



TRADING WITH SCHOOLS

Annual Report 2019-20



BRISTOL
LEARNING CITY



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Introduction

Welcome to the Sixth Trading with Schools Annual Report 2019/20

Whilst the main focus of this report relates to a period before the Coronavirus pandemic, I feel that it is important to acknowledge the very different place in which we find ourselves and the significant challenges that continue to impact on our customers, partners and colleagues.

A year which was filled with considerable organisational and operational change for Trading with Schools prior to the pandemic, culminated in the requirement for the most rapid reorganisation of ways of working, where 'transformation' and 'disruption' have become, and will continue to be, the new 'business as usual' for the foreseeable future.

Our customers, colleagues and partners have quickly adapted, becoming more agile, rapidly reskilling and adjusting to managing their workloads and wellbeing in very different ways. And, to quote a recent conversation with a school business manager, who was reflecting on the significant challenges currently faced within educational settings, *'the kids have been absolutely amazing'*; a really clear reminder to me of why we do what we do.

This report outlines many examples of the outstanding collaborative and dedicated work undertaken by colleagues who are committed to the continued support of educational settings and the best possible outcomes, particularly for children and young people.

We look forward to continuing to work in partnership with Head teachers, School Business Managers and Governors in the future, and are committed to providing the highest quality service provision and continued support to enable an effective and safe transition through the challenges ahead to a 'new normal'.

I hope that you find the information contained in this report helpful and informative.

If you have any questions or comments, please contact myself, Sue Finch or Billy Forsythe directly.

Ali Mannering

Head of Trading with Schools

TwS Staff

The service continues to be led by Ali Mannering who is supported by Deputy Managers Becky Wilkins and Billy Forsythe who also manage a number of the TwS School Support Services.

Sue Finch is the Finance and Resource Manager for TwS and her key role is supporting the organisation to achieve the surplus income targets through improved economy, efficiency and effectiveness in service delivery.

Sue in addition manages the Procurement and Contracts Service and Outdoor Education.

Following the transfer of TwS to the Commercialisation and Citizens Directorate in December 2018 a series of other organisational changes took place throughout 2019/20 which resulted in the transfer of HR Payroll and Advice, Education and Psychology services out of TwS.

As you are aware these services continue to be marketed to customers under the TwS brand which provides customers with:

- clearly defined service offers and transparent pricing frameworks
- traceable and auditable end to end service delivery with accurate and timely invoicing
- a single point of contact through the Client Manager function
- simplified traded relationships with Council departments

As a result of these changes the format of this report differs from previous years. The financial information provided relates only to those services that remained within TwS for the whole of the 2019/20 financial year. You will therefore not be able to directly compare this report with those from previous years.

The organisational staffing structure shown on page 26 is as of 1.4.19

Financial Review

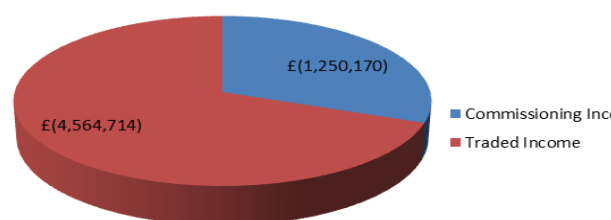
TwS has 5 main sources of income. These are:

1. Local Authority (LA) Commissioning specifications for the delivery of statutory and discretionary services funded from both Dedicated Schools Grants (DSG) and General Fund.
2. DSG De-delegated funding for a limited number of services which are delivered on behalf of primary and secondary schools and is commissioned through School's Forum.
3. Annual Orders
4. Pay As You Go (PAYG) income from bespoke consultancy work secured during the financial year.
5. PAYG from Continuing Professional Development (CPD) opportunities.

Figure 1- illustrates the total amount of income which was secured during the financial year. The traded income generated represented 79% of the turnover, with the remaining 21% of income secured through commissioning by the Local Authority and de-delegated funding from the LA maintained primary and secondary sectors.

Income Breakdown 2019-2020

TwS secured orders for traded work totalling £4.565m. £2,955m was generated through annual orders, secured from 186 schools and educational settings. The annual orders include



TwS Services, as well as a number of internal and external Partner Services.

Table 1 shows the number of schools, which purchased TwS annual contracts for services at the start of the financial year.

Sue Finch

Finance and Resource Manager

TwS Service	2019-2020
EDUCATION SERVICES	
Educational Psychology Service	0
Every Child a Reader (ECaR)	23
Governor Development Service	103
Newly Qualified Teacher Induction	101
School Improvement Advice & Support	44
Bristol Tracker	0
Academy Moderation	0
School Support Services	
School Admissions Service	42
Mapping Software	9
Free School Meals (Academies)	70
Education Welfare Service	38
School Finance Service	
Finance System	84
Standard Consultancy	35
Bronze Consultancy	20
Silver Consultancy	11
Gold Consultancy	7
Ezepad	0
Orovia (new 18/19)	54
Schools Absence Insurance	
Teaching Staff	28
Non Teaching Staff	25
CC teaching staff	2
CC non teaching staff	4
Maternity Scheme	
Maternity Scheme	17
HR Advice and Support	
HR Bronze	64

TwS Service	2019-2020
Hr Operations	
Annual Contract	75
Contracts	61
Procurement, Contracts & Catering Management	
Cleaning Contract	42
Catering Contract	73
Kitchen Equipment	71
School ICT Service	
ICT Hardware	18
Remote Admin	11
Whole School Remote	16
Whole School On Site 2 hrs per week	22
Whole School On Site 2 hrs additional per week	2
Emails	69
SIMS	112
SIMS on site	0
SIMS Dinner Money	59
SIMS other	11
Internet	142
Internet Plus	60
Internet Virtual Server Hosting	1
Backup	46
Telephones	136
PARTNER SERVICES	
Legal Services	80
Security - Key Holding Service	125
Security - Cash in Transit	104
Eteach	145
Total setting purchasing services	186

In addition to annual orders, a number of services provide pay-as-you-go bespoke consultancy services. A total of £1.610 was secured through this route.

Notable purchasing trends include continuing take up of existing services as well increased take up of services including School Admissions, ICT Purchasing and Free School Meals. Other notable trends include a further reduction in the take up of the Absence and Maternity Schemes in 19/20.

EDUCATION SERVICES



Bristol Educational Psychology Service

Introduction to Service and changes due to pandemic:

The Educational Psychology Service provides psychological assessment and intervention to support the learning and wellbeing of children and young people.

The educational psychologists use research and evidence based approaches for a range of Local Authority activities. They work with children and young people from birth to age 25, and with families, schools, education settings and agencies.

The Covid-19 pandemic has had a significant impact this year on both the focus of work for the Educational Psychology Service (EPS) and the way work has been delivered, with a move to online platforms and phone discussions to ensure safety for all.

The educational psychologists have used psychology in practical ways to mitigate anxiety and distress during the Covid-19 pandemic. The team has worked to provide resources across Bristol, reaching out in new ways such as webinars and YouTube and publishing helpful resources on Bristol websites. To give some examples:

- A weekly psychologically informed practical resource to support wellbeing and mental health has been shared through the Head Teacher's newsletter; Bristol City Council's Twitter account and emails to settings.
- Parent webinars focusing on topics such as supporting learning in the home and preparing for the transition back to school have been produced.
- A video based resource on staying connected for parents and school staff.
- 18 virtual 'surgeries' were offered to schools so that school staff could problem-solve providing effective support to their pupils and families.
- Three Parent wellbeing webinars based on Acceptance and Commitment Therapy/ training (ACT) were delivered live in June and recorded.

- School staff who work with year 11 and 13 students were trained to use a therapeutic expressive writing intervention. The staff could then set this up with pupils who had not had the opportunity for the usual endings and transition activities for pupils finishing GCSEs and A levels. 14 Secondary schools and Post-16 settings signed up for this training.

Please see the table at the end of this report for the links and full range of webinars/ video information produced.

The Educational Psychology team reviewed all documents and processes for Critical Incidents during the lockdown so that the team would be ready to respond to bereavements or other traumatic events, whether these were related to Covid-19 or not. Documents specifically for Coronavirus related Critical Incidents produced include:

- 'Coronavirus Related Critical Incident Support to Schools and Settings'.
- 'Bereavement and Coronavirus: Guidance for Parents/Carers'
- 'Bereavement and Coronavirus: Guidance for schools'.

The EPS worked jointly with others in the Local Authority to provide support in response to the stress caused by the pandemic. For example by contacting Head Teachers and Special Educational Needs and Disability Co-ordinators (SENDCos) regularly, contributing to a joint Covid-19 recovery plan, supporting schools with risk assessments and holding surgeries for schools to problem solve when schools were concerned about pupils.

The work to support recovery from the Covid-19 disruption will clearly need to continue into the next academic year.

Other significant changes to working this year:

There have been two other major changes for the EPS over this year:

The Local Area Special Educational Needs and Disability inspection by Ofsted and the Care Quality Commission (CQC). This led to a 'Written Statement of Action' and clear tasks that need to be done by the EPS.

The service has moved from being within the 'Resources' Directorate to the 'People' Directorate.

These changes have meant a shift in the relationship between trading focus and Local Authority commissioning. Line management has also changed, with a new structure for the EPS under 'Accessible City'.

Statutory advice, work in schools (de-delegated and traded) and capacity:

The EPS has a vital role in providing detailed psychological advice reports for children and young people going through an Education and Health Care needs Assessment (EHCA).

The number of EHCA requests has increased substantially over the last 3 years, and this increase has happened both in Bristol and nationally. This has had an impact on educational psychologists' capacity to produce timely reports. Last year the capacity issue in the EPS was recognised and recruitment for 7 new posts was agreed. Due to a national shortage of trained educational psychologists all appointees were in their final year of training and so were unable to start work until September 2020. With Covid-19 restrictions educational psychologists have had to adapt ways of gathering EHCA information and have followed guidelines by the Department of Education (DfE), and professional bodies such as the British Psychological Society.

In conjunction with Special Educational Needs (SEN) Team colleagues, the EPS has worked on ways of improving the EHCA process so that it will be much more person centred.

This has been in response to feedback from parents and carers about their experience of the EHCA process and noted in the WSoA. Training in using a person centred approach called Planning Alternative Tomorrows with Hope ('PATH') has been implemented across the EPS and SEND teams.

Parent organisations, Accessible City Teams, SENDCos, Social Care and Health have all had representatives joining this training and there has been further work outside the training so that this approach can be used next year.

Prior to Covid-19 restrictions educational psychologists were regularly in schools to provide consultations, assessment and support for Bristol children and young people.

Annual Reviews of Education and Health Care Plans:

The EPS has carried out assessment and worked to develop needs, provision and outcomes for Annual Reviews of EHCPs. This has been done for cases where issues are complex and SEN colleagues request this support, or when schools have commissioned this support.

SENDCo conference, briefings and clusters:

In March the EPS ran a large SENDCo conference, attended by over 150 SENDCos and staff within the Local Authority. The conference covered themes from the Local Area inspection. Key notes were provided by directorate leaders, the DfE and, importantly, a parent giving their perspective on SEND support for his daughter.

Five new SENDCo Clusters have been set up, to complement the 12 that were already being run by schools, and there have been three SENDCo Briefings. The July Briefing was done on Zoom, resulting in the number of attendees increasing to over 80. There is now a clear and co-ordinated set of ways for communicating with Bristol SENDCos timetabled over the year.

Critical Incidents:

The Educational Psychology Team has responded to all critical incidents where the Local Authority or schools have notified us. There has been a wide range of work, such as supporting a school after a death or traumatic incident.

The incidents require varying levels of intensity of work, and an immediate response. Those settings that have experienced an incident report that the Educational Psychology support is important and useful. This support is available to all settings as required.

Bristol Educational Psychology

Service continued

Strategic Local Authority development:

The Principal Educational Psychologist has driven various improvements at a strategic level across the city. These include:

- The joint implementation of the written statement of action (WSOA) following the local area OFSTED inspection.
- Developing a relationship based and trauma-informed behaviour policy for settings to adopt.
- Developing an 'Ordinarily Available Provision' document that is ready for wider consultation.
- Agreeing work through Annual Consultation Meetings (ACMs) for all schools to support improvements in attendance, reduce exclusions and to close the gap for SEND attainment. This was commissioned through the Learning City/School Improvement team, however with the pandemic it was impossible to review impact.

Senior educational psychologists have attended and facilitated weekly SEN panels and contributed to Top-Up processes and other Local Authority decision making and planning for children and young people. Designated educational psychologists have delivered a commission for Early Years. They have also taken on responsibility for priority areas in the written statement of action (WSOA). This has included designing a local area response to well-being and mental health and work force development.

Children in Care:

The Service has been involved with a large number of children in care, at different levels, including: telephone advice; assessments and consultations within schools and children's homes and with foster parents; and assessments in secure units when necessary. There is now an identified link educational psychologist for the Hope Virtual School.

Adverse Childhood Experiences (ACEs):

Adverse Childhood Experiences (ACEs) refer to events that cause children to experience chronic

stress, and can put people at risk of long-term physical and mental health difficulties. Research has found that by building resilience the risk of these outcomes can be reduced. Bristol City Council has committed to being an ACE aware city. To support this educational psychologists have delivered: 6 ACE ambassador training sessions; one 'train the trainer' day; 4 ACE aware schools training sessions (on zoom during lockdown); a workshop to the youth mayors, youth parliament and other young people identified by Families in Focus; presented at the 'leading edge day'; a workshop at the SENDCo Conference and contributed to the relationship-based behaviour guidance by writing the section on resilience.

Therapeutic offer for Social, Emotional, Mental Health and Wellbeing:

The EPS has been developing an outstanding range of therapeutic interventions that it can offer schools and settings so that they can support the social, emotional, mental health and wellbeing needs of children and young people. During Covid-19 this offer has been formalised within a catalogue that will be available shortly through the Trading with Schools website.

The catalogue sets out information on approaches that Educational Psychologists can train schools to use or implement directly: Acceptance and Commitment Therapy (ACT) both for direct work with young people or for staff wellbeing; Consultative approaches; Emotionally Literate Support Assistants (ELSA); The Good Behaviour Game; Restorative Approaches; Expressive Writing; and Video Interactive Guidance (VIG).

Learning Offer:

The EPS have planned and developed a 6 day training for Learning Support Assistants (LSAs). This training will help LSAs use effective, psychologically informed practice for developing learning and cognition skills in children with SEND. This training should be ready to roll out in spring 2021.

Webinars created during the COVID-19 crisis and views as of 07.10.20

Title, creator, link	Views as of 07.10.2020
<ul style="list-style-type: none"> How to Support Your Child in Asking for Help – by Dr Mary Stanley-Duke https://www.youtube.com/watch?v=gZ5ZXyT4QbM 	1,100 30 views on BCC YouTube channel upload
<ul style="list-style-type: none"> Helping Children and Young People Make Sense of Returning to School – by Dr Mary Stanley-Duke https://www.youtube.com/watch?v=LF2hZ6iE9lc 	850
<ul style="list-style-type: none"> How to Support Children Through Tricky Times in their Learning – by Dr Ryan Bull-Beddows https://www.youtube.com/watch?v=A0vL6Z1h0DI 	123
<ul style="list-style-type: none"> Supporting Parental Wellbeing and Parent Practice through Values-Guided Action (Part One) – by Dr Duncan Gillard and Dr Alison Benson https://www.youtube.com/watch?v=dD7mtyoOwm4 	743
<ul style="list-style-type: none"> Supporting Parental Wellbeing and Parent Practice through Values-Guided Action (Part Two) – by Dr Duncan Gillard and Dr Alison Benson https://www.youtube.com/watch?v=4MmWJnrLGsM 	327
<ul style="list-style-type: none"> Supporting Parental Wellbeing and Parent Practice through Values-Guided Action (Part Three) – by Dr Duncan Gillard and Dr Alison Benson https://www.youtube.com/watch?v=JGc9cpsaU8c&t=11s 	235
<ul style="list-style-type: none"> Managing Emotional Wellbeing during Covid19 through Expressive Writing with Dr Rebecca Stewart https://youtu.be/mVBLDktkCRs 	175
<ul style="list-style-type: none"> Maintaining Connection Whilst Socially Distancing with Bristol EPS https://www.youtube.com/watch?v=2aKReJbI6GU&t=686s 	417
Total of 4000 views	

NQT Induction Service

A total of 73 schools are currently using Bristol as their Appropriate Body with 168 registered newly qualified teachers. The service provides a number of events and training, quality assurance and support and advice to schools and teachers.

Over 50 NQTs attended a successful Welcome to Bristol event at M Shed in September and a number of new NQT courses have been offered. A close working partnership continues with the Bristol Primary Teaching School Alliance, who offers a range of CPD sessions run by SLEs (Specialist Leaders of Education).

Thank you. I have found this friendly and useful
NQT Mentor CPO, December 2019

Made me want to go back and plan! Thank you. Inspiring and thought-provoking!
NQT Curriculum CPO, January 2020

Thank you. This has made me feel very confident and excited to move forward
NQT Lesson Observation CPD, October 2019

Teaching & Learning

Mathematics and English network meetings have continued this year where possible. One maths network meeting was held alongside one maths webinar. Both sessions were held in partnership with other educational providers such as the Bristol Primary Teaching School Alliance and the Boolean Hub. Best practice has been shared and national updates discussed such as the DfE and NCETM year group maths guidance.

Thank you so much - very useful, as always!
Mathematics Network Meeting - December 2019

SACRE has supported the teaching of RE in both primary and secondary schools.

Moderation, Monitoring & Assessment

As required by Standards and Testing Agency (STA), Bristol LA provides a process of moderation for end of Y2 teacher assessments in reading, writing and mathematics and for end of Y6 teacher assessment in writing in 25% of maintained and academy schools. This also includes the monitoring of the administration of KS2 SATs and the Y1 phonics screening check.

Due to the COVID-19 pandemic, all moderation and monitoring activities were cancelled by the Government for the academic year 2019 – 2020. Despite the cessation of these statutory duties, a number of moderation, monitoring and assessment practices and CPD did take place. Fourteen courses were attended by 135 teachers, including the new KS1 and KS2 moderation workshops.

'It was great to be in small groups and have the opportunity to all have the time to share ideas, books and questions in a lovely and supportive atmosphere. I am new to year 2 so signposting to useful documents and clear examples of evidence needed was very useful' (New KS1 moderation workshop, January 2020)

Thank you, so very useful! Before this I would have panicked, now I know what I need to do for my pupils so I feel more prepared' (New to Y2, November 2019)

'Thank you for a fantastic course!' (Assessing writing in Y6, February 2020)

'Trainer knowledge and experience helpful. A chance to chat to others before the course started.' (New to Y6, October 2019)

Following a formal recruitment procedure, 11 new moderators were appointed this year, 5 at KS2 and 6 at KS1.

Every Child a Reader

- Working towards a city of readers
- Delivering quality training for everyone who teaches children to read
- Intervening early to ensure children have the best start in life

An integral part of the Teaching and Learning Service is the nationally recognised team of ECAR consultants. Two Reading Recovery Teacher Leaders have continued to provide ongoing accreditation from the Institute of Education, UCL, for 20 Reading Recovery (RR) teachers which are part of the Every Child a Reader (ECaR) project. The Teacher Leaders have offered schools a range of evidenced-based interventions for children struggling to read and write such as: Reading Recovery,

A-Z programme, Boosting Reading @ Primary, Switch-on and Inference training. In these schools, nearly 3000 children a year benefit from ECaR and this has contributed to the improvements in standards of reading.

The Teacher Leaders have also run the Best Practice Network meetings for English Subject Leaders and offered TWS CPD and bespoke training to all schools across the City

The Teachers leaders provided BRP training for all 2nd Year UWE Education students to support children who are struggling with reading in Inner City Schools.

The Bristol Every Child a Reader team continues to link up and work with a EU transnational exchange of in- innovative practices regarding reading, literacy and language development. The team will be working alongside teams from Sweden, Belgium, Italy and Finland in order to strengthen the professional's capacity to guide young children and their families. The project aims to create opportunities to develop, test and implement new skills and methods to support vulnerable families. The project commenced December 2017 in Gothenburg and it ended in Milan October 2019. The Bristol team will look forward to sharing their findings.

Data for ECaR schools is collected onto a national data collection site. Four in every five children who completed Reading Recovery(81%) were lifted to age appropriate levels of literacy. 43% of these children were in receipt of Pupil Premium and 24% had English as an additional language. There has also been a 13% increase in the number of children working at the expected standard in reading at KS1 and an increase of 9% in writing compared to 2019.

Consultants have also been leading on Bristol; a Reading City Project. Twelve mini cloakroom libraries are being set up across the City. This work is part of the One City Plan with a focus on making books more accessible to vulnerable children and families

I always feel so fortunate to be part of the best CPD in education

The Reading Recovery intervention is working well. As a result, more pupils catch up and are closer to meeting the expected standard for their age Ofsted Report

Prevent

As part of the Local Authorities responsibility under the Counter Terrorism and Security Act 2015 we continue to support schools with the Prevent Duty. As we are not a Prevent national priority locality area so we don't qualify for additional funds from central Government but continue to support the function for 1.5 days a week.

The education Prevent lead has focused on supporting:

- the mainstreaming of Prevent in schools through a resilience based approach.
- a local virtual Prevent network for schools to facilitate cooperation and collaboration and disseminate local and national information, ideas and initiatives that relate to Prevent, training, and resources from both the LA and other agencies.
- developing and facilitating central and school based training for teachers, other staff and Governors.
- a self-assessment framework and action plan to support schools in monitoring and evaluating their involvement in Prevent education

The role over the past year has provided support and advice to schools on their compliance with the Prevent statutory duty and in challenging controversial issues whilst ensuring they are provided with opportunities to develop best practice.

The Prevent lead for schools is the single point of contact in the LA for partners when radicalisation concerns arise in education settings. They also continue to develop and maintain effective working relationships with a range of Prevent partners whilst representing Prevent education on relevant bodies and governance forums. A key part of the role is to also ensure that we keep up to date with changes and guidance issued by the Counter terrorism unit and Department for Education highlighting relevant information on extremism and radicalisation impacting on education settings and young people.



Equality & Diversity

The equality in education lead continues to raise awareness of equalities, promoting change and diversity strategies. The role has supported schools with advice and guidance on equality and diversity and discrimination translating equality legislation into practice to ensure schools meet their statutory requirements.

There has been a focus this year on:

- developing, monitoring and reviewing policies and strategies
- producing new guidance on preventing and responding to racist incidents in schools and developing systems for the reporting of incidents
- supporting staff and schools with Equality Impact Assessments
- representing equalities in education on partnerships whilst also liaising with community groups and other relevant organisations.

Governor Development Service

Training, support and advice for Academy and LA Maintained School trustees, governors and clerks

The service continued to provide a full range of training, support and communications that has become well established over many years, with around 80% of all Bristol schools (including both LA maintained schools and academies) choosing to subscribe to our service in 2019/20.

A number of the schools that don't subscribe to our full service (including independent schools) attended our training courses on a 'pay-as-you-go' basis.

The service also continued to provide three optional services at preferential subscription rates: GovernorHub, The Key and Modern Governor. Over 100 schools chose to purchase at least one of these services.

We offered 48 centrally delivered courses as part of our core training programme and there were over 1,200 attendances by clerks and governors at these sessions. Five new or significantly updated courses were included in the training programme, covering areas such as Pupil Premium, Teacher Workload and Academy Governance. More than 99% of the course evaluations indicated that the delegate would recommend the session to other governors or clerks.

The team also delivered six bespoke sessions for individual schools, including governance self-reviews, one session for a group of schools and two Briefings facilitated on behalf of the Service Director – Education and Skills. We also delivered a number of one-to-one induction sessions for newly appointed clerks to governors.

We provided regular updates and guidance documents to chairs of governors to support them when schools closed due to the Covid pandemic, and introduced virtual training and briefing sessions to replace the remainder of our annual training programme when face to face training was unavoidably cancelled. We worked with other LA teams on this to ensure a coordinated approach.

We provided a wide range of advice and support for individual schools via telephone and email on issues from interpretation of changes in legislation to handling complex complaints. Our termly on-line newsletter, 'Governance Essentials', continued to be well received by governors, clerks and headteachers, and included Governor Development Service valuable updates and links to time saving resources such as the Annual Year Planner, as well as information about education issues affecting Bristol schools.

In addition, we worked closely with the DfE's Inspiring Governance service to support schools with their governor recruitment and successfully placed 11 LA governors. We also assisted 5 schools with either the reconstitution or federation of their governing bodies.

The team have continued to develop strong links with the Schools' Partnerships service, helping to ensure the training and support offered is tightly aligned with school priorities. We worked with the Lead for Schools' Partnerships to produce a comprehensive guidance pack for governors going through the process of recruiting a headteacher, and provided bespoke recruitment support for three governing bodies. The service has kept up to date with the changing education landscape and offers appropriate support for academies and multi-academy trusts as well as LA Maintained schools. We support governing boards in ensuring they are legally compliant and aware of new statutory obligations as they arise, such as advising on steps to be taken to ensure compliance with the General Data Protection Regulations (GDPR)

We also support and train governing boards to achieve the necessary standard of governance to meet Ofsted inspection criteria for Good or Outstanding and provide appropriate challenge and strategic leadership to maintain the improvement in standards in Bristol schools.

Education Welfare Service

The Education Welfare Service provides:

Poor Attendance Casework

Education Welfare Officers (EWOs) worked on a total of 158 poor attendance cases during the last financial year.

Pupil Tracking Casework

341 Pupil Tracking cases were processed. This process aims to trace and locate pupils who have gone missing from Bristol schools.

Child Missing Education (CME) Casework

820 Children Missing Education (CME) cases were processed. This process aims to ensure that any pupil found to be resident in Bristol but not on a school roll, has access to education.

New Arrivals (Refugee & Asylum Seeker) Casework

The EWS supported 29 newly arrived children, ranging from Reception to Year 11, to access the education system. The families were mainly from Africa, Asia and other European countries such as Albania. We received a large number of families from Iraq and Syria, who came through the government Vulnerable Refugee Families Resettlement Scheme; the majority of families from Africa entered the UK through family re-union.

Elective Home Education (EHE)

During the period 628 children were known to have been electively home educated at some point. When notified of children becoming home educated, the EWS makes contact with the family to establish the plans for the child's education. The EWS makes follow up contact as necessary, and if it appears to the EWS that a child is not receiving suitable EHE the EWS works with the family to resolve the situation. If necessary, the School Attendance Order process is followed, see paragraph 15 below.

Attendance Support to Academies and Free Schools

The EWS provided attendance support to 95 academies and free schools. This support included bespoke training, whole school attendance reviews, individual case work,

attendance surgeries and supervision sessions for attendance officers.

Chaperone Vetting

9 Chaperones were approved as suitable to provide assistance to children and young people that work in the entertainment industry.

Issuing Work Permits

166 Child Employment Work Permits were processed and issued to allow statutory school aged children to work in part time employment.

Processing Child Performance Licences

277 Child Performance Licences were processed and issued to allow statutory school aged children perform in the entertainment industry.

General 'Duty' Phone Calls

EWOs provided ad-hoc advice and guidance to more than 1212 parents/carers and professionals that contacted the EWS by telephone during the last financial year.

EWS Training for Schools

Over the course of the financial year the EWS delivered 5 CME training sessions attended by over 57 delegates. 3 Penalty Notice training sessions were attended at least 31 delegates. Attendance Clinics have been held 3 times a year over 3 days and have been attended by over 25 school delegates. 9 School Attendance Network Sessions have been held and attended by over 180 school based attendance leads.

Issuing Penalty Notices

3491 Penalty Notices were issued to parents/carers of compulsory school aged children in respect of their child's irregular attendance at school.

Irregular Attendance Prosecutions

451 S444 School Attendance Prosecutions were instigated against parents/carers for failing to ensure the regular school attendance of a compulsory school aged child.

School Attendance Orders

9 School Attendance Orders were made as part of the enforcement process to ensure that young people not on a school roll and not receiving suitable EHE could access the education they are legally entitled to.

Future Plans

The model of direct school support will continue so that there will be more ongoing support for attendance leads as well as building the capacity of schools to manage attendance.

The School Attendance Network meetings (SANs) will continue and will become the primary support for schools. They will be held three times per year in each of the three localities: North Bristol, East and Central Bristol and South Bristol. They will be focused on providing updates, support and guidance as well as developing the skills and expertise of attendance leads in schools.

In addition to the above, maintained schools will also be able to access attendance clinics with Education Welfare Officers. These clinics will be held three times per year and be open to any maintained school who wishes to bring particular attendance cases to the clinic for advice and support. The aim is that the clinics provide an offer to schools that is more needed rather than offering the same limited level of support (i.e. one annual visit) to all schools regardless of their context and attendance issues.

The EWS continues to work closely with the Attendance Strategy Manager and the Information and Data Team to provide schools with attendance data packs at agreed intervals during the academic year.

The EWS will continue to work closely with the Safeguarding in Education team to triage all new elective home education requests.

School Improvement

The school improvement team provided a core offer of one half day this year. This was accessed by a total of 66 schools (52 local authority maintained and 14 academies). 39 schools also accessed additional school improvement visits in the spring and/or summer term. Support was also given to 9 schools in the appointment of new headteachers.

Outcomes in 2019 improved in EYFS, narrowing the gap with the national average whilst phonics outcomes are now just above the national average. At key stage 2, reading, writing and mathematics combined has improved and is in line with the national average. At key stage 4, preliminary outcomes indicate Bristol is in line with the national average.

2019-20 The School Partnerships Team provided a core offer of school improvement visits to all maintained primary schools and primary academies. This was accessed by 44 LA maintained primary schools and 15 primary academies. A group of 9 of the LA maintained primary schools were also included in the Progress Review Cycle to support them with ongoing school improvement guidance and scrutiny in line with Post-Ofsted action plans and/or in preparation for upcoming inspection.

5 LA maintained special schools were offered the equivalent funding to engage with external school improvement advisors. Over the COVID-19 period between March and July 2020 when schools were operating at reduced on-site capacity in line with central government guidance all LA maintained schools were contacted regularly by the School Partnerships Team. They were offered a combination of general updates and advice in line with the dynamic national guidance as well as bespoke guidance depending on their individual circumstances. No national assessments were conducted at the end of the academic year due to the continued COVID-19 situation.

Dean Field Study Centre

Residential and day visit outdoor learning in the Forest of Dean and at schools

The Dean Field Study Centre is now into its 49th year of operation and is going from strength to strength. 2019-20 was a busy year with more than 3000 children experiencing high quality outdoor learning courses. 64 schools came for periods of either 3 or 5 days residentially or for day visits. The Pandemic lockdown affected just the last two school visits of the financial year but will potentially have a greater affect going forward into 2020/21.

The Forest of Dean provides some great learning experiences with groups exploring it via orienteering courses; night walks; treasure hunts; canoeing and mountain bike journeys. They have built dens, walked up streams and learnt about the environment through pond dipping and habitat investigations. For most children it will be their first night-walk in a forest; sadly, for some it will be their first ever walk in a natural environment. To want to look after our environment you need to first experience it and enjoy it.

In the Centre grounds groups have made good use of the climbing tower and high ropes course along with the underground tunnels system and team problem solving challenges. All these activities are designed to develop team work and other personal development objectives. Bushcraft sessions were also run with young people learning to light a fire with flint and steel and cook dough twist dampers over the embers. This activity has also been taken into schools along with orienteering and team challenges in the school grounds. Archery is another activity that can be done at the Centre or taken into schools.

Outdoor learning is being recognised more and more as being an essential part of young people's development and wellbeing and it has an important role to play in the challenging new world we find ourselves in.

The Centre has a continuing programme of building development and several projects were completed over the year including refurbishment of the lounge and dining room as well as a complete refurbishment of the self-catering kitchen. An ensuite was refurbished for a staff bedroom as well as refurbishment of some student shower cubicles.

Other developments are also underway including the building of a new low ropes course that maximises teamwork. You can stay in touch with

the progress of this and other developments via the Centre's Blog pages: dfsc-bristol.blogspot.co.uk

Another good way to learn more about the activities run at the Centre is to visit its You Tube Channel with an expanding range of short videos of groups in action on different activities: <https://www.youtube.com/playlist?list=PLRcs1uzc2EeHIppGhfpdvB0ZfiO0SvzRj>

One of the most notable achievements of the year was for the Centre to be awarded the prestigious AHOEC Gold Standard. This is the Outdoor Learning sector equivalent of an OFSTED Outstanding. It reflects the very high quality of courses delivered and the excellent customer service of the staff team and we are very proud of securing this prestigious award during 2019/20.

Outdoor Learning is a very effective way of developing key skills such as communication and problem solving and also has the ability to increase motivation and an appetite for learning.

OFSTED states "When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development."

Quotes from Course Evaluations 2019-2020:

All of the activities are well structured and age appropriate. We had a fabulous time

Food and catering amazing! A huge thank you to the lovely catering staff, they were so great and the food was always delicious.

Staff were really encouraging but also made all the children feel safe.

The students pushed themselves to achieve personal bests and built their teamwork skills. The problem solving activities are great at bringing them together. We want to come again and have already booked.

Aims all met... So many children achieved their own personal goals...My first time organising - Debbie in the (Deanfield) office was a godsend! We will be booking again next year. Thank you so much!"

Visiting schools rated their courses highly against Personal Development of pupils eg: increased confidence, self-reliance, perseverance & commitment.

The service also supports the following areas:

- PSHE & Citizenship
- Developing Key Skills: communication, problem solving, leadership & teamwork
- General support to School Curriculum & enrichment
- Geography, Environmental Awareness
- Science
- Contribution to improving educational attainment (increased motivation and appetite for learning)
- Promoting Healthy Lifestyle & Fitness

For 2020/21 the Centre has adapted to make its courses Covid secure and is still providing very valuable learning experiences for students that

Exmouth Camp

Based at the gateway of the Jurassic Coast UNESCO World Heritage Site, Exmouth Camp offers a unique under-canvas experience for young people in full time education.

Ahead of the summer season 2019, we were delighted to be able to make significant improvements to the camp's infrastructure which would enhance the visitors camping experience. The improvements made included some new and some replacement items. please see a list below which is by no means exhaustive:-

- New high quality tent flooring
- New marquee
- Replacement wooden marquee flooring
- New handmade wooden village seating,
- New replacement mattresses for all tents
- New replacement tents

During the summer season 2019, a total of 9 schools and 3 other organisations (930 students and 109 teachers) benefited from their residential visit to Exmouth Camp.

The camp worked with a range of local providers, but particularly Red Rock Leisure, to offer a range of opportunities for schools. This included a variety of watersports, archery, circus skills, woodland skills, team building, boat trips and mackerel fishing.

930 students took part in adventurous activities which has benefitted individuals to varying degrees through team work, building self-confidence, improved fitness, agility and coordination.

The students lived in a residential environment making new friends, improving social skills, communication, motivation and concentration.

Sadly towards the end of the season the extreme weather conditions and a significant number of acts of vandalism meant the curtailment and early finish to the season which was extremely disappointing both for our school visitors and TwS Staff.



Thanks for a fantastic week. It's really a highlight of the year for everyone (staff included) and we really appreciate your support.

Many thanks again, and have a brilliant season!

Just wanted to send one last big thank you for making our stay last week so enjoyable. You really do run a wonderful place there in Exmouth

Thanks again for an absolutely great week, the kids didn't care about the weather they definitely made the most of it.

SUPPORT SERVICES



Admissions Service

The Admissions Service met the local authority’s statutory duty to offer every child in Bristol a school place for September 2020 in each phase of education. All published deadlines were met.

The Admissions Service processed 5,497 on- time applications for reception places in 102 primary schools in 2020, compared to 5,247 in 2019. 98% of children were offered a preference with 87.5% being offered their first preference, an increase of 0.5% compared to 104 in 2019.

In the secondary sector, 4,877 applications were processed, compared to 4,983 in 2019. 93% of young people were offered a place at one of their preferred schools with 76% of young people offered a place at their first preference school. This represents a a 4% increase compared to 2019. 318 children were not offered a preferred school, compared to 435 in 2019 and 488 in 2018. The majority of young people were offered a place at their in area school, if requested as a preference.

346 Year 7 appeals were lodged for Bristol Schools compared to 353 in 2019 and 455 in 2018.

In-year, 1,245 admissions were processed for primary and secondary education.

3,828 applications for free school meals were processed for 126 schools.

For in-year admissions all children were offered a place at a Bristol School if resident in the City.

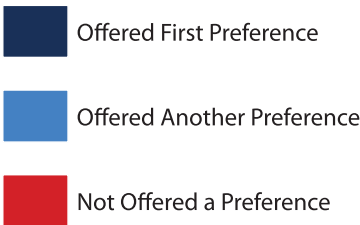
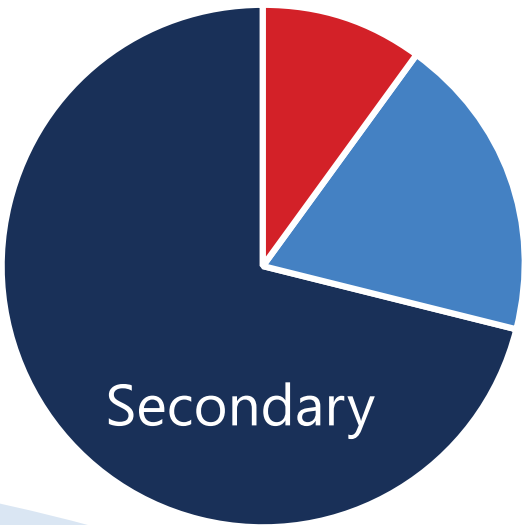
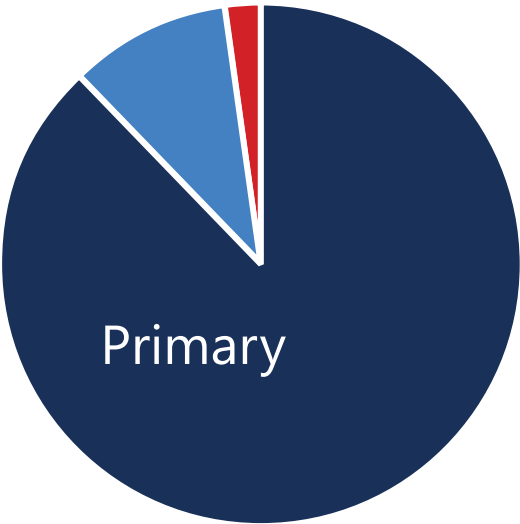
Overall, the number of children offered a preference school in primary and secondary phases is broadly similar to 2019.

The number of appeals lodged for secondary transfer has reduced, with appeals spread over a greater number of schools. This illustrates the increased popularity of Bristol schools.

Free School Meals Service

The Free School Meals Service is offered as a de-delegated service to Bristol LA Maintained Primary Schools and as a traded service to Bristol Primary and Secondary Academies.

The service was a popular traded product which has been consistently purchased by more than 70 Academies on an annual basis since 2017.



HR Operations

HR Operations is a fully comprehensive transactional service, providing a fully compliant support and payroll function to Educational settings. The service meets the statutory requirements including all returns and pensions administration.

During 2019/20 the service supported 78 settings across Bristol, including Secondary, Primary, Nursery and Childrens Centres, LA Maintained and Academies.

The service processed transactions on behalf of their customers to ensure all staff were paid correctly, on time and all statutory requirements were fulfilled.

The income generated from this service for 2019/20 was £473,402.

The benefit of providing this service allows the Council to adequately carry out their statutory function in terms of pension submissions.

It also allows the council to retain the required information on their own staff, ensuring staff are paid correctly, pension information is sent in a timely manner and DBS checks are carried out.

The benefit for the customer is a fully inclusive service. We also ensure schools are issued with the correct BCC contract, within statutory timescales.

Pay increases are applied at the correct point and paid in a timely manner.

HR Advice and Support

HR Advice were contacted for support at some point throughout the year by almost every school and Academy which buys into our service.

Some schools that do not buy our service bought bespoke consultancy.

We opened a significant number of cases which covered the full range of Employee Relations issues as well as Recruitment, safeguarding and some Freedom of Information Requests.

We were able to give additional support to individual establishments whenever it was requested.

We continue to provide the legally required model policies and procedures free of charge for all maintained schools, allowing schools the benefit of not having to draw up and /or consult on their own.



Schools ICT Service

The Schools ICT service continued to prove popular, with a number of schools returning to the service from external providers.

Internet: 137 subscribing schools/sites:

99% internet availability for schools. Multiple DDOS attacks throughout the year caused problems but this has now been successfully mitigated.

1007 users actively using remote access, 4073 active Office 365 email accounts

Backups: 44 subscribing schools

87TB of data on school servers backed up centrally.

SIMS: 110 subscribing schools:

37 SIMS courses delivered, attended by 123 delegates.

4299 SIMS support tickets closed.

Admin & Curriculum support: 49 subscribing schools

6368 tickets closed.

Telephony: The Virgin Media and Vodafone telephony contracts are managed on behalf of 135 schools, providing over 1300 telephone lines.

Purchasing:

- 91 laptops for staff and students
- 73 PCs for staff and students
- 17 Surface Pro
- 209 Chromebooks
- 5 Interactive Screens
- 52 iPads

Hardware:

Average turnaround time for repairs was 2.6 days.

Admin/Curriculum:

- Moved large quantities of data to the cloud to allow schools to spend less on servers. This also meant the impact of Covid19 was far less severe than it would have been 12 months ago
- Setup hundreds of remote access accounts

for school staff

- We have supported a number of schools to get up and running with their online Learning Platforms
- Worked with staff to make use of Zoom, Microsoft Team meeting and Google Meet
- There has been a huge Windows 10 roll out programme happening in schools since Windows 7 is no longer supported

SIMS:

- Creation of SIMS reports to help obtain key funding figures for settings
- Bespoke assessment analysis report creations
- Collaborative working with LA departments to help with key tasks using SIMS
- Information sharing between LA departments and the SIMS team supplies schools with a wraparound service for all school matters - not just MIS specific ones

I may have already said this but THANK YOU and your team very much for all your support. You were/are brilliant

I just wanted to say thank you from the whole team for helping set up remotely. You have all been very patient with us not very techie people.

May I please pass on my personal thanks regarding the work of Roger over the last two days

I cannot thank you enough for the new 8 Port PoE; the noticeable difference is phenomenal!!!!!!

Procurement & Contract Management

During 2019/20 the TwS Procurement and Contract Management Service continued to undertake a number of tender exercises either on behalf of a group/cluster of schools or for all schools and settings to be able access. This has provided our school customers with legally compliant and value for money contracts as well as benefitting from volume based discounted tenders. All of our contracts have been procured in accordance with National and European Procurement, Legal and Pensions' Regulations.

We also provided a comprehensive contract management service which enables our school customers to concentrate on curriculum activities whilst we ensure contracts are delivered to the required standards including relevant KPI's which are set and reviewed as part of the tender process.

Our Contract Management Service Offer includes undertaking face to face school audits, monitoring contracts, issue resolution which includes a robust escalation process and regular supplier relationship and KPI meetings.

School Cleaning

47 schools continue to access the Glen Cleaning framework contract, which includes TwS cleaning advice, monitoring and on site support., The team also has a dedicated Contracts Quality & Monitoring Officer to support the Contract Management element of this Contract. This role includes auditing cleaning standards.

The existing contract has been accessed by 47 of our schools/settings and is due to expire on 31 May 2020. The team with a Stakeholder group of School Business Managers have worked together to award a new contract due to start on 1 June 2020. More details in the section please see below for further information on the work undertaken on behalf of our school customers.

New School Cleaning Tender

The team has been working in partnership/ collaboration with a Stakeholder group made up of Business Managers from schools within the tender to ensure that a robust specification of requirements and expectations went out to

the marketplace in the autumn of 2019. The areas for scoring the tender submissions included Quality, Price and Social Value. Following the stakeholders independent scoring and moderation as a collaborative group, the contract was awarded in March 2020 and the new contract is due to start on the 1 June 2020.

An integral part of this new contract will be the continued delivery of contract management and a schedule of meetings with the new cleaning contractor with be put in place as part of the mobilisation plan. The KPIs will be discussed along with a rolling 'issues log' where any issues or compliments that have been raised by schools will be discussed and recorded in a formal process.

Food Supply

The Food Supply Dynamic Purchasing System (DPS) framework contract was awarded in June 2019 and comprises six contractual lots for use by both Schools and Local Authority Services. Lots include fresh meat, fruit, vegetables and milk, general groceries and frozen foods.

This contract enables local food suppliers to request to register and if they meet our selection criteria, will be permitted to join the DPS lot, which will be truly dynamic and will allow customers to be able to purchase specialist bespoke commodities as needed. The continued benefits of this contract include competitive prices for commodities, quality products which meet school and Local Authority food standard requirements, along with government food buying standards, ethical and sustainable requirements.

There are currently 35 clients who will benefit from the contract and there is no additional cost for school customers to join this contract.

Online Support for School Leaders and Governors (The Key)

This contract was procured in order that school customers can continue to benefit from accessing this online service which provides support and advice for school leaders and school governors and it remains a popular option when schools are making their purchasing decisions.

Schools Information Management System (SIMS)

This MIS software package is provided by Capita SIMS and secures 68% of the L.A. Maintained Bristol School market to access and use this service. TwS ICT Service provides the support and helpdesk for this product and continues to work with Capita on future product developments.

School Milk (School Milk Services)

This contract remains extremely popular with our school customers. This contract provides schools with the daily supply and delivery of school milk that is sourced locally. Additional contract benefits included the complete administration of the Governments School Milk Scheme and milk can also be provided for over 5's. The supplier has also supplied the free provision of milk storage fridges. The contractor continues to review their packaging arrangements to improve the environment.

Schools Recruitment Package (E-Teach)

This on line school recruitment contract provides a bespoke professional advertising mechanism for school vacancies covering teaching and non-teaching support vacancies. Advertisements included National and/or international coverage and Eteach also offered recruitment support.

This contract is very competitively priced and continues to deliver a value for money solution for schools recruitment.

Educational Supplies (Findel and ESPO)

This is a framework contract and is being delivered by two suppliers, Findel Education who is a leading independent education resources supplier with an extensive range of over 25,000 products and ESPO who have over 35 years' experience of supplying schools with a comprehensive range of products.

This contract continues to provide a wide range of school resources including Stationery, Curriculum Resources, Classroom Resources, Art and Craft Materials, Janitorial and Catering Goods, Classroom Furniture, Musical Instruments, Postage Stamps etc.

The benefits for schools have been:

- Top 200' specially priced products for Bristol Schools,

- Regular benchmarking to ensure value for money
- Special Offers throughout the year
- Free Delivery within 48 hours
- Catalogues uploaded on E1 Finance.

School Catering (Chartwells)

The School Catering Framework Contract is currently operated by Chartwells for 70 schools and continues to deliver the provision of school meals consisting of a two course hot meal, breakfast and tuck services which all meet the School Food Standards required for Schools and the Caroline Walker Trust for Nurseries.

This represents a value for money service with benefits including the provision of special diets and religious requirements at no extra cost, Gold Food for Life accreditation, and reached the 20% sugar reduction target before 2020.

This contract also offers added value activities including Chartwells Bristol Nutritionist who has been supporting the education of pupils with fun food workshops, classroom activities and school assemblies. Schools within this contract will benefit from the New Bristol Eating Better Gold Award that is pending

TWS Kitchen Equipment Replacement Scheme

The Equipment Replacement Scheme is very popular with Bristol Schools, it provides a guaranteed replacement of condemned heavy kitchen equipment for a fixed annual fee (subject to a conditional survey), thereby allowing schools to spread the costs and liabilities of heavy equipment over several years.

Catering Management Support Service

We provide a Catering Management Support Service to schools who operate their own in-house catering function. This service has delivered support and guidance directly to catering teams including menu planning, food supply purchasing, service planning, pricing, staffing, budgeting and a bespoke food safety system.

To enhance this service offer TwS set up a network group which provides an opportunity for school catering managers to share best practice, network and for us to inform schools of any relevant industry updates going forwards.

Schools Finance Service

The Schools Finance team provides a traded service offering:

- Financial products and product support for Accounting and Budgeting solutions to maintain good financial management at schools.
- Product Training to ensure clients are fully prepared to undertake their role effectively.
- Financial Consultancy Team to deliver both Strategic and Operational Finance support as required by the client.

Finance consultancy was accessed by 65 schools throughout the year. The provision of Gold and Silver support remained steady at 14 packages provided, during the year. During the year Schools increased the level of support from that originally purchased to help manage increasingly complex and challenging school budgets.

We continued to provide the RM accounting system to 75 settings.

After the successful roll out of Orovia Budget Planning Software in 17/18, 58 schools continued to purchase the system.

There are over of 400 users on the centrally managed RM finance system. During 19/20 we processed 17101 Receipts, 45466 Payments and managed 15296 transactions through the central Bank Account.

The value of these transactions totalled:

£62,900,188 in payments and £9,447,954 in

Client Managers

The Client Manager function is very important in TwS. It provides a reliable and responsive first point of contact for School Business Managers who have specific questions about TwS Services and also general questions about council services.

The role is highly regarded by School Business Managers.

The Deputy Managers undertook this function and maintained their close contact and responsive customer focussed attitude to schools. They continued to act as advocates for the customer, ensuring that the best possible customer outcomes are always considered as a priority.

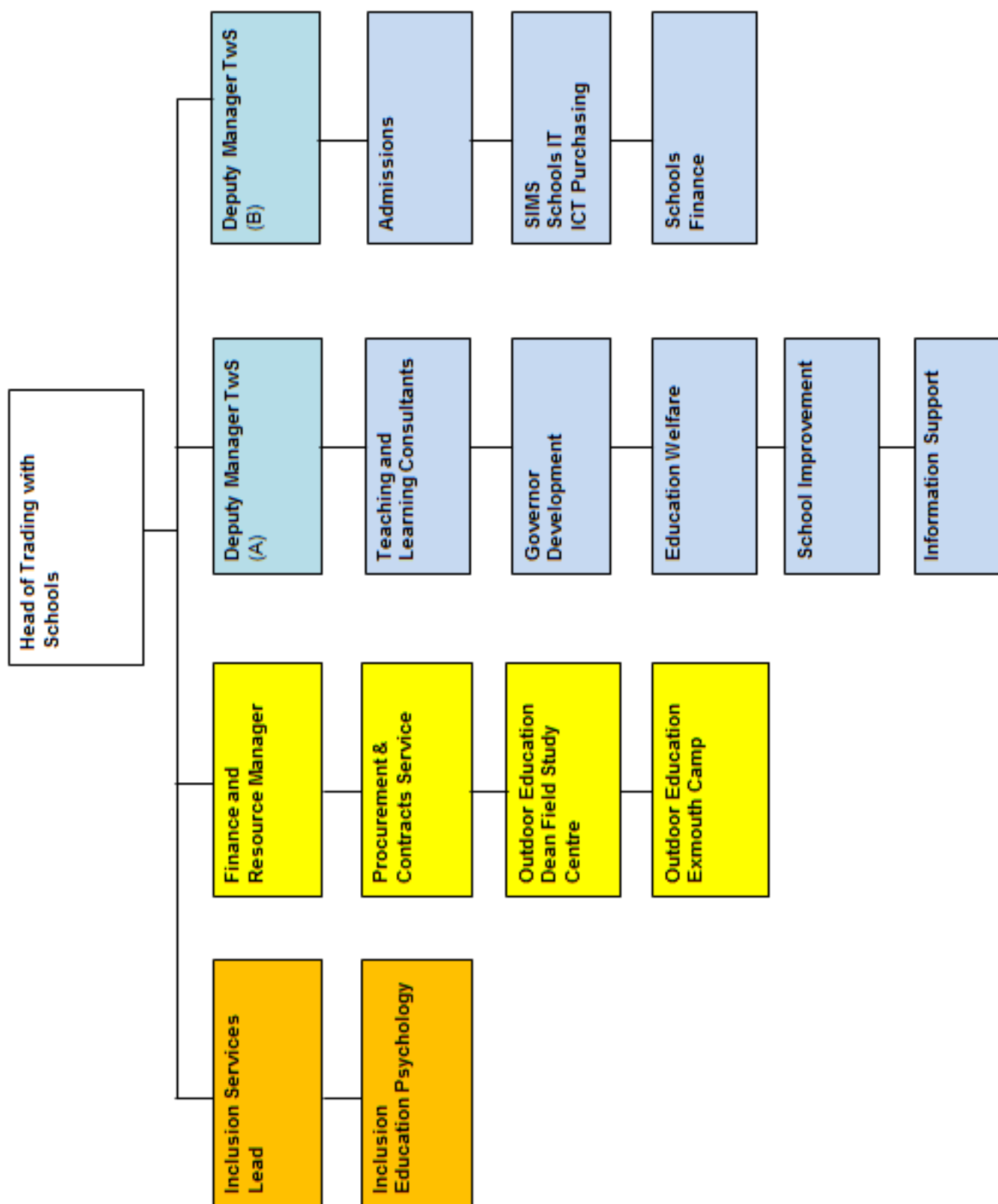
Schools use the email in box or phone line to raise questions and issues and the Deputy Managers respond quickly. They liaise with Service Leads and Partner Services to ensure that all queries are answered promptly and accurately.

Information Support

The team provides high quality technical, administration and financial support to Trading with Schools, ranging from the management of training courses and conferences, securing the timely procurement of goods and services, management of the dedicated TwS inbox and front line responsive support to customers.

Their work includes:

- providing technical guidance and support across the range of TwS services, designing and producing a wide range of marketing publications;
- managing and updating the Trading with Schools website;
- collating monthly management information reports to provide business data which is used to inform management decisions and drive a performance driven culture;
- streamlining and automating processes to increase operational efficiency and improve service delivery models;
- managing the customer accounts function, including accurate invoicing of goods and services and the timely resolution of elevated customer queries. In the last year TwS invoicing process has been refined; with customers now receiving invoices on a monthly basis.



If you would like this information in another language, Braille, audio tape, large print, easy English, BSL video or CD or plain text use contact details below.



tradingwithschools.org



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