding Adults Board Learning and Development Competence Framework has been reviewed and will be reviewed on an annually basis to ensure continued best practice.</p> <p>Safeguarding improvement plans are in place for Older People, Physical Disability and Disabled Children and the Capability framework for safeguarding and the mental capacity act have been introduced. The Adult Change Programme ‘ Better Lives’ - Transforming Care Programme has been established to implement policy objectives of moving people into more suitable care settings.</p> <p>We have an active strategy in place to attract, recruit and retain social workers through a variety of routes with particular emphasis on experienced social workers. The Adult South West Recruitment and Retention Strategy has been drafted, the risks and costs identified. The strategy will be presented through the Decision Pathway. Regular strategies and campaigns support the recruitment and retention of high calibre social workers and managers, with competent agency social workers and managers used on temporary basis to fill vacancies.</p> <p>All key staff working with people directly at risk are trained in the essentials of safeguarding and BCC has an ongoing awareness-raising ‘Prevent’ training programme.</p> <p>Regular reporting on safeguarding is taking place quarterly for Directors and Cabinet Members, with an annual report for elected Members to allow for scrutiny of progress. The quality assurance framework and performance framework is routinely monitored and reported on.</p> <p>The outcome of the recent Kamil Ahmad Safeguarding Adults Review has been considered in detail and all recommended actions noted and acted upon.</p>	↔	2	7	14	<p>The Adults Major Change programmes (Better Lives) launched in Autumn 2017 and led by Bristol City Council involving all partners with a safeguarding responsibility will be reviewed in November 2018.</p> <p>Through the Better Lives Programme we are reducing caseloads, ensure purposeful practice that supports Adults and elderly people to have safety within their families and provide local authority care for those who need it and ensuring effective management oversight.</p> <p>We are increasing capacity this year in the commissioning team to lead on monitoring quality in the care sector.</p> <p>It is planned to make a one off retention payment to all social workers as part of the council's retention policy. A wider review of the remuneration package for social workers is planned to improve recruitment and retention.</p>	1	7	7
Risk Owner: Executive Director, Adults, Children and Education.	Action Owner: Interim Director Adult Social Care.	Portfolio Flag: Adult Social Care.			Strategy Theme: Our Organisation, Empowering others and Caring, Fair and Inclusive, Well connected, Wellbeing.				



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Corporate Risk Register as at December 2018 – Threat Risks to the achievement of Bristol City Councils Objectives.									
Risk title and description	What we have done	Performance	Current Risk Level			What we are doing	Tolerance Risk Level		
			Likelihood	Impact	Risk Rating		Likelihood	Impact	Risk Rating
<b>CRR23: Better Lives Programme.</b>  Failure to deliver the required outcomes and savings from the Better Lives Programme.  Key potential causes are: <ul style="list-style-type: none"><li>Increased demand and complexity of Service Users' needs.</li><li>The Provider Market is unable to meet needs in the required way and/or we suffer relationship breakdown.</li><li>Other Directorates within the organisation are unable to support the Programme in the way required.</li><li>Statutory requirements of Adult Social Care (ASC) mean resources have to be diverted away from Programme activity.</li></ul> Changes to the priorities of the wider health system and/or the National context, requires us to divert resources/focus away from the Programme's objectives. There is a lack of sufficient skills and capacity within Adult Social Care (ASC) to deliver the required change at the required pace.	<p>We have a Programme Board in place that meets monthly and has a key governance role for the Programme in terms of managing risk. The Board membership contains the Cabinet Lead for Adult Social Care, The Executive Directors for ACE and Resources, the Director of Adult Social Care and representation from both Bristol Hospital Trusts and the Clinical Commissioning Group (CCG). They are provided with a verbal update and written monthly highlight report that contains key risks and issues. Any actions and decisions arising are minuted with completion tracked through a log.</p> <p>The Programme Senior Responsible Officer (SRO) regularly attends key internal governance meetings e.g. ACE Scrutiny Commission, Delivery Executive.</p> <p>We have delivered and are planning to deliver a number of key interventions to improve the diversity of provision and the Provider Market's ability to respond to changing requirements and needs e.g. Bristol Price introduced for residential and nursing care June 2018; Market Position statement provider event held .We are actively increasing opportunities to work with us in shaping the future market as well as investing in key areas such as Home Care (Cabinet approved rate rise and innovation fund July 2018).</p> <p>We are working closely with other areas of the Council we have a dependency on to help us deliver the programme outcomes e.g. Change Services, Housing, Communities, Information Communication Technology (ICT) and Procurement colleagues.</p> <p>We have a specific area of the Programme dedicated to strengthening partnership working.</p> <p>We have introduced a number of interventions that are impacting new demand e.g. the introduction of the Bristol Price (June 2018); increased capacity and investment in Home Care (July 2018); increased capacity in the Reablement Service; Introduced a new Home First Service (October 2018).</p>	New	2	7	14	<p>We are currently developing a new phase of the Better Lives Programme, focused on delivering the programme vision at pace. This will include activities to deliver further changes which are required around Older People's services and an increased focus on Adults of Working Age and Preparing for Adulthood.</p> <p>Piloting provider reviews to increase capacity in our Reviewing Teams and further develop the Market. (November 18)</p> <p>Developing proposals for a new Assistive Technology offer.</p> <p>Delivering new technology and working practices to our Social Workers.</p> <p>Deliver new technology and ways of working to our Home First and Reablement teams. Continue to increase the capacity of the Reablement service to the required level,</p> <p>Continuing to work closely with CCG colleagues working on the Healthier Together Programme.</p> <p>Implement Phase 2 of the Integrated Care Bureau.</p> <p>Introducing a further rate increase for Home Care. April 2019.</p> <p>Opening two new Extra Care Housing sites in the City each with 60 units with BCC nomination rights (120 units in total). November 2018.</p>	1	7	7
Risk Owner: Executive Director, Adults, Children and Education.	Action Owner: Interim Director Adult Social Care.	Portfolio Flag: Adult Social Care.			Strategy Theme: Our Organisation, Empowering others and Caring, Fair and Inclusive, Well connected, Wellbeing.				

**Directorate risk performance summary for open risks**

The risks are set out by the highest risk rating first in the Quarter 3 October – December 18/19 columns.

Page	Risk ID	Risk	Risk Owner	Quarter 4 January – March 17/18		Quarter 1 April - June 18/19		Quarter 2 July - September 18/19		Quarter 3 October - December 18/19		Quarter 4 January - March 18/19	
				Rating	Travel	Rating	Travel	Rating	Travel	Rating	Travel	Rating	Travel
20	CRR23	Better Lives Programme	Executive Director, Adults, Children and Education							2x7=14	New		
8	CRR9	Safeguarding Vulnerable Children	Executive Director, Adults, Children and Education	2x7=14	↔	2x7=14	↔	2x7=14	↔	2x7=14	↔		
9	CRR10	Safeguarding Vulnerable Adults	Executive Director, Adults, Children and Education	2x7=14	↔	2x7=14	↔	2x7=14	↔	2x7=14	↔		

## Risk Scoring Matrix

Likelihood	4	4	12	20	28
	3	3	9	15	21
	2	2	6	10	14
	1	1	3	5	7
		1	3	5	7
		Impact			

Level of risk	Action required by level risk	
28	Critical:	<b>Action required.</b> Escalate (if a Directorate level risk, escalate to the Corporate Risk Register. Escalate corporate risks to the attention of the Cabinet Lead to confirm action to be taken).
14 - 21	High:	Must be addressed. If Directorate level, consider escalating to the Corporate Risk Register. If a corporate risk, consider escalating to the Cabinet Lead.
5 - 12	Medium:	Action required, manage and monitor at the Directorate level.
1 - 4	Low:	May not need any further action / monitor at the service level.

**Current and Tolerance risk ratings:** The 'Current' risk rating for both threats and opportunities refer to the current level of risk taking into account any strategies to manage risk - management actions, controls and fall back plans already in place. The 'Tolerance' rating represents what is deemed to be a realistic level of risk to be achieved once additional actions have been put in place. On some occasions the aim will be to contain the level of the risk at the current level.

**Positive Risks (Opportunities):** Where the risk is an opportunity, a cost benefit analysis is required to determine whether the opportunity is worth pursuing, guided by the score for the matrix, e.g. an opportunity with a score of 28 would be pursued as it would offer considerable benefits for little risk.

**LIKELIHOOD AND IMPACT RISK RATING SCORING****Likelihood Guidance**

Likelihood	Likelihood Ratings 1 to 4			
	1	2	3	4
<b>Description</b>	Might happen on rare occasions.	Will possibly happen, possibly on several occasions.	Will probably happen, possibly at regular intervals.	Likely to happen, possibly frequently.
<b>Numerical Likelihood</b>	Less than 10%	Less than 50%	50% or more	75% or more

**Severity of Impact Guidance (Risk to be assessed against all of the Categories, and the highest score used in the matrix).**

Impact Category	Impact Levels 1 to 7			
	1	3	5	7
Service provision	Very limited effect (positive or negative) on service provision. Impact can be managed within normal working arrangements.	Noticeable and significant effect (positive or negative) on service provision. Effect may require some additional resource, but manageable in a reasonable time frame.	Severe effect on service provision or a Corporate Strategic Plan priority area. Effect may require considerable /additional resource but will not require a major strategy change.	Extremely severe service disruption. Significant customer opposition. Legal action. Effect could not be managed within a reasonable time frame or by a short-term allocation of resources and may require major strategy changes. The Council risks 'special measures'. Officer / Member forced to resign.
Communities	Minimal impact on community.	Noticeable (positive or negative) impact on the community or a more manageable impact on a smaller number of vulnerable groups / individuals which is not likely to last more than six months.	A more severe but manageable impact (positive or negative) on a significant number of vulnerable groups / individuals which is not likely to last more than twelve months.	A lasting and noticeable impact on a significant number of vulnerable groups / individuals.
Environmental	No effect (positive or negative) on the natural and built environment.	Short term effect (positive or negative) on the natural and or built environment.	Serious local discharge of pollutant or source of community annoyance that requires remedial action.	Lasting effect on the natural and or built environment.
<b>Financial Loss / Gain</b>	<b>Under £0.5m</b>	<b>Between £0.5m - £3m</b>	<b>Between £3m - £5m</b>	<b>More than £5m</b>
Fraud & Corruption Loss	Under £50k	Between £50k - £100k	Between £100k - £1m	More than £1m
Legal	No significant legal implications or action is anticipated.	Tribunal / BCC legal team involvement required (potential for claim).	Criminal prosecution anticipated and / or civil litigation.	Criminal prosecution anticipated and or civil litigation (> 1 person).
Personal Safety	Minor injury to citizens or colleagues.	Significant injury or ill health of citizens or colleagues causing short-term disability / absence from work.	Major injury or ill health of citizens or colleagues may result in. long term disability / absence from work.	Death of citizen(s) or colleague(s). Significant long-term disability / absence from work.
Programme / Project Management (Including developing commercial enterprises)	Minor delays and/or budget overspend but can be brought back on schedule with this project stage.  No threat to delivery of the project on time and to budget and no threat to identified benefits / outcomes.	Slippage causes significant delay to delivery of key project milestones, and/or budget overspends.  No threat to overall delivery of the project and the identified benefits / outcomes.	Slippage causes significant delay to delivery of key project milestones; and/or major budget overspends.  Major threat to delivery of the project on time and to budget, and achievement of one or more benefits / outcomes.	Significant issues threaten delivery of the entire project.  Could lead to project being cancelled or put on hold.
Reputation	Minimal and transient loss of public or partner trust. Contained within the individual service.	Significant public or partner interest although limited potential for enhancement of, or damage to, reputation.  Dissatisfaction reported through council complaints procedure but contained within the council.  Local MP involvement.  Some local media/social media interest.	Serious potential for enhancement of, or damage to, reputation and the willingness of other parties to collaborate or do business with the council.  Dissatisfaction regularly reported through council complaints procedure.  Higher levels of local or national interest.  Higher levels of local media / social media interest.	Highly significant potential for enhancement of, or damage to, reputation and the willingness of other parties to collaborate or do business with the council.  Intense local, national and potentially international media attention.  Viral social media or online pick-up.  Public enquiry or poor external assessor report.

# Adults, Children & Education Scrutiny Commission

Monday 25<sup>th</sup> March 2019



**Title:** Meriton Service (Bristol Hospital Education Service)

**Ward:** City Wide

**Officer Presenting Report:** Alan Stubbersfield, Richard Hanks

**Recommendation:**

Members are recommended to note the report and question officers as appropriate.

**The significant issues in the report are:**

Overview of the current arrangements for the service provided by the Meriton through the Bristol Hospital Education Service.

The rates of teenage pregnancy in Bristol.



## 1. Summary

The Meriton transformation to wider services consultation document (Service Review Plan) was initiated in September 2017. A review of the Meriton service provision and staffing structure was drawn up as a consequence of significant changes in the needs of school students in Bristol, specifically:

- the significant reduction in pre16 young parents due to the pregnancy prevention strategies implemented in schools;
- increased inclusive practice by education providers and also;
- budgetary constraints due to changes in funding streams available to meet the costs of providing the service to post 16 students at The Meriton.

## 2. Context

### Reasons for the Restructure

The primary reason for the restructure was the changing needs of the pre 16 school students in Bristol. The secondary reason was the national changes in post 16 funding that significantly affected The Meriton's income stream. Also, the Meriton service had evolved into a model that did not promote independence.

Proposals for future service provision from The Meriton were discussed with secondary heads (BASHP meeting) in October 2017, with the restructure proposal unanimously agreed by member schools. Two stakeholder consultation meetings were held at BHES with wider services invited – health, housing, voluntary sector. Feedback was also taken from the small number of young parents who were the current cohort on roll.

The Restructure Model was agreed with secondary Heads at a BASHP meeting on 5<sup>th</sup> October 2017. The current Service Model (below) was adopted and phased in from December 2017. This included a management of change programme for remaining Meriton staff.

### Service Model:

- Closed operations from The Meriton site and operation on a virtual basis based on BHES.
- Post 16 provision ceased
- Pre 16 provision followed a more inclusive model, maintaining young parents' placements in their on-roll schools or alternative provision.
- By Easter 2018 all YP in Meriton had placement in a school/provision
- No YP were in Meriton from the start of the school year September 2018
- Students continue to access their current provision to maintain social connections with their peers.
- Nursery provision for pre 16 students is commissioned by families from other nursery providers. Ofsted registered nursery/early years providers will be able to access current (Care To Learn) funding streams for nursery provision.

The Meriton provides, via its learning mentors (line managed by BHES Assistant Head), support to Young Parents struggling to access education. The support's primary aim is to help them engage with education provided by schools, colleges and AP's in their local areas across the city, including providing advice and training to schools in situations where schools do not have the skills required to support young parents. This work is carried out by The Meriton staff operating from a base situated at the BHES site.

This model of working enables the service offered to young parents in Bristol to be re-evaluated and ensure that the work done by The Meriton is done in partnership with other providers for parents in the city (Childrens centres and NHS staff) focused on establishing connections between YP's in their localities.

The way of working will support the core purpose of the work of Childrens Centres in Bristol as outlined in their service level agreement:

<https://www.bristolearlyyears.org.uk/wp-content/uploads/2016/04/Childrens-Centre-Service-Agreement-Part-One.pdf>

Paragraph references below are from this SLA document. Notably it will support Childrens Centres responsibilities to:

- provide universally targeted services (1.3)
- support priority groups (Teenage Mothers, Lone Parents and Children living in workless households) (1.4)

In addition:

- YP's will be able to access services for 48 weeks of the year (The Meriton was only open for 38),
- They may access family and Health services provided by Childrens Centres, (1.5, 1.6 and 1.7)
- and EYFS for children of YP's will be quality assured by the Childrens Centre lead teachers, (1.8)

For students where pregnancy triggers any mental health issues that result in them not being able to access their on roll provision, education can be provided via BHES provision at Falkland Rd. or other appropriate AP provision depending on the student's primary needs. This will ensure that staff in the BHES or AP provision can meet the student's needs utilising their current skills and experience with additional advice and support from The Meriton LM/Assistant Head as required. Otherwise, all such young people should have support via their local EY Centre.

## Data

### Joint Strategic Needs Assessment (JSNA) 2016 data from:

<https://www.bristol.gov.uk/policies-plans-strategies/joint-strategic-needs-assessment>

Anne Colquhoun [Anne.Colquhoun@bristol.gov.uk](mailto:Anne.Colquhoun@bristol.gov.uk) Public health

### Teenage Pregnancy

Most teenage pregnancies are unplanned and around half end in an abortion. Research has shown that teenage mothers are less likely to finish their education, more likely to bring up their child alone and in poverty and have a higher risk of poor mental health than older mothers. The children of teenage mothers have an increased risk of living in poverty and poor quality housing and are more likely to have accidents and behavioural issues.

The rate of teenage conceptions in Bristol per 1,000 females aged 15-17 years has shown a steep decline since 2007. In 2016, the Bristol rate was 17.2 conceptions per 1,000 girls aged 15-17, now similar to the England average of 18.8 per 1,000 - fig 4.11.1. In actual numbers, under 18 year old teenage conceptions in Bristol fell from 360 in 2007 to 111 in 2016.

For conceptions in younger girls, the rate of teenage conceptions per 1,000 females aged 13-15 years old was 2.6 per 1,000 in 2016, similar to the England average of 3.0 per 1,000.

Although the number of under 18 conceptions has fallen, from data reported by specialist teenage pregnancy staff working in the city it seems likely that many of those conceiving have complex needs and require a high level of support. Higher rates of teenage conception are found where deprivation is higher, and teenage conception can be both a cause and symptom of disadvantage, helping to embed and perpetuate poorer outcomes.

Using local data to look at teenage conception rates over a 3 year average (2013-2015), by CCG sub-locality, the biggest reduction was achieved in Bristol East - fig 4.11.2. North and West (inner) continues to have the lowest rate (5 per 1,000) whilst Bristol South remains the highest (31 per 1,000). However, all CCG areas saw a drop in conception rates for this period.







### Live births to teenage mothers

There are no specific figures for births to teenage mothers in the JSNA report. If around half of teenage pregnancies end in an abortion it should be possible to extrapolate that, in Bristol:

- the rate of live births per 1,000 females aged 13-15 years old was approximately 1.3 per 1,000 in 2016
- the rate of live births per 1,000 females aged 15-17 years old was approximately 8.6 per 1,000 in 2016

The number of pre 16 young parents in Bristol was 4 in 2016/17, an 84% decrease from 25 in 2009/10

### Bristol % live births to under 18's. (Source NHS data set) Recent trend:

Period		Count	Value	Lower CI	Upper CI	South West	England
2010/11		86	1.5	1.2	1.8	1.5	1.5
2011/12		56	0.8	0.6	1.0	1.3	1.3
2012/13		69	1.0	0.8	1.3	1.2	1.2
2013/14		64	1.0	0.8	1.3	1.1	1.1
2014/15		42	0.7	0.5	0.9	0.9	0.9
2015/16		39	0.6	0.5	0.8	0.7	0.9

Source: Hospital Episode Statistics (HES) Copyright © 2016, Re-used with the permission of The Health and Social Care Information Centre. All rights reserved

### 3. Policy

NA

### 4. Consultation

#### a) Internal

NA

#### b) External

NA



## 5. Public Sector Equality Duties

- 5a) Before making a decision, section 149 Equality Act 2010 requires that each decision-maker considers the need to promote equality for persons with the following “protected characteristics”: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Each decision-maker must, therefore, have due regard to the need to:
- i) Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Equality Act 2010.
  - ii) Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to --
    - remove or minimise disadvantage suffered by persons who share a relevant protected characteristic;
    - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of people who do not share it (in relation to disabled people, this includes, in particular, steps to take account of disabled persons' disabilities);
    - encourage persons who share a protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
  - iii) Foster good relations between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to –
    - tackle prejudice; and
    - promote understanding.
- 5b) Changes have reflected consultees’ wishes, reducing social and educational segregation giving better access to full curriculum opportunities.

### Appendices:

NA

### LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

#### Background Papers:

See links within report.