



*“Our mission is to secure a deeply good academic, social and civic education for every child and young person living in Birmingham.”*



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*“Building on the very many existing strengths amongst Birmingham Schools and school leadership.”*



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**ANNUAL REPORT 2017/18**

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## The national perspective: BEP Chair – Estelle Morris

For more than a quarter of a century the direction of government policy has been to give schools greater autonomy and to encourage them to be more independent. The increase in the number of academies and the shift in power away from local government may have slowed but structural change continues. It has brought benefits but our school system seems ever more fragmented and individual schools can become isolated and vulnerable. In response to such fragility, government is now focussed on gathering schools into MATs and the bringing together of small MATs to form larger more viable ones.

The last year has seen the rise and fall of the Strategic School Improvement Fund. While this has given focus and some funding for additional work has come to Birmingham teaching schools and others, nationally it has underlined the challenges of any system with a large-scale programme of school improvement.

The Department of Education's use of language referring to the school led system has diminished and the scope of the RSC's role continues to be questioned in an uncertain big picture. In response to these problems and with a lack of strategic direction from government, new education partnerships continue to emerge to fill the gaps and try to bring greater coherence to local school systems. The more we understand these, we see how unique they are to each context and beneath some basic similarities they are incredibly varied in how they actually function.

At their best, these partnerships are rooted in a clear moral purpose and shared endeavour of building networks of schools so that no school and no child is left behind. The Birmingham Education Partnership was established to fulfil this role in the City. We celebrate our diversity and our strengths but we work together to overcome our weaknesses. We are school led and school focused and committed to working with each other.

As the pressure continues on schools to further raise standards and to cope with ever increasing gaps in support services, at a time of reducing budgets, there is a risk that schools as well as their partners, look inward not outward. Where this happens, standards risk falling. More than ever, Birmingham needs strong partnership and BEP is increasingly proud of its track record and determined to play its part in trying to make this happen.

## Overview and future vision from BEP CEO – Tim Boyes

I am often struck by how much changes around a school and how hard it is for school leaders to keep up with all the things affecting school life. For very busy people this report presents a valuable picture of BEP in concrete terms, which in turn provides a deeper understanding of the organisation that BEP has become. Inevitably our Partnership is shaped by funding opportunities, most significantly our core contract with BCC, but I trust that in what follows you will see that BEP continues to be securely rooted in strong shared values and the active voice of school leaders who are shaping what we do.

Together we continue to be committed to securing the best possible education for every child and young person living within our city. From the outset, our overarching aim has been to:

1. Bring together the family of Birmingham schools to strengthen partnerships and support collaborative approaches in order to drive school improvement
2. Secure a deeply good education for every child in a Birmingham School emphasising civic and social education as well as the academic success

### Governance and Headteacher representation

Able led by Estelle Morris our Board is a real strength. Independent and highly competent, this year we saw our first city-wide election with strong candidates contesting both positions. Pat Smart (Primary) was re-elected for a second term and Heath Monk (Secondary) brings his considerable national experience to the table.

Supporting the Board, the System Leadership & Innovation Committee (SLIC) has been re-formed to include representation from every consortium and network while continuing to benefit from discrete representation from Special schools, Nurseries and the selective sector. The SLIC provides a very broad base for feedback and advice, both around what we do and how we do it. We are very grateful to the public-spirited heads who generously give their time to the work of this group. SLIC members have been allocated to every area of BEP's work to provide a more focussed Headteacher perspective on discrete strands of our activity.

### Centrally Funded Direct School Improvement

The biggest segment of our activity has been funded this year by SSIF monies direct from the Dept for Education as well as our core BCC funding. It has been both challenging and profoundly helpful receiving additional money into the city, enabling BEP to work with our Teaching Schools and others to work more proactively on focussed projects that raise attainment across the city.

Anyone who looks carefully at our budget will see that our school improvement income is less than we spend in this area. BEP's board has committed to use our reserves to supplement and extend this work to benefit a larger number of schools than we are funded to work with.

### Membership

As well as the fair number of schools and academies now benefitting from the above funding, all Birmingham schools benefit either from Universal or Enhanced Membership. Our reason for introducing the concept of Universal or "free" membership in 2017 was to underline the fact that BEP is committed to working for everyone,

and that we seek resources to bring benefits to all Birmingham schools, regardless of subscription or those opting into traded services.

Our Universal offer therefore includes connecting, communicating and signposting in support of our overarching aims as well as what we are specifically able to provide within our discrete thematic working.

Mental Health

The Arts

Sport

The Careers and Enterprise Company

Global Education (TIDE)

In different ways all these projects are growing, either in depth, reach or through traded opportunities. Our other key areas of activity continue to be our support for Inclusion, especially through encouraging local, collaborative approaches and Peer Review.

We also seek to serve other partnership arrangements that impact on schools. As a result, BEP plays a central role in the work of the Teaching Schools, it sits on the Early Help Partnership Board, The BCC SEND Steering Group, The Birmingham Forward Steps Partnership Board and the Children's Strategic Leaders Forum. We liaise with BCC with all the services that still impact on schools to balance a world where increasingly schools are only known by their English and Maths results. We work with Ofsted and the Regional Schools Commissioner and with BCC to hold an overview of the city's schools.

Our membership brochure for the coming year outlines the increased "value for money" logic that explains why schools choose to invest in membership, apart from a commitment to our moral purpose as schools choose to be active stakeholders investing in the common good.

### **Money: The Bottom Line**

As a Board and as the employees of the organisation we are exercised by the level of need that we experience across the city. We hold strongly the desire to be able to achieve more of our aims in more schools, to benefit a larger number of children. For this reason, the Board is committing to use any available funds to supplement and extend our school improvement work. SSIF bids and BCC contract work is effectively being supported by our other income.

As we seek therefore to further develop our income generating activity there is a logic that says if we can work together to get the offer right, to a high quality, then it makes sense that Birmingham schools should choose to purchase services through BEP so that your money can be invested back into Birmingham schools.

## BEP School Improvement Activity 2017-18

Work with priority schools continues supporting: Special Measures, RI and Good and outstanding schools who are expecting an inspection within the next academic year and are agreed with the school leader to be vulnerable by data and/or leadership capacity. At any time during the year we also support any school who has an unforeseen crisis. Once the classification has been agreed schools receive a letter explaining entitlement and naming priority support.

- We have 65-70 priority schools, at any given time, all receiving bespoke support from BEP, in the form of experienced leaders called Priority Partners
- There have been approximately 335.5 days worked with priority schools between September 2017 and 30<sup>th</sup> April 2018
- All priority schools inspected, received support during the inspection and attendance at their feedback meeting from their priority partner
- 98% accurate predictions of Ofsted judgements of all maintained schools inspected (80) since April 2017. This therefore proves that BEP are using limited resources in the right schools
- 44 schools have been removed from the Priority list since April 2017.
  - 31 were vulnerable good – who received support from a BEP Priority partner and secured robust improvement
  - 17 of these were due to successful Ofsted outcomes
  - A further 14 were classed as no longer vulnerable – 9 of these schools subsequently inspected, 100% received a Good Outcome – indicating secure support and judgement by the BEP Priority partner
  - 5 became academies
  - 7 no longer requested support
- 9 RI schools inspected between April 2017 and April 2018 are now Good and a further 12 priority schools who has monitoring inspections were found to be taking effective action
- 61% of vulnerable Good schools maintained Good in their recent inspection
- 1577 more children in good or better schools since April 2017
- New larger group partnerships created through Families of Schools to focus on school Improvement
- 30+ schools are currently having support through the School Performance Board process
- Additionally, BEP has stabilized leadership in 5 schools by procuring effective interim leadership within 48 hours

## Successes

### Effectiveness of BEP school improvement structures cited in Ofsted reports.

#### Priority Primary School Sept 2017

The Local Authority has a realistic view of the school's performance. It has provided support to leaders that has helped middle leaders to become more effective.

#### Priority Secondary School – Sept 2017

Leaders have a strategic and outward-facing approach to monitoring and evaluating the curriculum and teaching... There has also been productive work with Birmingham Education Partnership including enhancing school self-evaluation.

#### Priority All Through School - Oct 2017

BEP continues to provide effective support to you and the staff. Staff who spoke with inspectors were very positive about the recent visit to Whitehouse Common Primary School. Staff said that the visit helped them to understand and to deliver effective practice in terms of learning, teaching and assessment and in how to evaluate these aspects. The improvements in these areas support their view.

At the previous inspection, inspectors judged the school's safeguarding arrangements to be ineffective. Leaders, well supported by BEP and members of the IEB, have acted swiftly to address the issues identified.

#### Priority Primary School - October 2017

Due to rigorous programme of monitoring and evaluation senior leaders have a good grasp of the school's strengths and areas that need to improve. Leaders' improvement plans are detailed and accurate. Leaders work well with advice provided from external consultants to secure improvements.

#### Secondary Priority School – January 2018

The school works effectively with a number of partners to improve its provision. For example, they work closely with the local authority's commissioned school improvement partner. This work includes school improvement strategies and self-evaluation techniques. Leaders value this input and, as a result, have become independent in doing these things for themselves.

#### Priority Infant School – March 2018

Local authority representatives and other consultants help leaders verify their judgements about the quality of teaching through joint lesson observations... teachers are left in no doubt about what is expected of them to enable pupils to achieve good outcomes.

Since the time of the last monitoring inspection, external support provided on behalf of the local authority has been more consistent and tightly aligned with school improvement priorities. The 'round table review' process, which has been introduced, has really challenged the headteacher.

#### Priority Primary School- April 2018

Birmingham Education Partnership has given high-quality support and has assisted in brokering additional challenge from an educational consultant. This has helped the school to continually evaluate the impact that its work is having on school improvement.

## Raising Attainment Across the City

### Strategic School Improvement Fund (SSIF) Projects

BEP has significantly increased school improvement capacity by successfully bidding (under the Arthur Terry Learning Partnership TSA) in the first 2 rounds of the Strategic School Improvement Fund bringing £1,2576,250 of funding into the city.

20 schools are part of the 1<sup>st</sup> bid (£501, 650) a mix of maintained schools and academies, involving infant, junior, primary, secondary and special schools.

Each school gets a bespoke support package of 20 + days of support from a Teaching School Alliance over 4 terms based on either an audit or a recent Ofsted Inspection. At the mid-point each school had a review from an external team to ensure the support was meeting their needs. So far, this project has been RAG rated as green by the DfE for its chances of success.

In SSIF 2 40 named primary schools are receiving support for reading from a partner school with a clear target of being at or above national reading expectation by 2019 at the end of Key Stage 2. Many schools providing the support are doing so for the first time which is helping to support capacity across the City.

The project valued at £774,600 is also providing termly CPD based on either Inference, fluency or vocabulary instruction as well as giving us an opportunity to collect best practice evidence. We have a small group (8) of Specialist Leaders in Education (SLEs) additionally supporting the best practice work. The Teaching School Alliances have created a menu of reading twilights for the schools involved in the project and a group of 14 National Leaders in Education are supporting the partnerships to ensure our work stays on track. Furthermore another 10 primary schools who requested the support are being part funded through BEP monies to enable access to the project. All the work is focused on best practice in our schools as well as best practice from national research.

Currently we are awaiting the outcome of 3 further bids in round 3 to:

- Support for 30 schools, two primary clusters and 13 secondary schools to develop inclusive practice, individually and collaboratively
- Support 14 secondary schools in raising attainment of disadvantaged youngsters
- Support 10 schools in developing EYFS practice

### Raising Attainment of Disadvantaged Youngsters

The 'Raising Attainment of Disadvantaged Youngsters' (RADY) project was launched in the Autumn term 2016.

The rationale for this project is based on research which examines the attainment gap between disadvantaged youngsters and their non-disadvantaged peers. The gap widens from primary school into secondary and increases over time, through to university and beyond. The rationale for a secondary disadvantage focus centers on the fact that when targets are set for students in Year 7, they are based on their attainment at KS2. However, if they have already underachieved at KS2 underachievement is perpetuated, which makes it increasingly difficult to close the gap; in fact the gap widens.

Uplifting the scores of disadvantaged youngsters by up to 4 scaled score points, equalises the expectation. The support with schools focusses on how to ensure disadvantaged students can attain higher targets and close the gap to their peers over time. This is a 5-year strategy which has a clear focus from Year 7, rather than using firefighting intervention strategies in Key Stage 4. These later interventions have significantly less chance to close the gap and are often short-term, intensive-passing-exams-style, instead of the type that builds lasting skills and competencies.

Our secondary RADY project is well into its second year. In addition to the 13 schools continuing their RADY journey from year 1, we have been successful in extending this to an additional 9 schools in year 2.

While the majority of schools in year 1 have been maintained secondaries, year 2 have 6 academies participating. This follows the RADY launch for new schools in November 2017, in which the research and rationale for RADY were presented, with Swanshurst and Queensbridge Schools leading their RADY journey and input from headteachers Debbie James and Helen Reeves on the leadership challenges of RADY.

The first RADY best practice at Turves Green Girls School; March 9<sup>th</sup> was very well received and well attended, with all but 3 RADY schools present. A combination of learning walks, impact data and strategies led by the headteacher and schools leads was powerful in encouraging schools to track the impact of their work.

The second best practice will take place on July 10<sup>th</sup>. Feedback from RADY schools and analysis of outcomes for disadvantages youngsters clearly identifies underachievement for students with higher prior attainment. Therefore, the Brilliant Club will lead a CPD session designed to engage schools with both the research and practical examples of successful strategies from schools with whom they have worked. Jayne Welsh will lead and INSET session focusing on reading which will enhance the training already delivered for some SSIF 2 schools and introduce new ideas for others. Two carousel 'sharing' sessions will make sure schools are able to network and 'take away' each other's ideas.

Within the cohort of RADY schools 5 are part of the SSIF 3a RADY bid. BEPs commitment to RADY is reflected in the contract bid for school improvement with BCC, so that this work will continue.

### Other Whole City Raising Attainment events

#### No More Marking

15 Secondary schools took up the offer to attend half day CPD event on using the comparative judgement technique to demonstrate progress across Key Stage 4.

## Collaboration & Capacity

A key part of BEPS school improvement strategy is to increase the opportunity for schools to collaborate and to increase capacity in schools to ensure that schools have the support they need and that more schools are in a position to support others

### Families of schools: Key Stage 1, 2 and 4

The Families of Schools information was designed to enable schools to compare data about their school's characteristics, improvement and performance with that of the other schools in similar settings thereby establishing a benchmark for improvement against previous best performance.

These families bring together Birmingham schools using prior attainment, FSM, EAL and mobility enabling schools to compare themselves and share their experiences with others in a similar context. In Birmingham there are 18 Families in KS2 each consisting of approximately 15 schools. Additionally, there are a further 2 families made up of high mobility (24%+) and EAL (90%+)

Fundamentally, the Families of Schools data can be used to:

- Discuss school improvement in a group of schools with similar characteristics
- Share a range of whole school policies and programmes including curriculum models
- Promote and deepen self-evaluation amongst a community of similar schools
- Contextualise school improvement data (particularly valuable for the pupil premium)
- Bring leaders and teachers together who share a similar context to share best practice and collaborate in a non-competitive way
- Create partnerships for specific school improvement work

A primary event was held in November 2017 which 175 people attended with 167 schools represented.

Since the event, there has been a lot of positive involvement from schools, which includes;

- 14 "pairs" of schools independently established a new school improvement relationship at the event
- A further 13 schools requested specific improvement support from a school in their family and BEP brokered support for all of them. Requests ranged from support with EYFS, SEND, Disadvantaged progress, Maths, Writing
- Subsequently, 25 more schools (maintained and academy) offered to be a partner in the reading project many of which have not been involved in this type of work previously
- 3 schools have offered significant capacity to support math's and have already been utilised by BEP for schools requesting Maths support
- 20 schools have also offered to provide English expertise to support the project to lead the initiatives

Some "Families" have set up an entire Family events.

Family 8: 2 schools invited others to share ideas and learning via half day visits to both schools. A number of other Headteachers visited these schools and feedback comments include "was really informative and productive" and "took so much away from both schools."

Family 7: Ran a Reading Improvement workshop for all schools in the Family in December 2017. Several key documents were shared with the entire Family and a Maths workshop along the same lines took place in January

**Most significantly**, since the creation of the Families of Schools document, the data has then been used to partner schools for the SSIF 2 project; the information was used to find the best matches.

- 8 of the 40 schools were in existing partnerships which for continuity, we continued as partners for SSIF 2
- 17 out of the 40 schools were matched direct using the families of schools' data
- 13 out of the 40 were new partnerships, and although not a direct match, were similar to or the same in prior attainment, monitoring, FSM and IDAC

A similar event was held in January 2018 for Secondary schools involved 33 people from 27 schools. Again, colleagues worked together and established networking opportunities to learn from each other's practice.

The Families of Schools documentation will be updated in October 2018 to include 2018 data and further events will be held in November 2018 (primary) and January 2019 (secondary) to enable schools to meet to identify opportunities for working together to secure school improvement.

### **Birmingham MATs Group**

BEP holds half termly meetings with the CEOs of those Birmingham MATs not part of national chains. The focus of these meetings is to develop capacity in the light of needs and opportunities that we share. We seek to focus our joint effort in increasing school improvement while finding sponsors for schools that have directive academy orders over them.

The focus of these meetings is around capacity in the MAT system along with strategic development discussions to increase school improvement and finding sponsors for schools with directive academy orders.

### **Association of central teaching schools (ACTS)**

BEP continues to attend the half termly meetings of the Birmingham Teaching Schools and Tracy has recently been made the Teaching Schools' Council sub regional leader for Birmingham Teaching Schools, as a result she will begin to chair these meetings. BEP has established highly effective working relationships with the group as a whole and with individual teaching schools. The group have worked cohesively to ensure that the SSIF bids are well coordinated and support school improvement in individual schools and across projects. As a result, Teaching Schools' CPD offer to schools are now complementary and bespoke to the identified needs of the city. ACTS provided significant support in the bid writing process and are delivering the support for schools in SSIF1 as well as leading on reading CPD twilights for SSIF2.

### **Interim Leadership Support**

BEP works closely with schools to 'hold' a range of effective leaders who are able to be seconded to schools with leadership capacity issues. These leaders are used to provide full-time interim capacity at Headteacher and Deputy Headteacher level. Schools or governors can approach BEP to provide such support or to offer their services or those of their staff. All leaders on the list meet with Tracy to ensure successful 'matches' when brokered into schools. Over the last year we have successfully sourced and placed 5 leaders at headteacher or deputy level within 48 hours of it being requested.

## Events & Training

During the academic year 2016/17 BEP significantly increased the range and volume of training and events delivered for Birmingham schools, and developed a range of support services that schools may purchase to drive school improvement. This continued throughout 2017/18 and included the introduction of new training and CPD opportunities delivered in conjunction with new partners. Some events were provided free of charge to schools funded by the school improvement contract, such as the Families of Schools Launches and others significantly discounted for BEP Enhanced Members.

**Feedback was gathered from attendees at most training and events and high levels of satisfaction were reported.**

### Reading Launch

- 93% of attendees agreed that they felt better equipped to do their job

### Families of Schools

- KS2 = 84% of attendees agreed that they felt better equipped to do their job
- KS4 = 92% of attendees agreed that they felt better equipped to do their job

(KS2/KS4 = combined data for this is 85%)

- KS2 = 83% would recommend this training
- KS4 = 93% would recommend this training

(KS2/KS4 combined data for this is 84%)

### ASP

- ASP = 100% of attendees felt that this training was good/excellent

It is expected that over 1150 delegates will have attended BEP events and training courses, the annual conference and events relevant to funded school improvement projects in 2017/18.

### Events and training included:

- The annual Learning to Shape Birmingham Conference attended by 156 delegates from over 130 schools
- The annual BEP Ofsted Briefing attended by 156 delegates
- The Years 10 to 11 Progress to GCSE English delivered in partnership with No More Marking
- KS1&2 Families of Schools Launch attended by 170 delegates from 147 schools
- KS4 Families of Schools Launch, attended by 33 delegates from 27 schools
- Primary IDSR training, attended by 26 delegates from 16 schools
- Using ASP and IDSR for Secondary schools, delivered by SSAT for 23 delegates from 12 schools

- A series of events delivered by Youth Sport Trust to embed physical activity into education, expected to have been delivered to at least 22 schools
- Beyond Assessment: A Broad and Balanced Curriculum, expected to have been delivered to at least 25 schools

The second annual BEP conference: Learning to Shape Birmingham was held in September 2017 with a rich programme of speakers and workshops, reflected in delegate feedback: “I thought that this year was an excellent balance of speakers that instigated great thinking on what we all need to do to support the students in Birmingham. The fact that you had people who would agree and disagree with each other provided balanced ideas on what our moral purpose should be”.

Delegates felt “It was great to network outside of my own collegiate”, they felt “part of the 'bigger Birmingham picture and “heard fresh ideas that made me think and will make a difference back in school”.

The development of school improvement services including events and training courses that can be purchased by schools has enabled BEP to offer support to those who are not included within the school improvement contract, or to provide additional support to those who are. The full range of support services is detailed on the BEP website; [www.bep.education](http://www.bep.education)

**Support purchased in 16/17 includes; recruitment of headteachers, review and development of financial systems, curriculum reviews, whole school reviews, pupil premium reviews, and reviews of governance.**

#### **Looking forward to 2018/19:**

An events and training calendar has been produced for the academic year 2018/19 that lays out the main training and events to be delivered. Based on our learning from previous years, most of these have been scheduled for the Autumn and Spring terms. Further training and events will be added as the year progresses.

BEP are working in partnership with Services for Education and Link2ICT to deliver a unified conference for collaborate school improvement on 25<sup>th</sup> and 26<sup>th</sup> September 2018. Planning is well under-way and a detailed agenda will be shared with schools in the second half of the summer term.

## BEP Traded Services

The development of school improvement services that can be purchased by schools has enabled BEP to support Birmingham schools who are not included within the school improvement contract, or to provide additional support to those who are. This has meant we can drive school improvement across the city.

The BEP traded service offer is varied and tailored to the needs of individual school leaders, schools or MATS and governors.

The offer includes the following core features:

- **Consultancy school improvement partner** for headteachers, new and acting headteachers
- School reviews, for example a **review of pupil premium**. We have recently been asked by a multi academy trust, outside of Birmingham, to become their external consultants leading school improvement reviews
- **Governor support**, in the form of **headteacher appraisal** and **headteacher recruitment** and selection

*“Head recruitment is a daunting prospect for many Governors. Getting the process right and making the right decision is crucial. I believe that securing the right support to guide you through the process is imperative. This is my forth such appointment process as a Governor, which was supported by BEP. They brought rigorous process, sage advice and calm management to every aspect of the process. I am happy to recommend their support to fellow Governors.”*

*“It was good to have such expert advisers to steer us through one of the most important decision a Governing Body has to make.”*

- Additionally, training and support for groups of teachers, leaders and governors in **understanding and using new school performance measures**

Our traded services take careful account of individual school circumstances and are fine-tuned following structured conversations with key stakeholders.

### Traded Services Focus areas

Over the last year significant refinement has been completed on our traded offer; within which we have sought to identify the core traded offer and update the website and marketing.

While leadership support and SIP support remains our most utilised service, accounting for the highest number of days and overall the largest profit from traded services; we have developed our headteacher recruitment, pupil premium review and headteacher appraisal offer.

We have completed headteacher recruitment from ‘start to finish’, leading the recruitment and appointment process and are in the process of liaising with an appropriate HR provider to design our marketing strategy.

With greater internal lead of recruitment, we have been able to increase profitability and with the relationships which

exist between BEP and schools in the city we are ideally placed to market ourselves as a leading leadership recruitment service.

This would also be the case for headteacher appraisal, within which the expertise of BEP priority partners would lend itself to further development of this service.

Pupil premium review is the third key traded offer; we have refined our offer based on the pupil premium guidance from the teaching schools' council and have identified a lead reviewer. We will have completed 4 reviews since September (3 complete with one agreed).

The additional areas of our offer include school reviews and we have recently agreed to be the lead review partner for the Landau Forte Trust of schools (with the first school review undertaken June 2018); we anticipate lead role in their other 5 schools. This is an aspect of our service which has capacity to increase.

Governors training, specifically data and bespoke areas of training by request, form the other parts of our offer.

## BEP Peer Review Programme

The BEP Peer Review Programme process is cyclical and aims to build a culture where self-evaluation, Peer Review and ongoing school to school support become embedded in the practice of Birmingham schools as part of their continual school improvement. As well as enabling schools to challenge and identify priority areas it also supports schools in celebrating strengths, building mutually beneficial relationships and learning from one another within a culture of collective accountability. The BEP Peer Review Programme supports schools who already work together as well as brokering new relationships and groups (clusters).

BEP has been delivering training and engaging Birmingham schools in Peer Review since 2014. For the first 2 years, we worked in collaboration with Education Development Trust (EDT - formerly CfBT). Schools were trained and participated in EDT's national Schools Partnership Programme - EDT's model for school improvement incorporating Peer Review.

In the summer of 2016, it was decided that BEP would build on the nationally regarded work of EDT and take ownership of a Peer Review programme for Birmingham schools. We created a new framework, training materials and recruited our own team of Headteachers to lead on training. Going forward, this reinforces the focus of a BEP Peer Review Programme for Birmingham schools as each Headteacher has personally participated in BEP Peer Review and are able to contribute their own personal experiences.

Feedback has been extremely positive, and the new framework and processes was embraced and embedded well.

This year we have run three Induction and training days. This full day training introduces the principles and process for schools new to the Programme who would like to participate. Schools who already participate are also able to attend. As part of their renewal they are entitled to one free place at the training, either to be used by the headteacher as a refresher, or if they wish to train a new or additional member of staff.

Currently we have 124 participant schools within 28 clusters and 28 Improvement champions within 17 clusters.

As part of our continual school improvement services, we have reviewed and updated our current framework, ready for the new academic year. We have also been working on a range of new additional 'supplements' which will be accessed by members and participants of the BEP Peer Review programme. The first will be focussed on Reading and targeted at Primaries. The next will be Arts and more broad and balanced areas of the curriculum, for all phases. Further supplements in the initial development phase include Closing the Gaps and Inclusion.

We are continually gathering feedback and information on how the BEP Peer Review programme has impacted and benefitted our Birmingham schools;

**"Working alongside experienced Heads was invaluable".**

**"You can learn so much by simply being in someone else's school for a day"**

“The BEP Peer Review Programme has provided us with a School improvement model that has a clear focus on improving provision for our students”.

“There have been some truly dynamic ideas shared and developed leading to tangible change. It has been humbling to return to a school and see how far the school has moved since the previous review”.

“The key outcomes from each review are fed directly into our school improvement targets and performance management targets for all staff”.

“Our schools have been greatly enhanced by being part of the reviews; we never come away empty handed”.

“The professional collaboration has meant that all school have given freely, and everything has been shared as we are doing it to enhance the lives of children in Birmingham”.

## NewStart. Building emotional resilience.

NewStart is a whole school approach that helps schools to build emotionally supportive environments that benefit all pupils, and to identify vulnerable pupils who require individual support to build their resilience, to improve academic, social and emotional outcomes. It has been developed in conjunction with Young Minds using the Academic Resilience Approach. In addition, this work enables Birmingham Schools to be represented at the highest strategic levels in the city to influence strategic change in the provision of mental health services for young people.

Currently funded by the NHS, NewStart encourages and builds on what good schools already do in terms of differentiation and adapting approaches in order that all children's academic and emotional development can be maximised. Importantly, much of the work NewStart schools progress within the approach is low cost, supporting children and young people's feelings of belonging to a school which, longer term, can encourage improved attendance, development and outcomes.

42 schools have engaged with the approach to date, each have taken forward the following elements of the approach:

- Assignment of an SLT member as School Wellbeing Lead and year 9 pupils as Young Wellbeing leads.
- Coaching from BEP's NewStart team
- Completion of a comprehensive evidence-based school and pupil audit to establish 'what it is like around here' and create a school action plan bespoke to the school
- Creating new ways of identifying pupil vulnerability and risk in order to intervene earlier
- Creating a stepped-up, in school offer for those pupils in need of additional support
- Whole school awareness raising and in-depth pastoral team training
- Mental Health Promotion work in partnership with FTB and Pause for Year 9 pupils as 'Young Wellbeing Leads' to influence school culture in partnership
- A Mental Health/Wellbeing Community of Practice to share activity and offer support

This year we have really started to see the value of working with schools in Communities of Practice. School Wellbeing Leads have shared examples of how they have changed practice without bringing in any additional resource and the impact on pupils. Additionally, the NewStart team have focussed on building the skills of staff through a series of clinician-led professional development events (covering themes such as self harm, anxiety, suicide awareness). These sessions have focussed not just on understanding theory but also on very practical tools and resources that staff can take back to use with their pupils.

85% of schools stated that the NewStart approach has increased their ability to identify and respond to vulnerability amongst their pupils. Schools have identified on average an additional 20 pupils who are vulnerable to poor emotional wellbeing but who would not have been identified until much later in their school life. For those pupils on stepped up support, attendance has been maintained and, in some cases, children have been safeguarded as a direct result of the interventions.

NewStart has also enabled pupils themselves to raise with schools some of the challenges they face, and has enabled schools to respond with a structured, evidence based, approach.

“It has been excellent to focus on early identification and intervention” “This is as fundamental as any safeguarding/behaviour policy or vision”

“I just wanted to express my praise for the training which took place. All students were totally engaged in the training they received and as a result are more aware of issues relating to resilience and mental health. This in turn will benefit our students when they share their training and insight. All the sessions were very well planned, thoughtful and reflected the mental health issues facing young people today”

“The change in my daughter since she started this has been unbelievable, she has really flourished”

#### The year ahead:

We are looking forward to welcoming a further 10 schools to the programme and working with a cluster of schools more closely and with more primary schools. This is in addition to continuing to work with those schools who have already been working with us and who are now embedding the work further. We are looking to expand the role of young people as leaders in schools with further training as there is such potential for young people themselves to challenge stigma and promote positive messages around emotional health and wellbeing.

The NewStart team have undertaken further consultancy work with other areas of the country and are looking forward to working directly with the Department for Education and Department of Health to influence the transformation of young people’s mental health. We will continue to develop partnership opportunities and explore best practice with colleagues nationally and, in particular, are seeking to develop approaches to staff wellbeing.

We will be looking forward to the outcomes for the first year’s Wellbeing Measurement Surveys that have been done in some schools and will offer a snapshot of wellbeing in schools across the city. There will also be national data available for comparison.

We have developed a dedicated Mental Health and Well-Being E-Newsletter – which gets sent monthly. This is used to provide readers with up to date information from around the world of well-being including resources, training opportunities, articles, best practice, research and other opportunities available to schools and young people.

## BEP Arts Engagement



An encouraging amount of awareness and acknowledgment as to the importance of Arts within schools, the curriculum and within teaching practice has emerged over the last 3 years of development work with Birmingham Schools. This is resulting in more teachers and schools feeling confident to reach out to discuss, reflect upon and seek to improve Arts and Cultural work to counterbalance a dry and narrow learning environment for young people.

Despite challenging budgets, on the ground development work is happening in schools however external knowledge and support, frameworks for growth, and partnership/peer working are proving to be invaluable in this process.

Through the communications channels and networks created over the last 3 years BEP has become an integral and important player in how the teachers and schools are interacting with the Arts Sector, as many funded projects and programs from the Arts Sector are continuing to get straight the schools.

There are approximately 160 Birmingham schools linked to the BEP Arts program in various ways and with the communication framework now established enabling this number to increase, work is becoming increasingly more developmental with schools as the education landscape continues to change.

### Teacher Networks

This year has seen even more focus and partnership work through the Arts Teacher network events, for both Primary and Secondary, delivered collaboratively with the Arts Sector in Birmingham. 180 Teachers have taken part in free high quality CPD sessions at several major venues in the city including the REP Theatre, The Hippodrome, mac Birmingham and the Barber Institute of Fine Arts. Content and contributions have come from Birmingham Royal Ballet, Birmingham Museums Trust, Ikon Gallery, Birmingham City University, Coventry University, Warwick University and the University of Birmingham.

The network events are now a recognised part of the calendar year for many teachers and are providing teachers with valuable professional development opportunities whilst creating the chance to collaborate with their peers from around the City. The networks programmed each term are Primary Artslink (multi art form), Secondary Visual Art, Secondary Drama and a newly created Primary Music CDP network (created in conjunction with Services for Education and being hosted by Regents Park Primary School).

This year the Primary Artslink steering group have staged the first summer Drama festival and also launched citywide Illustration competition for Primary children. BEP has been the lead partner and facilitator in all of these networks.

### In School Support and Visits

Requests to support schools with in provision mapping, planning and development has increased this year with support visits to 25 new schools (4 Secondary and 21 Primaries). This has run alongside the ongoing support from years 15/16 and 16/17 schools. The style of support varies from all round health checks, audits and learning walks, Artsmark program planning and Case Study support, recruiting and commissioning Artists, inset, creating staff CPD opportunities, creative curricula / teaching and learning pedagogy advice and planning Arts weeks and Festivals.

### Primary Lead Art Coordinator CPD and Training

With awareness increasing around the Broad and Balanced Curriculum and OFSTED review, more conversations and consultation is occurring with Senior Leaders and Head Teachers around the health of their provision and how best to audit, maintain and develop it. In some cases, in school support has been targeted and focused work with nominated lead teachers has been critical to begin to rebuild and develop all but depleted Arts provisions.

With many schools not possessing a nominated Lead Art Coordinator a CPD event was created by BEPs Arts Engagement Coordinator to explore the role and how it can have dramatic impact towards a schools development. The program was delivered collaboratively with Arts Connect and 2 successful Lead Art Coordinators from Billesley Primary School and Starbank School. 58 Primary Teachers attended the course and significant learning and peer work has happened as a result, with on the ground results and change already being reported.

### A 'Broad and Balanced' Curriculum and Arts Peer Review

Reciprocal dialogue has continued this year with Senior Leaders and Head Teachers around not only Arts and Cultural provisions in schools but the wider educational challenges they face including reading, literacy, maths, equality and safeguarding (an Arts and Culture presentation was made to 70 Head Teachers at 4 consortia as well as through in school visits). During these conversations it can be observed how well the Arts are contributing and permeating freely with ease, but conversely and more frequently, conversation is around 'catching the fall' and rebuilding a whole school awareness and approach. It is apparent to see just how challenging it can be for some schools to maintain a meaningful arts provision and for it to link and make sense with their core learning and attainment objectives.

In many cases the Arts have now become an afternoon or one-off week activity in a year yet, when support and advice is given, integration and spread can be developed and strategies for development put forward. Focussed time is now being spent on developing an offer for schools to assist them in this process by creating a consultation and questioning framework in auditing, evaluating, and action planning towards key development priorities around the 'Broad and Balanced Curriculum'.

There is also a new Arts Peer Review being developed to support this, which will also consolidate the ad hoc peer work already happening in the Arts between schools that developed naturally from events and activities over the last 3 years. It will bring together key areas of development and challenge for schools in developing and maintaining an Arts provision in areas such as the Lead Art / Creative Coordinator role, creative teaching and learning pedagogy (with the view to increasing depth and engagement in learning), curriculum design, school environment and displays and staff CPD.

An engaging curriculum is an imaginative and creative one that leads to deeper learning so the aim of this work will be to help schools address this and to develop practice in order that it might support OFSTED's Broad and Balanced themes, contribute to teaching and learning within the curriculum and integrate better into school improvement.

## Global Education



### Overview

The Global Education project began in November 2017, in partnership with Tide~ Global Learning. The aims of the project include supporting both teachers and young people to engage in an open and informed dialogue about global issues, to support the development of young leaders through the vehicle of global discussion, to encourage collaboration and the sharing of best practice between schools and young people.

### Supporting Schools

The project is designed to support schools in identifying where global discussion has a place in the classroom, and how to use resources to effectively achieve a more globally active school. This includes supporting individual schools with lessons and resources, as well as connecting schools across the city to encourage the sharing of best practice. This project brings together a variety of resources in order to signpost teachers to useful materials for lessons and extra-curricular work.

### Teacher Network

A teacher network is flourishing, bringing together teachers from both primary and secondary schools to discuss how global education has a place in their school, and the importance of sharing and collaborating with schools across Birmingham. The aim is to create a space for schools to celebrate and support each other, continuing to grow in the future. The teach meet sessions include understanding and celebrating where teachers are currently successfully achieving global education in the classroom and identifying areas that could be supported and improved.

### Working with young people

The project aims to be jointly led by students and teachers, and as such elements of the work are aimed at running lessons with students for them to become more globally active citizens. This includes both work within curriculum time, for instance in PSHE lessons, as well as extra-curricular activities alongside school ambassadors. Resources, lesson plans and workshop guides are all produced for each session which can then be shared across all schools on the website. We are also at the beginning stages of co-developing a student leadership programme which uses global discussion as a vehicle to encourage the development of communication and interpersonal skills for young people.

### Resources

Resources are created for different global topics, which can be bespoke to schools if they require it and are also then made available on the BEP website, alongside signposting to other useful resources and organisations that could be of support to schools. Both resources and ideas are shared to support lesson plans and extra-curricular activities, as well as sharing and celebrating those materials created by students and teachers themselves.

## Careers and Enterprise Company - Birmingham Enterprise Adviser Network



Birmingham Education Partnership is grant funded by the Careers and Enterprise Company, to deliver the Birmingham Enterprise Advisor Network (EAN). The EAN provides fully funded support to secondary schools and colleges. It is aligned to the National Careers Strategy and improves careers guidance for school students through increasing the quantity and quality of encounters with employers and careers information. It is based on best practice as reflected in the Gatsby benchmarks and on strong relationships with and between schools and employers.

### Schools in the EAN are supported by Enterprise Coordinators, who:

- Help schools to complete an audit of their current strategy and provision for careers and enterprise against the Gatsby benchmarks, and then agree priority actions to improve provision.
- Publicise local events, activities and provision, to ensure young people have as many careers encounters as possible.
- Provide Local Market Intelligence that reflects the geography of the school.
- Recruit and support volunteers from local businesses to act as Enterprise Advisors, and match these with schools.

And by:

### Enterprise Advisors (EA's) who are matched with individual schools to:

- Create a careers and enterprise strategy that reflects the needs identified in the school audit.
- Increase and improve the provision of careers advice to school students through engagement with local businesses.
- Increase the provision of work encounters for school students through engagement with local businesses.

Our EA's Advisors are senior business volunteers drawn from a wide range of businesses across the city who bring a wealth of personal experience and expertise, business connections and opportunities to our schools. Schools and EA's have been working together to create their strategies, deliver mentoring and interview sessions, run school-based careers events, organise work place experiences and run special projects for the benefit of large numbers of pupils.

The EAN has been operational in Birmingham since March 2017 and 45 schools are currently benefiting from it. A significant number of additional schools have expressed interest in joining. We are delighted to be working with great businesses from different employment sectors including: HS2, Network Rail, KPMG, HSBC, Deloitte, The Wesleyan, Legal and General, Mot McDonald, and many more.

BEP is grateful for the support of Birmingham City Council and Birmingham Professional services, who along with BEP itself, provide match funded staff who fulfil the role of Enterprise Coordinators.

## PE, Sport and Physical Activity



The start of the academic year BEP and the Youth Sport Trust (YST) agreed a partnership that supports Birmingham schools to maximize the delivery of school sport and PE to contribute to improving pupil well being, leadership and achievement.

### The project aims to:

- Provide a voice for both primary and secondary Headteachers and teachers across B'ham.
- Agree a PE, School Sport and Physical activity strategy for the city and support implementation.
- Provide opportunities for sharing of information and development of best practice.
- Shape and deliver a universal offer of support for primary schools.
- Lever in any local and national support and funding to improve school sport and PE.

### A voice for schools and strategy.

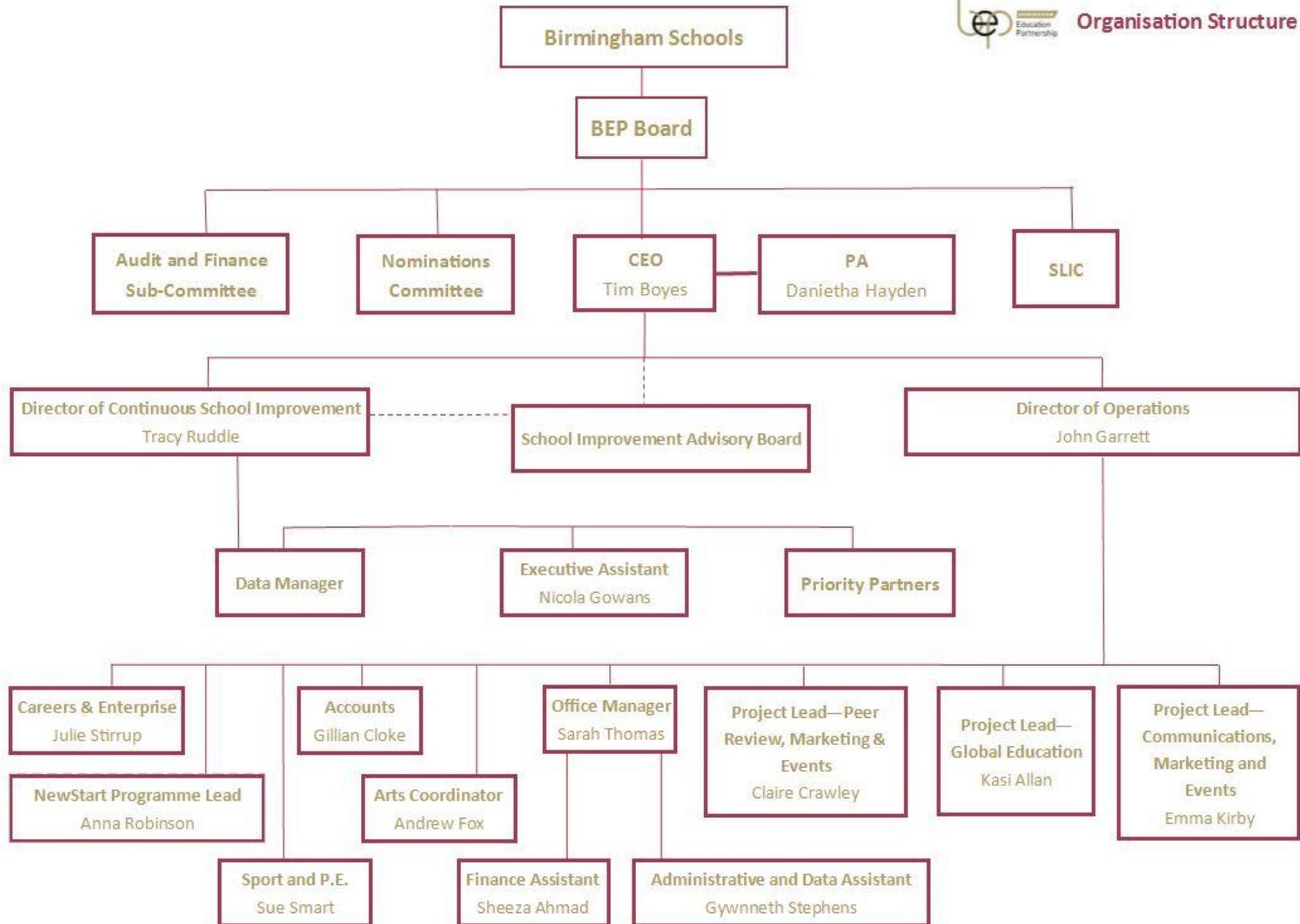
- The project has worked through and in partnership with existing networks and organisations within the city where possible. Creating additional network opportunities where these did not exist or where there was a need. Through engagement with Primary HT consortiums all parts of the city the strategy can be disseminated, profiled and shared and information shared
- Through the partnership an increasing number of Headteachers are acting as advocates and ambassadors for PE, sport and physical Activity at a strategic level
- Through the Headteacher Healthy Active Schools Group, and working with Sport B'Ham, a common strategy for the delivery of sport and PE across the city has been agreed and an implementation plan is under construction

The project has established free drop-in sessions each term for PE coordinators, that provide information, enable best practice to be identified and shared, and link up the work of PE coordinators with that of school games organisers. To date the project has had over 380 engagements with schools and a similar number with teachers.

### Through the partnership BEP and YST have:

- Delivered a subsidised programme of CPD for schools leaders, sport and PE leads, and other school staff
- Secured EU funding for delivery of a Playground United project that brought together two SEN and two mainstream schools
- The partnership between YST and the Girls Football foundation has enabled to deliver Playground Literacy workshops through Girls Football School Partnerships in Birmingham
- HSBC, British Cycling and Youth Sport Trust have worked collaboratively to run pilots opportunities to assist in the delivery Ready Set Ride programme which aimed at getting children aged 3-8 riding balance and pedal bikes with confidence. With the national launch at a B'Ham primary

BEP and YST have agreed to continue with this project through the financial year 18/19 and are delighted that Sue Smart – Development Manager - Team Lead will continue to lead it.





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